DEHCHO GÁH GOGHA EDIHTŁ'ÉH TS'ĘHK'EH GEDÉHTTH'IKEE
DEHCHO DIVISIONAL EDUCATION COUNCIL

VOICES OF THE NORTH

Volume 3 • Issue 5

DECEMBER 2021

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Deh Gáh School
Echo Dene School
Kakisa Lake School
Łíídlı̨ı̨ Kų́ę́ Elementary School
Łíídlı̨ı̨ Kų́ę́ Regional High School
Louie Norwegian School
Moose Kerr School

Earn your Education Assistance and Inclusion Certificate

Are you a Support Assistant working in the Northwest Territories?
You can apply to earn an Education Assistance and Inclusion (EAI) Certificate.
Tuition, fees, and materials will be fully covered by the GNWT Department of Education, Culture and Employment.

These courses will support you in developing the specialized skills to encourage the wellbeing, development, and education of students. You will learn from experienced instructors in inclusive education with innovative teaching methods who will help you become a leader in your school.

This opportunity is being offered in partnership between the Department of Education, Culture and Employment (GNWT) and Douglas College.

Who can apply:

You can apply if you are a currently employed JK-12 Support Assistant in the NWT who is in a permanent contract (not on a term); and has a High School diploma (or equivalency program).

Faculty
Applied Community Studies at Douglas College/ Contracted Local NWT Instructors

Department
Disability and Community Studies

Credits
30

Length of Program
A total of 10 courses
2 courses/semester

(Fall and Winter semesters)

Delivery
Fully online:
learn from where you are

Start Date
Winter 2022

Learn more at

- www.douglascollege.ca/program/cteaci
- contact your Regional Inclusive Schooling Coordinator

ORAL HEALTH PROGRAM & THE NEW DENTAL HYGIENIST

BY: JULIA ERASMUS, DENTAL THERAPIST

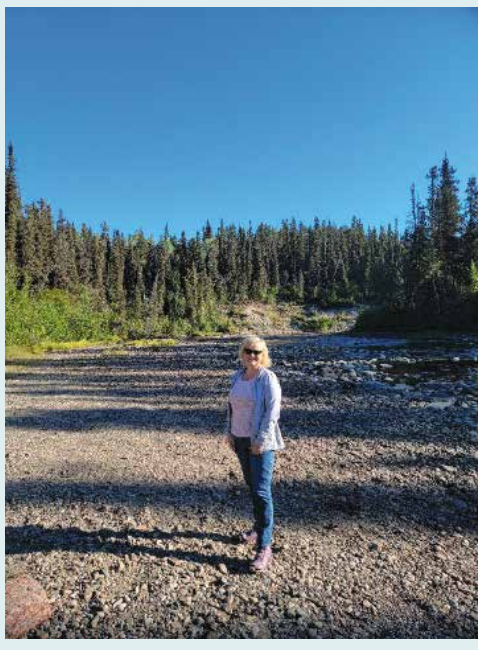
This school year the Oral Health Program is focused on decay prevention through cleanings, sealants, Fluoride Varnish and Silver Diamine Fluoride (SDF) treatments. Fluoride Varnish is a protective coating that is painted on teeth to prevent cavities, slow down or help stop cavities from getting bigger.

Silver Diamine Fluoride (SDF) is a way to deal with your child's tooth cavities. SDF is painted on decayed teeth and turns the yellow/brown spots black, which means the tooth decay is stopping. This treatment may need more than one application. SDF is a wonderful alternative to the risks associated with putting your child under general anesthetic to restore their teeth.

The Oral Health Program welcomed Wendy Wardlaw to the team in July! Wendy moved to Fort Simpson from Callingwood, Ontario and is the Northwest Territories Health and Social Services Authority's new Dental Hygienist for the Dehcho. She has 15 plus years of experience as a hygienist in private clinics and most recently in her own clinic; and is currently working on her Master's in Education in addition to full time work as the Dental Hygienist.

Wendy's clinic is in the Fort Simpson Health Centre and she sees the students from the Liidlii Kue Regional High School as well as students in the Dehcho region. To date, Wendy and the Dental Therapist attended the Liidlii Kue Schools' Cultural Professional Days and visited the Jean Marie River and Fort Liard schools to provide screenings and Fluoride Varnish treatments to the students.

Wendy enjoys the sights and quietness of the Dehcho especially the northern lights. Welcome her to the Dehcho and say, "Hello!" the next time you see her; she may be cleaning your child's teeth someday soon. Please remember to return your permission forms for the Oral Health Program to your child's school, so they may take advantage of services provided.



BDDEC SCHOOLS HONOR THE NATIONAL DAY FOR TRUTH AND RECONCILIATION

The Beaufort Delta Divisional Education Council (BDDEC) participated in the National Day for Truth and Reconciliation by raising awareness with a variety of educational links and resources for teachers to use in their classrooms during the week of September 27-30. Individual school sites internalized the meaning of this important day of reflection by organizing a variety of activities from marches, bulletin board creations, partnerships with local Indigenous Governments, and decorating school windows for the community to view. In the BDDEC District Office, staff wore orange and worked collaboratively to complete an Art piece that captures the important themes of Truth and Reconciliation which will be displayed for all to see.

Participation of staff and students in these activities was significant: honoring the integral role of the education system in Reconciliation. BDDEC shared the amazing work of its schools on its social media accounts all day on September 30 for communities to view.

CONNECTING THE CLASSROOM AND THE LAND IN BDDEC SCHOOLS

BY: ERICA THOMPSON

Schools in the Beaufort Delta have all created Cultural Calendars in collaboration with their communities for the 2021-2022 school year. These Cultural Calendars include the traditional seasonal and cultural activities that people participate in throughout the year. Teachers have been working to plan lessons, units and activities that correspond to the events on their school's calendars.

One of the most common cultural activities that happen in the Beaufort Delta Region in the fall months is medicinal plant harvests. These harvest activities include berry picking, collecting Labrador tea (lidii mis'giti in the Gwich'in language), and spruce gum. BDDEC schools have worked with community members and Elders to learn about which plants they find in their regions, the traditional names for these plants in Gwich'in and Inuvialuktun, and ways in which teachers can connect academic skills to their excursions out on the land. Teachers in BDDEC have access to a variety of resources including a repository of teacher created lessons on Moodle that represent a value in the board to share what is had and also an Indigenizing Education Google Classroom filled with lessons and activities that connect harvest activities to core curriculum subjects. Examples of these lessons include learning counting skills in the primary classes with berry harvests, calculating plant populations from a chosen grid plot, and observing the different characteristics and needs of medicinal plants in the region. Elders and community knowledge holders help students learn to respect the land and tell traditional stories about collecting medicinal plants and their uses. Students were able to bring their harvests home to share with family and their community. The fall harvest activities in BDDEC schools were engaging for young learners and certainly a great example of relational learning in practice.

CULTURE ORIENTATION DAY

BY: DAN SUMMERS, PRINCIPAL

Like any other day at Moose Kerr School (MKS), the faculty and staff arrived eager to begin a day of teaching and learning. Today however, it did not include students.

Culture Orientation Day is a celebration of culture, tradition, and beliefs. These are values that have been willingly and enthusiastically shared with Indigenous and non-Indigenous people for hundreds of years. So it was with no surprise that MKS Culture Team stepped forward to offer traditional in-servicing on a number of levels: including cooking bannock and doughnuts; exploring the various niceties of both Inuvialuit and Gwich'in; learning the art of mitt stringing; and, beading up a storm in earring design.

Special thanks to MKS's principal team for arriving early so that faculty and staff could enjoy a warm breakfast of bacon, eggs, toast, yogurt and fruit. Also, thank you to our DEA, our Culture Team, and the rest of the MKS Team for ensuring a successful day of learning. And finally, a HUGE thank you goes out to our session instructors:

- Traditional Bannock and Doughnuts
  - Cheryl Arey
  - Margo McLeod
  - Courtney McLeod
- Language Instruction
  - AnnaLee McLeod
  - Shannon Wright
- Traditional Earring Design and Beading
  - Terilyn McLeod
- Traditional Mitt Strings
  - Effie Paul

We are so fortunate to experience many of the traditional foundations that Canada was built upon while living and working in the NWT. The people are warm and inviting, and the experiences offered are unique and enriching. If ever you forget that, or you wish to experience that, just hope on a plane and visit Aklavik and the Moose Kerr School.

MKS Staff and Faculty cooking bannock

(left to right) Chery Arey and Nalini Johnson making Mitt Strings

(left to right) Velma Illasiak and Mandy Archie

TRUTH AND RECONCILIATION DAY A DAY OF HEALING AND HOPE...

BY: DAN SUMMERS, PRINCIPAL

The Truth and Reconciliation National Holiday (30 September 2021) was a day of acknowledgment and remembrance for all those who attended Residential Schools and for those that never returned.

Rose Fitzgerald Kennedy once said that, 'It has been said, that time heals all wounds. I do not agree. The wounds remain. In time, the mind, protecting its sanity, covers them with scar tissue and the pain lessons. But it is never gone.'

It is important that Canadians, if not the world, never forget and always acknowledge that the struggles of those in Residential Schools were real and many still deal with the haunting memories. As such, and out of respect, we must learn and speak the truth if we are to create the steppingstones to fully appreciate Truth and Reconciliation. Once we do, the healing will bring us closer together as one nation and one people.

For our MKS students and staff, we have made a commitment to look toward to the future by never forgetting the lessons of the past. Our children are gifts, and it is our responsibility to ensure they have a life filled with hope, love, respect, and opportunity.

MKS Faculty and Staff

MKS Students, Faculty, Staff and Community

MOOSE KERR SCHOOL YOUTH VOLLEYBALL TOURNAMENT

BY: TALINA STORR, GRADE 9

On September 25, 2021, the Moose Kerr School and the Aklavik Recreation Department held a volleyball tournament for middle and high school students at Moose Kerr School gymnasium. Since Covid-19, there has not been many community events so I was 'stoked' to attend this tournament. It was my first competitive tournament and it was exciting, involved hard play, and was loaded with lots of fun.

About 24 teenagers from across the grades showed up, which was impressive for such a small community. Four teams were represented in the tournament. When play begun, you knew right away that teams were going to give their best! To make it even more competitive, some of the more experienced players held workshops for the younger players by teaching them how to serve and play the game as a team. After we started to play you could see that the sessions worked because the completion was fierce.

Although we had to follow strict Covid guidelines, for the first time in a while things felt normal. I realized how much I miss community events, but I know that things will turn around. Regardless, it is such a wonderful feeling being a part of a school community that can still get together and have a little fun. I can't wait until the next tournament!

MY MOTHER'S EYE

BY: HUSNIEH AYACHE, GRADE 11

People have always said I had my mother's eyes. Back then, I did not understand, but now I do. She was lying there a week ago, in the hospital bed, mute, frail, and fragile. Her life depending on a bunch of plastic tubes. Why was she so weak? So insufferable! So pathetic! Couldn't she be like the other mothers? The moms who lived in nice warm houses, who baked fresh cookies for their children, who bought them trendy clothes and the latest toys. Instead, my mother was the one who lived on the streets, the one who barely could fend for herself, and the one who had to beg to make a living for us. I have no father. It is only me and my one-eyed mother.

I had always hated my mother; she was an embarrassment to me. Like that one day, I had forgotten my project at home, and I had to present it to my teacher. Instead of staying in her shack all day, she decided to come to my school. In front of all the other kids, she handed me my project, so that I could be made fun of. How could she do this to me! I threw her a hateful look, grabbed the project, and ran awkwardly inside. The next day at school all the children taunted me and made fun of her grisly face. I just wanted my mother to disappear from this world.

When I went home, I said to my mother, "Why don't you have another eye? If you're only going to make me a laughingstock, why don't you just die? I hate you!" My mother looked at me, but she did not respond.

That night I woke up with a parched throat, so I went to the kitchen to get a glass of water. There, my mother was crying, quietly as if she were afraid of waking me. I felt no pity for her; my mother was very annoying and deserved to cry. Seeing her there reminded me of that one time all the other kids did not wear their mitts and hats to school in winter, so I did the same. But my annoying mother kept nagging me to put them on. She even promised me if I did, she would buy me a treat; I laughed in her face. She doesn't even have the money to buy me a phone. I left for school without my mitts or hat. Later in the evening I was coughing and burning up. My mother just looked at me and left, and she came back with medicine. The next day I woke up and felt much better. There was a damp towel on my forehead. Beside me my mother lay on the side of my bed, with a bowl of water in her hand. How pathetic I thought. I could fend for myself; she was the last person I wanted help from. But something was pinching me at the corner of my heart, but even so, I hated my mother.

I did not want to grow up and become like her. I promised myself that day that I would work hard and become successful, so I could leave my mother and this life behind. I kept this promise. I studied real hard and got accepted into university. Afterward, I got married and bought a house faraway. I even had kids. I was finally living as a happy independent man without my nagging one-eyed mother.

One Christmas morning, there was a knock on my door. My daughter went to open it as I was walking down the stairs. A second later, my daughter was screaming and running away. Panic gripped me as I tried to figure out who would scare my poor daughter like that? A frail figure stood trembling at the door. "Who are you?!" I bellowed in a loud threatening voice, "What do you want!?" I continued, "How dare you come to my house and scare my daughter!" Suddenly, it felt as though the whole sky was falling on me. It was my mother, still with that one eye. "I ddo-don't know you," I stammered as I struggled to make my words sound believable. My little girl screeched away, scared of my mother's eye. My mother quietly answered, "Oh, I'm so sorry. I may have gotten the wrong address," and she stumbled out of my sight. Thank goodness! She didn't recognize me, I thought as I quietly closed the door. I put that day behind me and went on with my life.

Now, I am standing over my mother's freshly covered grave thinking about the funeral cost I had to cover. Even though it was pouring rain, I didn't feel cold. The last people to say their goodbyes were me and this other man. The man stared at me and finally asked, "You Anni's kid? "Yes," I replied hoarsely. "Anni had the brightest eyes in the world; it's a shame she had to give one away," he said. "What?" I asked in confusion. "You're her child, kid. Yah didn't know?" *"Didn't know what"* I wanted to ask, but the words wouldn't leave my lips. By now the rain had stopped falling and a few rays of sunshine were slowly pushing back the dark clouds. He smirked. "You were born with a deformity kid, yah had no right eye," he said. Maybe I wasn't hearing him right. I tried asking him to repeat what he said, but the words wouldn't leave. My fingers trembled and my knees became rubber. "Anni didn't hesitate to sign the papers for your surgery. She gave you her eye. Yah got your mother's eye kid." I didn't realize I had fallen to the ground until I felt the cold mud against my knees. The man came closer, pushed something in my hands, and walked away. As I stared down at the damp envelope, I recognized my mother's handwriting. With trembling fingers, I tore it open and carefully unfolded the paper.

"My son, I love you so much. I am so sorry I only had one eye, and I was such an embarrassment for you. You see, you were born without an eye. As your mother, I could not stand watching you grow up with only one eye, so I gave you mine. I was so proud of my son that was seeing a whole new world for me, in my place, with that eye. I was never upset at you for anything you did, or the times you were angry with me. I thought to myself, "It's because he loves me." My son, oh my son, I don't want you to cry for me because of my death. I love you, my son, I love you so much."

I laid there sobbing on her grave, mute, frail, and fragile.

Biography of Ms. Husnieh Ayache

I am 16 years old and attend Moose Kerr School in Aklavik, NWT. I have been here since 2018, and will graduate next year. I enjoy writing stories as a form of therapy. If I were to say what I most enjoy about writing, it would have to be that it allows me to explore topics otherwise not an option in most of my schooling. Of which, I take school very seriously because I know it is important, but I also know it is fun; I like learning.

As for my story, it started as a school requirement. When I first began thinking about a topic, I recalled my mother telling me about My Mother's Eye when I was a young girl - or at least a younger girl. And though I would like to believe the story aligned well with my mother's version, I think I may have added a personal touch. It is a story of regrets, reflection, and love.

As for my future ambitions, following completion of my schooling I would love to take on a role in the field of cellular biology. However, if I became a pediatrician it would also be a dream come true.

OWN YOUR PART

BY: RYAN BARBEAU & DANIEL SUMMERS

A person's ability to take responsibility for their actions can be the most admirable personality trait that one could possess as a human-being. We are our own person and we have the ability to control every single thing about us, including our actions. By taking responsibility to better ourselves, we then also support an environment that is positive, welcoming, and conducive to a better school. In fact, it is our job as people to reflect on the decisions that we make, good or bad, and try to think about how we can improve them. That's how the world becomes a better place.

Moose Kerr School is committed to helping its students understand this and that each one of them has the ability to change the world; each in their own unique way, but it starts with understanding that we must always be in control of what we do. So, on Wednesday, November 10, Daniel and Ryan (both teachers and Vice Principals) made their way to the Elementary classrooms to discuss the importance of owning our actions and being responsible for what we do. Supported by a number of media and hardcopy visuals, the discussion between instructors and students was rich and engaging. In the end, the enthusiasm toward understanding what it takes to be a better person showed that everyone wants to better themselves and make our school a welcoming place to be.

Great job MKS!

Teachers/VPs (left to Right) Ryan Barbeau & Daniel Summers

DEH GÁH STUDENTS LEARN ON THE LAND

BY: THERESA BONNETROUGE

From October 4-8, 2021, the Grades 4-9 students from Deh Gáh School were out on the land at the new school camp. While out on the land, the students had fun exploring, sewing, gathering wood, building shelters, gathering medicinal plants, going on nature walks, listening to stories and helping around the camp.

Every morning, during the circle, the students were asked what they wanted to pray for. The students were reminded of this month's featured Dene Law of **respecting everything and everyone around them** and **to be polite and not argue.**

The students had traditional foods such as moose meat and fish. The students enjoyed themselves cooking moose meat on the fire. The students learned to sew beads with the help of Charlene Bonnetrouge. The students also enjoyed making dry meat, with Indigenous Language Educator (ILE), Theresa Bonnetrouge and SA Bertha Landry. The students also watched a demonstration on how to clean the fish that they caught.

The students looked for medicinal plants and spruce gum in the bush. The students then boiled the plants and had a taste of Labrador tea.

The boys went chicken hunting with SA Jonas Landry and brought back four chickens! The boys watched Theresa Bonnetrouge demonstrate how to clean the chickens and prepare them for the fire.

The students spent quality time together, learning in the bush.

Mike Leishman holding the log for Sommer Bonnetrouge.

Jean Causa, Adalius Elleze-Lefoin, and LaDanian Matto in front of their stick shelter

LaDanian Matto sitting by the fire eating his sandwich.

Hannah Gargan and Goliah Landry making dry meat.

Ashley Bond sewing beads.

Isaiah Elleze looking into the tent.

ROCK YOUR MOCS

Deh Gáh Elementary School staff and students participated in celebrating the Rock Your Mocs week by wearing our favourite moccasins. Since 2011, Rock Your Mocs has been celebrated across Canada during National Native American Heritage Month.

This month and week, is a positive opportunity to be united and celebrate Indigenous peoples worldwide and honouring our ancestors. Indigenous people across the world wear moccasins because they are sacred and an expression of culture and respect.

Students were introduced to different styles of moccasins from different Indigenous peoples from across Canada and the world - Dene, Inuit, Puebla, Cree, Mohawk, and Maori. "Moccasins come in all colours and all styles, just like people. Just because mine don't look like someone else's doesn't mean they aren't special," said one student after seeing the different colours and styles of moccasins from around the world. "I like my mocs because my grandma made them for me and they keep my feet warm," said one student of her tall mukluks. "I wear mine because they look cool and show people that I'm native," said another.

(top to bottom) Charlene Bonnetrouge, Harley Matto, Kristen Machina, Sheena Labrecque, James Labrecque

PEOPLE MAKING A DIFFERENCE

We would like to honor our Judo Coach Amy Cotton, who was recently nominated by your Territorial Sport Organization (TSO) to become one of this year's Sport North "Covid Heroes"

in the area of Coaching!

The TSO submitted her name because they felt strongly that she continued to lead and train your athletes in Judo both safely and in an inspiring way!

The 2020/2021 year was not an easy time for the sporting community, and Sport North appreciates that Ms. Cotton continued to "Move Sport Forward" during this time.

Sport North will recognize Ms. Cotton's contribution in multiple ways:

- She will be featured on their social media.
- She will be featured in a short video, which will be put on their social media.
- A celebratory token of their appreciation will be sent to her.

The DDEC would also like to acknowledge her dedication to our students, and her positive attitude.

ECHO DENE NEWSLETTER

It's been a very busy and exciting few months of learning and fun here at Echo Dene.

Our staff and students have been focusing on Literacy. Students from grade one to grade 12 have been working on various strategies, ranging from DSW, Gates, and the use of guided reading and read-aloud to convey their learning to their peers and teachers. It's great to see their perseverance when reading/writing and their enthusiasm when they complete the task at hand! Staff members have also been very active in their Professional Development and share strategies and learn from one another. I am very proud of the progress we are achieving.

We are also excited to announce our exciting Literacy project:

Our project is called EDS GROWING READERS, a three-week literacy challenge from kindergarten to grade 7. The aim is to empower students through literacy skill-building. The project starts on Friday, November 26; your child (ren) will bring a book home for the weekend. They will read each night for 15 minutes. Your child(ren) will bring home a reading log for you to keep track of their readings. On December 13, we will collect all the reading logs- Students will also win prizes.

Meet the teachers was on September 29. Thanks to all the parents and students who came out for our Meet the teachers, it was a great success.

Student Vote is a program of CIVIX presented in collaboration with Elections Canada.

The student took part in voting on September 20, 2001. The learning program allows students to experience the voting process firsthand and practice the habits of active and informed citizenship.

The importance of Indigenous inclusion in cultural programming cannot be overstated. By centering Indigenous perspectives across the curriculum in all areas, we want to create inclusive spaces for students to see themselves reflected as individuals and validated within the school community. Students took part in the first of many Culture Camps Days hosted by the Dene Language teacher with the help of many community members from September 20-24. This camp is one of the many ways our school communities celebrate local First Nations traditions and culture and understand our shared history as Canadians.

We want to give them a sense of pride and positivity for our students.

Some of the activities included: Bannock on a sick/ Moose /Bison/ Beaver Tail and Fish scaling and drying.

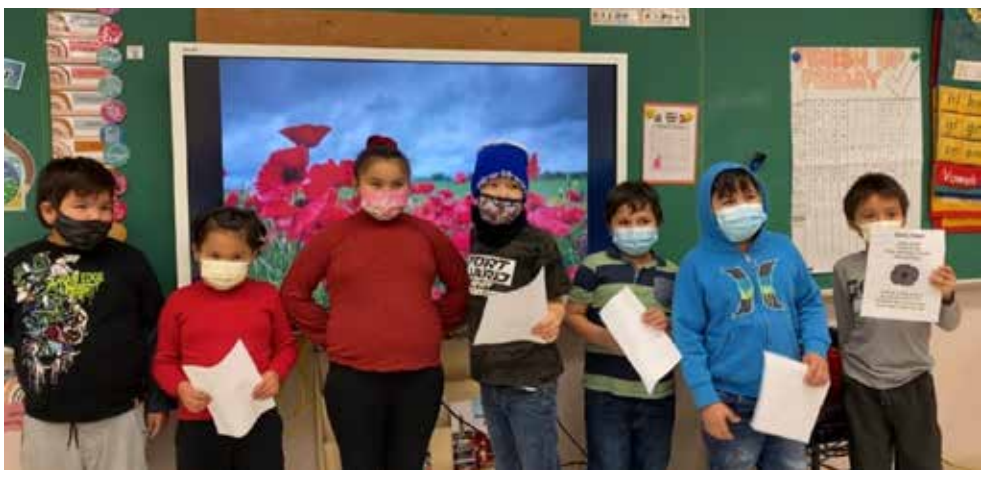
Orange Shirt Day is when we all come together to pay tribute to the residential school survivors for the ultimate sacrifices they made while in residential school. Children at Echo Dene School are decked out for Orange Shirt Day Wednesday, November 29, where they learned about residential schools and Indigenous survivors as an act of Reconciliation.

Happy Pancake Breakfast Day!

On October 1, the students were treated to a continental breakfast with eggs, pancakes, bacon, and apple juice. The cooking it all up at 6:45 am and by 8:30 am, breakfast was delivered to each class! A huge thank You to Kathie, and all the volunteers on set up/ prep and the cleanup crew for all the hard work. We enjoyed the rest of the day with full tummies and in our comfy PJs.

Halloween! We had a very spooky time. We had our Halloween door decorating contest. The Hallowe'en dress-up day also brought the children's creativity to the fore. Classes took part in a virtual parade, with each style showing their costumes in their classroom while the parent watched it on Facebook. You can see a snapshot of the artwork and the costumes posted on the community Facebook. I'm sure you will enjoy it.

Our Remembrance Day Assembly was held on November 10, 2021, @ 11:00 am in the school gymnasium. Before the assembly, teachers discussed Remembrance Day and the freedoms that we enjoy daily because of the sacrifices the soldiers made for us. From creating a Remembrance Day wreath, postcards to writing poems.



SCHOOL-COMMUNITY RELATIONSHIP – HOW CJYS IS BENEFITING

BY: SYLVESTER BOADI, PRINCIPAL

Many people in Wrigley community have contributed in diverse ways to help build a strong relationship between the school and the community. Notable among them are Mr. Lloyd Moses (Chief of the community), who among other things, supports the school in matters relating to COVID-19 prevention. The Deputy Chief, Mr. Kyle Clille, has also collaborated immensely with the school in emergency situations. The members of the DEA in Wrigley, Elsie Hardisty (Chairperson) and Lisa Moses (Trustee) have never failed the school administration in helping to make decisions. Again, Mr. Dwight James Norwegian is someone who has never reneged on his promises to the school. Specifically, he ensures that the schoolyard is always safe for students and staff. Mr. Loyal Oskenekisses won't hesitate to approach the school administration whenever he needed something from the school to serve the community, besides ensuring that the gym is always safe for health activities. These personalities have, indeed, shown a great deal of love for the new administration and we sincerely appreciate their efforts.

On this day, however, Mr. Darcy Moses took the relationship to a different level. He graciously provided the school with wild birds through his wife, Mrs. Priscilla Moses, who is the Dene Zhatie Teacher of the school. Priscilla mobilized the students and taught them the simple and easy way to pluck feathers from the birds. After that, students from various grades took turns to cook the birds in the kitchen under the supervision of Priscilla and Sarah. Mrs. Lydia Lungameni, a teacher at the school, completed the menu with an African Bannock. Everyone in the school that day was served a delicious lunch - kind courtesy Mr. Darcy Moses.

I believe strongly that a healthy school-community relationship is crucial in all situations. In our scenario, for example, the students were exposed to other ways they can meet their protein needs without always having to rely on grocery products. Apart from that, the students during the day killed boredom as they moved from their regular classrooms and participated in the cooking. There is no doubt that schools that connect well with the community have the potential to build well-educated citizens ready to take on responsibilities as contributing community members. By working together, schools, families, and communities can prepare for a more promising future. As a new principal of CJYS, I'll make sure this relationship continues, while doffing my hat for those who made it possible.

Students learn to pluck feathers1

Cooking continues.

Students served

READING WITH YOUR CHILD: PARENTS ARE A CHILD'S FIRST TEACHER

How can we help our children when they are learning to read? We know how important reading is for a child's confidence. Reading is also a great way to discover the world without ever leaving home. But how can families help their children who are learning to read?

Very young children learn a lot by just looking at books. This is true, even when they are only reading the pictures. They are learning about how stories go. Children love to follow what is happening in the pictures. They begin to understand that the words on the page have a message.

Listening to a grandparent tell stories is also very important. Children will learn how to make sense of a story by listening. One day, it will be their turn to tell stories.

As children grow and make their first attempts at reading, it's good practice to read a book over and over again. When your child brings home a book from class, reading the book again is great for growing readers. Reading is just like any other skill, be it cooking, hockey, judo, or baseball: it takes practice!

When your child brings home a book, it is an invitation to spend time enjoying the book together. You can read along with your child. If your child knows some of the words, you can share the reading when you say the unknown words. If a child is ready to read a book alone, you can be their biggest fan. The hard work of learning to read happens in the classroom. Don't worry too much about sounding out words. Just enjoy your home reading, even if it's just the pictures! This encouragement sends an important message to your child. Books and learning should be fun.

WHAT ARE YOU THANKFUL FOR?

Halloween in Kakisa was very spooky. Teachers and students dressed up for the afternoon and played fun activities. The highlight was going blindfolded through a maze of leaves and obstacles.

This year teachers and students were asked to think of all of the things they have and things they should be thankful for. Daily we highlighted these things by talking about them and then we wrote them on a pumpkin. We discovered all of the wonderful things we have in our lives.

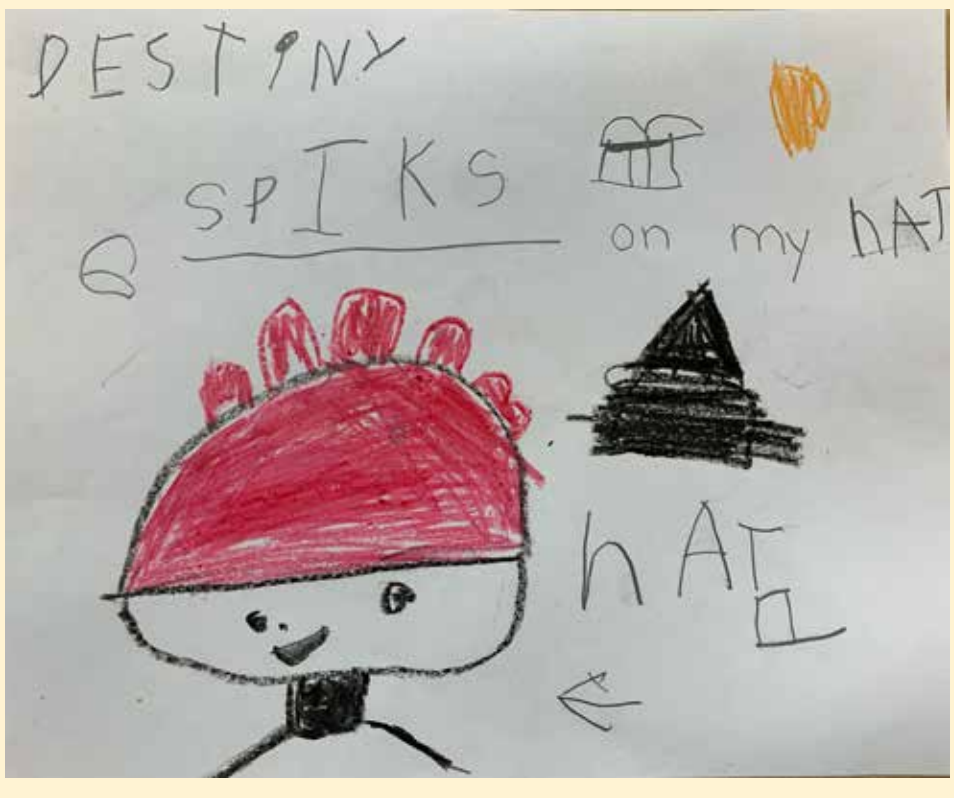
BOOMERANG BOOKS & BOOK HOUSES IN KAKISA

BOOKS THAT KEEP COMING BACK

A project was undertaken in early September, by the teachers and students in Kakisa to make, paint and erect book houses throughout the community. The goal of the project is to make reading materials available to everyone in Kakisa. Six book houses were made and will be placed strategically around the community so children and adults can easily borrow books to read, & when completed, return the book and borrow another one. People are also welcomed to contribute books of their own for others to read. This will be an ongoing project, which will regularly introduce everyone to new and different reading material.

JK AND KINDERGARTENERS ARE WRITERS!

At Echo Dene School our youngest students are learning to draw and write. Children are learning to plan for drawing and writing. The children are adding detail to their pictures and then labelling them. As they practise writing, they are learning to match sounds and letters. All of these skills lay an important foundation for learning to write.



CELEBRATION IN KAKISA

Kakisa Lake School has a new permanent campsite set up near the school, so the teachers and students can do cultural activities, in an outdoor camp setting, throughout the school year.

On Saturday November 6th the school celebrated the opening of our new campsite. Everyone was invited. Lunch was scheduled from 11:30 am to 1:00 pm. however it lasted much longer than that. We had soup and sandwiches, desserts, tea and coffee and lots of great stories and conversations. Everyone loved it, especially the Elders, who stayed well into the late afternoon, telling about bygone days and enjoying many cups of tea. It was so good to see everyone coming out and sharing at this event.

Government of
Northwest Territories

Updated: November 17, 2021

COVID-19 INFORMATION
Daily Symptom Screening Tool for Students, School Staff and Early Childhood Care Workers

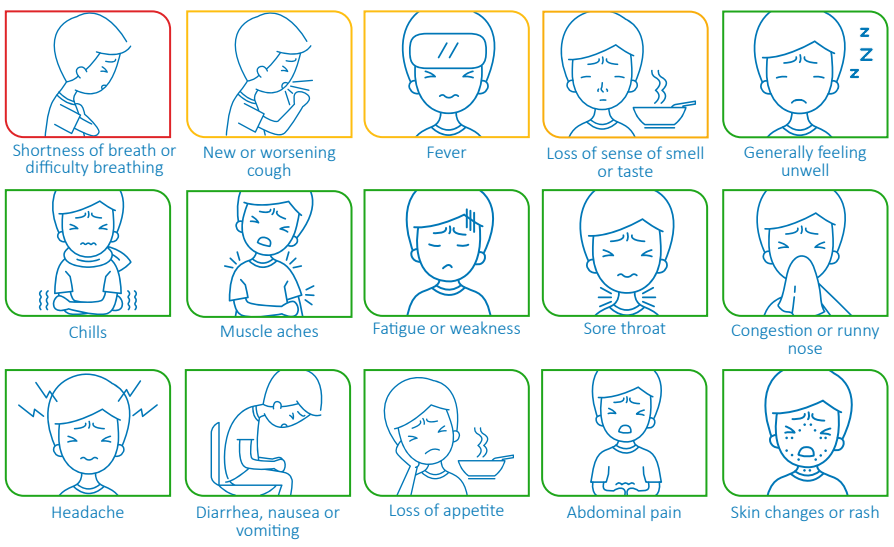
1 Initial Screening Questions

- Are you required to self-isolate due to travel from outside the NWT? Is anyone in your household required to self-isolate due to travel outside of the NWT?
- Have you had close contact with anyone who has tested positive for COVID-19 in the past 14 days?
- Have you been advised to isolate or self-isolate by ProtectNWT or a healthcare provider in the past 14 days?

If the answer is **YES** to one or all of the questions above, please stay home and contact public health for next steps.

If the answer to all questions is **NO**, move to Step 2.

2 Do you have ANY of the following new or worsening symptoms?



If the answer is **YES**, please stay home and move to step 3 for guidance on arranging a healthcare assessment.

If the answer is **NO**, you can attend work or school.

For more information, please visit www.gov.nt.ca/covid-19

GRADE 3 & 4 AT LIIDLII KUE ELEMENTARY SCHOOL

The Grade 3 & 4 class at Liidlii Kue Elementary School has been on some adventures so far this year. My name is Doug Saul and I am the teacher for these great students. I am from Canmore, Alberta, however I am not unfamiliar with Fort Simpson, having been here twice before – once while canoeing down the Dehcho with the YMCA and once while guiding on the Nahanni River with Mount Royal University.

The Grade 3 & 4 class had a fun and enriching time at the Fall Dene Culture Camp in early October. We cooked bannock, ate moose stew, went fishing and ran up and down the hills of the Dehcho riverbanks. Our mentors: Ms. Gargan, Timmy Kraus and Jonathon Betsedea, helped the camp run smoothly. Then, later in the autumn, we headed back out to the trails. One day we collected willow branches for some art projects. On another day we collected birch tree funguses to use as fire starters. While on yet another day we trekked down to the snowy banks of the Dehcho to watch as sheets of ice came swirling down the current from Nahanni Butte (Liard River) and the Tucho (Great Slave Lake). Each time we collected items from the land, we were sure to say a thank you to the land and to leave a gift.

Hoping you all stay safe and have a great rest of your autumn and a wonderful start to winter. Mahsi cho, Mr. Saul and all the Grade 3 & 4 students.

LKES GRADE 1 LEARNING ACTIVITIES

BY: MEGAN WARR, GRADE 1 TEACHER

Grade 1's at Liidlii Kue Elementary School have had a wonderful first term filled with learning, culture, inquiry, and exploration. Students kicked the year off with an Autumn Culture Camp. We had knowledgeable, helpful parent volunteers to accompany us. Students were really at their best out on the land. They returned to the classroom to create dioramas of their culture camp experiences.

Grade 1's have been getting to know their community members and recognize the various jobs that build our community. They've been walking many kilometres to explore important buildings and meet important people in Liidlii Kue.

They showed that they understand the importance of recognizing Orange Shirt Day/Truth and Reconciliation Day and celebrating their beautiful culture. They've taken on new challenges like gymnastics, tricky math work, difficult experiments in science! We have had fantastically spooky celebrations of Halloween. It has been a term filled with learning about the world as well as about ourselves. I am so proud of the work these students have been able to accomplish. I will be moving from the Grade 1 Homeroom Teacher to the Program Support Teacher. I am so eager to support the students and teachers at LKES but it is a bittersweet moment after all of the incredible experiences we have shared in Grade 1.

Visiting the RCMP

Ava Horesay at ENR

Mrs. Bernice Gargan teaching about food

Kindergarten and grade 1 students out around town

Orange Shirt Day

GREETINGS FROM LKRHS!

Since our last report a lot of positive things have happened within our LKRHS community. We have since had Culture Tourism Camp, Thanksgiving celebration, Halloween celebrations, hired some new LKRHS staff and said good-bye to some, held an in-school Remembrance Day ceremony, and much more. It's continuing to shape up as an educationally fun-filled school year. We are also seeing an increase in attendance across classes. All positive gains that we like to see!

Culture Tourism Camp was a 4-day school-wide event where students participated in setting up a tent, light fires, filleting fish, delimbing firewood, preparing foods, Fire Feeding ceremony, etc. at the Territorial Campground. This camp was sponsored and supported by "Industry, Tourism & Investment, GNWT". Our students not only had a chance to entrench themselves in some culturally relevant activities but had a blast in doing so. (see Figures 1 and 2).

Before our departure for Thanksgiving long weekend, LKRHS staff provided a hot dog lunch for students. A turkey dinner was in the "makings" but students preferred hot dogs and hamburgers over the traditional main course. Nonetheless, we enjoyed our meal and students were thankful for the meal and our LKRHS staff were thankful to serve it to them. We have so much to be thankful for!

Halloween celebrations was still a little different this year because of pandemic restrictions in place. Each class/ cohort celebrated in their classrooms to reduce the likelihood of any pupils mixing. We did have a costume contest in the gymnasium where each class, one at a time, had a chance to have judges pick best costumes. Some costumes were pretty impressive! Our students enjoyed themselves. We also had one member of our local Friendship Centre to come and judge the best decorated door. There was a tie between both junior high classes, therefore they both ended up winning a class pizza party. Yummy!!! (see figures 3,4 and 5)

New to our team this fall is Ms. Reannda Cli and Mr. Jonathan Shum who have both graciously accepted Student Support positions. Ms. Cheryl Cli, previously our Student Support Assistant, has now taken on the role of LKRHS' Culture/Language Specialist. Ms. Cli comes to us with an array of educational experiences and credentials to fulfill the duties of this important role. On Monday, November 22, Ms. Katherine McLennan will be joining our team as our new Program Support Teacher. She has many years of high school teaching experience and qualifies to take on this role. Last but certainly not least, we have since hired another Student Support Assistant, Ms. Anette Chiasson, who will be joining us on November 29. We're looking forward to and welcome her to LKRHS. All this excitement comes with some saddening news: Mr. Will Magno has now officially left the LKRHS community. He was such a huge asset for our students during his term but has now moved to the position of DDEC's Regional PST. We will truly miss his presence and contributions.

Our annual school Remembrance Day ceremony looked a little different again this year because of the pandemic restrictions in place. We held an in-school-only ceremony with our staff, students, cadets, and a RCMP member present. To make this ceremony possible we had the live event take place in the gymnasium with Zoom meetings available in the senior and junior wings so that students could see the event virtually without having to gather as a whole school. Students and staff had a chance to participate by laying wreaths and pinning poppies at the cenotaph. We also had 3 students who read poems and tributes. Overall, it was a respectable ceremony to honour our fallen and those who still serve. (see figures 6 and 7).

We are hoping to continue building school spirit and excitement for our staff and students. This upcoming Christmas season will likely be celebrated among cohorts but still very much educational and festively felt. Our LKRHS community is no doubt a small one but we all feel interconnected when celebrating these important holidays, despite being separated physically. We will continue to grow in a positive direction with these new social norms and find new and encouraging ways to celebrate. Thank you to our communities for understanding why we still have very little invites sent out regularly. Thank you to our staff and students for learning how to celebrate school spirit without congregating in mass groups.

Figure 1

Figure 2

Figure 3, Naazah Landry

Figure 4

Figure 5

Figure 6

Figure 7, Ethan Norwegian

LKES KINDERGARTEN GOES EXPLORING

This fall has been a time of grand adventures for Kindergarten. The weather has been very cooperative and we have spent lots of time outdoors. We have done a variety of activities and seen many parts of our community – From the Wilds to the Streets. We learned from mother nature, and we visited places in Fort Simpson. We have learned to share everything, never go alone, and clean up after yourself. Thank you to everyone who has helped us on our journey.

Visiting the Post Office

Deagan Hardisty and Freddy Horesay

Hunter Cazon in the Snow

Making Snow Angels

LKES GRADE 5/6 FALL CULTURE CAMP!

BY: CALLIE.T AND NAILIA.T

FOOD!

At culture camp we made moose stew with the moose meat that Mrs. Jose brought.

We also had bear meat which

Callie brought and it was hard to cut. Raymond brought us chickens when we were out at culture camp. Later we made some bannock on a stick and it was so good, but it took a while to bake.

ACTIVITIES!

At culture camp we played archery with the class. We also went fishing and caught a baby jackfish! A little while before we left we went for a walk up the hill and on the bridge.

Chace Gaule

Paige Isaiah-Tanche and Callie Thomas

Payton Bennett and Megan Kaglik-Lapierre

Thomas Kraus

FORT SIMPSON

FISH DISSECTION

BY: PAYTON BENNETT AND PAIGE ISAIAH

On November 10th. 2021 class 5\6 dissected fish, to look at the structure of a fish. Students were learning about vertebrates in science class.

First they chopped the head off and saved it for later. Next they also chopped off the tail. After they cut the fish in half, they cut open the fish to look inside and saw fish eggs, so obviously they took them out. They also cleaned out the guts and looked at the heart and liver.

While they were doing that some kids were playing with the eyes and taking them out!

Next, they scaled the fish and got some meat, they didn't get too much but they got some. Before the last step, they threw out the excess fish stuff. Finally they cooked the fish and the fish eggs and ate it.

This was a good way to include culture into our science.

Cutting Off Head

Chace Gaule

Callie Thomas and Nailia Tsetso

Fish Heart

Mrs. Bernice Isaiah and Serenity Gargan

Thomas Kraus, Tyrell Cook-Gargan, Jaxsin Martineau

Fish Eggs

NAHANNI BUTE

The students at Charles Yohin School have been quite busy during November. We have been learning about the poppy, creating art around the poppy, and even doing some writing about why we remember on Remembrance Day.

During our Remembrance Day presentation, one of the students asked if we could create poppies, as none were available in the community. The students were proud to make their own poppies and wear them on their shirts.

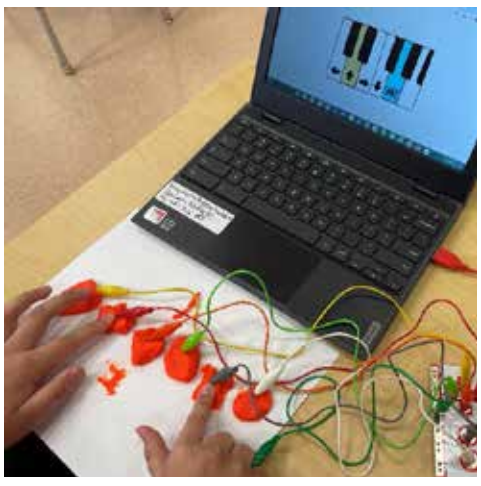
Students were asked why we remember; most of the responses were we remember those who had died who did not come home and those who fought for their families. So on this day, we remember all those who have served the country in the protection of our freedoms.

Also, during November, Brayden had explored the power of coding with the assistance of Mr. Strong. Brayden used a Makey Makey to do a virtual instrument using conductive things such as playdough. This allowed curiosity to spark amongst the students on how touching playdough could create a sound. The students' enjoyment in using such devices has inspired them to think of other possibilities they could do with technology.

Lastly, all students had created a project on how we get ready for winter. Some students looked at how the land, animals, and people got ready for the winter season. Some students had focused on how the ground changes from fall to winter, others looked at how animals hibernate and change as winter arrives, and one

student looked at how his dad got ready for winter. These projects done in various forms allowed students to explore and create in different ways.

During December, students will be exploring the Christmas theme. Students will look at how different people and cultures get prepared for Christmas and the various traditions worldwide.



JEAN MARIE RIVER

MINDFULNESS AT LOUIE NORWEGIAN SCHOOL

Before math, literacy, or any academic pursuit children need to feel calm, alert, and ready to engage in learning. With this in mind, students at Louie Norwegian School have been engaging in activities to promote mindfulness. These activities include yoga, dance, guided mediation, keeping a grateful jar, and more time outdoors in nature. Our school has been lucky enough to partner with the Travelling Stage to access yoga and dance classes twice a week for all the students. The program has been very successful with the students and despite the distance, interactions with the instructor have been meaningful and engaging. Additionally, talking about what makes us happy and writing down what we are grateful for is a great reminder of all of our blessings. Finally, time outside enjoying the changing seasons and looking for treasures for our nature display has been one of the best parts of our day. Mindfulness sets the foundation for engaging in learning and prepares children for the stress of everyday life building greater resiliency and self-confidence. Working on mindfulness together engages the whole school regardless of age and builds a greater sense of family, something that can be felt by anyone who visits our school.

SAMBAA K'E

ELDER PROJECT

Last year, we submitted a proposal for an Elder Project and received substantial funding to support a multimedia project. Due to Covid, the start of our project was delayed. Thankfully, this year we have started the process of spending time with our Elders and learning from them, which is a critical element of the multimedia project. These sessions are afternoon events and are critical to support our cultural program at Charles Tetcho School.

This unique project consists of an afternoon of cultural awareness supported by an Elder and the filming of an Elder discussing aspects of living on the land and culture that they feel are best for the students to understand based on the Dene Kede. Each Elder decides the range of topics he/she would like to share with the students.

On October 22nd, students at Charles Tetcho School had a wonderful afternoon filled with many opportunities for cultural learning. The afternoon started with students engaging in a Fire Ceremony to honour the Creator. For our students, this was the first time they had the opportunity to learn the traditional way to honour the Creator. DEA members and Margaret Jumbo led this activity. Later, students enjoyed bannock and tea in our Moosehide Tent while listening to Margaret Jumbo recount aspects of life while living on the land when she was a child and a young adult. Her retelling of situations she experienced as a young child and young adult and her experiences of being on the land were very engaging for the students. Thank you, Margaret Jumbo for spending time with us and sharing your knowledge and wisdom! It was a wonderful day!

Soon all the Elders in Sambaa K'e will spend time with our students sharing aspects of the culture and language at different times throughout the year. These special sessions mean the world to the students and due to the filming of some parts of the stories told by the Elders, they will serve as a time capsule for Sambaa K'e.