Diamond Jenness Secondary School

Education Plan

January, 2009

References in italics refers to the following Department of Education, Culture and Employment documents which were used in the preparation of this instructional plan:

- *Our Students Our Future: An Educational Framework*
- *Educating All Our Children: Department Directive on Inclusive Schooling*
- *NWT Schools Capital Standards and Criteria* – ***Note: Criteria are used to assess and determine needs; Standards describe the space characteristics adequate to meet those needs. Renovations will generally be planned and constructed in accordance with these standards, however modification may be made to take existing building characteristics into consideration. A comparison of the spaces in the existing school with these standards will illustrate the difference that should be considered when projects are planned.***

This document has been developed by Don Kindt of D K Consulting in Yellowknife.

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Background

(adapted from, DJSS website and SSDEC information)

Situated along the shores of its namesake, Hay River is a community in growth. With approximately 4000 residents, Hay River is one of the fastest growing communities in the Northwest Territories. Whether you are seeking the conveniences of urban life or the charm of a wilderness setting, Hay River offers a unique northern perspective. The community is served by a fully modern hospital, an excellent public library and a vibrant business district complete with a theatre, bakery and restaurants. Off the beaten path you will find parks, wooded walking trails and pristine sandy beaches. The community is home to three of the schools in the South Slave region, Harry Camsell School (K-3), Princess Alexandra Middle School (4-7), and Diamond Jenness Secondary School (8-12). Like all schools in the South Slave, Hay River's schools use technology in support of student learning, including high-speed Internet equipped computer labs.

Diamond Jenness Secondary School was opened in September of 1973, replacing the Federal School on Vale Island. The building was designed by Douglas Cardinal who also designed Grande Prairie Regional College and the Museum of Civilization in Quebec. Our school was named after Diamond Jenness, a New Zealand born, Canadian anthropologists, who spent many years in the Northwest Territories studying Inuit Cultures. The purple colour of the building was chosen via a student body vote.

Diamond Jenness is a Grade 8-12 school with 320 students and a varied program of studies. We are proud of our strong Arts program and our strong commitment to academics and technical training. The school maintains high academic standards and expectations for student attendance and achievement.

A renovation is being considered for Diamond Jenness in Yellowknife as DJSS approaches the midpoint of its life cycle.

The renovation includes a technical upgrade (e.g. windows, finishes, mechanical, electrical, etc - to be determined in consultation with PWS and ECE). Functional/operational improvements within the existing footprint will be reviewed in conjunction with the educational desires of the school and community and capital planning criteria.

The consultant will develop an education plan that describes the educational programs to be reviewed for the renovated facility. When completed, the education plan will be used to develop a detailed facility plan for the planned school design project.

Consultation Process

This plan has evolved from discussions with school administration, school staff, students, Board members, parents, and members of the community.

August 5, 2008	Half-day meeting with principal of DJSS
August 26, 2008	Half-day meeting with staff at DJSS
Sept. 2008	Student Surveys
Sept. 2008	Parent Surveys
Sept. 2008	Staff Subject Area and Specialty Subjects Consultations (multiple visits)
Sept. 2008	Student Focus Groups
Sept. 2008	Parent Focus Group
Oct. 2008	Administration and Staff Consultations
Oct. 2008	DEA Focus Group
Nov. 2008	Draft document available for feedback from staff, administration, DEA and Facilities Committee
Jan. 2009	Final version of document available for circulation

Modern History of Hay River

(from Town of Hay River website)

The modern communities we see today, lying on the east and west banks of the Hay River as it flows into Great Slave Lake is a far cry from what the scene would have been 800 years or so ago, when Slave Dene of the area chose sites at the mouth and a little up-stream for summer fish camps.

Archeological and traditional evidence show usage by the aboriginal people of the area of these pleasant and convenient sites. Dene tradition also records that the Hay was used as a travel-way by the Dene of the Meander River and Assumption areas of what is now northwestern Alberta.

'Modern' history records visits to the area on the east bank, today's Katl'odeeche Reserve, from the early 1800's, though no permanent settlement took hold until 1892-93, when Chief Chiatlo brought a group to settle here, building log cabins and bringing dairy cattle around the southwest end of Great Slave Lake from Fort Providence.

Chiatlo asked for missionaries to join his people and the Anglican Church sent in Rev. Thomas Marsh in 1893. A church, residential school and nursing station became part of the settlement in the ensuing years of the last decade of that century. The Anglicans were joined by the Roman Catholics, and by the 1930's, not only was commercial fishing beginning to take hold, but a Hudson Bay post was established as were other trading ventures. By the late 1930's, some people were living on Vale Island, on the west side of the river.

By now, too, aircraft travel had changed the isolation of northern settlements. World War II brought lasting and immense change when the U.S. Army Engineering Corps built a gravel runway on Vale Island, part of their staging process for the building of the Canol Pipeline.

With the end of the war, more attention was given to the commercial fishing potential of Great Slave Lake and more and more businesses and residents moved to the community which was developing on Vale Island, now the site of Old Town.

In 1949, an all-weather road was completed from Grimshaw/ Peace River and Hay River became the first major community in the Northwest Territories to be linked year-round by road to southern Canada. In the early 1960's, Cominco took up its option for development of the lead-zinc deposits at the site of the former Pine Point Mines, 60 miles east of Hay River. The mine development was contingent upon a rail line being built; this was duly done, finishing in 1964 with a branch line to Hay River. As well, in 1962, Canada Coast Guard selected Hay River and its abundance of good harbour/docking areas in the small delta, as main base for their operations stretching from Saskatchewan and Lake Athabasca to the Arctic coast.

In 1959, Northern Transportation Company Limited (NTCL) had moved its main operations to Hay River. With the completion of its synchrolift and maintenance facilities by 1973, as well as the establishment of local bases for major trucking companies, Hay River had indeed become the

transportation 'Hub of the North'.

A huge flood at break-up in 1963 caused serious damage to homes, businesses and some facilities on both sides of the river and at the decree of the federal government, a new townsite was established on the mainland, west bank, today's 'New Town."

Slowly, over the years, businesses, residents and light industry established in the new site, producing the viable, fully serviced community visitors see when they arrive here now.

The Town of Hay River was first incorporated in 1956, and is today, one of only six tax-based communities in the NWT. At the outset, the municipal boundaries included the Old and New Villages on the east bank.

In the mid 70's, the Hay River Dene Band formed the Hay River Dene Reserve, the first reserve in NWT.

The present municipal boundaries of Hay River extend to just south of Paradise Valley, about 28 kilometres south on Highway 2. The west and north boundaries are formed by the south shore of Great Slave Lake to the west side of the mouth of the Hay River.

From its beginnings as a Dene and mission settlement of about 60 residents in 1892, the town has grown in just over 100 years to a population of over 3600.

There are some 400 Hay River Dene Band members and of these, just over 260 live on the Reserve, part of a modern community that combines business ventures with traditional and culturally-based living.

Additional Information:

Location: Hay River is strategically located at the intersection of major transportation routes. It is situated on the Mackenzie Highway and at the north end of the CN Northern Railway Line from Edmonton. It is also the jump off for all water-based shipping routes north along the Mackenzie River and into the Arctic Islands. Hay River is ***The Hub of the North***!

Highway: Mackenzie Highway north from Edmonton (all-weather paved surface to Hay River); Highway Enterprise to Fort Simpson (chipseal to Fort Providence junction, then gravel to Fort Simpson); Highway #3 to Yellowknife (mostly paved; almost completed construction as of summer 1997); Highway #6 to Ft. Smith (all-weather chipseal and gravel)

Marine: Northern Transportation Company Ltd. (NTCL) serves the entire north through an extensive barging operation. NTCL celebrated 60 years of service to the NWT in 1994 and offers extensive barge shipping access from Hay River throughout the Western Arctic via the Mackenzie River and Nunavut.

Bus: Greyhound Bus Lines provides daily service to points south. Arctic Frontier offers regular service to Yellowknife, Ft. Providence, Ft. Rae, Enterprise, and Ft. Smith.

Rail: Hay River is the northernmost railhead in Canada and is located on the RailLink route connected to Edmonton and other southern lines.

Air Routes: Canadian North daily jet (Fokker F28) connections to Edmonton/Calgary and Yellowknife. First Air daily service to Yellowknife. Buffalo Airways daily service to Yellowknife

Trucking: Six companies offer complete service options to points north and south

Air Charter: Buffalo Airways, Landa Air, and Carter Air Services offer fixed-wing charter and scheduled services. Denendeh Helicopters and Remote Helicopters provide rotary-wing charter services.

Courier: Canadian North, First Air and Buffalo Airways offer air and ground courier services. Northwest Transport also offers ground courier services.

Fishery: A viable commercial fishery with 36 licensed operators on Great Slave Lake harvests an annual quota of over 3 million pounds of fish. Primary species are whitefish, lake trout, northern pike, walleye and Inconnu. The product is marketed internationally through the Freshwater Fish Marketing Corporation. Of note is the new and growing international interest in Great Slave Lake Whitefish roe (caviar). The Great Slave Lake Fishery produces some of the healthiest fish in the world.

Forestry: Logging and milling operations have a long history in the area. The recent upsurge in lumber prices has resulted in increased activity in this area. Long-term sustainability is a key component of the industry development.

Agriculture: Some of the most fertile land in the NWT is found along the Hay River. Primary production of agri-foods has undergone somewhat of a revival since 1986 although access to land continues to be a deterrent to extensive development. Market gardens are active and Farmers Markets operate on a seasonal basis.

Oil and Gas: A number of gas and oil discoveries have been made in the area and the Dehcho region is in full swing once again. With the Mackenzie Valley Pipeline looming, Hay River is currently preparing to become a major partner in the supply and service sector.

Mining: Prior to the closure of the Pine Point Mine, Hay River was a significant supply point for operations. With the discovery of significant diamond, gold, and other mineral deposits north of Yellowknife, Hay River once again is poised to play a major role in the supply of goods and services to the diamond and other mining industries.

Print: The Hub - Hay River weekly community newspaper. News/North -(Yellowknife) weekly northern newspaper. Toronto Globe and Mail - daily national newspaper.
Edmonton Journal - daily newspaper.

Radio: CJCD - Yellowknife, **CKLB** - Yellowknife, **CKHR** - community, **CBC** - national and northern, **CFMI** - Vancouver.

Television: Currently television broadcast is controlled by the Town of Hay River and revenue is collected through property tax. The 12 channels include: **CBC** (national and northern), **Radio Canada** (French), **ITV** (Edmonton), **ABC** (American), **NBC** (American), **CTV** (national), **Access** (Alberta), **Superchannel** (movie channel), **TSN** (Sports), **Family** (Channel), and **APTN** (Aboriginal Peoples Television). *Express Vu* Satellite Television is also available for purchase.

Telephone Service: Service currently provided by Northwestel Communications. Limited local area cellular service through Northwestel.

Internet Service Providers: SSI Micro operates the North's largest ISP with over 73 high speed dial in lines (33.6 kbps) in 3 locations. They provide everything from single user dial in service to dedicated corporate connections. Sympatico provides high speed Internet service in a variety of plans.

Enrolment Data

According to September 30, 2007 Education, Culture and Employment ECE) enrolment statistics, the DJSS population at the beginning of the last school year was as follows:

8	9	10	11	12	FTE
49.00	72.50	77.50	59.00	72.00	330.00

According to information provided by the school in August of 2008, there are approximately 57 Grade 8 students, 43 Grade 9 students and the remaining students are Grade 10 – 12 (200 students). According to the DJSS, the total school population is approximately 300 students (as of September 2008). It should be noted that DJSS is the only high school in Hay River.

Historical Enrolment Data For All Hay River Schools

(all enrolment data was provided by ECE, based on cohort survival calculations)

Historical and Projected Enrolment Data For All Hay River Schools

Hay River
All Schools

Hay River

Total Students

GRADE	95/96	96/97	97/98	98/99	99/2000	2000/1	2001/2	2002/3	2003/4	2004/5	2005/6	2006/7	2007/8	2008/9	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
K	44.5	45.0	37.5	26.5	32.5	38.0	32.0	31.0	27.5	32.0	27.0	53.0	47.0	49.0	52.0	53.0	50.0	51.0	51.0	51.0	51.0	51.0	51.0
1	87.0	83.5	101.5	78.0	64.0	68.0	79.0	68.0	71.0	59.0	69.0	54.0	54.0	49.0	51.0	53.0	55.0	52.0	53.0	53.0	53.0	53.0	53.0
2	74.0	79.0	79.5	102.0	66.0	62.0	71.0	75.0	67.0	62.0	63.0	71.0	51.0	53.0	50.0	51.0	53.0	55.0	52.0	53.0	53.0	53.0	53.0
3	86.0	86.5	77.0	70.5	97.0	70.0	70.0	74.0	70.0	54.0	59.0	58.0	64.0	44.0	46.0	44.0	45.0	47.0	48.0	46.0	47.0	47.0	47.0
4	76.0	75.5	74.0	76.0	71.5	96.0	70.0	72.0	65.0	72.0	54.0	65.0	54.0	68.0	48.0	47.0	44.0	46.0	48.0	49.0	47.0	48.0	48.0
5	73.0	78.0	75.0	73.0	81.0	74.0	84.0	62.5	71.0	62.0	72.0	49.0	58.0	51.0	62.0	41.0	43.0	41.0	42.0	44.0	45.0	43.0	44.0
6	64.0	74.5	73.5	69.0	70.0	76.0	73.5	89.0	79.0	69.0	59.0	71.0	55.0	59.0	52.0	64.0	43.0	44.0	42.0	43.0	45.0	46.0	44.0
7	79.0	61.0	79.5	78.5	81.0	76.5	84.0	75.0	79.0	78.0	63.0	55.5	65.0	53.0	55.0	49.0	61.0	40.0	42.0	40.0	41.0	43.0	44.0
8	93.0	82.5	68.0	79.0	89.5	74.0	62.5	84.0	72.0	85.5	70.0	71.0	55.0	66.0	53.0	57.0	49.0	52.0	41.0	43.0	41.0	42.0	44.0
9	65.0	79.5	78.0	66.5	82.0	80.0	63.0	66.0	84.0	67.5	85.5	72.5	74.5	56.0	68.0	55.0	59.0	52.0	66.0	43.0	46.0	43.0	45.0
10	99.0	89.0	95.0	76.5	73.0	106.0	87.0	80.0	94.0	81.5	85.5	75.5	79.5	101.0	73.0	88.0	71.0	78.0	68.0	87.0	57.0	61.0	57.0
11	42.0	52.0	49.5	79.0	76.5	53.5	67.0	55.5	42.0	64.0	66.0	66.5	59.0	55.0	73.0	53.0	63.0	50.0	56.0	47.0	60.0	40.0	42.0
12	58.0	34.0	34.5	30.0	56.5	43.0	47.5	48.0	60.5	47.0	50.0	78.5	72.0	57.0	56.0	74.0	54.0	63.0	50.0	56.0	47.0	60.0	40.0
TOTALS																							
Grand	940.5	919.0	920.5	900.5	940.5	915.0	890.5	880.0	882.0	833.5	823.0	836.5	**788.0**	759.0	735.0	729.0	690.0	681.0	659.0	655.0	633.0	630.0	612.0
K	44.5	45.0	37.5	26.5	32.5	38.0	32.0	31.0	27.5	32.0	27.0	53.0	**47.0**	49.0	52.0	53.0	50.0	51.0	51.0	51.0	51.0	51.0	51.0
K-3	291.5	293.0	295.5	275.0	259.5	236.0	252.0	248.0	235.5	207.0	218.0	234.0	**216.0**	195.0	199.0	201.0	203.0	205.0	204.0	203.0	204.0	204.0	204.0
4-6	213.0	228.0	222.5	218.0	222.5	246.0	227.5	223.5	215.0	203.0	185.0	185.0	**167.0**	176.0	159.0	152.0	130.0	131.0	132.0	136.0	137.0	137.0	136.0
7-9	237.0	223.0	223.5	222.0	252.5	230.5	209.5	225.0	235.0	231.0	218.5	199.0	**194.5**	175.0	176.0	161.0	169.0	154.0	149.0	126.0	128.0	128.0	133.0
10-12	199.0	175.0	179.0	185.5	206.0	202.5	201.5	183.5	196.5	192.5	201.5	218.5	**210.5**	213.0	201.0	215.0	188.0	191.0	174.0	180.0	164.0	161.0	139.0
Percentage Increase:		-2.3%	0.2%	-2.2%	4.4%	-2.7%	-2.7%	-1.2%	0.2%	-5.5%	-1.3%	1.5%	-5.8%	-3.7%	-3.2%	-0.8%	-5.3%	-1.3%	-3.2%	-0.6%	-3.4%	-0.5%	-2.9%
Average - Previous 4 Years:					0.0%	-0.1%	-0.8%	-0.6%	-1.6%	-2.2%	-1.9%	-1.2%	-2.7%	-2.2%	-2.7%	-3.2%	-3.1%	-2.6%	-2.6%	-2.5%	-2.1%	-1.9%	-1.8%
K Increase:	1.1%	-16.7%	-29.3%	22.6%	10.8%	-11.1%	-3.1%	-11.3%	16.4%	-15.6%	98.3%	-11.3%	4.3%	6.1%	1.9%	-5.7%	2.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
4 yr Avg K Increase:					-6.7%	-5.0%	-3.7%	4.2%	-3.8%	-2.8%	-3.9%	17.7%	17.7%	13.3%	23.1%	0.0%	1.6%	1.0%	-0.8%	-0.9%	0.6%	0.0%	0.0%

Overall, enrolment last year at all Hay River schools was down from previous years. Enrolment is projected to decline to 659 within 5 years.

The community has more enrolment capacity now than it did in 1999/2000, due to the construction of Ecole Boreale and the addition to Princess Alexandra School, but fewer students.

Harry Camsell School (K-3) has seen enrolment decline in the past years, although the rate of decline is expected to slow down or stabilize in the near future.

Enrolment at Princess Alexandra (4-7) is down and is projected to decline in future years.

Similarly, enrolment at DJ has declined during past years, and further declines are expected.

Historical and Projected Enrolment Data For Diamond Jenness Secondary School

HAY RIV
DIAMOND JENNESS

DIAMOND JENNESS

Total Students

GRADE	95/96	96/97	97/98	98/99	99/2000	2000/1	2001/2	2002/3	2003/4	2004/5	2005/6	2006/7	2007/8	2008/9	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
7	79.0	61.0	79.5	76.5	81.0	76.5	84.0	0.0	0.0	0.0	0.0	0.0	0.0										
8	93.0	82.5	66.0	79.0	89.5	74.0	62.5	84.0	72.0	83.5	67.0	70.0	49.0	58.0	45.0	53.0	37.0	45.0	35.0	31.0	31.0	32.0	34.0
9	85.0	79.5	78.0	66.5	82.0	80.0	63.0	66.0	84.0	67.5	85.5	70.5	72.5	49.0	59.0	46.0	54.0	38.0	46.0	38.0	32.0	32.0	33.0
10	99.0	89.0	85.0	76.5	73.0	106.0	87.0	80.0	94.0	81.5	85.5	75.5	77.5	98.0	64.0	76.0	59.0	71.0	49.0	60.0	47.0	42.0	42.0
11	42.0	52.0	49.5	79.0	76.5	53.5	67.0	55.5	42.0	64.0	66.0	66.5	59.0	54.0	71.0	48.0	56.0	43.0	52.0	36.0	44.0	34.0	31.0
12	58.0	34.0	34.5	30.0	56.5	43.0	47.5	48.0	60.5	47.0	50.0	76.5	72.0	57.0	54.0	72.0	49.0	56.0	43.0	52.0	36.0	44.0	34.0
TOTALS																							
Grand	436.0	398.0	402.5	407.5	458.5	433.0	411.0	333.5	352.5	345.5	354.0	359.0	330.0	316.0	293.0	295.0	255.0	253.0	225.0	215.0	190.0	184.0	174.0
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
7-9	237.0	223.0	223.5	222.0	252.5	230.5	209.5	150.0	158.0	153.0	152.5	140.5	121.5	107.0	104.0	99.0	81.0	83.0	81.0	67.0	63.0	64.0	67.0
10-12	199.0	175.0	179.0	185.5	206.0	202.5	201.5	183.5	196.5	192.5	201.5	218.5	208.5	209.0	189.0	196.0	164.0	170.0	144.0	148.0	127.0	120.0	107.0
Percentage	7.4%	-8.7%	1.1%	1.2%	12.5%	-5.6%	-5.1%	-18.9%	5.7%	-2.0%	2.5%	1.4%	-8.1%	-4.2%	-7.3%	0.7%	-13.6%	-0.8%	-11.1%	-4.4%	-11.6%	-3.2%	-5.4%
Average - Pre	4.3%	1.1%	0.2%	0.1%	1.3%	2.2%	0.5%	-4.5%	-5.8%	-5.1%	-3.5%	1.9%	-1.6%	-2.1%	-4.3%	-4.5%	-5.7%	-5.0%	-5.8%	-6.8%	-6.4%	-6.8%	-5.7%
K Increase	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
4 yr Avg. K	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Graduation Rates

2008	41 Grads	57%
2007	59 Grads	77%
2006	29 Grads	58%
2005	32 Grads	68%
2004	43 Grads	71%

Historical and Projected Enrolment Data For Princess Alexandra School

HAY RIV
PRINCESS ALEXANDRA

PRINCESS ALEXANDRA

Total Students

GRADE	95/96	96/97	97/98	98/99	99/2000	2000/1	2001/2	2002/3	2003/4	2004/5	2005/6	2006/7	2007/8	2008/9	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
K	44.5	45.0	37.5	26.5	32.5	38.0	29.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	87.0	83.5	101.5	76.0	64.0	68.0	70.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	74.0	79.0	79.5	102.0	66.0	62.0	62.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	86.0	0.0	0.0	0.0	2.0	3.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0										
4	0.0	0.0	0.0	0.0	0.0	1.0	0.0	70.0	58.0	64.0	47.0	60.0	42.0	49.0	38.0	34.0	33.0	35.0	37.0	37.0	36.0	37.0	37.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	59.5	69.0	53.0	64.0	43.0	54.0	39.0	46.0	35.0	31.0	31.0	32.0	34.0	34.0	33.0	34.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	89.0	77.0	68.0	50.0	64.0	48.0	55.0	40.0	48.0	37.0	32.0	32.0	33.0	35.0	35.0	34.0
7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	75.0	79.0	75.0	62.0	49.5	57.0	45.0	51.0	37.0	44.0	34.0	30.0	30.0	31.0	33.0	33.0
8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0										
9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
11	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
12	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
TOTALS																							
Grand	291.5	207.5	218.5	204.5	164.5	170.0	161.5	293.5	283.0	260.0	223.0	216.5	201.0	188.0	175.0	154.0	145.0	132.0	131.0	134.0	136.0	138.0	138.0
K	44.5	45.0	37.5	26.5	32.5	38.0	29.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-3	291.5	207.5	218.5	204.5	164.5	169.0	161.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4-6	0.0	0.0	0.0	0.0	0.0	1.0	0.0	216.5	204.0	185.0	161.0	167.0	144.0	143.0	124.0	117.0	101.0	98.0	101.0	104.0	105.0	105.0	105.0
7-9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	75.0	79.0	75.0	62.0	49.5	57.0	45.0	51.0	37.0	44.0	34.0	30.0	30.0	31.0	33.0	33.0
10-12	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Percentage	9.4%	28.8%	5.3%	-6.4%	-19.6%	3.3%	-5.0%	81.7%	-3.6%	-8.1%	-14.2%	-2.9%	-7.2%	-6.5%	-6.9%	-12.0%	-5.6%	-9.0%	-0.6%	2.3%	1.5%	1.5%	0.0%
Average - Pre	4.3%	-1.7%	-3.6%	-5.8%	-10.9%	-4.5%	-6.5%	10.9%	18.0%	13.2%	9.5%	-6.6%	-7.2%	-6.9%	-5.4%	-7.2%	-7.0%	-7.4%	-6.3%	-3.2%	-1.6%	1.1%	1.3%
K Increase	12.7%	1.1%	-16.7%	-29.3%	22.6%	10.8%	-18.1%	-100.0%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
4 yr Avg. K	6.8%	8.1%	-0.3%	-8.2%	-6.7%	-5.0%	-5.3%	-25.0%	-25.0%	-25.0%	-25.0%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Historical and Projected Enrolment Data For Harry Camsell School

HAY RIV
HARRY CAMSELL

HARRY CAMSELL

Total Students

GRADE	95/96	96/97	97/98	98/99	99/2000	2000/1	2001/2	2002/3	2003/4	2004/5	2005/6	2006/7	2007/8	2008/9	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	27.5	22.5	26.5	23.5	41.0	37.0	39.0	42.0	42.0	40.0	41.0	41.0	41.0	41.0	41.0	41.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	83.0	64.0	48.0	58.0	47.0	39.0	38.0	40.0	42.0	42.0	41.0	42.0	42.0	42.0	42.0	42.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	66.0	61.0	56.0	52.0	59.0	43.0	38.0	38.0	39.0	41.0	41.0	40.0	41.0	41.0	41.0	41.0
3	0.0	85.5	77.0	70.5	95.0	67.0	70.0	65.0	63.0	47.0	54.0	45.0	48.0	37.0	33.0	33.0	34.0	36.0	36.0	35.0	36.0	36.0	36.0
4	76.0	75.5	74.0	76.0	71.5	95.0	67.0	2.0	0.0	0.0	0.0	0.0	0.0										
5	73.0	78.0	75.0	73.0	81.0	74.0	84.0	0.0	0.0	0.0	0.0	0.0	0.0										
6	64.0	74.5	73.5	69.0	70.0	78.0	73.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
11	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
12	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
TOTALS																							
Grand	213.0	313.5	299.5	288.5	317.5	312.0	294.5	223.5	210.5	177.5	187.5	192.0	167.0	152.0	153.0	156.0	157.0	159.0	159.0	159.0	160.0	160.0	160.0
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	27.5	22.5	26.5	23.5	41.0	37.0	39.0	42.0	42.0	40.0	41.0	41.0	41.0	41.0	41.0	41.0
K-3	0.0	85.5	77.0	70.5	95.0	67.0	70.0	221.5	210.5	177.5	187.5	192.0	167.0	152.0	153.0	156.0	157.0	159.0	159.0	159.0	160.0	160.0	160.0
4-6	213.0	228.0	222.5	218.0	222.5	245.0	224.5	2.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
7-9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
10-12	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Percentage	2.4%	47.2%	-4.5%	-3.7%	10.1%	-1.7%	-5.6%	-24.1%	-5.8%	-15.7%	5.6%	2.4%	-13.0%	-9.0%	0.7%	2.0%	0.6%	1.3%	0.0%	0.0%	0.6%	0.0%	0.0%
Average - Hx	2.7%	12.5%	10.7%	9.7%	12.3%	-0.1%	-0.4%	-5.6%	-8.4%	-10.6%	-9.1%	-3.5%	-6.2%	-3.6%	-4.6%	-4.7%	-1.5%	1.2%	1.0%	0.5%	0.5%	0.2%	0.2%
K Increase	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	-18.2%	17.8%	-11.3%	74.5%	-9.8%	5.4%	7.7%	0.0%	-4.8%	2.5%	0.0%	0.0%	0.0%	0.0%	0.0%
4 yr Avg. K	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	12.3%	16.1%	11.8%	19.7%	0.6%	2.0%	1.3%	-0.6%	-0.6%	0.6%	0.0%	0.0%

Historical and Projected Enrolment Data For Ecole Boreale School

KAY RIV
FRENCH FIRST LANGUAGE

École Boréale - Commission scolaire de francophone division

	Total Students																					
GRADE	95/96	96/97	97/98	98/99	99/2000	2000/1	2001/2	2002/3	2003/4	2004/5	2005/6	2006/7	2007/8	2008/9	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
K				-	-	-	2.5	3.5	5.0	5.5	3.5	12.0	10.0	10.0	10.0	11.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0
1				-	-	-	9.0	5.0	7.0	11.0	11.0	7.0	15.0	11.0	11.0	11.0	13.0	11.0	11.0	11.0	11.0	11.0	11.0
2				-	-	-	9.0	9.0	6.0	6.0	11.0	12.0	8.0	15.0	12.0	12.0	12.0	14.0	12.0	12.0	12.0	12.0	12.0
3				-	-	-	0.0	9.0	7.0	7.0	5.0	11.0	16.0	7.0	13.0	11.0	11.0	11.0	12.0	11.0	11.0	11.0	11.0
4				-	-	-	3.0	0.0	7.0	8.0	7.0	5.0	12.0	17.0	7.0	13.0	11.0	11.0	11.0	12.0	11.0	11.0	11.0
5				-	-	-	0.0	3.0	2.0	9.0	8.0	6.0	4.0	12.0	16.0	6.0	12.0	10.0	10.0	10.0	11.0	10.0	10.0
6				-	-	-	0.0	0.0	2.0	1.0	9.0	7.0	7.0	4.0	12.0	16.0	6.0	12.0	10.0	10.0	11.0	11.0	10.0
7				-	-	-	0.0	0.0	0.0	3.0	1.0	6.0	8.0	8.0	4.0	12.0	17.0	6.0	12.0	10.0	10.0	10.0	11.0
8				-	-	-	0.0	0.0	0.0	0.0	3.0	1.0	6.0	8.0	8.0	4.0	12.0	17.0	6.0	12.0	10.0	10.0	10.0
9				-	-	-	0.0	0.0	0.0	0.0	0.0	2.0	2.0	7.0	9.0	9.0	5.0	14.0	20.0	7.0	14.0	11.0	12.0
10				-	-	-	0.0	0.0	0.0	0.0	0.0	0.0	2.0	3.0	9.0	12.0	12.0	7.0	19.0	27.0	10.0	19.0	15.0
11				-	-	-	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.0	2.0	5.0	7.0	7.0	4.0	11.0	16.0	6.0	11.0
12				-	-	-	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.0	2.0	5.0	7.0	7.0	4.0	11.0	16.0	6.0
TOTALS																							
Grand				-	-	-	23.5	29.5	36.0	50.5	58.5	69.0	90.0	103.0	114.0	124.0	133.0	137.0	144.0	147.0	147.0	148.0	140.0
K				-	-	-	2.5	3.5	5.0	5.5	3.5	12.0	10.0	10.0	10.0	11.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0
K-3				-	-	-	20.5	26.5	25.0	29.5	30.5	42.0	49.0	43.0	46.0	45.0	46.0	46.0	45.0	44.0	44.0	44.0	44.0
4-6				-	-	-	3.0	3.0	11.0	18.0	24.0	18.0	23.0	33.0	35.0	35.0	29.0	33.0	31.0	32.0	32.0	32.0	31.0
7-9				-	-	-	0.0	0.0	0.0	3.0	4.0	9.0	16.0	23.0	21.0	25.0	34.0	37.0	38.0	29.0	34.0	31.0	33.0
10-12				-	-	-	0.0	0.0	0.0	0.0	0.0	0.0	2.0	4.0	12.0	19.0	24.0	21.0	30.0	42.0	37.0	41.0	32.0
Percentage Increase:				n/a	n/a	n/a	n/a	23.5%	22.0%	40.3%	15.8%	17.9%	30.4%	14.4%	10.7%	8.8%	7.3%	3.0%	5.1%	2.1%	0.0%	0.7%	-5.4%
Average - Previous 4 Years:				n/a	n/a	n/a	n/a	n/a	n/a	n/a	37.2%	33.5%	37.5%	26.0%	23.7%	19.9%	11.9%	8.3%	6.6%	4.6%	2.6%	2.0%	-0.7%
K Increase:				n/a	n/a	n/a	n/a	40.0%	42.9%	10.0%	-36.4%	242.9%	-16.7%	0.0%	0.0%	10.0%	-9.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
4 yr Avg. K Increase:				n/a	n/a	n/a	n/a	n/a	n/a	n/a	10.0%	60.7%	25.0%	20.5%	46.4%	-2.1%	0.0%	0.0%	0.0%	-2.3%	0.0%	0.0%	0.0%

Staffing (Diamond Jenness)

DJSS	Duties	Comments
Ashcroft John 1.0	SNA – Housing Project	
Beck Lynn 1.0	Senior Socials & Vice Principal (.5)	
Borchuk Tim 1.0	Shop & Housing	
Cunningham, Anna 1.0	Program Support Teacher	
Carroll Gerard 1.0	Jr. Computers/CALM	
Dahl Roseanne 1,0	Literacy Coach	Funding – school, regional and outside source
Eaton Lorraine .5	Custodian	Janitorial
Finstad, Tracie 1.0	Music + others	
Gargan, Sarah 1.0	Slavey	
Gibbons, Phyllis 1.0	French & Senior High English	
Giraldi, Shelene 1.0	Jr/Sr. Home Economics + others	
Handcock, Amanda 1.0	Grade 8 Math/Science	
Hataley, Darren 1.0	Science/Socials/Physics20 Computers Sr High	
Hinton George 1.0-	Senior Math/Physics 30	
Hinton Jean 1.0	Student Services/Guidance/Math Essentials	
Hirst JJ 1.0	Grade 9/Outdoor Ed. Essentials Math, P.ED.	
Irvine, Chris 1.0	Chemistry/Biology/ Science	
LeBlanc, Joe 1.0	Sr. Computers/Vice Principal (.5)	
Lirrette, Chuck 1.0	Grade 9 Math	
LeCouter, Alison 1.0	Grade. 9 Science/Social Studies	
Margaret McKay 1.0	Custodian	Janitorial
MacKay Stephen 1.0	Grade 8 Math/Social Studies	
Mandeville Dave 1.0	Head Custodian	Janitorial
McPhee, Denise 1.0	Grade 8 Eng/Socials	
McNeely Jan 0.8	Special Needs Assistant	
Open 0.8	Slavey	
Open 1.0	Volunteer Beaver	Funding – outside source
Storey, Jane 1.0	Grade 9 Language Arts/Socials	
Albert Gou (pending) 1.0	Special Needs Assistant	
Michel Germaine 1.0	Secretary	
Pidhirniak, Diane 1.0	Sr. English	
Richards Jacquie 1.0	Librarian	
Smith, Heather 1.0	Art	
Storey Greg 1.0	Principal	
Taylor Jill 1.0	Consultant SSDEC	Regional Consultant
Webster Kelly 1.0	Physical Education	
Zutter Kathy 1.0	Literacy Coach	Funding – school, regional and outside source

The territorial average for a pupil to teacher ratio is about 14:1 while the pupil t teacher ration at DJSS is slightly better than this. One would expect that the PTR will be affected in the future by declining enrolments.

There have not been any significant changes from past years, nor are there any GNWT policy directions that could dramatically affect future staffing. However, there may be additional territorial wide CTS support (staffing) in future years from the GNWT.

There is currently third party funding for staffing and programs, specifically for a Literacy initiative and Beaver volunteer(s).

Philosophical Framework

Diamond Jenness embraces the philosophical premises put forth in the Department of Education's Educational Framework: Our Students Our Future.

DJSS recognizes the importance of developing the entire child – intellectually, socially, emotionally, physically, and spiritually – by providing an educational setting which is culture based, student centred, process oriented, interactive, balanced and integrated.

The staff and administration of Diamond Jenness have spent time discussing what each of the essential elements of learning and dimensions of the child specifically mean to them as educators, and to the overall school in general. Their thoughts are outlined in this document.

In order for schooling to be relevant for our students, it should recognize the experiences and strengths which our students bring with them. The cultures of our students should not only be reflected in the physical nature of the building but should also be an integral part of their program of studies.

Shared Purpose Statement

Divisional Education Council Mission

The South Slave Divisional Education Council is responsible for the education of approximately 1800 (K-12) students in the South Slave region of the Northwest Territories.

The mission of the Council is to strive to prepare students to create their futures. The Council is comprised of one elected/appointed representative from each of the five community-based District Education Authorities (DEAs).

The Council's primary responsibility is to provide for the educational needs of the students of the South Slave region. This involves establishing Council policy, determining the allocation of financial resources, monitoring, evaluating, and reporting results to its stakeholders.

School Mission

Diamond Jenness Secondary School will provide a safe, caring and vibrant learning environment that inspires all students to achieve excellence in their pursuit of life long learning.

Summary of Comments from a Student Perspective

Approximately 165 written responses were received. As well, focus groups were held with small groups from each grade level in September of 2008.

Students identified features of the existing school which they liked – some were physical features of the existing school, others were program and/or activity related:
(Note: comments in *italics* represent most frequent responses)

Physical Features	Programs	Activities
· *Concourse/gathering space, including tables for sitting* · *Access to a large gymnasium and bleachers* · *Access to, and the colour of the lockers* · *New washrooms/change rooms* · *The size of classrooms and the ability of some to open up to create larger classrooms* · Outside track · Library · Art room · Art on the walls · Canteen · *Uniqueness of design – open concept, round corners, outside exterior colour* · *Large size of the school* · *Water coolers in the classrooms* · Student desks	· *Rotary system - having different teachers for different subjects* · *Library* · *Art program* · Slavey class · Math · Science · Language Arts · Shop · Foods/Home Economics · Outdoor education · Computer lab · P.Ed · House building program	· *Sports e.g. Soccer and Volleyball* · *Ping pong tables in the pit* · *Foosball table* · Juice machine

Many students also commented that they liked their friends and the people at the school.

Students were very practical in terms of what features of the existing school they would like to see changed in a new school. From their perspective,

· The concourse, even though it was a popular location, needs to be more welcoming and requires better acoustics; better speakers; needs to be less dull (more colourful); and simply needs to function better. The skylights require a covering treatment to allow for a darker atmosphere when required (e.g. dances). Many students felt that the stage does not function well as a stage. As well, the storage areas under the stage and music area were described as "very difficult to pull out". A permanent screen and projector in this area would be a welcome addition as well. The lockers could be better located throughout the school, bigger in size, and more attractive.

- The gym needs improved lighting (too yellow), better seating (i.e. better bleachers), a viewing area, and a weight room/fitness room (e.g. space above gym). It also, according to most students requires better gym equipment/supplies. The lights were also said to be "loud" – making noise when they are on.
- Many students asked for more table games or a games room e.g. pool table on upper level. As well, existing tables regularly need repairs.
- The "pit area" needs a complete overhaul – lighting, surface finishes
- A large number of students commented on the poor heating system, the poor air ventilation system (i.e. air conditioning), and the need for operable windows.
- The washrooms need better lighting, and more mirrors. Students complained about running out of supplies on a regular basis.
- The water from the water fountains was reported to be distasteful on many occasions.
- Other suggestions included wider hallways, a student store, more classrooms, different colours throughout the school, and a room to go to when you are feeling sick.

Suggestions for improving subject specific areas included:

- Art – more art supplies, new tables and more sunlight
- Foods – better cooking room; more kitchens
- Computers – more mouse pads
- Slavey – their own room
- Music – better instruments, better storage, better acoustic separations
- Science – a better lab – i.e. more experiments
- Classrooms - computers are required for student use in the classroom; also request for Smartboards and Proximas in the classrooms
- Shop – new equipment, more tables, bigger welding bay
- Socials – new textbooks

Other suggestions included leadership programs, more school sports, and more lunchtime activities.

In terms of the outside of the building, students would like to see changes related to:

- *The colour of the school (keep purple but add accents)*
- *Tables to sit on*
- Basketball courts that convert to hockey rinks in the winter; fixed basketball nets, paved street hockey area
- *Better pathways*
- Better maintained grass
- Tennis courts

The ultimate wish list included longer breaks, earlier dismissals, pop machines and a pool beside the gym.

Several new programs and activities were requested by students:

- *More shop classes*, including mechanics
- *More languages* (e.g. Spanish, Inuktitut, Philippino, German, Japanese)
- *More fine arts* e.g. fiddling, drum, piano, guitar, more instruments, music after school, drama/theatre, film making, drama clubs
- Cosmetology
- C.P.R.
- Math 31 (Calculus)
- Greater access to the science lab
- Photography (chemical and digital)
- Psychology
- Religion classes
- More hunting and fishing activities; outdoor education programs
- More books in the library
- *Clubs* such as drama, wrestling, chess, cheerleading, homework, snowboarding, fiddling, speed skating, paintball, flag football
- *More sports activities* such as weight room, badminton, wrestling, basketball, advance/elite fitness, and more tournaments
- *More games tables* e.g. pool tables, foosball

Students stated that they wished they did not have to choose between certain subjects because of the timetables e.g. Physics versus French. They felt it was difficult to work P.Ed and Math 31 into their schedules.

Students identified a comprehensive list of skills which they thought were important to learn at school to prepare them for life, including:

Organizational skills
Pride in ones work
Punctuality
Communication skills

Literacy and numeracy
e.g. reading, writing, math
Leadership skills
Self control
Respect for others
Study skills
Financial planning
Survival skills
Computer skills
How to make smart decisions
Employment skills/career skills/getting a job skills
Mechanical knowledge, as well as a little carpentry and welding
Multi-lingualism/bilingualism
Figuring things out
Responsibility
Self respect
Social skills
Learning to cook
Public speaking
Learn about laws
Agricultural skills

When asked about the "heart and soul" of the school, most students started with the concourse and identified improvements – different colours, a design incorporated into the floor (e.g. panther), native art, student art on display, better acoustics, more tables for sitting, eating, relaxing – a place to hang out, and a better functioning area. Other student suggestions included:

- Improved décor – bring back native art that used to hang in the school, stain glass windows (e.g. Inukshuk), a large water fountain or a water fountain with rocks, huge paintings, and handprints of grads on the ceilings
- Painting – nicely painted walls, different colours in different wings, outside colour – keep purple but add an additional accent colour or lines
- Bigger space for library, music room, windows, skylights, gym and gym bleachers
- More windows to the outside/sunlight
- A workout area above the gym (weight room or fitness room), including some viewing space
- More games tables
- Renovate the senior high lounge/Internet café
- Having a place to sit and hang out outside the school
- Find better ways to preserve grad photos
- A cafeteria (comment provide by a few students)

There were a few rather unique requests for a new heart and soul which included massaging chairs, allowing students to paint their own locker, a quarter pipe in the concourse, and a theatre with surround sound.

The students had a great deal of advice to the architects planning a renovation to their school. Suggestions included:

- A south facing greenhouse
- A mechanics shop with access to its garage door
- THINK TEENAGER
- Better lights in the gym
- Keep the colour PURPLE
- Operable windows
- Colourful inside with nice pictures and artwork
- Better acoustics in the concourse
- Bigger library
- Air conditioning/heating system that works
- Keep the round corners
- Finish the project on time
- Sinks in classroom
- Automatic facets in bathroom
- New and bigger lockers
- Better desks
- More classrooms and bigger classrooms
- Do not renovate in such a way that it takes too much time using detours to get to your class
- Better walls (soundproofing)
- Make sure it is up to date technology wise
- Make the shop area bigger
- Don't forget a workout/weight room
- Watch out for cancer causing insulation
- Check on status of all walkways and paths
- Keep LOCKDOWN in mind as you design
- Smartboards and proximas in every classroom
- Plan in such a way that students could get a hot lunch as school
- Upgrade the bus stop in front of the school
- Fix broken windows
- Put more microwaves in the concourse
- Create a lounge/study area for students on spares

Summary of Comments from a Parent and DEA Perspective

Comments are based on results from parent surveys as well as a parent focus group session held at the school on September 17, 2008. A session was held with the DEA on October 9, 2008.

Parents indicated they liked the existing concourse area, the purple exterior, the rounded shape of the building, the openness, the wooden railings, the new change rooms, the staff (very welcoming), the gym (well used), and the green grass surrounding the structure. From a school activity perspective, the student of the month recognition was seen as a positive aspect.

Parents indicated they would change the following:

1. Review the colour scheme i.e change interior colours
2. Put in place a map showing what and where all classrooms were
3. Create a green house for teaching, perhaps on the roof
4. Provide green space inside the school with living plants that students could care for; perhaps even a greenhouse; explore use of composting; increase recycling efforts
5. Improve the drop off zone for students; have an entry that was more inviting
6. Have practical lockers with shelves
7. Have windows that open
8. Opportunity for students to purchase lunch e.g. cafeteria
9. The entrance to the school/office – cold, sterile, uninviting
10. Better canteen
11. Fitness/weight room
12. Find and alternative to covering up all the windows e.g window treatments, etched glass
13. Explore the use of alternate energies – e.g. geothermal, wind, solar, pellet boilers, etc.
14. Have chairs for common area; perhaps have chairs and tables in classrooms and have students bring their chairs to an assembly
15. Create a new trades building and have all trades in building beside the school allowing for more (and larger) classroom and breakout spaces in the school
16. Increase the size of display cases and trophy display areas
17. Have a bus shelter for students waiting for bus

Parents identified several programs worth exploring and/or expanding:

- Anti-bullying program
- Anti smoking, drug use and sex education
- Agriculture program
- Pre-trades (Year 1) program, Mechanics, Trades/Shop
- Apprenticeship Programs
- Programs to challenge those who excel
- Student leadership opportunities
- More Fine Arts, - art, dance, drama
- Law
- Accounting
- Music
- Computer club
- First aid
- More hands-on life skills program (budgeting, food buying, etc.)
- Add a breakfast program for students

Skills that parents felt should be developed at school included:

- Respect
- Skills that will help the student succeed in life
- Social skills, social awareness, people skills, consideration
- What to expect in college or university
- Money management, e.g. deductions on a paycheque
- Knowledge of working skills
- Cooking skills
- Knowledge of agriculture
- Problem solving
- Math/reading
- Music
- Mechanical skills
- Wood working skills
- Research skills
- Work ethic, getting the job done
- Employment skills
- Trade skills
- Leadership skills
- How to be a good volunteer

Parents saw the heart and soul of the building to be a great common area alive with items such as plants, student work, artwork (framed professionally), woodworking (benches, tables), metal work (i.e. huge sculpture), a water feature (waterfall or fountain) and good acoustics. The flooring should be changed in this area. The concourse should be developed into a welcoming, warm, friendlier area where all assemblies and public gatherings could be held.

Several potential partnerships were identified:

- House building/trades project
- Community counseling/providing counseling supports benefiting the school
- Drug partnership (with RCMP)
- Strengthen the home/school partnership through more opportunities for volunteering, assemblies, asking companies to come speak to students, etc.
- Kevin Wallington/Youth programming

In terms of technology, parents hoped the school would keep up to date with current technologies including computers and relevant technologies (e.g. Smartboards) in every classroom, Cable TV for educational programs, an audio-visual theatre for presentations and classes, and a fully equipped library. Video conferencing with universities and other high schools in the NT and NU and elsewhere in Canada were also identified.

The DEA virtually confirmed everything the parents had indicated in their surveys and focus group session. There were some key areas which the DEA wanted to emphasize.

> They concur that the office is most likely in the wrong location in the building and should be on the town side of the building and more central to what should be a new front entrance.

The DEA indicated that the idea of a trades area next to the school (on the same site) but which functioned independent of the school, providing services to all Hay River schools, Aurora College and industry would be a great asset to the school and to the community. There feelings were consistent with those expressed by some staff and by parents.

The DEA felt there were wonderful views of the river which the building does not take advantage of, and that any renovation should try to reorient the classrooms and/or offices to take advantage of the views and natural sunlight.

The DEA felt that the old change rooms on the second floor was a wonderful opportunity to enhance instructional areas. It was stated that rather than move quickly to create a fitness or weight area, they should carefully consider what other options are available for the use of that space e.g. art room, music room, etc.

Summary of Comments from Facilities Committee

A Facilities Committee was struck consisting of two retired teachers, six current staff members and a writer representing the DEA. They have had the opportunity to review a draft of the Education Plan and provided detailed subject area comments that have been incorporated into this document.

As a Facilities Committee, they have also discussed a vision and direction associated with their aspirations for a planned renovation. The following excerpt is from their correspondence to ECE dated January 14th, 2009 where they provide commentary on the Education Plan document.

> *The Hay River District Education Authority (the "DEA") has struck a Special Facilities Committee (the "Committee") to deal with the half-life retrofit to the Diamond Jenness Secondary School ("DJSS").*
>
> *Our Committee held 6 meetings to consider the Plan, which we received in November. We are fortunate to have a strong and talented Committee comprised of 2 Retired Teachers, 6 current Staff Members of DJSS and the Writer representing the DEA.*
>
> *The following are our comments and requested revisions pertaining to the Plan.*
>
> *Our review included the use of the current space within DJSS since the information set out in the Plan was largely obtained from one person, namely, former Principal, Greg Storey. However, the Staff Members of DJSS who are on our Committee were able to provide even more detail than Principal Storey could, considering the short amount of time he had to spend with Mr. Don Kindt, author of the Plan. Please note that Mr. Storey was able to participate in several of our Committee Meetings before concluding his employ with us. Enclosed is a summary of detailed revisions we are submitting for the Plan, which is on DJSS letterhead.*
>
> *Our Committee has developed a vision for what DJSS will look like after the retrofit is completed. We are pleased to share this vision with the Department and look forward to working towards the fulfilment of this Project. We will summarize our vision below so that the Department is aware of the general scope of the Project as we would like to see it.*
>
> *The goal of the retrofit for DJSS, as viewed by our Committee, is to reconfigure the building so that it can satisfy educational programming requirements and at the same time become more usable by the general Community. DJSS is a key asset for the Town of Hay River. The importance of this building cannot be underestimated.*
>
> *The Plan identifies considerable shortcomings of the School, with which we agree. However, changing the size of the classrooms alone will not deal with the difficulty in administering the School safely and effectively. Accordingly, our vision includes some changes to the building envelope to enhance the use of this facility.*
>
> ***Vision***
>
> *The Committee envisions a School which is reoriented, has larger classrooms, with storage and some added features. The second priority is to include as part of the retrofit a stand-alone trades centre on a portion of the Track & Field lands adjoining the School on the northwest side. We also propose that the southwest Gym wall be extended approximately 20 feet to allow for more storage and a Community entrance to make the Gym more accessible and more easily managed when used by Community Groups. We also wish to take advantage of the extra land between the School building and the River to expand the existing parking lot, which would accommodate increased use of the Trade Centre by other Partners.*
>
> ***Summary of Principle Changes***

The Committee wants to reorient the building so that the main entrance faces the downtown core. The entrance should be constructed so that all persons entering the building must pass through the Administration area so that Administrators will know who is coming and going at all times.

Classrooms in DJSS are too small, with the exception of the 2 Science Labs and the Art Room which are located in what is known as the "Science Wing". Increasing the size of classrooms and providing suitable seminar and break out areas are key components to address programming deficiencies in the current building. We propose that the Art Room be relocated and be converted into a Jr. Science Room so that the 3 Science Rooms are in the same existing wing.

The ceiling above the Stage we wish to reinforce so that it becomes a floor. We then wish to extend the walls above the current roof of the Stage so that it can be made into an Art Room. The Art Room should then be connected with the Stage by a staircase which would both allow another exit from the Art Room as well as increase the usability of the Stage for performances.

The current Administration area can be converted to teaching space. We would like the roof of that area to become a floor and the walls extended higher. Both the current Administration area and the Stage are on the southeast side of the building facing the Hay River. This orientation allows the most sunlight so we envision a lot of windows on that side to take advantage of the natural light and a view of the River. This would be an ideal location (above the current Administration area) for a Greenhouse/Science Room which would be an added feature to the School. That Greenhouse would then be in close proximity to the Science Wing to supplement the Science programs.

The Gym is the only full sized gym in this Community. The floor was refurbished in the 1990's but was re-covered only with a very thin layer of oak flooring. We need the gym floor re-covered with 1 inch thick oak. There are not enough showers so that also needs to be addressed. Showers should come immediately off of the Gym so that the Gym Teacher and Instructors can supervise that area without having to leave the Gym and go upstairs, where the current shower facilities are located but are no longer being used.

The existing Shop and CTS area would be converted to Classroom space. If the Trade Centre were to be constructed first, the CTS programming could be moved to the Trade Centre and the existing CTS area could be used for teaching space during the renovations on the interior of the School.

The School lands between the existing Parking Lot and building and the River offers and opportunity to expand parking to allow increased use of the facilities, particularly the new Trade Centre which is our second priority for this Project. That area can be opened up so that Administration can view what is going on all the way to the River although some of the trees will be left for aesthetic purposes. The current area along the Riverbank allows for illegal activities such as drinking and drug use to occur. This is a prime piece of real estate which could easily be upgraded to be an excellent addition to the School grounds.

The above is a summary of this Project as developed by our Committee. Please contact the Writer should you have any questions or concerns.

Existing School Layout

First Floor Instructional Areas

7 classrooms
- 2 Grade 8 classrooms
- 2 Grade 9 classrooms
- 1 Grade 8 & 9 Alternative Program classroom
- 1 Jr. High computer lab
- 1 Slavey Aboriginal Language classroom

Gymnasium (1)

1 set newly renovated change rooms

Music Room (1) – off stage and includes 3 small practice booths

CTS/Trades
- Woodworking shop
- Metalwork shop/Welding Bay
- 1 small CTS classroom (for concurrent instruction in CTS)
- Home Economics/Foods Room (1) with small classroom area adjacent

Seminar Rooms (none)

Student Support Area
- Program Support Teacher Office
- Classroom Assistant Office(s)
- Guidance Counselor
- Community Counselor
- Small storage room
- Small meeting room – suitable for meetings and occasional teaching but not suitable for full time instruction
- Small office for Beaver Volunteer
- Small offices for regional consultant and interagency coordinator

1 small seminar room (adjacent to main entrance and stage area)
- proposed for either an independent study program – BRIDGES program or a parent welcoming area

1 small canteen opening up to main circulation area

Second Floor Instructional Areas

7 classrooms
- Math classroom (1) Applied Math
- Math classroom (1) Advanced
- Humanities classrooms (4)
- Literacy Project classroom (1) – special project funded by Board and outside sources ($250G) to promote "SMART Learning" - classroom activities involve planning, demonstration classes, and working with students in small groups

Library (1) with small seminar room – suitable for meetings and occasional teaching but not suitable for full time instruction

Science Labs (2)

Art Room (1)

Senior High Computer Lab (1) – used for Business Education modules

Seminar Rooms (none)

Classroom and Specialty Room Utilization Rates

1. The first floor pod of classrooms (7) is utilized by grade 8 and 9 classes (two fully utilized grade 8 classrooms, two fully utilized grade 9 classrooms, a grade 8/9 alternative program), a computer lab, and a Slavey language classroom. The junior high computer lab is used approximately 25% of the time for direct instruction. Other subjects such as Northern Studies and Career and Life Management (CALM) are also taught out of this classroom. Junior high students typically select from computers, music, shop and art on a rotational basis during Block 2 (periods 4 and 5) and take each course for one term. (Note: there are 2 terms per semester).

2. The second floor pod of classrooms (7) consists of senior high math classrooms (2) and humanities classrooms (4) – three of which are utilized 75% of the time and one utilized 100% of the time, the remaining time is used predominately for teacher preparation. The lone remaining classroom on the second floor is used for a school wide literacy project. The DEA has funded the literacy program (approximately $250G including staffing costs). The classroom is used for teacher planning, demonstration teaching, and for group work with students. This program is designed to improve upon the skills of students struggling with their academics.

3. The location and quality of both existing meeting rooms/seminar rooms in the school makes them useful for the occasional meeting but they do not easily lend themselves to a small classroom setting. One is a meeting room associated with the student support area, and the other is a meeting room at the back of the library – it would make a dismal seminar or part time classroom – it is currently used as a storage room and teacher work space. Renovation would be required as well as examining entrance/egress of the rooms.

4. The specialty classrooms are well utilized but there is potential for moderate additional use.

   - One science lab is used 75% of the time and the other science lab is used 55% of the time

   - The gymnasium is used approximately 80% of the time. There is more than one P.ED course being taught at the same time 57.5% of the time. Some students take a Leadership in Physical Education course four times a week during period 6 and through the lunch hour. Students require limited access to the gym during these times. The gym is used for 3 periods during the week by Ecole Boreale, leaving one period a day for maintenance. The gym is also used during lunch, daily for intramurals. Extracurricular activity runs from 3:30 pm to 7:00 pm during the week, with community use running from 7:00 pm to 11:00 pm daily.

   - The Art room is utilized 90% of the time during semester 1 and 65% of the time in semester 2

   - The Music room is utilized 65% of the time in semester 1 and semester 2

   - The Home Economics room/Foods room is utilized approximately 80% of the time. Courses offered include Foods (16 hrs per module) 1010, 1020, 1030, 1040, 2010, 2040, 2050, 2060, and Fashion Studies (22 hours per module) 1030, 1040, 1060, 1070, 2070, 2110. A small adjacent classroom area is also used for Foods 1010, 1020, 1030, 1040, 2010, 2040, 2050, and 2060 classroom instruction (8 hrs per modules)

   - The Slavey classroom is used approximately 25% of the time for Slavey. During this time block (period 6 and 7), the junior high students choose between Slavey or French instruction. Some students receive extra support (ELA and Math) during this time. Slavey is offered in a classroom in the junior high wing. Outdoor education for grades 8 and 9 is also offered from this location. In the future, DJSS would in like to provide additional Slavey language instruction to its high school students based on student interest and dependant upon teacher availability. It is used 83% of the time if you include Northern Studies and Outdoor Education classes.

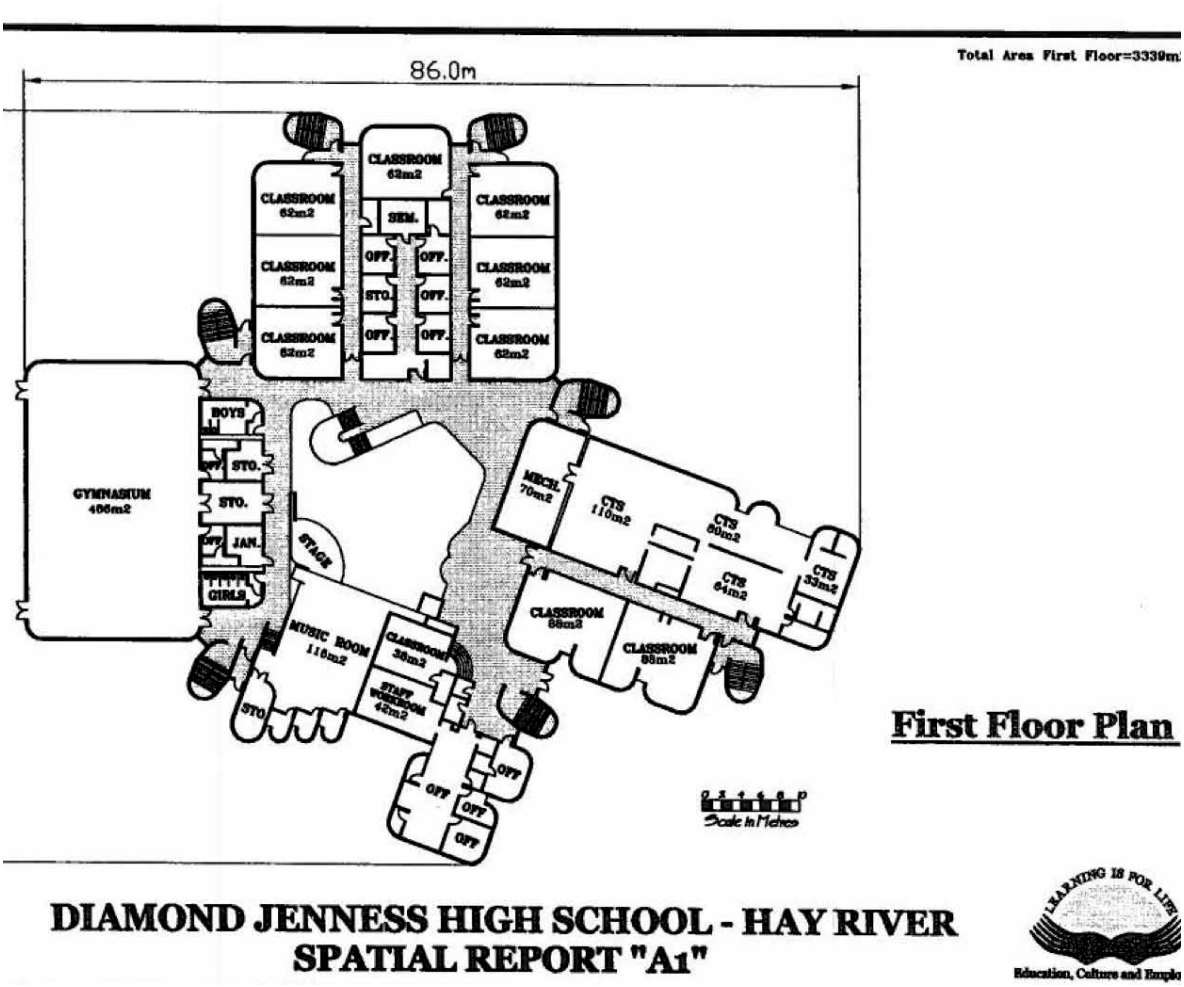
   - The woodworking shop is utilized 100% of the time while the metalworking/welding area is utilized 50% of the time. An outside parking lot is used 50% of the time and a small, integrated Career and Technology Studies (CTS) classroom is used 100% of the time for instruction concurrent with shop usage. The outside area includes several small storage sheds and a space for an ongoing housing construction project.

   - On the second floor, there is also a senior high computer lab (50% usage in semester 1 and 100% usage in semester 2. Courses offered include: INF 1010, 1020, 1030, 1040, 1060, 1080, 1090, 2060, 2130, 2150, 2200; COM 1030, 1060, 1070, 1080, 1210, 2030, 2090, 2100, 2110, 2120, 3110. Based on the utilization rates of the junior and senior high computer labs, it is not possible to combine these two functions. The senior high computer lab is also used 10 days each semester for Diploma Exams.

5. The library is scheduled for independent study/distance education but this does not preclude use by students and teachers on a continual basis.

Background information on DJSS room utilization rates is used in this document. It is based on documentation submitted by DJSS to ECE, as well as a follow-up meeting with the principal of DJSS.

Each utilization chart identifies which periods of the day a particular specialty room is being used. Period 1 is a short homeroom period. Period 2 & 3 from what is called block 1; periods 4 & 5 form what is called block 2; periods 6 & 7 form block 3; and periods 8 & 9 form block 4. Each of periods 2 through 9 is approximately 40 - 43 minutes in duration.

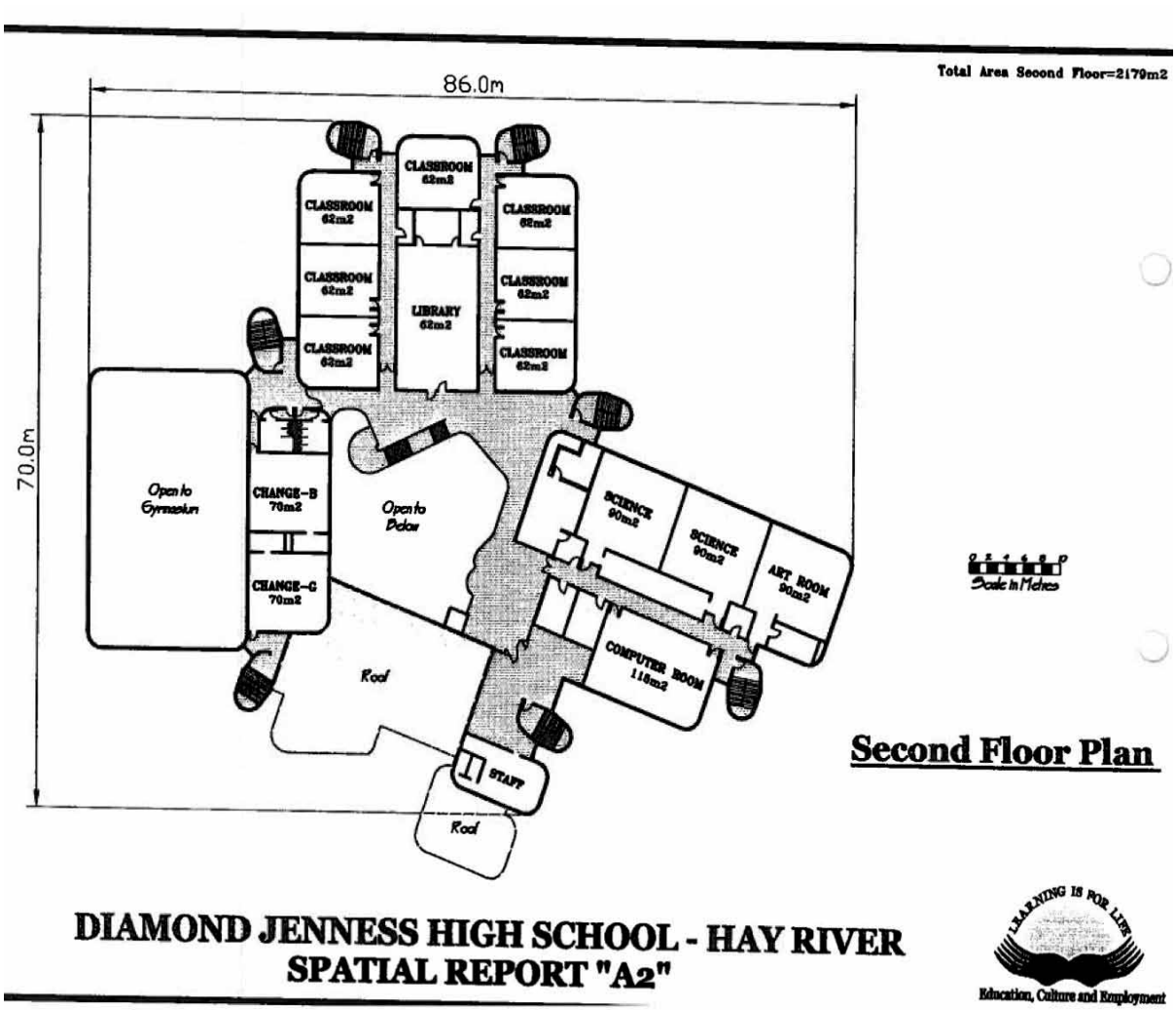


The first floor pod of seven classrooms includes 2 grade 8 classes, 2 grade 9 classes, a alternative program (grade 8/9) class, one computer classroom, and one aboriginal language classroom.

The shops include a CTS woodworking shop, a metalwork/welding shop, a CTS classroom for concurrent instruction, a home economics rooms and a small classroom used for home economics instruction as well other CTS areas such as sewing. There is also a small seminar room off the music room which is used for an alternative independent learning program i.e. Storefront classroom.

There is a meeting room associated with the student support area which is required for meetings with parents, students, community members and staff.

Note: Does not include locker layouts, outbuildings off CTS Trades area, and canteen area.



The second floor pod of classrooms (7) consists of senior high math classrooms (2) and humanities classrooms (4) - each of which are utilized 75% of the time, the remaining time is one block (two periods) used predominately for teacher preparation. The lone remaining classroom on the second floor pod of classrooms is used for a school wide literacy project.

The DEA has funded the literacy program (approximately $250G including staffing costs) and follow a literacy program called “Smart Learning”. The classroom is used for teacher planning, demonstration teaching, and for group work with students. This program is designed to improve upon the skills of students struggling with their academics.

There are two science labs, an art room and a senior high computer lab on the second floor.
There is a meeting room at the back of the library – it would make a dismal seminar or part time classroom – it is better suited as a storage room.

Note: Does not include locker layouts.

Instructional Areas (Current and Future Use)

Instructional Area Allowance

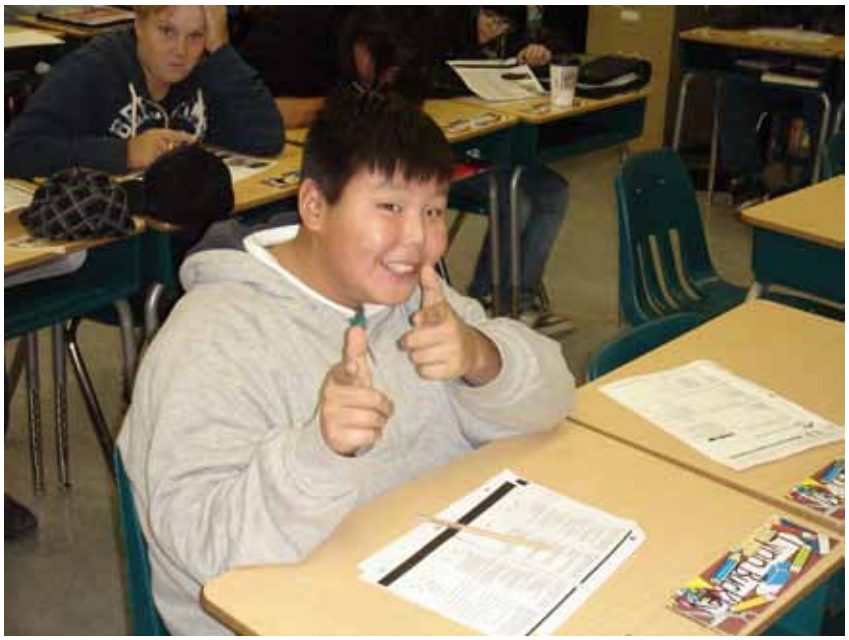
This category is subdivided into two types of space, but generally includes all areas that will be used for directed learning activities including classrooms, learning centres, activity stations, seminar rooms, break-out spaces, laboratories, shops and studios. Also included in this category is space for lesson planning/preparation, teaching team meetings, student project supplies, general storage for monthly supplies (for bulk storage see Administration), and frequently used teaching resource materials.

General instructional areas
Instructional areas for large and small group learning activities not requiring any specialized finishes, equipment, electrical or mechanical services.

Space allowance: ***3.5 m²*** */ student*

Specialized instruction areas
Instructional areas for large and small group learning activities where water, equipment, or materials are used that can be "messy" or create noise, dust or fumes such as: arts and crafts, music, drama, home economics, industrial arts. Specialized features may include: finishes, equipment, electrical/mechanical services (such as multiple sinks, fume hoods, appliances, or power tools), and storage areas for supplies, equipment or student projects.

Space allowance: ***0.5 m²*** */students in all grades*
plus ***1.0 m²*** */student grades 7 to 12*



Junior High Science

Grade 8 and 9 students receive instruction according to the Pan Canada Science Curriculum. Each of the four grade 8/9 classes (average 20 – 27 students) have science in a regular classroom that has no sink, no water and limited electrical outlets. There are currently two staff members who offer the program in their homerooms.

Junior high students are on a rotary system and the grade 8 and 9 students are not able to schedule adequate time in the senior high science labs during the times they have science instruction.

There has been discussion over a junior high science lab or a classroom in the junior high wing that is flexible enough to allow for science instruction e.g. adequate ventilation, lockable chemical cabinets for storage, sinks with running water, storage for basic science supplies, and appropriate safety equipment – eye wash station, fume hood, etc. Another option, and one which was identified by the DEA/Facilities Committee is to renovated the Art room to become a new junior high science lab.

Senior High Science

Senior high Science is taught in two labs – one for Chemistry and one for Biology and Physics. The following courses are delivered – Experiential Science 10, Science 25, Environmental Science 35, Science 10, Chemistry 20/30, Biology 20/30 and Physics 20/30.

The Chemistry lab has generic tables and needs to seat up to 30 students. The workstations (7) are around the perimeter of the room. Staff require electrical drops to the work tables in the room and would like to see the teacher demo desk moved to the exterior perimeter wall allowing for additional student work tables. A soap and paper towel dispenser is missing. A Smartboard with projector is desired for the front of the room along with whiteboard space.

The Biology/Physics lab is a mirror image of the Chemistry lab but has a completely different feel. It has smaller tables and seems brighter. It also has 7 sinks with a counter workstations for student experiments. There is soap dispenser (empty) but there is no towel dispenser. Both labs have fume hoods that seem quite noisy and should be looked at to determine if they should be replaced. Both labs share a common storage area of suitable size. Both labs should have access to appropriate safety equipment.


CHEMISTRY LAB


BIOLOGY/PHYSICS LAB

Science Labs/Rooms Utilization Rate (note there are 2 science labs)									Semester 1
	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8	Period 9
Day 1	HOME ROOM			SCN2230 SCN3260	SCN2230 SCN3260	SCN1289 SCN2290	SCN1289 SCN2290	SCN3240	SCN3240
Day 2	HOME ROOM	Ecole Boreale	Ecoel Boreale	SCN2230 SCN3260	SCN2230 SCN3260	SCN1289 SCN2290	SCN1289 SCN2290	SCN3240	SCN3240
Day 3	HOME ROOM			SCN2230 SCN3260	SCN2230 SCN3260	SCN1289 SCN2290	SCN1289 SCN2290	SCN3240	SCN3240
Day 4	HOME ROOM			SCN2230 SCN3260	SCN2230 SCN3260	SCN1289 SCN2290	SCN1289 SCN2290	SCN3240	SCN3240
Day 5	HOME ROOM			SCN2230 SCN3260	SCN2230 SCN3260	SCN1289 SCN2290	SCN1289 SCN2290	SCN3240	SCN3240
One science lab is used 75% of the time and the other science lab is used 55% of the time. Fifty five percent of the time, both science labs are in use.									

Mathematics

Mathematic courses currently being offered include Applied Math 10-20-30, Pure Math 10-20-30, Essentials Math 10-20-30, and a Grade 9 to 10 Transitions Math course (locally developed).

Class size ranges from 8 to 30 depending on the nature of the course. Essentially, three math teachers share two classrooms for this program.

In terms of storage requirements, there are extensive manipulatives (e.g. algetiles, base 10, fraction tiles, etc.) requiring storage in addition to graphing calculators. A central storage area is preferred rather than storing them, in one classroom.

Rather than using computers, staff are exploring the use of Smartboards (and projectors) to access computerized lessons and for demonstrations. The requirement for whiteboards still exists, even with Smartboard usage.

As is the case with many DJSS classrooms, the walls between classrooms are not soundproof and this situation needs to be seriously addressed. The two classrooms also share a movable wall.

SMARTBOARD IN MATH CLASSROOM

MATH MANIPULATIVES STORED IN CLASSROOM

Social Studies

Currently, the school offers Socials 10-1, 10-2, 20-1, 20-2, 30 and 33 as well as Northern Studies 15.

Social 30 and 33 will be phased out by Socials 30-1 and 30-2 at the start of the 2009 school year.

Social classes can include up to 36 students.

Class size (physical space) and configurations (tables and chairs versus desks) should be explored. As in the case of other subject areas, acoustics and material storage are concerns.

Social Studies uses a critical thinking model which involves discussions, group work and research. It also requires connection to the web for continuity with the current course outlines and text resources. Using a Smartboard with projector would be a valuable tool in the delivery of programming – accessing current events, research lookup, accessing links identified in text resources, etc.

The Social Studies classroom would need a primary board – combination of whiteboard and Smartboard, as well as a secondary board for map and other displays.

Access to a small breakout space (ALA) for students to work independent is desired as well as quick access to media and the Internet.

(Photos: Note large class sizes, extensive research materials and need for bulletin board/reference materials space on walls).

Alternate Programs

One Alternate Program is for Grade 8 and 9 students who abilities range from lower elementary to lower junior high. Students will have either academic or behavioural challenges, or both. A team teaching approach is used for core subjects – math, science, language arts and social studies. For other subject areas, the students are integrated in to existing grade 8 and 9 classes.

Students work independently in individual desks following their modified programming and have the opportunity to receive extensive 1:1 attention by teacher(s).

Students have access to computers in their classroom and are allowed to do assignments on the six older computers in their room.

The room needs to be the same size as a regular classroom as the students (ranging from 10 – 15 students) also work on various stations set up around the room e.g. literacy centre, guiding reading centre, a helper station for individual 1:1 assistance, computer stations, etc.

Students often, from time to time, require a physical separation from each other, hence the standard classroom size. The classroom requires a sink, running water and electricity in order to function properly e.g. offer science program, do hands-on activities, related artwork, etc.

The school wants to establish an independent study learning centre (Storefront) either on –site or off-site for students who are not able to be successful in the regular high school (Grade 10-12) programming. The preference at the moment is to find a location off-site. The school must have adequate space to address to need for alternate programs such as the Alternate 8/9 Grade program and the Storefront program.

The school has recently created a drop-in centre (pilot program) for students who are having difficulties in specific assignments. An area in the student services suite is being adapted to create two small work spaces (with access to 5 laptops) for the 8 to 15 students that teachers might send down to the drop-in centre. The centre will have a full-time teaching assistant.

Outdoor Education

Outdoor Education is provided to Grade 8 and 9 students approximately 3 times per week per class. The Alternate Grade 8/9 class slots into the existing programming during those times. Students received a CTS credit for WLD 1080 (grade 8 credit) and WLD 2080 (grade 9 credit) upon completion of the program.

Outdoor Education involves a variety of indoor and outdoor activities. Indoor activities included such things as knife safety, axe safety, filleting fish, fire starting (bow drill), etc. They also include two feasts per year and participation in Dene Games activities. Outdoor activities include canoeing, snowshoeing, skiing, survival skills, etc.

There is an extensive need for indoor storage (jackets, ski pants, hats, mitts, Garmin GPS, snowshoes, ski boots, knives, bow drills, cooking gear, etc.) as well as outdoor storage (6 canoes, 1 kayak, outdoor survival gear, some cooking gear, skis, etc.). The school currently uses several storage areas inside the school and one shed outside the school. In order to protect the canoes and kayaks when stored on site, a fenced in or protected area should be developed in conjunction with the outdoor storage for this program.


BOOTS

Languages

Slavey/French

The Slavey classroom is used approximately 25% of the time for Slavey instruction. Class sizes range from 25 to 26 students. Two staff work cooperatively to deliver this program.

During this time block (period 6 and 7), the junior high students choose between Slavey or French instruction while a small number of students receive extra academic support (ELA or math). In previous years, Slavey has been offered in the small breakout space/small classroom adjacent to the Home Economics room. DJSS would like to provide additional Slavey language instruction in the future to its high school students based on student interest and teacher availability i.e. Slavey 15/25/35.

French is offered to grade 8 and 9 as well as to Grade 10-12 via French 10-20-30. Class size ranges from 26 to 28 students.

Staff requests for both subjects include a sink, a higher ceiling to accommodate a teepee or tent (in the Slavey classroom), full spectrum lighting, multi-lingual signage throughout the school, tables and chairs rather than individual student desks, a Smartboard with projector, access to a kitchen, access to a breakout space (for students and French Monitor to work), and both open and lockable storage. Many of the classrooms have large windows into the hallways. Staff have suggested windows up high across the hallway corridor and built in shelving units for storage purposes below. Flooring and acoustics has been a problem and proper acoustical remedies need to be sought. The Slavey classroom requires access to a fridge, a freezer (for wild foods and hides) and a stove.

Slavey Room Utilization Rate									Semester 1 and 2
	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8	Period 9
Day 1	HOME ROOM	Northern Studies	Northern Studies			Slavey Jr High	Slavey Jr High		
Day 2	HOME ROOM	Northern Studies	Northern Studies			Slavey Jr High	Slavey Jr High		
Day 3	HOME ROOM	Northern Studies	Northern Studies			Slavey Jr High	Slavey Jr High		
Day 4	HOME ROOM	Northern Studies	Northern Studies	Outdoor Education	Outdoor Education	Slavey Jr High	Slavey Jr High		
Day 5	HOME ROOM	Northern Studies	Northern Studies	Outdoor Education	Outdoor Education	Slavey Jr High	Slavey Jr High		

English Language Arts and Literacy

Junior High Language Arts follows the NWT prescribed curriculum and includes SMART learning – comprehension strategies for learning through focusing on steps before, during and after learning. The class sizes range from 21 to 27 students. The classrooms can become quite crowded as the students and resources vie for space. SMART learning enhances the impact of the Literacy initiative at DJSS. The Literacy initiative focuses on the International Reading Association's "big 5", (word study, read aloud, shared reading, guided reading and independent reading).

Resources for junior high language arts include a wide variety of reading materials at different levels, and multi-level books for independent reading. Many of these resources need to be in the open and on display in the classroom.

Each classroom needs lockable storage and open storage. There is currently only one computer in the classroom as well as an overhead projector for teacher use. Staff would like to explore the use of more computers, access to a printer and Smartboards in their junior high language arts classrooms. Teachers indicated they could use a sink and water in their rooms for art related activities and other visual arts representations.

Senior High Language Arts includes the following programs – English 10-1, 20-1, 30-1, 10-2, 20-2, 30-2, 30-1, 30-2, 10-3, 20-3, and 30-3. Class sizes range from 15 to 30 students. The senior high also follows the SMART learning focus that the junior high follow – with the same resource and storage requirements. Senior High Language Arts teachers indicated they use a great deal of music and as such would like access to a sound system in their classrooms – speakers and a microphone (associated with development of oral literacy). Access to a mini-theatre for productions and/or an audio-visual room for presentations would be an asset. It may be possible to combine this function with a redesigned music/stage area.

Staff requested full spectrum lighting in their classrooms and the ability to have flexible lighting – dimmers or switches with different settings. Language Arts teachers requested tables and chairs rather than individual student desks in order to accommodate the multiple configurations required to deliver the ELA program.

The Language Arts teachers would like to be able to do common planning with other language arts teachers. This might be accommodated through a common planning area associated with the staff workroom, or by allowing for some common planning space within the Literacy classroom.

The Senior High Language Arts teachers also see themselves using Smartboards and projectors in their classrooms and hoped there would be greater student access to computers in the future.

DJSS has a school wide literacy program where two literacy staff work with teachers to teach them instructional strategies and reading structures with the goal of creating commonalities in approach that are school wide. The Literacy program currently uses a classroom in the senior high wing. The room has an extensive set of guiding reading bins for teacher sign-out. It is also used for meetings (school and community) and for teacher in-service. The Language Arts teachers have expressed a desire to do common planning out of this room. In the future, it may be possible to establish a closer link between this area and the library.

Fine Arts

Music

The music room is utilized 75% of the time in semester 1 and semester 2. Attempts have been made to offer other courses in this location but the setup and acoustics has been problematic. The room is oriented in one direction while the whiteboards are oriented in a slightly different direction, making it more difficult to use as a teaching space.

The music room has 3 small non-soundproofed practice rooms, of which 1 is used as a teacher office. There is also a small non-soundproofed storage room which is used for storage and for drum practice. The shelves in the storage room are too narrow to provide adequate storage of many of the instruments.

For the most part, students sit on chairs with a music stand in front of them during classroom instruction. Instruments include piano (broken keys), drums, guitars, fiddles, and some brass instruments.

The room lacks a sink, as well as access to computers and recording equipment. The wall space is not conducive to posting posters. There is a lack of electrical outlets in the room, yet an electrical panel sits in one corner of the room and is a source of constant interruptions.

Language Arts teachers have requested access to a mini-theatre for productions and/or an audio-visual room for presentations. It may be possible to combine this function with a redesigned music/stage area.

Sometimes timetabling necessitates a different course being taught in the music room. The configuration of the music room needs to be able to easily accommodate regular classroom instruction.



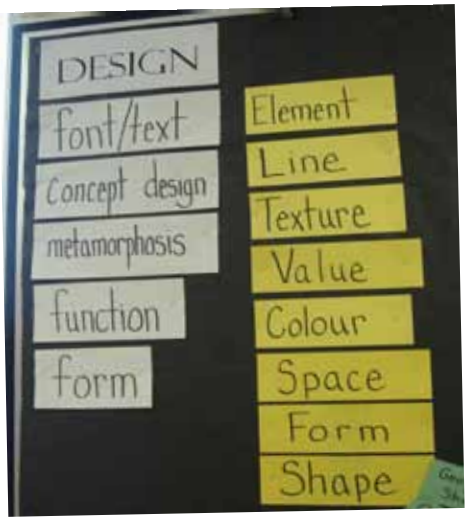


Music Room Utilization Rate									Semester 1
	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8	Period 9
Day 1	HOME ROOM			MUS0009	MUS0009	Music 20/30	Music 20/30	Music 10	Music 10
Day 2	HOME ROOM			MUS0008	MUS0008	Music 20/30	Music 20/30	Music 10	Music 10
Day 3	HOME ROOM			Individual Tutoring	MUS0009	Music 20/30	Music 20/30	Music 10	Music 10
Day 4	HOME ROOM			MUS0008	Individual Tutoring	Music 20/30	Music 20/30	Music 10	Music 10
Day 5	HOME ROOM			Individual Tutoring	Individual Tutoring	Music 20/30	Music 20/30	Music 10	Music 10

Music Room Utilization Rate									Semester 2
	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8	Period 9
Day 1	HOME ROOM			MUS0009	MUS0009	Music 10	Music 10	Music 20/30	Music 20/30
Day 2	HOME ROOM			MUS0008	MUS0008	Music 10	Music 10	Music 20/30	Music 20/30
Day 3	HOME ROOM			Individual Tutoring	MUS0009	Music 10	Music 10	Music 20/30	Music 20/30
Day 4	HOME ROOM			MUS0008	Individual Tutoring	Music 10	Music 10	Music 20/30	Music 20/30
Day 5	HOME ROOM			Individual Tutoring	Individual Tutoring	Music 10	Music 10	Music 20/30	Music 20/30

Art

The art room is utilized 90% of the time during semester 1 and 65% of the time in semester 2. The art room has five sinks, cupboards and general storage but could use more storage related to student projects e.g. wall mounted drying rack, racks under the millwork where no cupboards exist. There is a small storage room (old science prep room) in the art room.



Tables and chairs comfortably seat 24 students. Class sizes have been as large as 32 students.

In terms of future needs, it was identified that access to one or two computers and a printer would assist with the offering of digital photography and the printing off of images used for art projects.

Student artwork could be more visible throughout the school with the introduction of permanent art display areas.

Consideration could be given to placing the music and art areas in closer proximity to each other in a reconfigured DJSS. It should be noted that the DEA/Facilities Committee is recommending converting the current art room into a junior high science classroom.

Art Room Utilization Rate									Semester 1
	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8	Period 9
Day 1	HOME ROOM	Art 10	Art 10	ART0009	ART0009	Art 10/20/30	Art 10/20/30	Art 10	Art 10
Day 2	HOME ROOM	Art 10	Art 10	ART0008	ART0008	Art 10/20/30	Art 10/20/30	Art 10	Art 10
Day 3	HOME ROOM	Art 10	Art 10		ART0009	Art 10/20/30	Art 10/20/30	Art 10	Art 10
Day 4	HOME ROOM	Art 10	Art 10	ART0008		Art 10/20/30	Art 10/20/30	Art 10	Art 10
Day 5	HOME ROOM	Art 10	Art 10			Art 10/20/30	Art 10/20/30	Art 10	Art 10

Art Room Utilization Rate									Semester 2
	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8	Period 9
Day 1	HOME ROOM	Art 10/20/30	Art 10/20/30	ART0009	ART0009			Art 10	Art 10
Day 2	HOME ROOM	Art 10/20/30	Art 10/20/30	ART0008	ART0008			Art 10	Art 10
Day 3	HOME ROOM	Art 10/20/30	Art 10/20/30		ART0009			Art 10	Art 10
Day 4	HOME ROOM	Art 10/20/30	Art 10/20/30	ART0008				Art 10	Art 10
Day 5	HOME ROOM	Art 10/20/30	Art 10/20/30					Art 10	Art 10

Drama

Although no formal classes in Drama are offered, the school has from time to time put on various functions using the stage space e.g. coffee house. Many people have commented on how the stage is nice but it does not seem to function well. It would be of benefit to have a more detailed examination of how the stage functions from a theatrics perspective rather than an aesthetic one.

Distance Education

Currently there are three students on home schooling programs and a few students who are taking/will take English 30-2 due to timetabling conflicts. The distance education courses are delivered on-line in either the student services area or in the library.

Career and Technology Studies

Computers

There is a junior high lab with 22 fixed computers, a senior high lab with 22 fixed computers and a library with 9 fixed computers. The Slavey classroom has 3 laptops and each instructional classroom has at least 1 computer, primarily for teacher usage. The Alternate Grade 8/9 program has 6 older computers.

The junior high computer lab is used approximately 25% of the time for direct instruction and 75% of the time for teachers to take their classes to the lab to work on projects/ research. The Grade 8 and 9 students choose from Computers, Outdoor Education, Music and Art during period 4 and 5 (options block) – one term of each.

Junior High Computer Room Utilization Rate									Semester 1 and 2
	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8	Period 9
Day 1	HOME ROOM			Grade 8 & 9 Options Block					
Day 2	HOME ROOM								
Day 3	HOME ROOM								
Day 4	HOME ROOM								
Day 5	HOME ROOM								

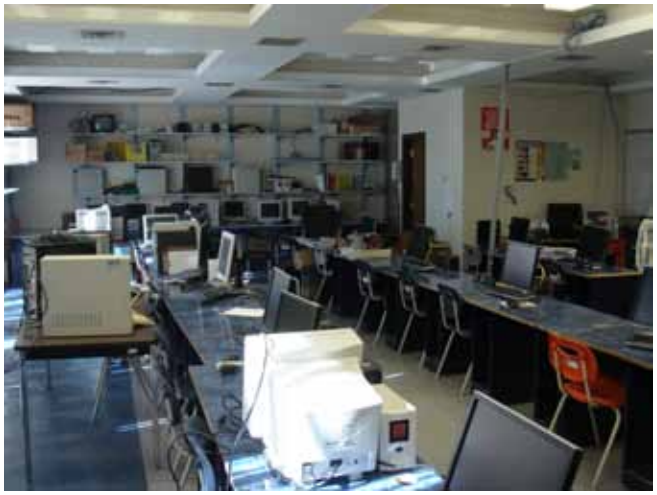

The senior high computer lab is utilized 50% of the time in semester 1 for direct instruction. The senior high computer lab is utilized 100% of the time in semester 2. Courses offered include: INF 1010, 1020, 1030, 1040, 1060, 1080, 1090, 2060, 2130, 2150, 2200; COM 1030, 1060, 1070, 1080, 1210, 2030, 2090, 2100, 2110, 2120, 3110

When the lab is not used for direct instruction, it is available for sign-out for other classes. The lab is also used for 10 days each semester for diploma exams.



Senior High Computer Room Utilization Rate									Semester 1
	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8	Period 9
Day 1	HOME ROOM	BUS ED 10/20/30	BUS ED 10/20/30	Social Studies	Social Studies	Available for sign out by senior high classes			
Day 2	HOME ROOM	BUS ED 10/20/30	BUS ED 10/20/30	Social Studies	Social Studies				
Day 3	HOME ROOM	BUS ED 10/20/30	BUS ED 10/20/30	Social Studies	Social Studies				
Day 4	HOME ROOM	BUS ED 10/20/30	BUS ED 10/20/30	Social Studies	Social Studies				
Day 5	HOME ROOM	BUS ED 10/20/30	BUS ED 10/20/30	Social Studies	Social Studies				

Senior High Computer Room Utilization Rate									Semester 2
	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8	Period 9
Day 1	HOME ROOM	BUS ED 10/20/30	BUS ED 10/20/30	BUS ED 10/20/30	BUS ED 10/20/30	BUS ED 10/20/30	BUS ED 10/20/30	BUS ED 10/20/30	BUS ED 10/20/30
Day 2	HOME ROOM	BUS ED 10/20/30	BUS ED 10/20/30	BUS ED 10/20/30	BUS ED 10/20/30	BUS ED 10/20/30	BUS ED 10/20/30	BUS ED 10/20/30	BUS ED 10/20/30
Day 3	HOME ROOM	BUS ED 10/20/30	BUS ED 10/20/30	BUS ED 10/20/30	BUS ED 10/20/30	BUS ED 10/20/30	BUS ED 10/20/30	BUS ED 10/20/30	BUS ED 10/20/30
Day 4	HOME ROOM	BUS ED 10/20/30	BUS ED 10/20/30	BUS ED 10/20/30	BUS ED 10/20/30	BUS ED 10/20/30	BUS ED 10/20/30	BUS ED 10/20/30	BUS ED 10/20/30
Day 5	HOME ROOM	BUS ED 10/20/30	BUS ED 10/20/30	BUS ED 10/20/30	BUS ED 10/20/30	BUS ED 10/20/30	BUS ED 10/20/30	BUS ED 10/20/30	BUS ED 10/20/30



Home Economics/Foods Classroom

The Home Economics/Foods room is utilized 90% of the time (approximately 80% for Home Economics). Courses offered include Foods (16 hrs per module) 1010, 1020, 1030, 1040, 2010, 2040, 2050, 2060, and Fashion Studies (22 hours per module) 1030, 1040, 1060, 1070, 2070, 2110. A small adjacent classroom area is also used for Foods 1010, 1020, 1030, 1040, 2010, 2040, 2050, and 2060 classroom instruction (8 hrs per modules)

This room typically accommodates 12 – 15 students. It can accommodate up to 18 students but is quite cluttered when they are present. The foods room includes:

- 3 working kitchen station – each station with a double sink, double counter, and shared stove, oven. There is one shared refrigerator (which is in the pantry room)
- 2 small tables and chairs
- a snack counter (opens to concourse) with sink, countertop, coffee machine, and handicap stove counter
- one standup freezer and one chest freezer
- one large industrial mixer and one space fridge
- one buffet style mobile cart, one propane grill (mobile) and one large juice machine/dispenser, which all belong to the NWT Track & Field Champs (and not the school) and should be put in storage when not used in order to provide more classroom space

There is a small pantry adjacent to the kitchen area that includes a triple cooler and shelving for foods/dry goods storage. A small classroom is connected to the foods area through and interior doorway. The small classroom also includes a separate area for a washer/dryer (shared with physical education program e.g. sports uniforms) and a sink, as well as a small storage room for fashion studies materials.

A separate canteen is used by students at breaks and lunch times in the concourse just a short distance from the foods room. The canteen includes a 2*2 door cooler, stands for chips and candy bars, a counter for serving patrons, a freezer, and 2 sinks. There are no heating or cooking facilities in the canteen.

The Foods teacher(s) would like to see nicer tables (perhaps bistro style tables and stools) for students to eat their meals, as well as a fourth kitchen station. At least one of the stoves and dishwashers should be industrial in nature. One stove should be able to accommodate extremely large cooking pots used during tournaments and track & field.

The foods instructor's desk and workstation sits in the adjacent small classroom making it difficult to do work when someone else is using the small classrooms (usually for French or Slavey preparation).






Home Economics Room Utilization Rate									Semester 1
	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8	Period 9
Day 1	HOME ROOM	FOODS08	FOODS08	FOODS20 FOODS30	FOODS20 FOODS30	Leader-ship		FOODS10	FOODS10
Day 2	HOME ROOM	FOODS09	FOODS09	FOODS20 FOODS30	FOODS20 FOODS30	Leader-ship		FOODS10	FOODS10
Day 3	HOME ROOM	FOODS08	FOODS08	FOODS20 FOODS30	FOODS20 FOODS30	Leader-ship	FOODS09	FOODS10	FOODS10
Day 4	HOME ROOM	FOODS09	FOODS09	FOODS20 FOODS30	FOODS20 FOODS30	Leader-ship		FOODS10	FOODS10
Day 5	HOME ROOM	FOODS08	FOODS08	FOODS20 FOODS30	FOODS20 FOODS30		FOODS09	FOODS10	FOODS10

Trades/Shops

Currently, the shop area delivers carpentry and construction, millwork, and welding on a full time basis. The school has a housing project where it builds a small single person dwelling which eventually gets moved somewhere in the community for community housing.

The woodworking shop is utilized 100% of the time while the metalworking/welding area is utilized 50% of the time. An outside parking lot is used 50% of the time and a small integrated classroom is used 100% of the time for instruction concurrent with shop usage.

The number of students who can take these courses is limited by the size of the shop areas. Student surveys indicated that they enjoyed shop classes and would also like to learn about automotives and cosmetology.

In February of 2008, as part of an ECE activity, a comprehensive survey of CTS in each high school was completed. The results for Diamond Jenness are included in the appendix to this document.

CTS Room Utilization Rates									Semester 1
	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8	Period 9
Day 1	HOME ROOM	CON10 CON11 CON12 CON 8	CON10 CON11 CON12 CON8	CON10 CON11 CON12	CON10 CON11 CON12	CON15	CON15	CON10 CON11 CON12 CON15	CON10 CON11 CON12 CON15
Day 2	HOME ROOM	CON10 CON11 CON12 CON 9	CON10 CON11 CON12 CON 9	CON10 CON11 CON12	CON10 CON11 CON12	CON15	CON15	CON10 CON11 CON12 CON15	CON10 CON11 CON12 CON15
Day 3	HOME ROOM	CON10 CON11 CON12 CON 8	CON10 CON11 CON12 CON8	CON10 CON11 CON12	CON10 CON11 CON12	CON15	CON15 CON 9	CON10 CON11 CON12 CON15	CON10 CON11 CON12 CON15
Day 4	HOME ROOM	CON10 CON11 CON12 CON 9	CON10 CON11 CON12 CON 9	CON10 CON11 CON12	CON10 CON11 CON12	CON15	CON15 CON 8	CON10 CON11 CON12 CON15	CON10 CON11 CON12 CON15
Day 5	HOME ROOM	CON10 CON11 CON12 CON 8	CON10 CON11 CON12 CON8	CON10 CON11 CON12	CON10 CON11 CON12	CON15	CON15 CON 9	CON10 CON11 CON12 CON15	CON10 CON11 CON12 CON15

Note: In period 2, two groups use the same space – Jr. Woods (CON1010) and Sr. Welding.
Note: In period 4 & 5, two groups use the same space – Sr. Woods (CON1010) and Sr. Welding.
Note: In period 6 & 7, two groups use the same space – Jr. Woods (CON1010) and Housing Group.
Note: In period 8 & 9, two groups use the same space – Sr. Woods (CON1010) and Housing Group.

Issues identified by shop staff included:

- Air collection system too noisy, too close to small classrooms, and should be moved outside
- Air quality was raised as an issue – not sure of the dust collection system is of sufficient size and requesting that it be moved outside to remove noise factor and also provide more workable floor space for students

- Welding bay needs top be increased in size to accommodate more students
- A painting booth would be a good addition
- More electrical drops in the right locations
- A mechanics shop would address requests from students and parents, as well as local businesses
- Inadequate storage for student projects – large cupboards, boxes, etc.
- Inadequate storage for materials to be used
- Inadequate storage for large items like 20 ft piece of metal, 4 * 8 sheets of plywood, soccer nets (when need to be fixed), large metal projects, ladders, etc.
- Inadequate storage for materials related to the housing project

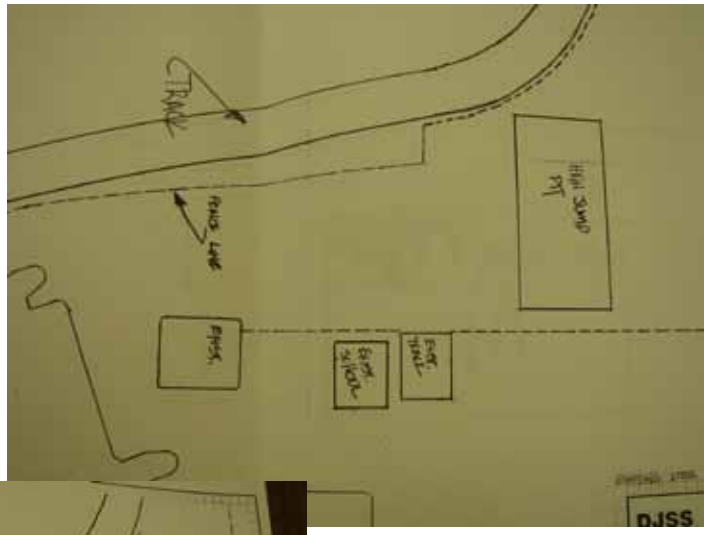
The shop has the only 8 ft door in the school and as such also serves as an area for deliveries to the school. This can tend to disrupt programming as well as tie up valuable student workspace.

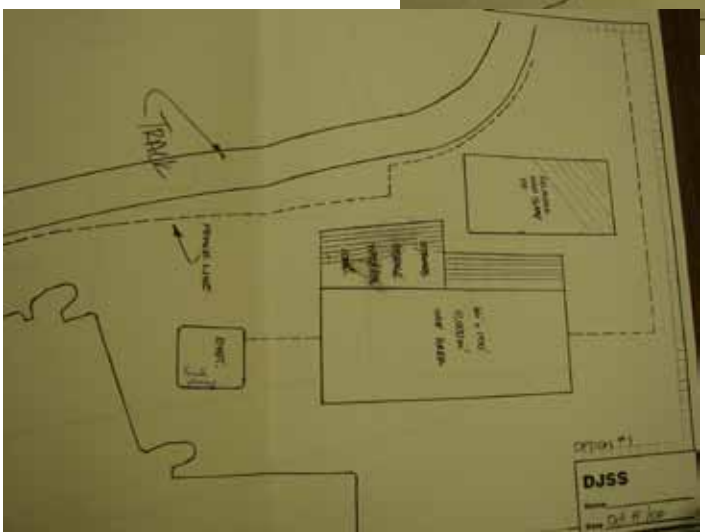
Ideally, this area needs to be bigger in order to accommodate student interests and needs.

One suggestion from staff (and parents) was to create a new shop area outside where the storage sheds are located. This area could house 2 small classrooms, washrooms, separate woodworking, welding/sheet metal, and mechanics shops, with space for an appropriate tool bay and storage of materials, and perhaps even a cosmetology area. As the structure would be backing onto the track area, it could also provide track and field storage, washrooms, bleachers and a canteen for outdoor events through a potential partnership with the town and businesses. Possibly, a storefront classroom could find a home in this facility as well.







TRACK
HIGH JUMP PIT
PHYS.
GIRLS SCHOOL
GIRLS TENNIS
DJSS


TRACK
DJSS

Sketch of existing area outside shop area (top) and proposed new shop/community area suggested by some staff and parents (bottom)

Critique and Analysis of Instruction Areas

Generically, all classrooms should have operable windows and floor finishes which help reduce noise e.g. carpet or carpet-tile. Acoustics and lighting are issues that should be addressed in each instructional space. Many of the classroom are interior classrooms and do not allow for natural light to penetrate into the rooms. Methods of bringing natural lighting into the classrooms should be explored as well as full spectrum lighting and the ability to have flexible lighting – dimmers or switches with different settings. There is a real concern about lockdown and visibility into the classrooms. Most agree that windows (up high) along hallway corridors into the classroom are suitable while the lower areas should have solid surfaces.

The size of classrooms should be examined with a view to enlarging them. At the most, only one or two classrooms should have moveable partitions to allow for staff meetings, other meetings, gatherings, presentations, etc. If the concourse acoustics is dealt with properly, many special events would occur there rather than in classrooms. Appropriate technology such as Smartboards (with projectors) should become standard in all DJSS's classrooms as well as direct access to printers. Students and parents voiced that they would like to see the students with greater access to appropriate technology e.g. computers, bank of laptops, Smartboard, etc. Classrooms should have access to small breakout areas (alternate learning areas) for independent student group work. Many of the classrooms have large windows into the hallways. Staff have suggested windows up high across the hallway corridor and built in shelving units for storage purposes below. Currently there is no millwork in the regular classrooms.

Storage in any school is always an issue. DJSS is no different. Because of the small instructional areas in this building, storage has reached crisis proportions. There is a need for subject specific centralized storage of materials (e.g. math manipulatives, social studies, etc.) as well as general classroom storage and a small lockable cupboard or cabinet in each room. Several subjects have unique storage needs e.g. art room requires wall mounted drying rack, music room requires storage that fits the size and quantity of instruments, etc. Besides classroom material storage and subject specific central storage, there is also extensive storage required for programs such as outdoor education, aboriginal programming, proposed breakfast program, etc. Some have suggested exploring development of the crawlspace under the school as a possible solution to storage needs.

The generic junior high classrooms at DJSS are not set up for science instruction. They lack water, appropriate electrical plugs, proper storage, and proper ventilation. One approach would be to redesign each classroom to allow for science instruction (generalist teacher). Another approach would be to set up one of the junior high classrooms for proper science instruction (sinks, storage, supplies, safety considerations, Smartboard with projector, etc.) with the ability to teach other subjects in that room e.g. outdoor education, art, and math. In either scenario, it is worthwhile to consider sinks in each classroom. A third scenario, suggested by the Facilities Committee was to convert the existing art room into a Junior High Science Lab.

The senior high labs require some renovation – removal and/or relocation of the fixed science demo desk to another area in the room (chemistry lab); determination if fumehoods need replacing (both labs); determination if access to a safety shower is required; Smartboards with projector (both labs); greater electrical access (especially when working on student work tables in the center of the room in both labs); soap and paper towel dispensers (both labs); and possible replacement of some upper level cupboards with more open shelving for glassware storage.

Outdoor education is enjoyed and highly valued by students who, in the student surveys, expressed a desire for more programming in this area. The issue of appropriate indoor and outdoor storage needs for this program to be addressed. The indoor portion of this program is well suited for delivery in the Aboriginal classroom as well the potential junior high science room.

Many people have commented on how the stage is nice but it does not seem to function well. It would be of benefit to have a more detailed examination of how the stage functions from a theatrics perspective rather than an aesthetic one.

In terms of Fine Arts, the Music room requires soundproof practice rooms, better electrical access, adequately sized and organized storage for musical instruments, better general orientation as a classroom, access to computers and recording equipment, and a sink. The Art room requires additional student project storage e.g. wall mounted drying rack, other racks, and closer proximity to the Music room.

The Foods/Home Economics classroom requires an upgrade. Better design and perhaps an additional (fourth) cooking station would allow for more students to access the program at one time. The new station should include an industrial dishwasher and stove capable of accommodating extremely large cooking pots. Consideration should be given to exploring how the current canteen space can be integrated into the Foods room while allowing for separate lockable cupboards and storage. This would free up the canteen space for other functions. The new canteen could become the fourth station within the Foods room. The Food instructor's workstation could be closed in (glassed) allowing for others to use the foods area or adjacent classroom while the instructor does planning. If a small classroom instructional area can be created within the Foods room, access to the small adjacent classroom would not be required.

In terms of CTS (trades/shop), students and parents have indicated that they like the programming and would like to see it expanded. It is unlikely to be expanded if it remains in the current building.

The staff member's idea of creating an expanded exterior shop (small classrooms, washrooms, woodworking bay, welding/millwork bay, automotives bay, tool bay, storage bay, cosmetology area) with some community usage spaces (canteen, bleachers, storage, washrooms) was also mentioned by parents in the focus group session. [1] Cosmetology might be better served in another section of the school but it could be worked into the design provided it is removed from the "noisy" sections of the facility. In this exterior shop space were to happen, the school could potentially renovate the old shop space, move students into it during phased renovations and never require the use of portables or alternate classrooms during the renovation stages.

Renovation projects generally do not include expansions, especially when the enrolment projections are predicting a downward trend. Partnerships would need to be sought in order to bring this concept to fruition. If the trades shop remains in it current location, the issues associated with noise, ventilation, air quality, the need for more extensive electrical drop, and the need for more student work area will need to be addressed. Consideration should be given to moving the dust collection system and air compressors outside the shop building allowing for less noise and more student working areas.

Education, Culture and Employment (ECE) capital standards would not permit an expansion given current and projected enrolments. It may be more appropriate to create a good learning environment and design appropriate (improved) classrooms spaces and then determine what the actual capacity of the renovated school will be e.g. perhaps a Grade 9 to 12 enrolment rather than a Grade 8 to 12 enrolment.

[1] Generally speaking, this sort of additional space is above and beyond the capital standards and often requires third party funding e.g. community and/or industry contributions and support. This concept was also identified by the Facilities Committee.

Resource Areas (Current and Future Use)

Resource Area Allowance

Space is provided under this category to accommodate centralized resources such as books, videos and computers and work areas for students using these resources and engaged in self directed learning activities. Generally for small group or individual use on an ad hoc basis and may be available outside of regularly scheduled school hours. Also included in this category are any spaces required for staff offices and workrooms, and any central computer servers or other related equipment.

Space allowance: *0.5m² /student*

Modifications: *In communities where no other public library facility exists an additional 50 m² is allowed when needed to provide at least one library in the community.*

What Currently Exists

Currently there is one librarian. The library collection is approximately 18000 items (of which approximately 3000 are text resources, stored in two separate bookrooms). There is one storage room and 9 computer carrels in the library. The library collection includes videos, current and back issues of magazines, CD-Rom references, Internet searching, book repair, word processing stations, vertical files, maps, leveled books, and videos.

The library can be used by students for independent study/distance education. This does not preclude use by students and teachers on a continual basis.

Students go to the library for a variety of reasons:

- On a spare – do some work
- Students sent from class to do research
- Students on –line (Distance Education)
- Students participating in a class outing to the library.

The library is small by most standards but well utilized for its small space. It includes a circulation desk and small office/work area, stacks and racks (perimeter shelving plus 4 double sided banks), 4 tables and chairs (seats 16 students), 9 computer stations along a perimeter wall, and 2 small sitting areas with high bistro style tables (seats 2 to 3 students each) to relax and work.

The library can easily accommodate 14-20 students at one time seated doing work and/or research. The school would like to see additional computers for student use in the library.

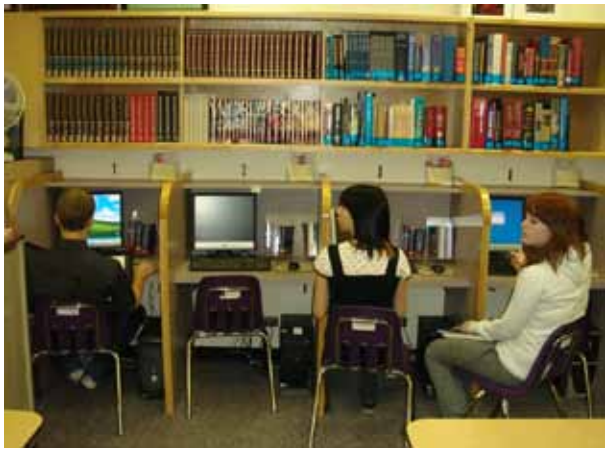
Currently there is one printer which staff use but not all the classrooms have wiring connecting them to the library computer.

In terms of location, the library enjoys close proximity to students and staff.

Critique and Analysis

The library lacks several features:

- Only has one entry/exit – a concern especially with lockdown procedures
- No space for book storage – two separate storage areas are used which are a distance away, necessitating closure of library or finding someone to supervise when one needs to access book storage (a process monitored by the librarian)
- Lacks lockable display space
- No natural lighting. As well, the lights are all on 2 switches and it is difficult to control the amount of light in the room – either all on or all off
- There is a back room storage space used for video storage as well as Grad recycling program at the moment – it is not a room conducive to meetings or seminars. It also houses the upstairs staff photocopier and is used for yearbook storage.
- It is difficult for a large class (25 – 30 students) to sit and work at one time due to its small size
- If the library in increased in size, additional computer banks should be considered
- All classrooms should be networked to the library printer in the new technology plan



Existing Library

Recreation and Leisure Areas (Current and Future Use)

Recreation and Leisure Areas Allowance

Space is provided under this category to accommodate both ***school*** *and* ***community*** *sports, recreation and leisure activities in spaces such as recreation rooms, gymnasia, fitness studios, game rooms, performance stages and seating areas, change rooms, as well as spaces used for the storage of equipment directly associated with activities, and spaces used for the preparation or sales of snacks and refreshments. Also included in this category are any spaces required for staff offices or workroom needed to operate recreation or leisure programs.*

Space Allowance:	*target enrolment 50 – 150*	***70 m²***
	target enrolment 150 – 300	***550 m²***
	target enrolment 300 – 600	***850 m²***

Modifications: *In communities where there is more than one school, and total target enrolment is greater than 200, an additional* ***300 m²*** *is allowed if needed to provide at least one* ***full size gym*** *in the community.*

In communities with schools enrolments under 150 the Department will work with the Department of Municipal and Community Affairs and the community so that a gymnasium is available in the community for school use.

The following physical education courses are taught at DJSS:

- P.Ed 10-20-30
- P.Ed Grade 8
- P.Ed Grade 9
- Leadership 1830 (CTS course - organizes intramural program)

The gymnasium is used approximately 80% of the time. There is more than one P.ED course being taught at the same time 57.5% of the time. Some students take a Leadership in Physical Education course four times a week during period 6 and through the lunch hour. Students require limited access to the gym during these times.

The gym currently has 4 sets of pull-away bleachers, 1 school storage room, 2 change rooms each with one toilet, one sink, and one shower, and 1 teacher office with toilet, sink and shower.

The school storage seems adequate and most items are stored in carts with wheels rather than shelving or cages. There is however gym storage occurring in a variety of areas – the mats for the gym are stored in the fire exit; the team uniforms are stored in the small gym office; the

soccer nets are stored on the wall over the bleachers, and there is no spot for community storage. A small back entrance (near stairwells) also allows for a large rolled mobile cart with gym floor coverings.

The lights are yellowish and noisy. The acoustics are very poor. There is no community entrance nor is there community storage. It has been suggested that a community entrance near the bleachers with porch-like community storage be considered. The change rooms have been relocated from the upper floor to the lower floor, making them easier to supervise. More than one shower per change rooms would be better for tournaments. According to students, the water from the water fountain is not drinkable (i.e. tastes bad). The floor should be investigated to determine of it needs refinishing.

Gym Utilization Rate									Semester 1
	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8	Period 9
Day 1	HOME ROOM	PED0008	PED0008	PED1445 PED2445 PED3445	PED1445 PED2445 PED3445		Ecole Boreale	PED1445 PED1445	PED1445 PED1445
Day 2	HOME ROOM	PED0009	PED0009	PED1445 PED2445 PED3445	PED1445 PED2445 PED3445		Ecole Boreale	PED1445 PED1445	PED1445 PED1445
Day 3	HOME ROOM	PED0008	PED0008	PED1445 PED2445 PED3445	PED1445 PED2445 PED3445		PED0009 PED0769	PED1445 PED1445	PED1445 PED1445
Day 4	HOME ROOM	PED0009	PED0009	PED1445 PED2445 PED3445	PED1445 PED2445 PED3445		Ecole Boreale	PED1445 PED1445	PED1445 PED1445
Day 5	HOME ROOM	PED0008	PED0008	PED1445 PED2445 PED3445	PED1445 PED2445 PED3445		PED0009	PED1445 PED1445	PED1445 PED1445

Note: Gym is used one period per day for janitorial and maintenance.

Critique and Analysis

The gym has adequate school storage. A community entrance with additional community storage should be considered as well as refinishing the floor, examining the plumbing associated with the water fountain, changing the lighting system, and improving the acoustics.

The pattern used to decorate the gym walls should include a feature allowing for easy placement of banners and awards. Consideration should be given to extra showers in the facility.

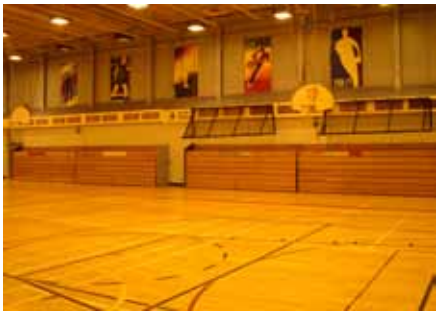
Space is required in either the gym or the concourse for table and chair storage for large events. As well, the

where the old change rooms were (on the second level) is an opportunity for enhanced instructional space.

The community of Hay River hosts many Territorial-wide events – Soccer, Badminton, NWT High School Hockey Championships, and the NWT Track and Field Champ. The current set-up with one shower and one main floor washroom is inadequate.

The gym is also the focal point of many Community activities. It lacks a separate entrance and community storage. The bleachers are located on the wrong side off the gym entrance. Spectators must walk across the activity court to access the bleachers, disrupting any games in progress.

The gym flooring has been refinished; however it was completed with flooring thinner than specified because of budget controls. There are concerns about longevity and requests for the floor to be upgraded.



Learning Support Areas (Current and Future Use)

Learning Support Area Allowance

Space is provided under this category to accommodate student counseling, community program assistants, medical or dental facilities, and storage for personal belongings during the school day such as school supplies, coats and boots.

Space allowance: ***0.4 m²****/students in all grades*
plus ***0.1 m²****/ student grades 7 to 12*

Student Support Services

This area currently has six small rooms/offices and one storage room. The storage room is being used as a small seminar or meeting room. The school occupies four of the offices and there is one office for a regional support staff person and a community support person. One of the rooms is used as a centralized student record storage (files). A small area at the entry to this zone acts as a reception area and includes a table and chairs for the students.

It is also home to university reference resources for students and a computer used for Distance Education purposes. Students can also take Distance Education courses from the library.

The school is in the process of setting up a small learning (drop-in) centre to be set up in the student support area. It would contain 2 small work areas (tables with chairs) and 5 laptop computers. The space is designed for larger groups of students (8 to 15) who are having difficulties in specific assignments to work under the supervision of a teaching assistant. The special needs assistants and classroom assistants spend the majority of their time working with students on a one-to-one basis. There are extremely limited resources to work with the general student population. This learning centre could serve that function.

Critique and Analysis

Adequate space is needed for a variety of personnel who could share/alternate the use of small rooms or offices for:

- Program Support Teacher (1)
- Guidance Teacher (.8)
- Special Needs Assistants (and classroom assistants (3.6)
- Academic Counselor (.5)
- Community Counselor (1)
- Regional Inclusionary Consultant (1)
- Interagency/Community Coordinator (1)
- Parent Volunteers
- Beaver Volunteer (1)
- Outside agencies such as nurse, RCMP, social worker, justice worker, speech and language, occupational therapist and physical therapist

If alternate learning areas (ALA) or breakout spaces are provide with some for the general classrooms, they could be used some of the time by special needs assistants or classroom assistants.

There is a need for a resource storage room for support services with some lockable storage provisions.

A meeting room is required for staff, admin, parents, students, student council, and outside agencies (nurse, RCMP, social worker, justice worker).

Student cumulative file storage and/or dead file storage should be relocated to the general office area.

The students support suite has only one entry and exit and this is a concern specifically for fires and for lockdowns.

Space for alternative programs are required and needs to be accommodated in the renovated facility e.g. Drop-in centre, Grade 8/9 Alternative Program.

If the student support suite were to be moved, it prefers proximity to ground level and School Administration, access to the concourse, and access to both hallways if possible.

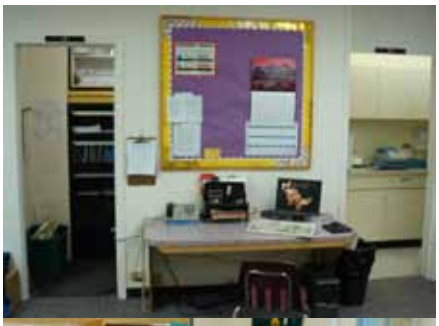
Administration (Current and Future Use)

Administration Area Allowance

Space is provided under this category to accommodate administrative functions and semi-private spaces for teachers and school staff to work or relax including:
General office, principal and vice-principal offices, staff lounge, lockers for personal effects and closets for coats and boots, staff washrooms as well as any internal circulation where rooms are grouped in a suite. Also included in this category is general storage for bulk office and instructional supplies.

Space allowance:	*School capacity < 50*	***15 m²***
	School capacity 50 - 100	***45 m²***
	School capacity 100 - 200	***70 m²***
	School capacity 200 - 400	***120 m²***
	School capacity 400 - 600	***180 m²***

Modifications: *Space allowance may be increased by 10% for schools in communities not accessible by all-weather road to increase space allocated to storage*



The existing administration area is relatively small. It consists of:

- principal's office (1)
- vice principal's office (1)
- washrooms (2) for staff which open directly into the reception lobby
- 3 small alcoves approximately 6 to 8 m2 for storage
  - one for printer, fax, telecommunications (sound, phone, clocks)
  - one for file storage and some stationary supplies
  - one small storage room
- small area with table and 4 chairs (in open area)
- one desk (adjacent wall) with computer for staff use
- 1 safe

- 1 set of vertical files (2 drawers wide * 5 drawers high)
- storage cupboards (2 drawers wide * 2 drawers high)
- 1 receptionist centre – includes phone, printer, computer
- 1 small storage room in student support area for long term files
- 1 adjacent staff work area with paper cutter, large roll storage, staff mailboxes, laminator, printers (2), wall shelving, work table in centre of room, zerloc binding machines (2), and a whiteboard

A DEA office is located immediately adjacent to the administration main entrance.

The staff room is located on the second floor in a discrete corner of the building. It is quite small for a staff in the high thirties. There is:

- A table for eating with 6 chairs
- A coffee table with couches and chairs that sits approximately 16 people
- A water cooler
- A fridge
- A coffee machine
- Minimal storage cupboards
- A microwave
- A sink with cupboards
- A TV/DVD/VCS unit suspended from the ceiling
- Two washrooms, one male and one female

There is a wide range of storage needs associated with a high school:

- Classroom storage
- School wide storage of instructional materials
- Subject specific storage requirements
- Reference materials

- Student records and other administrative records
- General storage (tables, chairs, etc)
- Theme storage – e.g. Xmas decorations, dances
- Student council storage
- Outdoor education storage (skis, canoes)
- Gymnasium storage (school and community storage)
- Special program storage e.g. breakfast program, etc.

There are currently 2 sheds (one for Outdoor Education and one for storing Grad stuff), and 2 garages (one for DJSS Shop storage and the other for NWT Track and Field Championships) that are being used by DJSS for storage.

A related issue is what files which need to be shredded from time to time.

There are currently 2 part time vice-principals sharing a small office.

The staff washrooms open up immediately to the area in front of the receptionist work station. This is seen as problematic.

There is no meeting room close by for administration to have a meeting with students, parents and/or staff other than the principal's office and the shared other administrative office.

Administration would like to set up an in-school suspension room to accommodate 4 to 6 students (in study carrels) who could be visibly supervised by admin/office staff.

Critique and Analysis

Storage of materials in the administration office might be more efficient with a different design.

It is quite typical to have 3 administration offices when there are 3 administrators, even when two of them are part time. The administration office should have access to a close by meeting room for the various meetings that typically occur in this setting.

The phone/public address system is inadequate and needs to be replaced.

A large meeting room should be located in the administration area. A second meeting room (smaller) should be located in the student services area which should be in close proximity to the general office.

A mail drop zone should be identified in the general office area for mail pickup and deliveries.

An in-school suspension room should be located in the administration area and should be designed to accommodate 4 to 6 students and be easy to supervise (visible).

The staff workroom could be enhanced to make it an area where staff could do some common planning – enlarged space, tables for group work, resource storage, etc.

The staff room is tight (needs to be enlarged) and access to a sink and a coffee machine is restricted due to the washroom locations (which are not handicap accessible). A dishwasher and stove should be considered as many staff stay and have their lunch at school. A second entrance/exit should also be considered for fire and safety purposes. It may be possible to expand the staffroom in its existing location by extending over the adjacent roof area over the main floor.

Consideration should be given to a small area (which was requested by many students) where students can go to when they are not feeling well (medical alcove).

Consideration should be given to more centralized staff washrooms particularly on the second level.

The various storage needs of the school that have been identified above also need to be addressed.

Ideally, many staff, students and parents would like the general office to be in a different location in the building and in close proximity to Student Support Services. There is a sense that the main entrance of the school is in the wrong location and should be on the side of the building facing the town of Hay River. Its current location is off to the side and has poor visibility. Many people who enter the building have difficulty finding the general office. There is no real sense of arrival or welcoming upon entering the building.

Circulation and Gathering (Current and Future Use)

This category includes space to provide public access to all instructional, recreation and leisure, resource, and student support areas, general administration area entrance, as well as washrooms, and required exits. This category also includes gathering areas where students interact socially, current activity information can be posted, and artwork and awards can be displayed. Typical spaces would be corridors, lobbies, lounges, and sports viewing areas.

Space allowance: *Calculated as a percentage of total area allowances for Instructional, resource, recreation and leisure, administration, learning support areas and any space modifications as follows:*

Schools with target enrolments under 300 FTE, ***30%***
Schools with target enrolments over 300 FTE, ***25%***

The location of the office and meetings rooms and the general orientation of the office/main entrance has been identified as problematic by many. Parents say they walk into the school and don't know how to find the room they are looking for. Parents also say it does not feel welcoming. Many people upon entering the school are unclear where the main office is, and many people try to enter the back of the school thinking it is the main public (facing town) entrance.

Noise in the main transition zone (concourse) was identified as deafening and must be corrected.

The school sees itself as having several distinct zones – a junior high Grade 8/9 zone and a Grade 10 – 12 zone. The junior high zone includes an Alternative Grade 8/9 program for students called Transitions requiring additional supports. It is for students functioning below grade level who work on an individualized program in a structured setting. The senior high zone includes a literacy program initiative (alternative program).

The school requires space for other alternative programs such as their storefront/independent learning alternative program. This program should be very distinct and not be housed in either the junior or senior high zone.

Staff noted that the transitions zones (except for the concourse) are extremely crowded, largely in part to the existing locker groupings. Some of the lockers (e.g. grade 9) are in the wrong area – i.e. not in the junior high wing. The hallways are also very narrow and add to the congestion.

There are some "nooks and crannies" in the school that are difficult to supervise and which have become troublesome over time e.g. upstairs where the old change rooms used to be.

There are rooms or areas in the school which only have one entry or exit and are viewed as problematic from a fire and safety perspective.

Many students spoke about gathering and waiting for one of the three school buses and the need for a bus shelter. Comments were made in student surveys about the need to improve sidewalks and pathways on and around the school.

Critique and Analysis

The following areas need to be further investigated:

- The general orientation and location of the main office
- Mutli-lingual signage, including school banners e.g. ready, respect, responsibility banners
- Acoustics in the concourse
- Number of lockers and locker configurations
- "unsupervised" dead zones
- Entry and exit of classrooms and areas within the building from a safety and fire perspective
- How to decrease congestion in the narrow hallways
- Improve displays and examples of aboriginal culture e.g. collection of artifacts
- Need for a bus shelter
- Improve pathways on site
- Storage space in either the gym or the concourse for table and chairs for large events.
- Determinations need to be made with regards to keying systems (keys or keyless); alarm systems; cameras versus motion detectors; building access control e.g. buzzed entry, visible entrance, etc.
- Determine need for more windows in the fire exit stairwells as it would help with supervision

Building Services Areas (Current and Future Use)

Building Services

Space is provided under this category to accommodate public washrooms (not staff washrooms in administration), mechanical and electrical service rooms, janitorial/maintenance supplies and any internal circulation required.

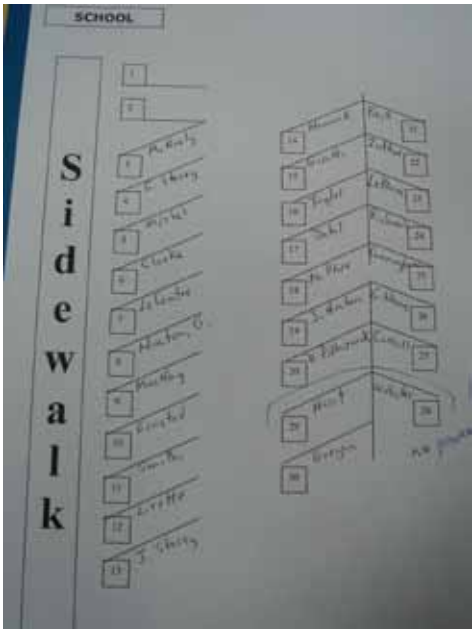
Space allowance: ***9%*** *of total area allowances for instructional, resource, recreation and leisure, administration and learning support areas.*

Students spoke of the need for more mirrors and more stalls in the washrooms as well as more washroom supplies. There are no public washrooms in the facility. The general public uses the student washrooms in the concourse, and sometimes, the staff washrooms in the general office.

Many staff comment on the classroom doors jutting into the classrooms and losing valuable classroom space in the process. This may be a matter of allowing for greater flow in hallway circulations, but the design might warrant a re-examination.

Many people have indicated that a crawl space (with a sand floor) exists under DJS that ranges from 2 feet to 5 feet in height. Consideration could be given to creating a large storage room in this space that could service janitorial, and general school storage.

Staff indicated that while opening an external door with a key someone will exit the building using that door and a "collision" will result. Staff recommended a small window in the exterior doors to prevent such occurrences.

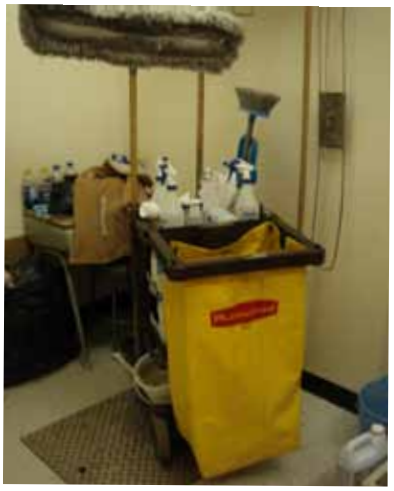


There is currently parking for staff, visitors and students. By all accounts, it can get quite congested. There are 18 energized parking stalls - 2 parking spots (electrified) are available for visitors (near entrance), remainder for staff (electrified) and about a dozen spots (not electrified) are available for students (near road). Students also park along the road, at the back of the school and in the town nearest the school (non-metered area). On a typical school day, the consultant counted 17 additional vehicles parked on the site in addition to the one shown on the chart to the left.

It has been reported that the parking lot lighting is not working.

There are 3 school buses and students have requested a bus shelter due to wind and weather conditions. The bus stop is on the town side of the school (where many people think the main entrance should be).

The only door wide enough for large deliveries is in the shop area and as such, causes disruptions and storage concerns. A separate delivery entrance should be considered as well as a mail/box delivery and mail out area associated with the administration offices.



The janitorial staff utilizes 5 different water closets, each of different size. Special equipment includes vacuums, carts, scrubbers, and shampoo/steam cleaners. There are many supplies that need to be stored – this has been problematic. Normally, a six-month supply of paper towels, toilet paper, cleaning products and accessories for various cleaning equipment are kept on hand. Janitorial request that more space be given to the storage of paper products and general supplies. The building has several different zones, and each zone requires a small water closet. Currently, janitorial supplies are being stored in the handicap washroom, and in one of the upstairs change rooms.

Critique and Analysis

From an educational perspective, the following should be reviewed:

- Number, location of, and fixtures in washrooms
- Possibility of developed storage in crawlspace
- Increased parking spots – increase visitors parking (energized) from 2 to 8 to allow for volunteers as well as visitors; increase student parking from 12 to 24 parking spots; increase staff parking (energized) from 28 to 34
- Small windows in exit doors
- Developed bus stop with shelter
- Site delivery of large items and mail drop off/delivery area
- Storage for janitorial supplies, equipment and products

Empty Parking Lot

Overflow Parking Adjacent To Energized Stalls and Along Roadway

Overflow Parking Along Track (Adjacent To Staff Parking)

Technology Plan

Staff utilize many forms of technology in their everyday teachings:

- Proxima
- DVD
- Overhead projectors
- Phone/public address system
- TV

Current directions include high-speed Internet and portable laptop computers.

The consultant spoke with Todd Sturgeon, Manager - Information Systems & Technology Services for the South Slave Divisional Education Council
{Tel. (867) 872-5701 ext. 31}. Mr. Sturgeon was able to articulate some technology aspects which have been identified from the regional perspective for the DJSS renovation. Based on additional discussions with school administration and computer instructors, the areas for consideration include:

- redesign senior high computer lab (upstairs) in terms of proper cabling tracks, hardwire each machine in computer lab, and provide appropriate electrical for a capacity of 30 students
- provide a junior high computer lab with consideration for laptop based computers for a capacity of 30 students
- provide Smartboards with projectors in every classroom and in one meeting room (for video-conferencing purposes)
- provide fibre-optic backbone
- provide one hardwired quad LAN outlet in all instructional classrooms, meeting rooms and offices with reminder of building using commercial grade wireless system
- provide rebroadcast capabilities over computer monitors in hallways and gathering areas, zones and classrooms
- provided new public address and phone system throughout school
- provide large screens and permanent projectors in gym and concourse areas
- consider a radio/TV/music recording suite in music/arts area
- provide adequate server room and wiring closets (as needed)

Some Guiding Principles for Organizing Teaching and Learning

(from Education in the NWT)

Educational activity should recognize and respect the cultural background, language and learning styles of each student.

Educational activity should reflect the valuable learning experiences available to students in the community and the wider environment.

Education should provide opportunities for students to experience success and failure and to develop a positive self-concept.

Education should be an interactive process involving students, families, communities and the school system.

Education should provide opportunities for students to develop thinking, problem solving and communication skills to help them make sound decisions for themselves and the environment.

What Do We Believe About Schooling?

1. *Schooling must provide a secure, nurturing environment that reflects the cultures of the community, enhances self-esteem and promotes learning.*

2. *Schooling must promote the participation of educational staff, students, families and the community in making decisions about learning.*

3. *Schooling must promote the balanced growth of individuals.*

4. *Schooling must recognize and respond to student diversity.*

5. *Schooling must teach students how to learn.*

6. *Schooling must extend and enrich student's understanding and use of communication.*

Philosophy of Education

Essential Elements of Learning

This section addresses the essential elements of learning – culture-based, process oriented, interactive, integrated and balanced – as outlined in the NWT Philosophy of Education. Information was gathered through staff workshop(s).

Culture-Based and Student Centred

What we do should reflect the cultures of our students and be evident in our unique school culture.

Schooling should recognize and respond to students as individuals recognizing the importance of family, community and larger society. Responding to students as individuals requires student centred learning, that is, learning which is shaped by the needs of the learner.

This can be accomplished through a variety of means, such as …

- teaching different languages – Slavey, French
- Providing outdoor education program
- Holding Native Games in P.ED
- Providing relevant music programs e.g. fiddling
- Native Studies Program
- Holding feasts – handgames, competitions
- Going on international trips
- Attending field trips to outlying communities
- Visiting dancers; utilizing local drummers
- Honouring International Heritage day/week
- Incorporating Dene Kede into programs
- Using the languages we teach in the school on a daily basis outside the classroom
- Utilizing fishing, hunting, trapping programs
- Holding pancake days/feasts
- Planning career trips
- Building a house program
- Focusing on Industrial arts/foods/CTS
- Promoting student council
- Having fine arts program – music/arts
- Naaka festival (arts festival)
- Exploring additional CTS programs (hair, photography)
- Encouraging an open and welcoming school environment for community visitations
- Having a more consistent/ prominent portrait or display of grads

Process Oriented

Students today must be able to handle unfamiliar situations in this rapidly changing world, with ease. It is difficult to predict what knowledge may be necessary in the future, therefore students need to understand and apply processes which enable them to acquire the necessary knowledge, skills and attitudes, as needed. In other words, they need to know how to learn. Using a process oriented approach, schooling can engage students in activities which require them to think, communicate, organize, interact, make decisions and solve problems. In this way, students take control of their own learning and can apply a variety of learning processes throughout their lives.

At Diamond Jenness, we can contribute to a process oriented approach by …

- Continuing SMART learning as a school wide initiative
- Developing study skills/homework skills
- Encouraging initiative in students to learn new things
- Organizing time so more time is spent developing skills/attitudes
- Providing more opportunity for students to take courses of personal interest
- Providing travel opportunities to other cultures and places
- Providing interactive video communication within the school
- Promoting the work experience program
- Using current technologies – e.g. proxima, smartboard, current textbooks, modern equipment for CTS
- Promoting leadership activities
- Providing more computer time for research
- Participating in "Bring your students to work" programs
- Providing more realistic hands on experiences
- Providing a wide range of course offerings for students
- Considering exploratory to Grade 10 transition programs
- Employing a team approach to problem solving
- Promoting extracurricular activities during off school days e.g. First Aid, Cooking, Coaching, Outdoor Skills

–

Interactive

Learning is a social phenomenon; people of all ages learn from and with each other. Schooling can maximize learning opportunities by encouraging students to work together in pairs, in groups, or as a class; or by implementing programs such as peer tutoring or mentorships.

Interactive learning reinforces important processes such as communicating and problem solving. As well, it encourages students to function as co-operating, rather than competing, members of social groups and enables them to take more responsibility for their learning.

At Diamond Jenness, we can promote interactive learning through a variety of means, such as …

- Using the SMART learning programs
- Promoting more group functions
- Considering bigger classrooms
- Ensuring Science lab time for jr. high students
- Having sinks in classrooms for activities
- Exploring the use of various classroom arrangements – e.g. using tables as opposed to student desks; furniture – couches, benches, large chairs
- Employing a common teacher work area and common planning time
- Having the ability to open up classrooms into larger spaces
- Providing a student council room
- Maintaining the physical area of the concourse, where healthy cooperative competition can take place
- Continuing to integrate special needs students
- Promoting a monthly homeroom challenge that requires communication and problem solving
- Continuing the work experience program
- Providing bigger classrooms with space and furniture conducive to group work
- In-house intramural program that include all students and teachers

Integrated

Learning within the real world occurs in context and rarely in isolation. Similarly, in schools, an effective learning program goes beyond rote learning or the practice of skills in isolation and focuses on integrated learning.

Knowledge, skills and attitudes are taught and learned best in holistic learning situations, where networks of key concepts and objectives, drawn from a number of subject areas, become integrated around a central, relevant theme. The various subjects interact, and growth in one area promotes and reinforces growth in another.

At Diamond Jenness, we believe that integration is something that needs to be effectively planned for. We can nurture integration by having …

- Integrated multi-subject projects e.g. trig with home construction
- Creating a wireless environment and having laptops in the classroom
- Continuing to strengthen grade level teams
- Having regular senior high meetings
- Having access to computers in all areas and classrooms
- Creating a school design that builds a sense of community among staff that will promote partnership in curricular areas/ grade levels
- Networking with other school locally, regionally and internationally
- Having a common work area for teachers
- Using guest speakers, field trips and a variety of work locations
- Using student mentors
- Having more special theme days
- Having more computers in each classroom
- Linking classrooms through integrated technology

Balanced

Balanced refers to the five dimensions of the child – intellectual, social, emotional, physical and spiritual.

Intellectual

We can assist in the development of students who understand and apply thinking and problem-solving skills to their everyday lives; who communicate effectively from a broad base; and who have a desire to be involved in lifelong learning.

Things that help us to achieve our goal of intellectual development are …

- Creating professional development opportunities for students
- Promoting cultural/international exchanges
- Proving self directed opportunities
- Having a bank of volunteers and matching students with their interest
- Fostering and providing students with opportunities to be leaders within our school, community, and the North
- Promoting community service
- Promoting seamless integration/technology integration
- Promoting SMART learning concepts e.g. activate prior knowledge (APK)
- Having more community trips
- Creating venues for student voices – videos, photos, talent show, singing, newspaper, speeches, competitions, debates
- Having programs to support learning of students with learning/reading issues
- Providing hands on activities – e.g. music, art
- Using more tactile materials

Social

One of our roles as educators is *to assist in the development of students who interact positively with others, regardless of differences; and who understand, exercise, and value social rights and responsibilities/*

In order to promote social goals, quite simply, students and staff need to interact. Interactions can be fostered through various means. Things that help us towards this goal are …

- preparing concourse for assemblies and large gatherings
- having a better public address system
- using Teacher Advisor Program system
- Having wheelchair access
- Creating a warm environment e.g. fish, plants
- Having a space for presentations
- Having a multi-purpose, multi-discipline area
- Promoting staff-student common activities
- Having a good effective means of audio-visual presentation
- Rework the EBS matrix to reflect community and students e.g. Dene virtues
- Having a physical space for teachers that promotes cross curricular planning
- Creating a warm and inviting school entrance
- Creating ownership and friendly competition through the TAP program
- Having clubs
- Interacting more with students e.g. lunch times, coffee houses
- Coaching and help out more
- Having lunch facilities that would allow staff and students to eat in the school
- Having scheduled explorations – time for staff and students to meet with a common interest

Emotional

Students need to be assisted in the development of positive self-esteem, based on a strong sense of their own identity and values; students and staff need to understand and deal with their own feelings and face challenges with confidence.

Things that help us towards this goal are …

- Providing student services
- Utilizing the community counselor
- Utilizing a guidance counselor
- Creating a physical fitness area in the school
- Displaying student work, student of the month, assemblies highlighting student achievements
- Having an area for workshops of interest to students
- Developing a strong dialogue with students
- Developing awareness around important issues e.g. bullying, drugs, self-esteem
- Utilizing the EBS program – responsible, ready, respectful
- Creating drug programs and promoting peer counseling
- Being approachable
- Creating a relevant TAP program
- Promote life skills coaching
- Having natural spaces, connection points to the Land
- Expanding the existing social service connection to include more spiritual needs
- Displaying talent and DJSS in the community (artwork, newspaper articles, etc.)
- Staff taking care of themselves

Physical

At Diamond Jenness, we can assist in the development of students who understand, actively seek and value their own well-being and that of their fellow citizens.

Things that help us work towards this goal are …

- Promoting extracurricular sports and intramural programs
- Having an art classroom with lots of space and opportunity to work in a variety of mediums
- Having a music room with lots of space, storage, usable space, practice rooms, venue for performances, acoustically sound, friendly
- Having multi-purpose rooms that staff can access to promote a variety of programming
- Creating displays of awards recognizing student achievement
- Having extensive hands-on activities wherever possible
- Having a functional stage
- Placing health messages around the school, including the drug initiative
- Having outreach programs (helping others, Elders, children) reading buddies, etc.
- Having a computer room extensively for research for all classes
- Promoting wellness and fitness both indoors and outdoors (ski, canoe, etc)
- Having a daycare or childcare that fosters a broader base of clientele – mature students, single moms, life long learners, retired seniors

Spiritual

We can assist in the development of students who seek to understand and express their relationship with those aspects of their lives from which beliefs, values and world view emanate.

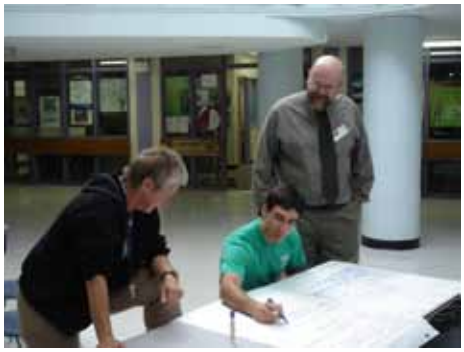
Things that help us towards this goal include …

- Establishing a school based camp/building off site
- Creating a vision with a multi-cultural perspective
- Focusing on Dene-Metis culture
- Promoting the use of traditional skills
- Having a community room where specific cultural activities can take place
- Having more cultural aspects brought into daily activities e.g. drumming at opening assemblies, grad celebrations
- Promoting moral education e.g. gossiping, racism, sexism
- Promoting acceptance and “be open” to new cultures and ideas
- Promoting pride in yourself and your family
- Celebrating all cultures under the umbrella of Dene/Metis/Inuit perspective
- Reflecting who we are and where we are (we may not be Dene but we are on Dene land)

Skills For the Future

What staff think!

- Independence
- Social skills
- Communication skills
- Citizenship
- Globalization
- Life Skills
- Knowledge of self
- Work Ethic
- Acceptance of others
- Knowledge of self
- Confidence to try new things
- Leadership
- Volunteerism
- Organizational skills
- Time Management
- Financial skills
- Responsibility
- Value continuing education
- Perseverance (stick to a goal)
- Ability to present ideas
- Reliability, Punctuality
- Ability to use technology
- Problem solving skills
- Personal and healthy life style choices
- Health (nutrition and personal fitness)
- How to learn
- Life skills
- Environmental awareness and stewardship



What are the non-technical skills that employers are looking for?

Research says that employers are:

- looking for: generic technical skills, not specialized ones.
- supportive of increased communication and cooperation between themselves and the school system
- emphasizing that education in technology and with technology must begin earlier than high school

Communication Skills

- The ability to listen, understand, act on and transmit information in a practical way

Problem Solving Skills

- The ability to recognize and analyze problems and then devise reasonable solutions

Social Skills

- The ability to get along with others
- The ability to contribute as a team member

Basic Academic Skills

- Computeracy
- Numeracy
- Literacy

Other attributes employers wants

- A positive attitude
- Self-confidence
- Appropriate deportment
- Ability to be a self-directed learner

Potential Partnerships

The school identified several partnerships that currently exist:

- Hay River Health Board
- Canadian Coast Guard
- NTCL
- Carter Industries
- Wesclean
- Home Building
- Scott Electrical
- NWT Housing Corporation
- Kingland Truck Shop
- B&T Plumbing
- Concept Energy Service
- Home Hardware
- Igloo Building Supplies
- THM Electrical Services

- McKenzie Electric
- Feeder schools
- Local Service Clubs
- Public Works and Services (PWS)
- Other local businesses in Hay River
- Hay River Track & Field Association
- Local MLA
- South McKenzie Correctional Centre

They were also able to identify some areas where a closer relationship could be established:

- Chamber of Commerce
- Aurora College
- West Point/Metis
- Town of Hay River (e.g. Recreation Department)
- RCMP
- Service Clubs

Community Involvement in School

Staff identified several ways that community has been involved in the school:

- Coaching
- Parent Advisory Committee
- Volunteers during tournaments
- Work experience
- Visiting speakers
- Elders
- Assemblies, Awards, Donations, Sponsors

It was felt that there was room for improvement e.g. explore ways to increase parent comfort levels; host more community/family events; explore better ways of reporting to parents.

Flexibility and Choice

For staff, flexibility involves meeting student needs and interests and framing a timetable around the interests of the student. To do so requires student input and dialog with parents.

Flexibility also involves the creation of a flexible infrastructure which enables you to reconfigure classrooms with the supporting electrical, water and technology infrastructures in place.

Appendices

CTS Survey (February 08)

Additional Information on DJSS

Career & Technology Studies (CTS) Facilities Survey

Superintendents/Principals

To better assist Boards and schools with support for CTS related programming, ECE is asking that you complete the following survey on program usage and facilities available in each of your schools. The information will assist us in generating a comprehensive plan for supporting the broader areas of Career and Technology Studies.

Board	South Slave
Community	Hay River
School Name	Diamond Jenness Secondary School
Grades	8 to 12

*Keep in mind as you complete this survey that questions 1 and 2 are on **CTS Delivered in Shop Facilities** (e.g. construction technologies, fabrication studies, mechanics, electro-technologies) and questions 3 to 7 are on **CTS Delivered in a Classroom, Lab, Specialty Room or Outdoors Setting**. In both cases, you will be asked to report on current practices by identifying a specific space in your school (facilities) and describing the various CTS activities that take place in that space.*

This survey should be completed and returned to your superintendent/director by Feb. 8th, 2008. Should you need more forms (charts) feel free to duplicate the ones provided. Follow-up interviews and some on-site visits will occur in each region to further validate the surveys and gather additional information on current and future direction for CTS programming.

Please complete the following survey providing as much information as possible. Note that we are starting with descriptions of your facilities (shop, classroom/lab, speciality room, etc) and identifying what CTS modules are being taught in them along with the relative size of that space, specialized equipment, the average number of students in each module at one time, staffing allocations including use of journeypersons and non-teaching personnel, as well as other uses of that room or space such as community use, college use, etc.

Please use one chart for each different shop or CTS space that you have. If you need additional copies of this chart, feel free to duplicate the required page. You are encouraged to download a copy of this Word file and type in your responses and return the completed survey by email to your Superintendent/Director; or you can print the survey, fill it out and fax it back to your Superintendent/Director. They will forward it to Don Kindt at dkindt@theedge.ca or fax it to D K Consulting at 1-867-873-9078

1) CTS Modules Delivered in Shop Facilities

	Room used and size of shop e.g. standard classroom is 70 m^2	**Modules taught in that shop** List all CTS modules that you offer in the corresponding identified spaces	**Specialized equipment (anything over $1000)** equipment over $1000 age? condition? ventilation system?	**How many student at one time in each module**	**Staffing** Indicate staffing for each module or combination of modules – use exact allocations (include and note use of journeyman)	**Other uses of that room** Daytime and/or evening uses e.g. community use, college use	**Percentage of daytime shop is not being used** - use % (e.g. 50% or fraction (e.g. 6/36 number of periods unused over total number of periods)
CTS Modules Delivered in a Shop Facility (use one form per room)	Classroom 6m x 9.5m 57 m. sq.	<u>Theory</u> CON1010 – 8 hrs CTR1210 – 22 hrs MEC1020 – 22 hrs MEC1040 – 22 hrs FAB1010 – 22 hrs FAB1040 – 6 hrs FAB1050 – 6 hrs FAB1048 – 6 hrs FAB1100 – 22 hrs FAB1130 – 6 hrs FAB2030 – 6 hrs FAB2040 – 6 hrs FAB2050 – 6 hrs FAB2060 – 6 hrs FAB2070 – 6 hrs FAB3040 – 6 hrs FAB3050 – 6 hrs FAB3060 – 6 hrs FAB3070 – 6 hrs FAB3170 – 6 hrs Weekly safety meeting for all Senior High Students	Desks		Both CTS instructors are Journeyman trades person with an NWT Teaching Certificate. CON1010 and CTR1210 take 100% of the time for an instructor. The remainder of the courses in welding and have a theory portion to be completed		Every class the Classroom is being used for theory or safety meetings. Con1010 and CTR1210 are Jr. high entry course and are instructed in the classroom
Describe any partnerships that have been formed to assist in the delivery of these CTS courses. **NONE**							

1) CTS Modules Delivered in Shop Facilities

	Room used and size of shop e.g. standard classroom is 70 m^2	**Modules taught in that shop** List all CTS modules that you offer in the corresponding identified spaces	**Specialized equipment (anything over $1000)** equipment over $1000 age? condition? ventilation system?	**How many student at one time in each module**	**Staffing** Indicate staffing for each module or combination of modules – use exact allocations (include and note use of journeyman)	**Other uses of that room** Daytime and/or evening uses e.g. community use, college use	**Percentage of daytime shop is not being used** - use % (e.g. 50% or fraction (e.g. 6/36 number of periods unused over total number of periods)
CTS Modules Delivered in a Shop Facility (use one form per room)	Welding Bay 7m x 4m 28 m sq.	FAB1040 – 16 hrs FAB1050 – 16 hrs FAB1048 – 16 hrs FAB1090 – 16 hrs FAB1110 – 22 hrs FAB1120 – 16 hrs FAB1130 – 16 hrs FAB2030 – 16 hrs FAB2040 – 16 hrs FAB2048 – 22 Hrs FAB2050 – 16 hrs FAB2060 – 16 hrs FAB2070 – 16 hrs FAB2090 – 22 hrs FAB2110 – 22 hrs FAB2130 – 22 hrs FAB3040 – 16 hrs FAB3048 – 22 hrs FAB3050 – 16 hrs FAB3060 – 16 hrs FAB3070 – 16 hrs FAB3170 – 16 hrs	Lincon Welder 250 (1975) Lincon Welder 75 (unknown) Miller Syncrowave 200 (2007) Miller CST280 (2007) Hypotherm Plasma 600 (2003) Millermatic 251 (2007) Froce Metal Lathe (2002)	Total of ten students rotating in and out of the shop and Class room	One Journeyman, Red Seal Welder with a Teaching Certificate		50% of the time this shop has not been used.
Describe any partnerships that have been formed to assist in the delivery of these CTS courses. **NTCL and Kingland Manufacturing have been known to give scrape material to the school for use in the welding s**							

1) CTS Modules Delivered in Shop Facilities

	Room used and size of shop e.g. standard classroom is 70 m^2	**Modules taught in that shop** List all CTS modules that you offer in the corresponding identified spaces	**Specialized equipment (anything over $1000)** equipment over $1000 age? condition? ventilation system?	**How many student at one time in each module**	**Staffing** Indicate staffing for each module or combination of modules – use exact allocations (include and note use of journeyman)	**Other uses of that room** Daytime and/or evening uses e.g. community use, college use	**Percentage of daytime shop is not being used** - use % (e.g. 50% or fraction (e.g. 6/36 number of periods unused over total number of periods)
CTS Modules Delivered in a Shop Facility (use one form per room)	Wood working area 100 m. sq.	CON1010 – 22 hrs CON1070 – 22 hrs CON1120 – 22 hrs CON1130 – 22 hrs CON1140 – 22 hrs CON1160 – 22 hrs CON2120 – 22 hrs CON2130 – 22 hrs CON2140 – 22 hrs CON2150 – 22 hrs CON2160 – 22 hrs CON2170 – 22 hrs CON3120 – 22 hrs CON3130 – 22 hrs CON3140 – 22 hrs CON3150 – 22 hrs CON3160 – 22 hrs CON3170 – 22 hrs	Saw Stop Table Saw (2008) Canwood Thickness Planner (2002)	An average of 2 to 3 students per module with classes of 16 to 20	One Journeyman, Red Seal Carpenter with a Teaching Certificate	None	Full use.
Describe any partnerships that have been formed to assist in the delivery of these CTS courses. **NONE**							

2. In terms of your **SHOP SPACE**, please complete the following chart (if applicable)

CTS Offerings	Is your shop space suitable/capable of being used for: **Our welding areas are overfull all the time. Our wood shop is perfect for Jr. High but to small for a Sr. high class.**	Is your shop currently being used for: **Wood working and Welding**	Is this space free-standing or attached to the school? **Attached**
Construction Technologies	YES **NO** If not suitable, why is it not suitable for these purposes? **Not enough room to have the equipment and the work tables in for the Sr. high students.**	YES **NO** If your shop is suitable but not being used, why is it not being used for these purposes? **Our shop is used to its fullest potential.**	Free-standing **Attached**
Electro-Technologies	YES NO If not suitable, why is it not suitable for these purposes? **Can not offer this strand, no space available**.	YES NO If your shop is suitable but not being used, why is it not being used for these purposes?	Free-standing Attached
Fabrication Studies (e.g. metalworking, welding)	YES **NO** If not suitable, why is it not suitable for these purposes? **We only have room for 4 students in the welding bay. Our classes run 10 to 12 students**.	YES **NO** If your shop is suitable but not being used, why is it not being used for these purposes? **Our shop is used to its fullest potential**	Free-standing **Attached**
Mechanics (small engines)	YES NO If not suitable, why is it no suitable for these purposes? **Can not offer this strand, no space available**.	YES NO If your shop is suitable but not being used, why is it not being used for these purposes?	Free-standing Attached
Mechanics (Large Engines)	**YES NO If not suitable, why is it not suitable for these purposes?** **Can not offer this strand, no space available**.	YES NO If your shop is suitable but not being used, why is it not being used for these purposes?	Free-standing Attached

3) CTS Courses Delivered in a Classroom, Lab, Specialty Room or Outdoors Setting

	Space used and size of room e.g. standard classroom is 70 m^2	**Modules taught in that space** List all CTS modules that you offer in the corresponding identified spaces	**Specialized equipment (anything over $1000)** equipment over $1000 age? condition? ventilation system?	**How many student at one time in each module**	**Staffing** Indicate staffing for each module or combination of modules – use exact allocation Note use of non-teaching personnel	**Other uses of that room** Daytime and/or evening uses e.g. community use, college use	**Percentage of daytime CTS space is not being used** - use % (e.g. 50% or fraction (e.g. 6/36 number of periods unused over total number of periods)
CTS Modules Delivered in a Classroom, Lab, Specialty Room or Outdoors Setting (use one form per room)	Outside, School Parking Lot	CON1070 – 22 hrs CON2020 – 22 hrs CON2030 – 22 hrs CON2040 – 22 hrs CON2050 – 22 hrs CON2060 – 22 hrs CON2070 – 22 hrs CON2080 – 22 hrs CON3010 – 22 hrs CON3040 – 22 hrs CON3050 – 22 hrs CON3030 – 22 hrs CON3060 – 22 hrs CON3070 – 22 hrs	None	From 4 to 12 students working the afternoon on construction a full housing unit	One Journeyman, Red Seal Welder with a Teaching Certificate		50%

Describe any partnerships that have been formed to assist in the delivery of these CTS courses.

Our Housing Program (the construction of one housing unit per year) is a joint partnership with the NWT Housing Corp. Volunteers from our area business help complete the unit by assisting in the plumbing and electrical fields. Included in the partnership are provisions for a partial salary for a second teacher. With out this option we as a school can not offer any additional courses other that wood working.

3) CTS Courses Delivered in a Classroom, Lab, Specialty Room or Outdoors Setting continued …

	Space used and size of room e.g. standard classroom is 70 m^2	**Modules taught in that space** List all CTS modules that you offer in the corresponding identified spaces	**Specialized equipment (anything over $1000)** equipment over $1000 age? condition? ventilation system?	**How many student at one time in each module**	**Staffing** Indicate staffing for each module or combination of modules – use exact allocation Note use of non-teaching personnel	**Other uses of that room** Daytime and/or evening uses e.g. community use, college use	**Percentage of daytime CTS space is not being used** - use % (e.g. 50% or fraction (e.g. 6/36 number of periods unused over total number of periods)
CTS Modules Delivered in a Classroom, Lab, Specialty Room or Outdoors Setting (use one form per room)	Comp. Lab 90 m. sq.	INF1010 – 22 hrs INF1020 – 22 hrs INF1030 – 22 hrs INF1040 – 22 hrs INF1060 – 22 hrs INF1080 – 22 hrs INF1090 – 22 hrs INF2060 – 22 hrs INF2130 – 22 hrs INF2150 – 22 hrs INF2200 – 22 hrs INF3150 – 22 hrs COM1030 – 22 hrs COM1060 – 22 hrs COM1070 – 22 hrs COM1080 – 22 hrs COM1210 – 22 hrs COM2030 – 22 hrs COM2090 – 22 hrs COM2100 – 22 hrs COM2110 – 22 hrs COM2120 – 22 hrs COM3110 – 22 hrs MAM1010 – 22 hrs	12 Workstations (2008) 12 Workstations (2005)	An average of 2 to 10 students per module with classes of 16 to 20	A single instructor with a masters with an Education Degree.	None	0%
Describe any partnerships that have been formed to assist in the delivery of these CTS courses. **NONE**							

3) CTS Courses Delivered in a Classroom, Lab, Specialty Room or Outdoors Setting continued …

	Space used and size of room e.g. standard classroom is 70 m^2	**Modules taught in that space** List all CTS modules that you offer in the corresponding identified spaces	**Specialized equipment (anything over $1000)** equipment over $1000 age? condition? ventilation system?	**How many student at one time in each module**	**Staffing** Indicate staffing for each module or combination of modules – use exact allocation Note use of non-teaching personnel	**Other uses of that room** Daytime and/or evening uses e.g. community use, college use	**Percentage of daytime CTS space is not being used** - use % (e.g. 50% or fraction (e.g. 6/36 number of periods unused over total number of periods)
CTS Modules Delivered in a Classroom, Lab, Specialty Room or Outdoors Setting (use one form per room)	Home Ecc Lab. 100 m. sq.	FOD1010 – 16 hrs FOD1020 – 16 hrs FOD1030 – 16 hrs FOD1040 – 16 hrs FOD2010 – 16 hrs FOD2040 – 16 hrs FOD2050 – 16 hrs FOD2060 – 16 hrs	Refrigerator (2004)	An average of 2 to 10 students per module with classes of 10 to 12	A single instructor with an Education Degree	None	0%
Describe any partnerships that have been formed to assist in the delivery of these CTS courses. **NONE**							

3) CTS Courses Delivered in a Classroom, Lab, Specialty Room or Outdoors Setting continued …

	Space used and size of room e.g. standard classroom is 70 m^2	**Modules taught in that space** List all CTS modules that you offer in the correspondi ng identified spaces	**Specialized equipment (anything over $1000)** equipment over $1000 age? condition? ventilation system?	**How many students at one time in each module**	**Staffing** Indicate staffing for each module or combination of modules – use exact allocation Note use of non-teaching personnel	**Other uses of that room** Daytime and/or evening uses e.g. community use, college use	**Percentage of daytime CTS space is not being used** - use % (e.g. 50% or fraction (e.g. 6/36 number of periods unused over total number of periods)
CTS Modules Delivered in a Classroom, Lab, Specialty Room or Outdoors Setting (use one form per room)	Home Ecc / Fashions Clasroom 60 m. sq.	FOD1010 – 8 hrs FOD1020 – 8 hrs FOD1030 – 8 hrs FOD1040 – 8 hrs FOD2010 – 8 hrs FOD2040 – 8 hrs FOD2050 – 8 hrs FOD2060 – 8 hrs FAS 1030 – 22 hrs FAS 1040 – 22 hrs FAS 1060 – 22 hrs FAS 1070 – 22 hrs FAS 2070 – 22 hrs FAS 2110 – 22 hrs		An average of 2 to 10 students per module with classes of 10 to 12		A single instructor with an Education Degree	0%

3) CTS Courses Delivered in a Classroom, Lab, Specialty Room or Outdoors Setting continued …

	Space used and size of room e.g. standard classroom is 70 m^2	**Modules taught in that space** List all CTS modules that you offer in the corresponding identified spaces	**Specialized equipment (anything over $1000)** equipment over $1000 age? condition? ventilation system?	**How many students at one time in each module**	**Staffing** Indicate staffing for each module or combination of modules – use exact allocation Note use of non-teaching personnel	**Other uses of that room** Daytime and/or evening uses e.g. community use, college use	**Percentage of daytime CTS space is not being used** - use % (e.g. 50% or fraction (e.g. 6/36 number of periods unused over total number of periods)
CTS Modules Delivered in a Classroom, Lab, Specialty Room or Outdoors Setting (use one form per room)	Random rooms	LGS1010 – 22 hrs LGS1020 – 22 hrs LGS2010 – 22 hrs LGS2020 – 22 hrs LGS3040 – 22 hrs LGS3080 – 22 hrs		An average of 6 to 10 students per module	A single instructor with an Education Degree	None	75% The classroom would be used for other subjects

3) CTS Courses Delivered in a Classroom, Lab, Specialty Room or Outdoors Setting continued …

	Space used and size of room e.g. standard classroom is 70 m^2	**Modules taught in that space** List all CTS modules that you offer in the corresponding identified spaces	**Specialized equipment (anything over $1000)** equipment over $1000 age? condition? ventilation system?	**How many student at one time in each module**	**Staffing** Indicate staffing for each module or combination of modules – use exact allocation Note use of non-teaching personnel	**Other uses of that room** Daytime and/or evening uses e.g. community use, college use	**Percentage of daytime CTS space is not being used** - use % (e.g. 50% or fraction (e.g. 6/36 number of periods unused over total number of periods)
CTS Modules Delivered in a Classroom, Lab, Specialty Room or Outdoors Setting (use one form per room)	Random rooms	WLD1030 – 22 hrs WLD2030 – 22 hrs Note 50% for the module time may be spent outdoors.		An average 16 students per module	A single instructor with an Education Degree	None	75% The classroom would be used for other subjects
Describe any partnerships that have been formed to assist in the delivery of these CTS courses. **NONE**							

General Questions Related to Career and Technology Studies:

4. Are there any CTS courses that you would like to offer but are not currently offering?

YES NO

If yes, please elaborate.

A student survey indicated that Mechanics, Cosmetology and Welding were the top three picks.

As a school we would like to offer our students:

Mechanics
Cosmetology
Energy and Mines
Tourism

CTS Strands include …

Agriculture
Career Transitions
Communication Technology
Community Health
Construction Technologies
Cosmetology Studies
Design Studies
Electro-Technologies
Energy and Mines
Enterprise and Innovation
Fabrication Studies
Fashion Studies
Financial management
Foods
Forestry
Information Processing
Legal Studies
Logistics
Management and Marketing
Mechanics
Tourism Studies
Wildlife
Locally Developed Courses

5. What are the impediments to offering more CTS courses?

Facility: Our facility is over crowded for the current strands that are offered. To offer any additional strands would mean the expansion of our current facility.

Staffing: Our current staffs of two full time instructors are working at capacity. Additional strands would mean addition staffing although the present staff could offer larger classes in a more modern facility.

O & M: Increasing strands offered would increase students participating in Career Tech. Studies. These addition students require additional money for the upkeep of equipment, the purchase of new specialized equipment and the material need to run the program.

Programming: Addition strand would mean additional Professional development for the instructors and the supporting resources to instruct the new strands.

6. With additional funding and/or supports, how would you use this funding or supports to better provide CTS related programming?

Our school has maximized the use of our current shop space and can not expand any further. We would like to offer our student's addition strands in Mechanics and Cosmetology however this would require addition space, Instructors and operational funding.

The shop space that we currently use has limitations as to the number of students that can safely and productively participate in Construction Tech and Fabrication studies. We have maximized this area and can no longer fulfill the growing interest nor need for instruction in the related trades.

Operation funding for CTS has become an increasingly difficult resource to secure. With the growing demands on schools, new initiatives, current initiatives and the increasing school operation costs leave schools struggling to determine priorities for funding. Additional funding to cover the inflated cost of materials needed staffing changes and equipment repair and replacement is needed.

One final set of questions.

7 a) Have you ever butchered a caribou or another animal in the school? How often? If yes, what room was used for this purpose?

We have skinned a Lynx and a bears but no butchering

7 b) Is there a need for this function?

NO

7 c) If required, do you have any suggestions as to how to accommodate this function within the school setting?

NO, are you instructing by modeling and are you doing this for a specific class or for the community?

7 d) Where do you store traditional foods (e.g. meat/fish) in your school?

Kitchen Fridge / freezer

Additional Information on Diamond Jenness Secondary School

Diamond Jenness is a Grade 8-12 school with approximately 340 students and a varied program of studies. We are proud of our strong Arts program and our strong commitment to academics and technical training. The school maintains high academic standards and expectations for student attendance and achievement. Diamond Jenness has the highest percentage of student membership in the Schools North Apprenticeship Program of any school in the NWT where students work with employers to gain both school and apprenticeship credits, and our students have established a tradition of winning awards at the territorial and national level for excellence in visual arts.

DJSS Mission Statement

Diamond Jenness Secondary School will provide a safe, caring and vibrant learning environment that inspires all students to achieve excellence in their pursuit of life long learning.

Our Region: South Slave

Diamond Jenness Secondary School is located in the South Slave Region and as such, it is a part of the South Slave Divisional Education Council school board. There are five communities in this region including Fort Smith, Fort Resolution, Lutsel K'e, and Kátlodééche First Nation and Hay River. Each community in the South Slave Region is headed by their DEA or District Education Authority.

Our School: A Brief History

Diamond Jenness Secondary School was opened in September of 1973, replacing the Federal School on Vale Island. The building was designed by Douglas Cardinal who also designed Grande Prairie Regional College and the Museum of Civilization in Quebec. Our school was named after Diamond Jenness, a New Zealand born, Canadian anthropologists, who spent many years in the Northwest Territories studying Inuit Cultures. The purple colour of the building was chosen via a student body vote.

Contact Information

Diamond Jenness Secondary School
58 Woodland Drive
Hay River, NT
X0E 0R7
Phone: 867-874-6538
Fax: 867-874-3163

Homework

There are two basic categories of homework. The first is assigned work which requires completion for the next day or within several days. The second category is review or study which does not necessarily require the return of a written assignment. Both categories are important and must receive the frequent and regular attention of students if

they are to succeed in school. If, at any time all assigned homework has been completed by the student, the balance of home study time should be used for directed reading.

The recommended amount of homework during a weekly five night schedule is as follows:

Grade 8: 1 hour per night

Grade 9: 1.5 hours per night

Grade 10, 11 & 12: 2 hours per night

Students are provided an agenda which can be used as a means of communication between school and home to ensure that homework is completed.

Report Cards

Formal report cards are issued four times per year. Student/parent/teacher interviews will be held no less than twice during the school year. Parents are encouraged to schedule meetings with teachers at any time during the year to discuss their children's progress.

Academic Probation

Students over 16 who are missing classes and/or missing work will be placed on an academic probation contract. If the behaviors continue they may be dismissed from class. Dismissal from two or more classes will mean withdrawal from the semester.

Students under 16 who are failing courses due to poor attendance or lack of effort will attend a meeting with their teacher and parents to create an academic support plan. If unsuccessful with this plan alternative education support and delivery will be discussed with parents.

Minor infractions are dealt with by the observing teacher, who will report using incident forms.

Attendance Policy

Students at Diamond Jenness Secondary School are expected to be dedicated to their educational studies. In order for students to fulfill these goals a commitment to attendance, homework and study is a prerequisite for success.

The Student Services Area will support Diamond Jenness students to attain their educational goals in the following way:

- assist in the planning of course selections
- monitor student progress
- monitor student attendance
- maintain parental contact

Class attendance is a key to student success. The Student Support Area will monitor attendance using the following policy:

16 years of age or older

Students who miss:
1) eight 40 minute classes, (equal to 4 blocks), will have their subject teacher make parental
contact. After speaking / attempting to speak with a parent the teacher will complete section A of the Academic Probation form.

2) sixteen 40 minutes classes (equal to 8 blocks), will have their subject teacher make parental contact once again to discuss the on going attendance issues. Student Support will follow up by mailing a registered letter home.
At this point the student will be on Academic Probation.

3) twenty-eight 40 minute classes (equal to 14 blocks), will have their Academic Probation status reviewed and maybe withdrawn pending an appeal with the Principal or his designate. Appeal is to be held within 48 hours of withdrawal. A successful appeal will allow the student back into classes under specified contact rules. An unsuccessful appeal of 2 or more courses will result in the student being withdrawn from all classes. The student may re-enter Diamond Jenness at the start of the next semester. Students up to, and including, grade 11 **must be in a minimum of 3 classes** to attend Diamond Jenness Secondary School unless they have written permission of the Principal. Grade 12 students must maintain courses required for graduation.

15 years of age or younger

Students who miss:
1) eight 40 minute classes, (equal to 4 blocks), will have their subject teacher making parental contact. After speaking with a parent the teacher will complete section A of the Academic Probation form and place it in Kim's mail box.
2) twelve 40 minute classes, (equal to 6 blocks), will have a meeting with Student Support.
3) sixteen 40 minutes classes (equal to 8 blocks), will have Student Support make parental contact to discuss the on going attendance issues. This will be followed up by a letter home. The student will be placed on Academic Probation.
4) twenty-eight 40 minute classes (equal to 14 blocks), will have an investigation conducted regarding their absenteeism and the results will be handed over to Social Services for follow up.

Academic Risk Policy

Students at Diamond Jenness Secondary School are expected to be dedicated to their educational studies. In order for students to fulfill these goals a commitment to homework, study and attendance, is a prerequisite for success.

The Student Services Area will support Diamond Jenness students to attain their educational goals in the following ways:

- assist in the planning of course selections - monitor student progress
- create a support Action Plan - provide tutoring & study sessions
- monitor student attendance - maintain parental contact

Step 1 - Academic Risk

Students who demonstrate with consistency a mark of 55% or less due to missing assignments, absences or lates will be identified as being academically at risk.
The subject teacher will contact the student and their parent(s)/ guardian(s) to discuss options. Any student continuing to be at risk will progress on to the next step.

Step 2A - Academic Probation Placement

The student will be placed on an Academic Probation contract if the following occur:
- a mark of 55% or less and /or
- a significant number of absences, as per our Attendance Policy

The teacher will create a mandatory Action Plan with the student, who will have two weeks to improve their mark and attendance.
The subject teacher will notify the parents/guardians and discuss the student's Action Plan. Once parents/guardians have been contacted the student will be considered to be on Academic Probation. A registered letter will be sent to parents.

Any student who is on Academic Probation will be expected to attend tutoring sessions and **must** follow their Action Plan. Probationary students will not be allowed to participate on teams and/or competitions, assemblies, dances etc.

Step 2B - Academic Probation Parent Meeting for students who are on Academic Probation for 2 or more courses or at high risk.

A meeting will be set up between the student, parents, guidance counselor and school administration to discuss the student's Action Plan and any other possible support available to the student.

Step 3 – Review

Any student who demonstrates progress in assignments and marks will have their Action Plan updated or contract extended. If the student's marks and assignments improve and they no longer require an Academic Probation contract, the student will return to regular status.

If assignments and marks are not significantly improved, the teacher will suggest the student be withdrawn from the course. The withdrawal request will be discussed at a staff meeting. Parents will be notified by phone if their student is being withdrawn.

The decision to withdraw a student from a course can be appealed to Mr. Greg Storey, Principal within 24 hours. If, after speaking with their student, a parent wishes to appeal a meeting can be set up by contacting the school.

Graduation requirements

A secondary school graduation diploma is awarded to those students who successfully complete all compulsory credits for graduation.

The compulsory credits for students who enter grade 10 are:

· English (15)

· Mathematics (10)

· Social Studies (10)

· Science (10)

· Fine Arts Education (3)

· Physical Education (3)

· CTS (5)

· CALM (3)

· Northern Studies (3)

· Community Service (1)

· Plus 10 credits in any 30 level courses in addition to English 30 or 33

Commencement Requirements

To ensure that the commencement exercise is a legitimate celebration recognizing achievement, all graduating students must:

· Have a minimum of 80 credits by the last day of the first semester

· Have completed or have a reasonable prospect of completing all required courses by the end of the school year

· Have a reasonable prospect of accumulating 100 credits by the end of the school year

· Students on correspondence courses must have proof of having all assignments/lessons completed and submitted to the guidance councilor or the principal by May 1st.

· Be passing all graduation required courses at the midterm period of second semester

· Students on borderline of failing may be given an extension to the 2nd Friday in May in order to raise their course grade.

Retroactive Credits

Students who do not achieve a passing mark of 50% in a course but have a mark over 40%, may, with the permission from the principal, continue in the next grade in a course from a sequence with a higher number (e.g. English 10-1 to English 20-2). In such instances, students who successfully complete the course in the next grade will be granted credit in the prerequisite course in that sequence. Retroactive credits are not available for all courses. Please see the guidance councilor for clarification.

Course Challenge

If a student feels that they have a significant background in a course and already knows the curriculum they should talk to the guidance councilor about provisions for course challenge.

The student must have an interview with the designated personnel (administrations, councilor, teacher) to assess candidacy fir the challenge. The challenge criteria would be set for the student to prove their knowledge and would include a portfolio, demonstrations, previous course or other work and a possible test.

The student's success of the challenge will be based in the judgment of the principal and school staff.

Correspondence Courses

Information booklets on distance learning courses that can be taken through the Alberta Distance Learning Center (Barrhead) are available for the Guidance Councilor's office. Students may also be allowed to take online courses, please contact the school for more information.

Exam Exemptions

To encourage students to work hard during the year we offer an exemption policy. Student with an average of 80% or more who gain their parents permission, may be exempted from writing their final exams. This exemption policy is not in place for grade 12 diploma courses or for the grade 9 Alberta Achievement Exams.

Athletics

Outdoor Soccer

8/9 girls; 8/9 boys; Senior Girls; Senior boys

Volleyball

8 Boys; 8 Girls; 9/10 Boys; 9/10 Girls; 11/12 Boys; 11/12 Girls:

Hockey

Junior Boys; Senior Boys; Girls

Badminton

Senior High; Junior High; *NWT High School Badminton Tournament* Hay River; *NWT Badminton Championships* Yellowknife

Basketball
8 Girls; 8 Boys; 9/10 Girls; 9 Boys; 10 Boys; 11/12 Girls; 11/12 Boys; La Crete Tournament Grades 9 – 12; Yellowknife Junior Cager, Grade 8; Yellowknife Senior Cager, Grade 9-12

Indoor Soccer
14 & Under Girls; 14 & Under Boys; 16 & Under Girls; 16 & Under Boys; 18 & Under Girls' 18 & Under Boys

Track & Field
Throwing; Distance

Cross Country Running

Cross Country Ski Race

Arts
Hand Bells; Fiddle Club; Bucket Drumming; Coffee House; Chess Club; Anthology Makers; Choir ; Yearbook Club; Quilting; Hay River Art Festival; Film Festival

Other
International Travel; Student Council; Graduation Committee; Homework Club; Wellness Club

Parental Participation in Education Program

Parental involvement in school is vital to the success of students. The Education Act affirms this belief by calling for increased roles and responsibilities for teachers. Parents and students in terms of communications, involvement of parents and focus upon student achievement. Parents are essential in education and have many responsibilities and rights. These include:

· Being informed of the progress, behavior and attendance of their children in school

· Consulting with the teacher or principal on their children's progress

· Supporting their children and ensuring that they come to school ready to learn

· Cooperating with education staff who are developing their children's school program

· Making sure all homework assignments are completed and submitted on time

Objectives

1. To promote and encourage extra curricular activities in all forms within DJ
2. To promote students to strive for excellence
3. To invest moneys of the Society not immediately required in such manner as may, from time to time be determined.

Basic Allocation of Funds

Annual Commitments:

· Caps and diploma covers
· Student honour awards
· Sports groups bingos
· Calendar draws
· Year book advertising
· Student id's

Some Past Contributions

· TV's/VCR/DVD's for the classrooms
· Food bank bingos
· Miss school mi$$ out
· Books for the Grade 8 Classrooms
· Stacking cups for Grade 8 Classrooms
· Student council dance prizes
· Digital camera
· Movie camera
· Language arts games

Effective Behavioural Support

Some key components:

Discipline Data Collection System that clearly measures the present status of the school with respect to inappropriate behaviors. It must be designed to identify areas needing improvement and measure progress over time.

A list of School Wide Expectations (e.g. Ready, Responsible and Respectful) that are consistently reinforced in all areas of the school at all times.

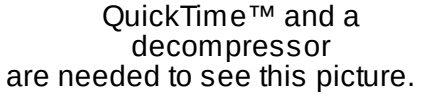
The Teaching of Social Skills and Positive Behaviors that are specifically demonstrate those school wide expectations.

Reinforcements and Rewards (e.g. R3 Cards, Parties, etc) for individuals and groups who consistently exhibit the expected behaviors.

Thorough Assessments of Individual Behaviors to plan interventions for the most challenging students.

EBS Philosophy

A major advance in school-wide discipline is the emphasis on school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Instead of using a patchwork of individual behavioral management plans, a continuum of positive behavior support for all students within a school is implemented in areas including the classroom and non-classroom settings (such as hallways, restrooms). Effective behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs. Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making problem behavior less effective, efficient, and relevant, and desired behavior more functional.



What Does EBS Look Like at DJSS?

In 2003-2004 DJSS became an EBS school

Our Motto R3 Responsible

Respectful

Ready

Systems we have put in place to support student behaviour:

Green Zone or School Wide Prevention	Incident forms, office referrals, R3 motto and cards, matrix of school wide expected behaviors, parent contact
Yellow Zone or Secondary Prevention	Floating book, social skills teaching, parent contact, one on one support, teacher support
Red Zone or Tertiary Prevention	Functional behaviour assessments, behaviour plans, collaborative home/school approach, community wrap-around

What does our school do to make EBS work?

· Teaching the EBS behaviour matrix in the classrooom

· Consistent language, expectations, and consequences

· Document and track behavior by using incident forms and office referrals

· Using data from the incident forms to make informed decisions about targeted behaviours

· Maintaining communication with home

· 4-1 positive reinforcement using R3 cards but not limited to cards

· R3 cards are giving by staff to those students who display positive behaviour.

· Daily and monthly draws allow students and staff to win R3 merchandise.

School Policy and Procedures

Emergency Procedures and Fire Drills

In the event that students are asked to vacate the building, they are asked to leave the school in an orderly fashion through the pre-determined exits keeping a safe distance from the school while walking away. Emergency exits are posted in all rooms. During times of poor weather, all students will proceed to the designated buildings. Once outside each class will remain together for attendance. Everyone will remain outside until administration authorizes re-entry to the school.

Infractions

Major infractions may be acute and/or chronic:

· Refusal to follow directions

· Disrespect to others, swearing

· Failure to meet the consequences of a minor infraction

· Vandalism/theft

· Physical emotional or sexual abuse

· Putting other students in danger

· Chronic absenteeism or lateness

Consequences of misbehaviour will range from mild to severe depending upon the seriousness of the infraction, the number of times the infraction has occurred, the age and past behaviour of the student involved.

Consequences of major infractions may include:

· In school suspension

· Out of school suspension

· Expulsion

· Mandatory counseling

· Performance contracts

· Restitution

· School service time

· Loss of co-curricular activities/travel

Zero Tolerance for Abusive/Violent Behaviours

Consequences for abusive behaviour (e.g. profanity directed at staff) and violent behaviour (e.g. fighting, threatening) may or could result in a minimum suspension of three days, after consultation with administration.

Before the student returns, there will be a meeting with the student, the parent(s)/guardian(s) and administration to discuss the student's behaviour. There should be a commitment on the part of the student and parent(s)/guardian(s) that the unacceptable behaviour will not happen again.

For any student of minor age (15 years of age or under) who has been suspended for abusive or violent behaviour more than once in a school year, administration may recommend expulsion for the remainder of the school year.

For any student of major age (19 years of age or older) who is abusive or violent administration may recommend expulsions for the remainder of the school year.

Counseling intervention may be recommended for any students who exhibit abusive or violent behaviours

Food and Drink

Head gear is not permitted in instructional areas of the school.

All students are expected to adhere to reasonable standards of taste in dress and grooming.

Shoes must be worn at all times for reasons of health and safety.

Special physical education clothing is required.

Clothing or jewelry with obscene or offensive slogans printed on them are unacceptable.

School Fees

Students will be expected to pay a school fee of $110.00. This provides for textbook use, lock rental, a school agenda and school activities. If all school property is returned in good condition in June, $55.00 will be refunded or held on account for the following year. Lock combinations should not be disclosed to others. Students may not switch

lockers without permissions from the administration. Students with treaty status may have the right to have part of these fees waived. Please see the librarian for details.

Parking

Student vehicles may be parked in a designated area in the parking lot. Parents and visitors may park in the visitors spots. Please do not park in the bussing area where signs are posted or in parking stalls reserved for staff. Snowmobiles, ATV's or other recreational vehicles are not allowed on school property.