



Inuvik K-12 Education Report: Educational Planning for SAMS and SHSS

May /05

**Based on February 2005 and
April 2005 Consultations**



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

- *Our Students Our Future: An Educational Framework*
- *Educating All Our Children: Department Directive on Inclusive Schooling*

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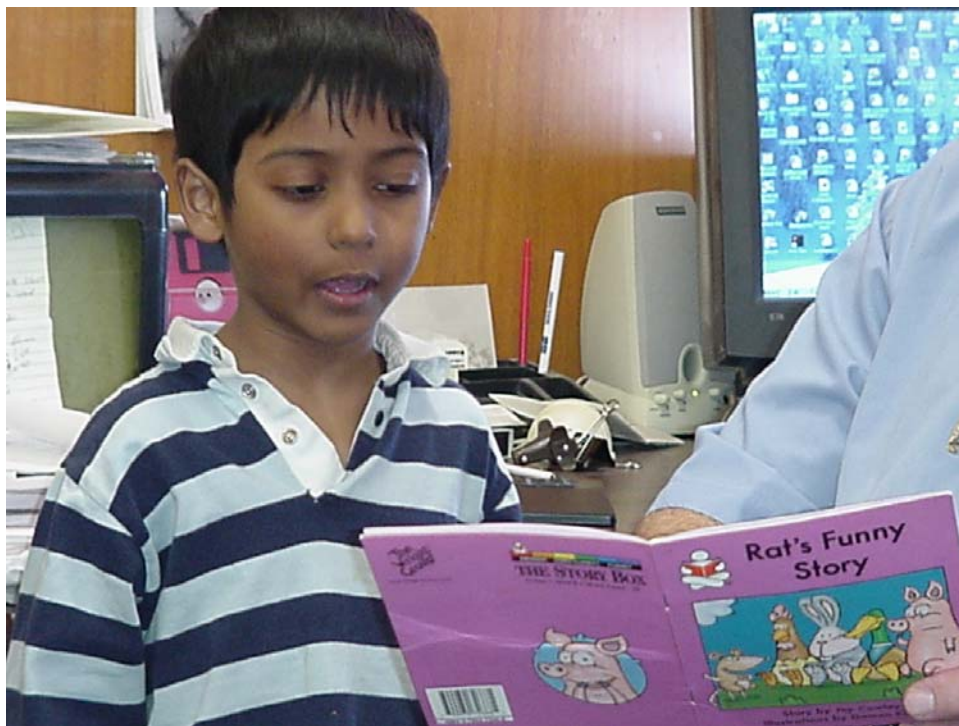
Table of Contents

Executive Summary	7
Terms of Reference	7
Consultation Process	7
Summary of Comments From a DEA Perspective	7
Summary of Comments From a Parent Perspective	9
Summary of Comments From a Student Perspective:	10
Responses From Students at SAMS (Kindergarten to Grade 6).....	10
Responses From Students at SHSS (Grade 7 to Grade 12)	11
Historical Enrolments and Future Projections For Inuvik Schools	12
Overall Planning Concept.....	13
Summary of All Potential Partnerships Identified Through Consultation Process	14
SAMS Education Plan.....	15
Components Related to the Education Plan	15
Current Capital Standards For Elementary Schools Compared With Existing Facility	17
Comparing SAMS Education Plan to the Current Capital Standards	18
Capital Standards and Teaching Areas.....	18
Capital Standards and Resource Areas.....	26
Capital Standards and Recreation Areas	28
Capital Standards and Administration Area	30
Capital Standards and Support Areas.....	33
Capital Standards and Service Areas	38
Capital Standards and Circulation Areas.....	38
General Overall Comments on Capital Standards and the SAMS Education Plan	42
Background Information	45
Terms of Reference for K-12 Education Plan for the Town of Inuvik	45
Consultation Process	45
The Town of Inuvik	47
Community Profile.....	47
Facts and Figures	48
Interesting Information About The Construction of Inuvik	49
Sir Alexander Mackenzie Elementary School.....	51
What's In A Name	51
School History	51
Full Day Kindergarten Program and the Four Block Program.....	51
Beaver Volunteers	52
Connecting Activities at SAMS – Ways to Get Connected to Students	52
Quick Overview of the Existing School (By Zones)	53
Staffing Formula For Sir Alexander Mackenzie Elementary School	54
Classroom Configurations for SAMS	54
Current Enrolments at SAMS	54
Dental Therapy Services at SAMS	55

Samuel Hearne Secondary School	57
Purpose	57
Student Schedules	57
Homeroom Information/Classroom Allocations.....	57
Academic Information.....	58
NWT Graduation Requirements	58
SHSS Graduation Ceremony	59
Correspondence Courses	59
Spare Periods	59
Junior High Curriculum.....	59
New Beginnings Alternate School.....	59
Staffing Formula, Enrolments and Scheduling	
For Samuel Hearne Secondary School	60
Quick Overview of Existing School	62
Historical Enrolments and Future Projections For Inuvik Schools	63
Philosophical Framework and Shared Mission Statements	64
Essential Elements of Learning	66
Culture-Based and Student Centred.....	66
Process Oriented	68
Interactive	70
Integrated.....	72
Balanced	74
Intellectual	74
Social	76
Emotional.....	78
Physical.....	80
Spiritual	82
Organizing Teaching and Learning	84
Some Guiding Principles.....	84
What Do We Believe About Schooling?.....	84
Skills For the Future.....	85
What Staff Think.....	85
What Parents Think.....	86
What Students Think.....	87
What Are The Non-Technical Skills That Employers Are Looking For?	88

Instructional Programming.....	89
Mathematics.....	89
Science.....	90
Language Arts.....	92
Social Studies.....	94
Language(s)	96
Health Education.....	98
Fine Arts	100
Career and Technology Studies	102
Physical Education.....	104
Distance Education	105
Alternative Programs at SAMS	107
Restitution Program.....	107
Alternative Programs at SHSS.....	108
Youth Entry Level Skills Program (Regional Program)	108
Principles for Organizing the K-12 Learning Environment.....	110
School Within a School Concept	110
Transition Zones	111
Library	112
Interagency/Student Support Services	113
Community Involvement in School	114
Use of Technology	115
Flexibility and Choice	117
Storage.....	118
Partnerships	119
Potential Partnership #1 – Early Childhood Groups.....	119
Current Programs	119
Initial Discussions	120
A Look at Options Discussed	121
Follow-Up Discussions	122
Potential Partnership #2– The Town of Inuvik.....	124
Initial Discussions	124
Other Enhancements	126
Follow-Up Discussions	127
Potential Partnership #3 – Inuvik Regional Health and Social Services Authority....	129
Potential Partnership #4 – Interagency Groups	130
Potential Partnership #5 – Aurora College.....	131
Potential Partnership #6 – Business and Industry.....	132
Potential Partnership #7 – Regional Training Partnership Group	133
List of Potential Partnerships Identified by SHSS Staff	134
The Educational Plan From a School Perspective – SAMS.....	135

Appendices	147
What Did Students Have To Say (February 2005)	148
For Sir Alexander Mackenzie Elementary School (K-6)	148
Additional Student Comments For SAMS (K-6).....	154
For Samuel Hearne Secondary School (7-12)	155
What Did District Education Authority Have To Say	160
For Sir Alexander Mackenzie School (K-6).....	160
For Samuel Hearne Secondary School (7-12)	161
General Survey Results For SAMS (Parents/Community/Focus Groups).....	163
General Survey Results For SHSS (Parents/Community/Focus Groups).....	170
Design Considerations Related To Special Needs Students.....	181



Executive Summary

Terms of Reference

School facilities in Inuvik are now reaching the end of their useful life. Current assessments show that both Sir Alexander Mackenzie and Samuel Hearne Secondary schools will need to be replaced within the next five to ten years. Sir Alexander Mackenzie School is scheduled for replacement with design starting in 2005-06.

A consultant was hired (in response to a request for proposal) to develop an educational plan that describes, in general terms, the K-12 programs to be delivered in the new facilities. The plan must consider current and future programs, and potential partnerships with early childhood education providers, Aurora College, businesses and community groups. When completed, the educational plan will be used to develop detailed facility plans for upcoming school design projects.

The plan speaks specifically to SAMS which is the more immediate project, and generally (big picture ideas) to SHSS which is a longer term project (5 to 10 years away)

Consultation Process

A consultant visited the community on three separate occasions:

February 2005	two-week period
Early April 2005	one-week period
Late April 2005	one-week period

Highlights of the consultation process included:

- Meetings with Inuvik DEA, including a focus group session
- Meetings with Superintendent of Education for BDEC and some BDEC staff
- Public Information meetings and public focus group sessions
- Workshops with staff from SAMS and SHSS
- Parents surveys
- Student focus groups and surveys
- Meetings with various Inuvik groups – Mayor of Inuvik and Town Council; Inuvik Capital Planning Group; Aurora College; Inuvik Interagency Group; Inuvik Regional Training Partnership Group; and Inuvik Early Childhood Program Groups

Summary of Comments From a DEA Perspective

The DEA's comments related to the new school projects were quite consistent with comments received from parents through surveys, the general information meetings and focus groups.

The DEA likes the existing SAMS gym with gallery seating; the central location of the school; and the sense of history associated with SAMS, particularly as a backdrop to an important

public space in Inuvik – Jim Koe park. Members would like to keep the Dental offices, the restitution room, and the separate playgrounds for different grades.

DEA members were looking forward to changes to the current library, a possible expansion of the food preparation area (Home Economics room), and a greater variety of learning spaces in the new SAMS. Improved programming, from their perspective, could include an expanded music program, more exploration of technologies, and a continued emphasis on languages – Gwich'in, Inuvialuktun and French.



DEA members indicated that almost one-third of all students receive some form of additional assistance (student support, or are on I.E.P.s or modified programs). Appropriate program delivery for all students at SAMS is a priority. As well, the topic of career development was seen as something that should occur earlier in student's lives (SAMS) rather than later (SHSS).

When asked for imagery associated with a new facility, responses included a multi-purpose gathering/meeting space within the school (that could be used for meetings, students eating lunch, homework area, and act as a teaching space); the ability for the school to continue as a community centre/hub of activity, and an attempt to keep the wonderful gym/balcony with seating/stage areas within the school.

DEA members were quite supportive of a partnership with Early Childhood Programs in the community providing that it was not at the expense of students at SAMS. There was also interest in exploring combining the SAMS project and the subsequent SHSS project by joining the buildings through a well planned transition area such as a double capacity gymnasium. The only concern expressed, which DEA members felt could be addressed, was to ensure that the youngest children are able to have separate playgrounds and access/exit routes to the site.



In terms of SHSS, the DEA indicated that they hoped the future held more vocational and CTS programming; more foods related programming (culinary arts – connected to food services in the building), and possibly a greater use of technology to assist in program delivery (e.g. distance education).

Summary of Comments From a Parent Perspective

Parent comments were obtained through survey instruments, two different public information meetings and three focus group sessions.



Parents indicated that the gym areas in both schools had unique features worth saving e.g. a balcony with seating and stage areas. At SAMS, the balcony and seating area in the gym also serves as the community cinema – a huge social outlet for the children in Inuvik. The school also serves as an important gathering space for the community (e.g. special events, festivals).

Parents like several existing features at SAMS – the daycare programs within the school; the current gym size; open spaces; the many displays and pictures of Elders throughout the school; the spacious classrooms; and the central location of the school. When asked what features they would change, many parents indicated the following areas – a bigger and better music room; more on-the-land and cultural activities (e.g. sewing); a place for students to sit and eat their lunch; closer and safer drop off areas; a bigger library; and more after school programs.

In terms of program changes, parents indicated they would like to see more music programs, enhanced gym/sport activities; specialized services for students with special needs, and they would like their children to be able to stay at school at lunchtime and some even suggested having access to a prepared lunch (e.g. foods area or cafeteria)

Parents were able to articulate a fairly broad range of skills they hoped their children would learn while at SAMS – the basics (reading, writing, speaking, math skills); social skills; computer/ technology skills; as well the opportunity to develop a strong self- image/self concept and an attitude of respect for education, self and others.

Parents had a multitude of ideas for imagery associated with a unique Inuvik school. Some of the more creative ideas included:

- Inukshuk, cultural icons/artwork, painted murals and pictures (e.g. blanket toss)
- Sculptures, water fountains, displays, awards, trophies
- Pictures of Elders, former students, community leaders, present day students
- Northern lights, igloo shape, circles, healing circles, and curves/patterns of snow banks
- A gathering space/meeting area
- Symbols related to the Delta; Mackenzie river e.g. braided stream of life
- Interconnectedness of land and rivers, land and town, old and new, community and school, and cultural and academic
- Past (elders, building of Inuvik, old SAMS history); present (citizens of the month, teacher and student of the month); and future (SAMS students showcased as future leaders)

Parents were supportive of partnerships with user groups as long as it did not impact on school programs. Parents were also appreciative of having being asked about the new SAMS. They expressed strong support for the consultation process.

Summary of Comments From a Student Perspective:

Every student in Inuvik was given the opportunity (in class) to complete a survey. Some students worked on their surveys individually, while other classes used small and large group work strategies to discuss the survey questions and record their discussions. As well, focus groups (of approximately 8 to 12 students) were held with each of the grade 3 to 12 classes in both schools.

Responses From Students at SAMS (Kindergarten to Grade 6)

Students generally agreed on which areas and programs in SAMS they valued – big gym with balcony; computers and the computer room; breakfast program and Literacy lunches; foods preparation (Home Economics) area; canteen; music classes; the carpentry woodshop; and the big spaces.

When asked what features they would change – the top responses included – bigger foods preparation area; a place at lunch time to eat their lunch; nicer coloured classrooms; a bigger music room; different desks and chairs; and more spaces to hang their coats and for their boots.



In terms of adding programs and activities to the ones already in place at SAMS, students indicated a wide range of potential programs and activities including more computers; a bigger library; an afternoon recess; more on-the-land activities; and numerous clubs (e.g. tutoring, sewing, foods, art, camping, games, sports).

The consultant was impressed by the ability of the students to identify skills which they (the students) felt were important for them to learn in order to prepare for life after elementary school – basic math and language skills; how to do work with money (saving, spending, banking, etc); how to fix things; how to use the library; how to communicate with others; how to cooperate, listen, be polite, be respectful, and how to be responsible.

There was no lack of imagination with regards to “imagery” for the new school. Common responses included – northern lights and vivid colours; a meeting or gathering space for students; a bigger library; an indoor gas fireplace; trees and plants; an indoor waterfall and imagery associated with igloos, the shape of a circle, and sea ice. One of the most imaginative responses was to have “no ceilings”. If we look at the intent of the suggestion – it speaks to the desire to “bring nature and the environment indoors”.

When asked about what advice they had for an architect, most students repeated many of their top suggestions from the previously asked questions. For some reason, several of the SAMS students, particularly at the lower primary levels, were quite concerned that we don't forget to take "Sammy the Husky" – the school mascot with them when the move to a new facility. For some reason, they were quite alarmed that Sammy might somehow be forgotten and left behind in all the excitement.

Responses From Students at SHSS (Grade 7 to Grade 12)

Students generally agreed on which areas and programs in SHSS they valued – big gym; CTS classes; the built in benches (that used to be in the school); class sizes; the old mural in the foyer (before the roof cave-in); school dances; the computer lab; the rotary system of classes; and the downstairs science lab.

When asked what features they would change – the top responses included – the colour of the school; a place to gather and eat lunch; faster Internet service; and the canteen.

In terms of adding programs and activities to the ones already in place at SHSS, students indicated a wide range of potential programs and activities including more and faster computers; first aid and safety courses; band/music/choir; cooking classes; a fitness/exercise area; more technology classes; and more CTS classes (Tourism, Cosmetology, Mechanics, Shop, etc.)

In terms of skills that they (the students) felt were important for them to learn in order to prepare for life after high school, most students identified communication type skills; money management type skills; job specific skills; as well as practical skills such as hunting, driver's education, and how to be successful in a job/getting a job.



Even though the new SHSS is still quite a way's away, student gave some thought to what "imagery" might be appropriate for a new school – a dome shaped school; more creative colours; lots of carvings, pictures, sculptures, statues and murals; a big gathering space; a cafe; and a place for students to eat their lunch and "hang out".

Many students spoke of the need for good security systems to be in place as well as the need for a unique design complete with wide open spaces and a place for students to gather, meet and eat their lunch.

Historical Enrolments and Future Projections For Inuvik Schools
(based on information provided by Education, Culture and Employment)

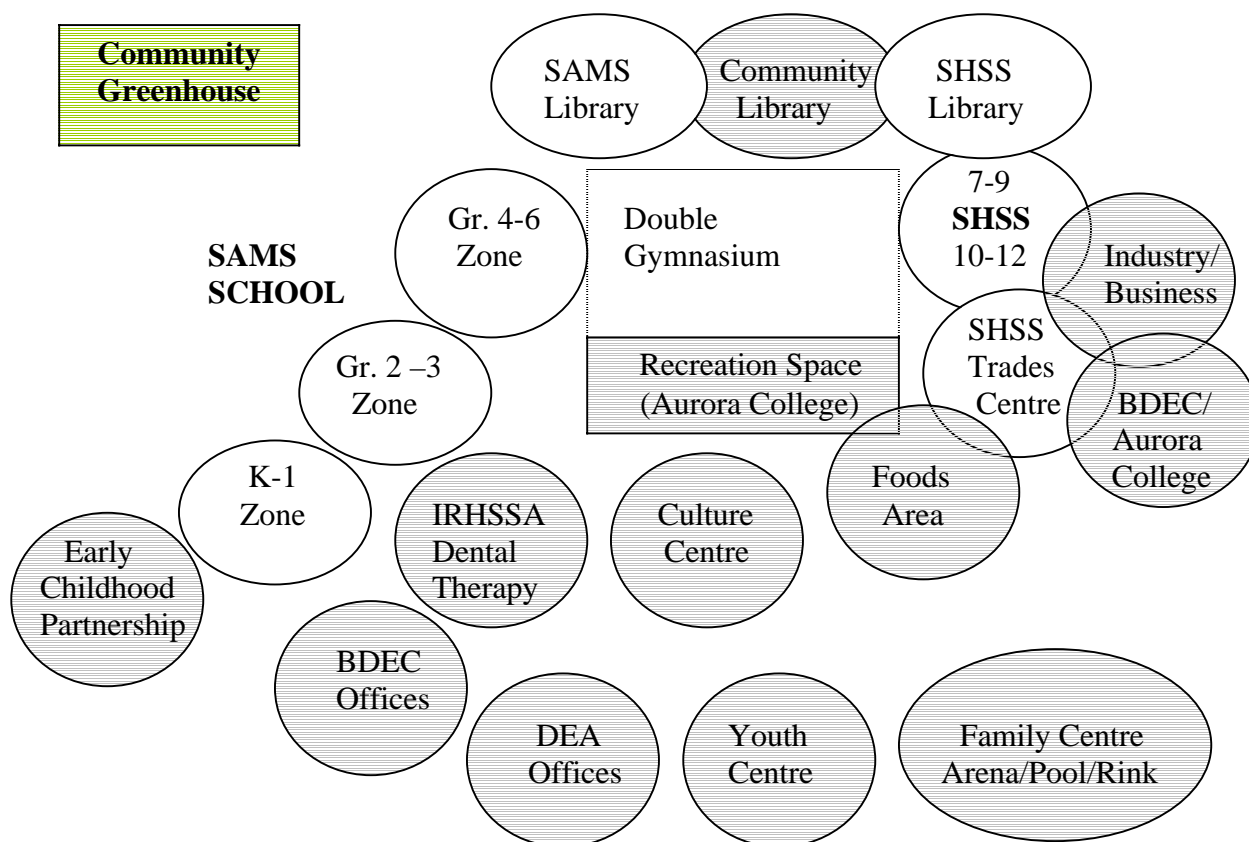
	89/90	92/93	95/96	98/99	01/02	04/05	06/07	08/09	10/11	11/12
Grades										
K/2	32.0	31.0	34.0	37.0	33.0	30.5	39.0	43.0	42.5	44.0
1	89.0	74.0	85.0	68.0	59.0	48.5	88.0	76.0	89.0	81.0
2	69.0	59.0	78.0	62.0	63.0	67.5	60.0	75.0	83.0	90.0
3	49.0	61.0	54.0	59.0	68.0	66.5	52.0	89.0	78.0	84.0
4	52.0	68.0	64.0	74.0	56.0	62.0	67.0	57.0	72.0	74.0
5	67.0	55.0	63.0	52.0	61.5	64.5	67.0	51.0	88.0	75.0
6	63.0	38.0	53.0	41.0	56.0	71.5	65.0	68.0	59.0	86.0
7	67.0	62.0	60.0	53.5	81.5	59.5	65.0	65.0	50.0	59.0
8	49.0	59.0	51.0	51.5	52.5	60.0	72.0	63.0	67.0	49.0
9	42.0	41.0	49.0	40.5	55.5	63.5	60.0	66.0	65.0	70.0
10	91.0	119.0	81.0	72.5	100.0	119.0	116.0	134.0	121.0	119.0
11	48.0	83.0	79.0	31.0	36.5	39.5	61.0	57.0	63.0	63.0
12	48.0	51.0	47.0	36.5	28.5	33.5	49.0	50.0	58.0	53.0
Total	766.0	801.0	798.0	678.5	751.0	786.0	861.0	894.0	935.5	947.0
K	32.0	31.0	34.0	37.0	33.0	30.5	39.0	43.0	42.5	44.0
K-3	239.0	225.0	251.0	226.0	223.0	213.0	239.0	283.0	292.5	299.0
4-6	182.0	161.0	180.0	167.0	173.5	198.0	199.0	176.0	219.0	235.0
7-9	158.0	162.0	160.0	145.5	189.5	183.0	197.0	194.0	182.0	178.0
10-12	187.0	253.0	207.0	140.0	165.0	192.0	226.0	241.0	242.0	235.0
SAMS	421	386	431	393	396.5	411	438.0	459.0	511.5	534.0
SHSS	345	415	367	285.5	354.5	375	423.0	435.0	424.0	413.0

The Department of Education enrolment projections are based on a modified “cohort survival method”. A ratio is calculated – over a four-year average for each grade in a school – of what portion of the students continue on to the following grade. The calculations are done on the raw numbers (as opposed to student by student), and therefore also capture the effect of students who repeat or skip grades. The Department then modifies the ratios by applying a limiting factor - no grade may grow or shrink by more than 15% of the territorial average for the grade. This is necessary to eliminate wild fluctuations in projections that can occur when enrolment anomalies occur (a sharp increase or decrease in enrolments for a grade). There is not normally a concern in jurisdictions with large enrolments because the effects of increases and decreases are tempered by the overall size of the class, but is a concern in the small schools common in the Northwest Territories.

In order to project students enrolling in Kindergarten, the department calculates the historical ratio of kindergarten enrolments against births for a three-year average.

Overall Planning Concept

NOTE: All possibilities identified by the public have been listed in order to indicate the breath and depth of public thought on this topic.



Possible Enhancements

- Gym bleachers
- Stage with lighting/sound
- Balcony with seating
- Gym projection & screen
- Enhanced gym ceiling height to allow for national level competitions

SAMS Uniqueness

- 3 language classrooms
- Fr. Immersion, Inuvialutun and Gwich'in Immersion growth issues
- Multi-Lingual Program delivery
- Full-time Kindergarten
- Dentist/Dental Therapist space

Recreation Complex

- Enhanced School Programming/Use
 - Community hall
 - Arena (ice surface)
 - Curling rink
 - Swimming pool
- After school use by students
 - Skate program
 - Swimming pool
- Kids Play Zone
- Birthday Room

Summary of All Potential Partnerships Identified Through Consultation Process

Note: Not all partnerships identified by the consultation process are viable. Only those which seem realistic have been further articulated in this report. However, all partnerships identified by the public have been listed in order to indicate the breath and depth of public thought on this topic.

Early Childhood	Capital Planning Group	Town of Inuvik	Aurora College	Local Businesses & Industry	ECE/PWS/ and BDEC/DEA	Interagency Groups
Early Child Dev't Centre	Enhanced gathering area/ space	Enhanced school programs utilizing Recreation Complex	Trades exposure Teacher training placements	Gym scoreboard Enhanced library resources	Additional space for two additional language classrooms	Social Services Community Health
Pre-school	Balcony with seating	After school use by students Rec Complex	Recreational leadership program placements	Gym projection and screen capabilities	Additional dental/nurses areas	Public Health Nurse
Aboriginal Headstart Program	Stage with theatre lights, sound system, etc	Long term partnership with community library & schools	Professional development	Balcony with seating	French Immersion, Inuvialuktun and Gwich'in growth scenarios and space allowances for multi-track delivery	RCMP Dare Program IRHSSA Dental Therapy Offices
	Gym bleachers		Possible 3rd gymnasium (or recreation type space) and additional classrooms	Stage with theatre lights, sound system, etc		Probation Services
	Early Childhood support	Jim Koe Park	Kitchen equipment for foods areas	Gym bleachers	Teaching and Learning Centres or Cultural Centres (with IRC and/or GTC)	Justice Committee
	Enhanced gym ceiling to national standards height	Youth Centre Enhanced gym ceiling to national standards height	Parenting workshops	Trades Centre with possible foods area for transition zone Enhanced gym ceiling to national standards height		Family Counseling Regional Training Partnership Group
		Pedway to Rec complex				

Of all the partnerships discussed, there are five which have the greatest potential:

1. With the new high school, through a physical connection such as a double gymnasium.
2. The concept of including an early childhood wing or zone is seen as a real benefit to the school assuming that the partnership is able to contribute financially to the project and is not at the expense of SAMS students or programming.
3. The opportunity to explore a partnership with the Town of Inuvik related to the community library moving to the new site and being part of the transition zone between the new SAMS and the future SHSS.
4. The opportunity to explore dental therapist office spaces with the Inuvik Regional Health and Social Services Authority. Once SHSS is combined with the SAMS complex, a potential client base of 900+ students could be serviced from the one set of offices for the next 40 to 50 years.
5. The concept of a trades centre (centre of excellence) associated with the SHSS has the potential of bringing several key partners (DEA, BDEC, Oil and Gas Industry, Local Businesses, and Aurora College) together for the benefit of the students.

SAMS Education Plan

A comprehensive summary of SAMS Education Plan can be found in the main (full) report under the following headings, many of which have been examined from a K-3; 4-6; 7-9; and 10-12 perspective. As the main components of the education plan are included in the next section of this executive summary, they are only referred to here as topic headings to give the reader a sense of the scope of the components. For more information, refer to the main report.

Components Related to the Education Plan

Essential Elements of Learning

Culture Based and Student Centred

Process Oriented

Interactive

Integrated

Balance (Intellectual, Social, Emotional, Physical, Spiritual)

Organizing Teaching and Learning

Some Guiding Principles

What We Believe About Schooling

Skills For the Future

What Staff Think

What Parents Think

What Students Think

Instructional Programming

Mathematics
Science
Language Arts
Social Studies
Language(s)
Health Education
Fine Arts
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Alternative Programs at SAMS
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Transition zones
Library
Interagency/Student Support Services
Use of Technology
Flexibility and Choice
Storage
Partnerships
The Education Plan From a School Perspective – SAMS

The next section of this executive summary looks at the Capital Standards for schools in the NWT and compares it with the SAMS Education Plan. Information is being provided in this summary section under the following headings:

- Current Capital Standards for Elementary Schools Compared with Existing Facility
- Capital Standards and Teaching Areas
- Capital Standards and Resource Areas
- Capital Standards and Recreation Areas
- Capital Standards and Administration Areas
- Capital Standards and Support Areas
- Capital Standards and Service Areas
- Capital Standards and Circulation Areas

Each section follows the same format:

- Chart indicating the space allocations from the standards
- Standards criteria
- SAMS Education Plan related to the areas being discussed
- Issues and a critical look at alternatives/program fit



Current Capital Standards For Elementary Schools Compared With Existing Facility
(based on information provided by PWS and ECE)

Function	Number	Unit Area m ²	Capacity	Total Area m ²	Existing Area m ²	Variance m ²
Teaching Areas						
Standard Classroom	23	70	506	1610		
Kindergarten	2	85	44	170		
Kindergarten Washroom	2	3	0.0	6		
Language & Culture Classroom	1	70	11	70		
			561	1856	2452.7	-596.7
Resource Areas						
Library	1.0	137.5	0.0	137.5		
Library Office	1.0	10	0.0	10		
Library work Room	1.0	10	0.0	10		
Library Storage	1.0	14	0.0	14		
				171.5	145.2	26.3
Recreation						
Gymnasium	1.0	527	0.0	527		
Changing Rooms	2.0	47	0.0	94		
Equipment Storage	1.0	60	0.0	60		
Gym Office	2.0	10	0.0	20		
Staff washroom/Changeroom	1.0	6	0.0	6		
Stage	1.0	93	0.0	93		
Kitchenette	1.0	14	0.0	14		
				814	860.8	-46.8
Administration						
General Office	1.0	37	0.0	37		
Principal's Office	1.0	14	0.0	14		
Assistant Principal's Office	1.0	10	0.0	10		
Small Office/Meeting Room	1.0	10	0.0	10		
CEC Office/Seminar Room	1.0	10	0.0	10		
Staff Lounge	1.0	46	0.0	46		
Staff Washrooms	1.0	10	0.0	10		
Staff Work Room	1.0	46	0.0	46		
				183	427.9	-244.9
Support Areas						
Dental Room	1.0	14	0.0	14		
Medical Room	1.0	8.0	0.0	8		
Dental/Medical Washroom	1.0	3	0.0	3		
Janitorial	1.0	25	0.0	25		
School Storage	1.0	50	0.0	50		
				100	237.5	-137.5
Service Areas						
Washrooms	8.0	18	0.0	144		
				144	179.7	-35.7
Subtotal: Net Usable Area				3268	4303.8	-1035.3
Circulation space (20%)				653.5	1300.1	-646.6
Mechanical (5%)				163.4	157.6	4.1
Total Internal Areas				4084.9	5761.5	-1676.6
Walls and Structures (8.5%)				347.2	400.1	-39
Total Gross Area				4432.1	6161.6	-1729.5

Comparing SAMS Education Plan to the Current Capital Standards

Capital Standards and Teaching Areas

Function	Number	Unit Area m ²	Capacity	Total Area m ²	Existing Total Area m ²	Variance m ²
Teaching Areas						
Standard Classroom	23	70	506	1610		
Kindergarten	2	85	44	170		
Kindergarten Washroom	2	3	0.0	6		
Language & Culture Classroom	1	70	11	70		
			561	1856	2452.7	-596.7

Standards Criteria:

- One classroom (85m²) for each 44 Kindergarten students (recognized as half-time equivalents) Utilization factor 100%
- One classroom (70 m²) for every 22 students. Utilization factor 100%.
- Specialty classroom (70 m²) – one language/culture room for every school that exceeds 132 full-time equivalents; may be used for language/culture, music/drama, business/computer, or multi-purpose classroom; Design capacity 22; Utilization factor 50%

SAMS Education Plan Related to “Teaching Areas”

Regular Classrooms

Currently there are 411 full-time equivalent students (funded by Department of Education) in 22 regular classrooms (i.e. there are 20 straight grade and 2 split grade classroom configurations). The average number of pupils in a classroom is



18.7 when one considers the 411 full-time equivalent students (funded by Department of Education) and 20.1 when one considers the additional students due to full-time Kindergarten students.

Full-Time Kindergarten

The Beaufort Delta Education Council supports full-time Kindergarten in all Beaufort Delta schools. There are currently 63 full-time Kindergarten students at SAMS, even though they are only funded by the Department of Education for half of them.

French Immersion

SAMS currently offers French Immersion in K/1 (23 students) and Grades 2/3 (20 students). As the children move ahead, so do the plans for growth in this program. The Inuvik DEA currently passed a motion supporting extension of French Immersion up to the Grade 6 level. The motion was also supported by BDEC.

Language Classrooms

SAMS is unique in that there are three full time second languages which are offered – instruction in Gwich'in, Inuvialuktun, and French.



The language classrooms are utilized 89% (48 out of 54 periods in a six day cycle or full time except for teacher preparation times).

More students take Inuvialuktun than Gwich'in and Core French. Usually, more than one class is scheduled at the same time and the students choose which of the three programs they wish to attend. Based on numbers, it may be possible to have a larger Inuvialuktun classroom with two slightly smaller classrooms for Gwich'in and French.

Home Economics/Food Preparation Room

Currently, the home economics classroom has a poor layout. It is used for a variety of programs – boy's cooking classes, a breakfast program, a Grade 1 snack program, activities related to culture/language classes, and for literacy lunches.



There is a desire to expand foods options for the elementary students and for a bigger space. Consideration should be given for this area to be situated near the school gymnasium and community access portions of the facility as well as the culture classrooms. As well, there is a need for freezer space associated with the various food programs as well as the culture classrooms. The breakfast program alone will have served approximately 9000 breakfasts over the course of this school year. This has storage as well as space implications.

Although no formal home economics courses are currently taught, the space is utilized extensively for advance preparation of the breakfast, lunch, snack and cooking clubs.

Music Program

SAMS currently offers a small music program which is strongly supported by staff, students, parents and the DEA.

The Music program/classroom is utilized 91% of the time (for 49 of the 54 periods in the six day cycle or full time except for teacher preparation periods).

The desire is to increase the program offerings in this area and have a much larger space than the small room currently



being used. The current music room has a small tired stage/platform and some open floor area. Extensive lockable storage for music resources including musical instruments will be required.

Shop

Currently, SAMS has a very small shop area (half a classroom) used intermittently for woodworking classes for students at grade levels 4 to 6, and for storage of extensive camping supplies and equipment used for on-the-land activities for all students. This hands-on activity area has become quite popular and the DEA, staff, students and parents are very supportive of this optional program. Many have suggested that consideration be given to the possibility of working on snowmobiles and small motors as part of the shop program. A new facility could require a slightly larger space for hands-on activities related to on-the-land preparations.



Computer Lab

SAMS currently has one computer lab which is very popular and which is extensively used. There are also on average one or two computers per classroom. One computer is more for staff use while the other is for student use.

Effective schools provide access to information networks through out the school, not only in dedicated spaces.

The computer lab is utilized 97% of the time (for 47 out of 54 periods over a six day cycle). The computer teacher has 2 periods for teacher preparation and also uses an additional 5 periods for ongoing maintenance issues associated with the lab and the classrooms.

Issues and A Critical Look at Alternatives/Program Fit

Regular Classrooms

The current SAMS uses 22 regular classrooms with an average of 18.7 students per classroom. A new facility uses a base of 22 students per classroom for design purposes. Using this base, the current SAMS population of 411 full-time funded students would occupy 19 classrooms (or 20 classrooms using the actual student population present as a result of full time Kindergarten). A new school of 550 students starts with a base allocation of 25 classrooms, plus one language classroom. This could leave 4 or 5 classrooms to spare for future growth which at first blush would seem adequate.

However, is quite normal for a large elementary school (like SAMS) to have the following specialty rooms:

- (1) Home economics/foods room – in this case, used for breakfast programs, literacy lunches, snack programs, activities related to culture/language classes, cooking programs, and community use
- (1) Fine Arts room – in this case, used for the Music program – SAMS has strong support for a music program from DEA, parents and students
- (1) Multi-purpose room - used for arts/crafts or other purposes - in this case, a small shop
- (1) Computer lab – used by all students

Effective schools provide spaces for learning to take place in a variety of settings. Spaces for small groups are important – in the classrooms; suitable spaces for informal assemblies, and presentations to large and small groups; small group spaces as separate seminar rooms or break-out spaces.

Given the expressed need for some specialties areas in the new facility, the spaces allocated for future growth could be quickly consumed, leaving little room for expansion. The only desired space for which there does not seem to be suitable current demand, even though it is high on people's list, is the small shop area.

An alternative would be to simply not have any specialty rooms/areas in the new school. From an educational perspective, this is neither practical nor palatable. To derive these spaces from the existing allocations could cause irreparable harm to the classroom environments – making them too small for effective teaching.

It has been suggested by some that SAMS has a “healthy” staff allocation. SAMS staff and administration would simply respond to that by saying that one-third of their students are on either modified or individualized education programs and that their attempts to lower the pupil-teacher ratios are quite deliberate as the school (with additional BDEC support) attempt to address student needs. The amount of classrooms would quickly determine the amount of direct teaching staff. Fewer teachers would likely translate into additional support staff. SAMS current strategy for addressing

student needs demonstrates a preference for keeping the pupil-teacher ratio as low as possible in the classrooms with additional student supports (classroom assistants).

On the surface, the ineligibility of a very large elementary school to qualify for specialty spaces under the Capital Standards seems outdated. There are very few K-6 schools in the NWT as most of the smaller communities have gone the K-12 route. Where there are K-5 or K-6 schools, they tend to be quite small.

Comparing SAMS to Other NWT Schools

Harry Campsell school, a small K-3 school of 205 students in Hay River currently utilizes space for a music room and a language classroom

Weledah, a fairly recent mid size K-8 school of 429 students in Yellowknife, included in its original design the following specialty areas – a food preparations area with 2 kitchen bays, a music/drama classroom/presentation area, a computer lab, a science/art multi-purpose area, and a Dogrib language classroom.

Bompas School in Fort Simpson is a K-6 school of 144 students. It has a Slavey classroom, a Core French classroom, and a computer lab (with 17 computers) but no music/art/drama classroom. It utilizes a room with one small kitchen bay as a combined foods room and lunch room for students who do not go home for lunch. It has no breakfast program or lunch program.

Ecole J H Sissons is a dual track English-French Immersion school of 240 students in Yellowknife. They have a music room, a Core French room, a computer lab (with 25 computers) and use the staff room kitchen area for small classes with students. They do not offer an aboriginal language nor do they have a breakfast or lunch program.

Princess Alexandra is a grade 4 to 7 school of 250 students in Hay River. It has a computer lab, a music/art room, a Core French room and a home economics/foods classroom which doubles as a part time native language classroom. It does not offer a breakfast program for students.

N.J. McPherson is a K-5 school of 240 students in Yellowknife. It has a music room, a computer lab (with 30 computers) and a very small kitchen bay which can be used with small groups of students. It does not offer an aboriginal language, nor does it have a breakfast or lunch program.

A K-8 school of similar size to SAMS would be eligible under the standards for a business/computer room, one multi-purpose room, but not a music drama classroom (requires grade 10)

A K-12 school of half the size of SAMS would qualify under the standards for many additional specialty areas such as a music/drama room, a business/computer room, an art classroom, a science classroom, and a multi-purpose room.

Kindergarten

There are obvious design implications associated with this locally approved choice to have full-time Kindergarten programs. Twice as many Kindergarten classrooms (as well as staff) are required to fulfill this mandate. In a new school of 550 students, an extra 2-3 classrooms that were not originally planned or in the Capital Standard for would be required.

French Immersion

Even though there are economies of scale, a dual track school does require a slightly greater allocation than a single track school. The new SAMS will require at a minimum – 2 additional classrooms for this “forced growth” issue. For example, K-6 French Immersion students scattered across 4 Immersion classrooms might have only taken up the space allocation for 2 or 3 regular English classrooms had they not enrolled in the dual track (French Immersion) program. An alternative would be to create greater splits among the French Immersion classes.

Example:

Scenario One:	K	1/2	3/4	5/6
Scenario Two:	K/1;	2/3/4;	5/6	
Scenario Three:	K-3;	4-6		

The downside to split grades which cover more grade levels (e.g. K-3; 4-6) is the degree of difficulty associated with meeting individual needs; class preparation; workloads, etc. The reality of working in a dual track school is that student numbers have to a large degree determine the number of grades in a split class. Small numbers in French Immersion grades are not sustainable in the long run, and can create both internal (staff) and external (parents) issues. The school may need to look at greater diversity in their French Immersion split grades e.g. Grades 4-6 class rather than two classes such as a Grade 4/5 and a Grade 6 class.

Shop

This area is clearly under-utilized and it may be possible to deliver this program in conjunction with facilities at the high school or it may be possible to consider other hands-on types of programs to act as a substitute for the existing shop usage. However, the need for hands-on type programming should not be under-emphasized.

Language Classrooms

Uniqueness of Three Languages Being Taught as a Second Language

In most Northern communities, the second language is often one language. For instance, one of either Dogrib, Chipweyan or Slavey would be the second language in many of our school south and immediately north of Great Slave Lake. The Capital Standards allow for one classroom to be dedicated for a second language. In Inuvik, at SAMS, there are three second languages – French, Gwich'in and Inuvialuktun. The allocation of one classroom for a second language instruction falls terribly short in this instance.

SAMS offers instruction in Gwich'in, Inuvialutun and French, and as such, three classrooms are required as dedicated space for these languages. The three classrooms would be utilized full time for language instruction and would not be available for other purposes. The relative sizes of the three rooms might be a consideration based on the actual number of students in each program.

“Culture based education reflects, validates and promotes the values, world views, and languages of the community’s culture”
NWT Teacher Induction Program: ECE

There may be “political” resistance to this notion of “different language programs not being considered equal” and Gwich'in and Inuvialutun classrooms not being the same size.

Approximately 50% of the students select Inuvialutun while the Gwich'in and French program each attract approximately 25% of the students.

The notion of an itinerant aboriginal language instructor is simply not acceptable from a pedagogical perspective – the language classroom should provide a rich visual, cultural experience not easily duplicated through the use of a traveling cart.

The role of culture in the school needs to be pivotal, not mobile. This is a case where a strong local argument can be made for additional considerations related to the ability to develop and promote a culture based school.



Capital Standards and Resource Areas

Function	Number	Unit Area m ²	Capacity	Total Area m ²	Existing Total Area m ²	Variance m ²
Resource Areas						
Library	1.0	137.5	0.0	137.5		
Library Office	1.0	10	0.0	10		
Library work Room	1.0	10	0.0	10		
Library Storage	1.0	14	0.0	14		
				171.5	145.2	26.3

Standards Criteria:

- K to 6 Schools – 0.25m² /each projected full-time equivalent student
- 550 students * 0.25 = 137.5m²
- Library Resource Area 10m² for every school exceeding 220 full-time equivalents
- Library/Resource Workroom 10m² for every school exceeding 330 full-time equivalents
- Library/resource Storage 14m² for every school exceeding 330 full-time equivalents

SAMS Education Plan Related to “Resource Areas”

SAMS has a good idea of the many components related to a new SAMS library. There is a possibility of a partnership with the Town of Inuvik to enhance and/or combine libraries in the new SAMS and future SHSS. Library components include:

- Library needs to accommodate different configurations of students from individual to small group to large group to entire classes
- Space for students conducting research
- Computer accessibility (12 computers); Internet access
- Display areas for books, cultural items, student work, Elder's pictures, Citizen of the month, posters; stacks and racks for books, magazines, tapes, DVDs, wall displays; low level bookshelves
- Distinct resource areas – includes areas for cultural resources
- Projection/slide capability; media equipment
- Space for quiet individual reading but also spaces for shared reading/teaching
- Tutoring spaces



- Staff resource room with lots of shelving for resources and tables where teachers can collaboratively plan
- Small work, binding room; desk to publishing room
- Theme oriented book collections
- Literature rich environment - lots of picture books, high interest low vocabulary books, big books, easy read, novels, audio visuals
- Room for several tables and chairs for group projects
- Cubby holes for individual projects
- Locked space for equipment
- Primary listening area - carpeted and circular
- On-line resources – e.g. encyclopedias
- Library staff to assist teacher
- Library staff workspace
- A workspace for library staff (counter and lockable storage areas)
- Computerized inventory and computerized check-out
- Washrooms
- A small storage room

Issues and A Critical Look at Alternatives/Program Fit

The new library will be slightly large than the existing library which used to be bigger until an early childhood program was invited to utilize space in the current SAMS school.

There may be a desire on the part of the town to combine the town library facility with the two new school projects. In this scenario, a community library could be incorporated into the plans for the new SAMS as well as the new SHSS through a sequenced/ phased in construction. Phase 1 could be associated with SAMS and phase 2 could be associated with SHSS or the entire facility could be constructed with the construction of SAMS if dollars associated with SHSS library were advanced by the Department of Education.

The ideal location of the community library would be in the transition zone between the two schools. Funds normally associated with both the SAMS and SHSS school libraries could be enhanced with money from the community (Town of Inuvik and potentially others) to create a library facility that services the combined needs of the schools and the community.

Any opportunity to enhance this feature through a viable partnership with the town will only serve to provide tremendous long-term benefits to the students at both schools.

In a combined school-community library, there will be some economy of scale. It may be possible to reallocate a small amount of space from this area to other areas in the facility which will help SAMS fulfill its education plan.

Capital Standards and Recreation Areas

Function	Number	Unit Area m ²	Capacity	Total Area m ²	Existing Total Area m ²	Variance m ²
Recreation						
Gymnasium	1.0	527	0.0	527		
Changing Rooms	2.0	47	0.0	94		
Equipment Storage	1.0	60	0.0	60		
Gym Office	2.0	10	0.0	20		
Staff washroom/Changeroom	1.0	6	0.0	6		
Stage	1.0	93	0.0	93		
Kitchenette	1.0	14	0.0	14		
				814	860.8	-46.8

Standards Criteria:

- Schools with a design capacity above 396 are eligible for a large gymnasium, 527m² of which 1.5m around the complete perimeter is reserved for player's benches, viewing and safety buffer.
- Gym change rooms – 47m² for large gyms
- Equipment storage – 60m² for large gym
- Gym/Recreation Coordinator office – two offices for large school @ 10m² each
- Stage – 93m² for a large gym
- Kitchenette – 14m² for a large gym – at the discretion of the Department of Education

SAMS Education Plan Related to “Recreation Areas”

Gymnasium

The gymnasium is utilized 96% of the time during the school day (for 52 of 54 periods in a six day cycle i.e. full time).

Twelve (12) of the periods have more than one classroom at the same time in the gym. The Physical Education teacher receives 6 teacher preparation periods, during which time, the gym is utilized by the Kindergarten teachers.



The gym facility requires:

- large playing surface
- change rooms with washroom services (toilets/sink)
- showers
- school equipment storage and community storage
- small gym office with washroom and shower
- janitor closet
- access to public washrooms
- viewing areas

With the potential for community enhancements, consideration might be given to the height of the ceiling in this area – the potential to increase to a national/international standard is a possibility.

Issues and A Critical Look at Alternatives/Program Fit

The gymnasium is currently an important venue for the community. The new gym will be just slightly smaller in size than the current one. The features most used by the community include the gym facility including the balcony seating area and the stage area. The balcony with seating area is used for various functions – cinema nights for general public (as there is no movie theatre in Inuvik); community events from assemblies to funerals to Remembrance Day celebrations.

There is unease in the community as to whether this feature will be lost forever or whether it can be recaptured in the new SAMS. One possibility (in a combined gym scenario) would be to put a balcony with seating in one gym and outfit a “theatrical stage” in the second gymnasium. Community enhancements may be required in order to outfit the gyms with bleachers, a balcony with seating, stage lighting and sound system, scoreboards, etc.

The capital standards allow for a small kitchenette of 14m² which is associated with the gym area. This space needs to be enlarged to allow for breakfast programs, snack and lunch programs, activities related to the culture/language programs, cooking clubs, a possible home economics options, and community use. Being located near the gym is very practical for this function. As well, the language classrooms should be located near the food preparations area.



Capital Standards and Administration Area

Function	Number	Unit Area m ²	Capacity	Total Area m ²	Existing Total Area m ²	Variance m ²
Administration						
General Office	1.0	37	0.0	37		
Principal's Office	1.0	14	0.0	14		
Assistant Principal's Office	1.0	10	0.0	10		
Small Office/Meeting Room	1.0	10	0.0	10		
CEC Office/Seminar Room	1.0	10	0.0	10		
Staff Lounge	1.0	46	0.0	46		
Staff Washrooms	1.0	10	0.0	10		
Staff Work Room	1.0	46	0.0	46		
				183	427.9	-244.9

Standards Criteria:

- Administration area – in all schools – area of 0.1m² per student; not to exceed 37m²
- Principal's office – 14m² for schools with more than 220 students
- Vice Principal's office – 10m² – only for schools with more than 220 students
- Small meeting Room – 10m² – only in schools with ore than 330 students
- CEC/Seminar Room – 10m² – only in schools with more than 220 students
- Staff lounge – area of 14m² minimum or 0.1m² per student; not to exceed 46m²
- Staff washrooms – determined by latest version of National Building Code of Canada
- Staff work area – 0.1m² per student; not to exceed 46m²
- Counsel Office – only eligible for grade 7 and higher

SAMS Education Plan Related to “Administration Areas”

General Offices





There is currently a full time principal and a part time (.5) vice principal. They operate out of the same office.

Requirements include:

- Principal's office with small meeting area (in or near)
- Vice principal's office
- Area for students sent to office
- General reception area
- School secretary work area
- School secretary (assistance or helper) work area
- File storage
- School supplies area and general office supplies
- Teacher mailbox area
- Area for office machines – photocopier, laminator, public address system, etc.(or there could be copy rooms in different locations in the school)



Staff Room

SAMS currently has a fairly healthy staff room allocation – a place for approximately a dozen staff to sit around a table and have lunch or coffee (includes sink, stove, microwave, fridge, dishwasher, cupboards, coat room, etc.) as well as an area for 12-15 staff to sit comfortably on small couch/lounge chairs. The staff room should be able to accommodate the 40+ staff members. This area could also include a whiteboard or message board as well as be tied into the school communication system.



Staff Work Area

Currently, staff access two areas within the school where they can use a photocopier, laminator, etc. (copy room). More discussion is needed to determine if a combined work room or separate workroom scenario is preferable. The issue of general school supplies and art supplies and how to handle them needs to be discussed. Currently, staff have fairly large rooms with storage closets and spaces for supplies.



Staff Washrooms

There is a strong desire from staff to ensure separate washrooms for males and females.

Issues and A Critical Look at Alternatives/Program Fit

The administration area will undergo the greatest transformation in this process. The new administration area will be 43% the size of the current administration area in SAMS. Areas hardest hit are the general reception area, staff workroom and lounge. Capital Standards tend to max out once the school reaches a certain size.

For example:

- A school of 370 students receives the same size general office as a school of 550, even though the practicality of day-to-day life may necessitate a larger space
- A school of 460 students receives the same size staff lounge and workroom as a school of 550 students. We know that there are more teaching and support staff in the larger schools yet the capital standards allocations do not reflect this.

Staff lounges and staff work areas need to address the actual number of staff in the school, not a pre-determined maximum space regardless of school size.

Reconsider the staff lounge – with “plush” furniture as the sole model for a staff room. Provide staff support space that supports a variety of activities – socializing, meals, and office work. Provide convenient access to photocopiers, scanners, printers, collating and binding equipment, stationary, and educational resources. Consider providing a number of work rooms in larger schools, one on each teaching cluster. Design Principles for Effective Northern Schools, Draft Document (PWS)

Capital Standards and Support Areas

Function	Number	Unit Area m ²	Capacity	Total Area m ²	Existing Total Area m ²	Variance m ²
Support Areas						
Dental Room	1.0	14	0.0	14		
Medical Room	1.0	8.0	0.0	8		
Dental/Medical Washroom	1.0	3	0.0	3		
Janitorial	1.0	25	0.0	25		
School Storage	1.0	50	0.0	50		
				100	237.5	-137.5

Standards Criteria:

- One dental suite (14m²) for each school with Grades K-6 and enrolments above 110 design capacity
- One medical room (8m²) for each school with design capacity above 110
- Dental/medical washroom – 3m² – one room per dental or medical room. If both rooms exist in the facility, this will be a joint-use room
- Janitorial space – one small janitorial space adjacent the changing rooms in the gymnasium, 3m², with slop sink. Rest of area in a single large room. Area between two rooms not to exceed 0.1m² per student as described in the school's design capacity, up to a maximum of 110 students. Above this level, an additional 0.05m² of janitorial space per student; not to exceed 25m²
- School storage – 0.2m² per student up to 110 students; an additional 0.1m² of school storage per student; not to exceed 50m²

SAMS Education Plan Related to “Support Areas”

There are a variety of staff and community agencies/organizations which compliment the student services component associated with SAMS.

Support staff, agencies and areas (in current SAMS)

- Program Support Teacher (1.5) and Program Support Assistants (6.0)
- School Community Counselor (1.0)
- Dentist Therapist offices (2)
- Health Nurse shared office space (1.0)
- Restitution room (1)
- Education Psychologist – assessments (from time to time)

Other agencies/organizations which come into the school include:

- RCMP liaison – DARE program and Bullying Program
- Child Care Worker and Family Counseling – usually 1:1 situations
- Probation Services and Justice Committee – class presentations
- Community Health, Inuvik Regional Health and Social Services – immunizations, Kindergarten screening, vision and hearing testing

A separate workspace for the 6 program support assistants and 1.5 program support teachers is required with the potential for future expansion as enrolment increases. Each staff member needs a place to “hang their hat” and work on files, planning, etc. This is also the location for “secure files”.

Work spaces for the PSTs and PSAs to actually work with small groups of students are also required. Sometimes, the small group work involved students from more than one classroom and a space is required to work with these students.

Student support staff also have extensive student support resources which need to be housed for easy access. Resources include text resources as well as extensive manipulatives and props associated with teaching special needs students. The PSTs and the PSAs use a combination of instruction in the classrooms and outside of the classrooms as they cater to various situations on an individual client-centred basis. The student support resource area could be combined with the resource staff work stations.



Many of the students with identified needs are easily distracted by their immediate environment. Anything that could be done to reduce distractions within the school environment would be beneficial e.g. noise, visual, colour, decor

Approximately 1/4 of SAMS students are reported to have FAS with a similar number reported to have FASD and/or other learning disabilities/challenges. Great flexibility is required in terms of educational strategies and space utilization to allow for a broad spectrum of instructional strategies. Currently, support staff work 43% of their time with students directly in the classrooms, and 57% of their time with students in areas outside of the classroom.

General School Storage

More work needs to be documented in this area, but initial discussions have identified the various types of storage needs at SAMS:

- Adequate space for students to store coats, hats, boots
- Built in shelving
- Wall units with whiteboards on front and shelving or storage behind



- Storage for janitorial supplies – chemical, equipment, supplies
- Storage for office supplies, school supplies, paper storage and off site student records,
- Storage for a diversity of different sized teacher resources and materials
- Storage carts
- Secure storage for camping and cultural on-the-land gear and equipment
- Adequate book storage everywhere
- Adequate resource storage everywhere



The school has not completed its technology planning for the new facility as of yet. It is anticipated that a small lockable closet will be required for the school technology network.

Janitorial/Custodial

SAMS has four (4) staff involved in providing janitorial and maintenance services to the school. They would prefer a large storage room on each floor rather than several small janitor closets strewn throughout the facility. They have also requested that the location of the storage rooms be at the end of a hallway/zone rather than in the middle of an area.

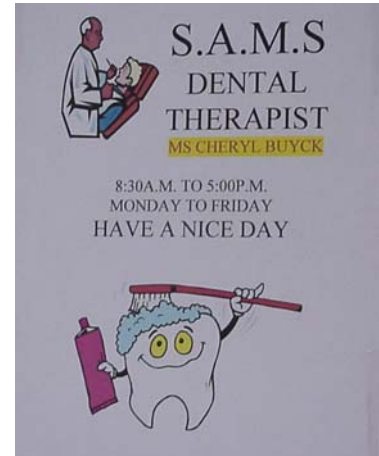
There are several large machines which need to be properly stored (steam cleaner, polisher, waxer and floor stripper, etc) as well as substantial cleaning and general maintenance supplies which need to be readily available – paper products, chemicals, cleaning supplies, brooms, shovels, hammer, nails, screws, etc. A separate storage area for long-term storage of regularly used items such as light fixtures, additional cleaning supplies, and paper products should be available on-site. Each janitorial closet also requires water, sink, shelving and small work table. At the present time, the janitorial staff do not have a table/desk to do work from. This could be worked into the design.



Dental Therapist Offices

In Inuvik, at SAMS school, there are currently two dental therapist offices – one who works daily from 9:00 am to 5:00 pm, and a second who works part time (50%). A Dentist visits the site once a year to develop dental plan for the new children which the therapists follow.

This program is strongly supported by DEA, parents and staff. A partnership with Inuvik Regional Health Authority should be pursued.



Issues and A Critical Look at Alternatives/Program Fit

Dental Therapist Offices

At the present time, the Department of Education does not support the use of permanent space dedicated to Dental and Medical purposes. The Department encourages these spaces to be scheduled with portable equipment. The spaces were never removed from the allocations, just used a variety of other purposes such as a counselors office. A partnership with Inuvik Regional Health Authority should be pursued to enshrine this space in the new school. Once SHSS is combined with the SAMS complex, this would create a unique situation where there would be a client base of 900 + children for the two therapists to work with. The Inuvik Health Authority needs to view this as a 40 year solution to dedicated dental care for an enormous client base.

Janitorial Space

The current janitorial space is much larger than the proposed space(s) in the new facility. Storage of basic supplies for immediate use as well as access to sinks and water is easily accomplished. Storage of yearly chemical and paper products is an issue which does not seem to be addressed. As well, storage of large industrial floor cleaners, strippers, polishers, etc, needs to be addressed.

Storage

According to the standards, a school of 390 students achieves the maximum storage allocation. It seems reasonable to assume that a school of 550 students requires more storage than a school of 390 students.

Student Support

Student support has several components which the Capital Standards does not address:

- space for student support teaching resources
- space for program support teachers/assistants to work out of “hang their hat”
- space for the program support teacher and assistants to meet with students both inside and outside of the classrooms

There currently are 7.5 student support positions at SAMS and would be more in a facility for 550 students. In a small school, it is not that difficult to find an additional one or two 10m² spaces for an office or workspace for a PST and a PSA. In a large school, there simply is nowhere to draw the adequate space allocation needed for a support staff of 7.5 positions to do an effective job.

Currently, support staff work 43% of their time with students directly in the classrooms, and 57% of their time with students in areas outside of the classroom. Even if one were to propose that all PSA's worked 100% of their time solely in classrooms, (with no pull-outs), one would still need to find a place for their extensive resources and a place for them to sit down at a desk with some secure file storage. SAMS staff have found that a balance of in-classroom and out-of-classroom time with their special needs students seems to work best.

One alternative would be to have several (4) small meeting rooms to accommodate outside agency needs as well as provide one-on-one or small group teaching areas for the PSTs and PSAs. Each of the small (and rather plain) meeting rooms (4) needs to be large enough for a small table and chairs for 4 to 6 students/adults. One of the meeting rooms should have a counter, sink, lockable storage and mini-fridge. Two of the rooms could be separated by a divider wall. All meeting rooms should have access to telephones, electrical etc. By multi-functioning the spaces, they would be used 100% of the time as well as accommodate a wide range of demands from both inside and outside of the school (e.g, nurse, child care worker, Kindergarten screening, community health, IRHSSA)

Student support is a critical area for successful northern schools which needs to be addressed by Capital Standards.

As an educator reading through the Capital Standards, one would naturally expect the section entitled "Support Areas" to refer to the whole area of Inclusionary Schooling and student support.

It needs to be noted that the concept of Inclusionary Schooling came along well after the Capital Standards were created.

When working with students outside of the classroom, it is important to consider that many of the students with identified needs are easily distracted by their immediate environment. Anything that could be done to reduce distractions within the school environment would be beneficial e.g. noise, visual, colour, decor

Capital Standards and Service Areas

Function	Number	Unit Area m ²	Capacity	Total Area m ²	Existing Total Area m ²	Variance m ²
Service Areas						
Washrooms	8.0	18	0.0	144		
				144	179.7	-35.7

Standards Criteria:

- Determined by latest National Building Code

Capital Standards and Circulation Areas

Function	Number	Unit Area m ²	Capacity	Total Area m ²	Existing Total Area m ²	Variance m ²
Subtotal: Net Usable Area				3268	4303.8	-1035.3
Circulation space (20%)				653.5	1300.1	-646.6
Mechanical (5%)				163.4	157.6	4.1
Total Internal Areas				4084.9	5761.5	-1676.6
Walls and Structures (8.5%)				347.2	400.1	-39
Total Gross Area				4432.1	6161.6	-1729.5

Standards Criteria:

- Circulation space – not to exceed 20% of net program areas
- Mechanical space – as per latest National Building Code

SAMS Education Plan Related to “Circulation Areas”

Circulation Space

SAMS historically has always been a double loaded corridor – with teachers creating wonderful learning environments within the confines of their personal classrooms. Newer school designs look at both the classroom environment and also at the spaces traditionally used as circulation spaces to create breakout areas and common areas which different classrooms can share. This provides greater mobility within the school.

Main Entry

The main entry area is an important feature of the school. If the SAMS and SHSS facilities do end up being joined through a transition area (such as a double gymnasium), it is important that each school have separate entry/exits points. How students and parents move on the site will be critical to its success as a design. The parking lots (with plug ins) and movement of vehicles on the site is a critical component.

New school facilities often provide spaces for visitors and the community to gather and often view student artwork, displays, and assemblies.

Outdoor Spaces

Students and parents have spoken to the need for playground development and site entry/exit considerations. The youngest students, in particular, the K/1 students require a secure separate play area. In fact, all students deserve a secure playground area. It would be desirable for the youngest students to actually be able to access their play areas directly from the classrooms.

Effective schools consider the playground as an important feature of the school environment – not just transition space between the street and the school.

There is a major traffic jam just before the start of school, at lunch times and after school associated with student drop off and pick ups. Parents are concerned that the drop offs be better planned.

With the potential of an early childhood partnership, the issue of drop off is magnified – parents will experience “one-stop shopping” in terms of dropping off and picking up their youngest children.

Community Use

The community has extensive use of the school:

- Various groups e.g. cubs, scouts, brownies, sparks, etc.
- Community sports leagues e.g. basketball, badminton
- Movie nights
- Aerobics
- Talent show, Craft fairs
- Remembrance day, Funerals
- Kiddie Carnival, Midnight Madness, Delta Daze
- Conferences, Assemblies
- Tournaments (when students from other schools sleep in the school)

Schools with a community vision reach out to the community and becomes part of the community by providing many opportunities to involve family and community members in school activities.

These groups often make use of the gym, the staff room, the library, and some classrooms.

Issues and A Critical Look at Alternatives/Program Fit

Community School

SAMS is seen as a community school. The use of the school by the community is extensive. Areas for community use and initial access/entry include the gymnasium, possibly the library, some classrooms, and the administration offices which could be centrally located near the public entry.

Circulation Space

Circulation is one of the largest blocks of space in a school. More and more, educators are coming to realize that this space is more than just a space used to get from one spot to another. Hallways can provide display spaces as well as small learning areas including break-out spaces, seminar areas, small group work spaces, amphitheater/presentation type spaces, assembly type spaces, areas for computer stations, group work and independent study.

The Capital Standards use an allowance of 20% for circulation spaces in new facilities. Many recent school projects in the NWT have used factors of 25% for circulation spaces. This figure of 25% is more realistic given the move to creating a learning environment within this space which used to be viewed as non-net space.

Partnerships

Early Childhood

The concept of including an early childhood wing or zone is seen as a real benefit to the school assuming that the partnership is able to contribute financially to the project and is not at the expense of SAMS students or programming.

Town of Inuvik

The Town of Inuvik already provides extensive after school programming for students in Inuvik. Programming occurs at the community library and at skating rink and may become a feature at the newly opening swimming pool.

There may be a desire on the part of the town to extend this relationship by combining a new library facility with the two new school projects. In this scenario, a community library could be incorporated into the plans for the new SAMS as well as the new SHSS facility. The ideal location of the community library would be in the transition zone between the two schools. Funds normally associated with both the SAMS and SHSS school libraries could be enhanced with money from the community (Town of Inuvik and potentially others) to create a library facility that services the combined needs of the schools and the community.

Inuvik Regional Health and Social Services Authority

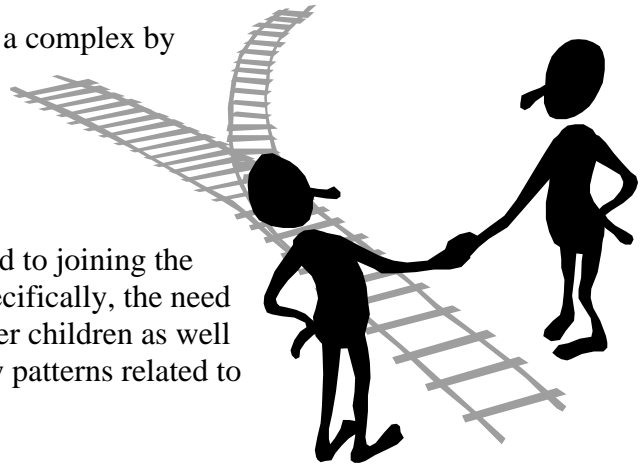
A partnership with Inuvik Regional Health Authority should be pursued to enshrine this dental therapist space in the new school.

Once SHSS is combined with the SAMS complex, this would create a unique situation where there would be a client base of 900 + children for the two therapists to work with. The Inuvik Health Authority needs to view this as a 40 year solution to dedicated dental care for an enormous client base.

Joining SAMS and SHSS

There is general acceptance of creating a complex by joining both SAMS and SHSS facilities from those surveyed and from those attending the general information meetings/focus groups.

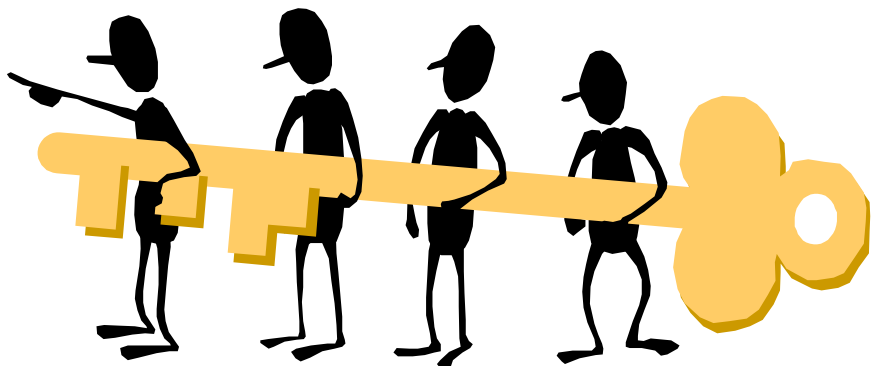
There were some initial concerns related to joining the SAMS facility to the SHSS facility, specifically, the need for separate playground areas for smaller children as well as clear entrances, exits and traffic flow patterns related to the older students.



The concept of considering joining the new school facilities to the Recreation Complex was identified by several stakeholders as something to keep in mind during site analysis and conceptual design phases. Keeping in mind that these are 40 to 50 year facilities – thinking long term is important.

In order to plan accordingly for a “complex” approach to the site (including potential partnerships), it may be necessary for the Department of Education to increase the funding allocation to cover additional costs incurred as a result of increased SAMS infrastructure related to a combined facility (site analysis, conceptual design, increased mechanical area, etc.). The costs associated with this additional planning should not be at the expense of the SAMS students and their facility.

SAMS and SHSS have the opportunity to form a unique partnership – this should be fully explored.



General Overall Comments on Capital Standards and the SAMS Education Plan

The current Capital Standards generally provide sufficient classroom spaces for regular classrooms and opportunities for future growth based on a presumption of 22 students per classroom.

As well, a basic library and gym allocation (floor space) should service the students at SAMS. Unique features associated with the current elementary gymnasium (e.g. balcony with seating area, bleachers, viewing area) will be lost unless funds to enhance the facility can be generated from multiple sources – government, BDEC, Town of Inuvik, industry and local businesses, and local organizations.

The current Capital Standards, however, do not provide sufficient spaces for specific areas related to SAMS education plan, such as:

- 1) Additional space requirements for full time Kindergarten (minimum of 2 extra classrooms above the standards)
- 2) A second and third language classroom for Gwich'in, Inuvialuktun, or French programs – the standards only provide for one language classroom
- 3) Home Economics Room/Food Preparation Area – needed for breakfast programs, snack programs, literacy lunches, cooking clubs, activities related to the culture/language programs, a potential home economics offering and community use.
- 4) Multi-purpose room for a Music Room (or arts and crafts type room) – Music is a strong component of SAMS program fully supported by DEA, parents and students
- 5) Computer Lab – part of an overall strategy at SAMS for technology instruction both in and out of the classroom
- 6) Additional Growth in French Immersion (dual track programming) and possible Gwich'in and Inuvialuktun Immersion programming
- 7) Support spaces for administration, staff lounges and staff work areas in line with the needs of a large elementary school (i.e. allocations that cap at specified number of students tend to favour mid size schools)
- 8) Support spaces for support staff (program support teachers and assistants) for a large elementary school (standards are quite on the issues associated with student support)
- 9) Enhanced circulation space for interesting break-out spaces, multi-purpose, multi-use areas within circulation spaces of the school
- 10) Enhanced space allocation for a dental therapy program for students – the capital standards could explore establishing a memorandum of understanding between Education and Health

to ensure that schools where this is a viable option are able to provide such programs in partnership with regional health authorities.

These spaces are vital for the delivery of the educational vision for SAMS. It is not unusual to have similar spaces in other large elementary schools. Although the capital standards may better address the needs of smaller or mid size schools, they simply do not provide for many of the needs of large elementary schools. A relatively small K-12 school with half the population of SAMS would be eligible for most of the above components, as would a K-8 school of similar size to SAMS.

In many areas, the capital standards max out as the student population reaches a specific number, even in cases when the student population can exceed the specific number attached to that component by as much as 100 to 200 students.

If SAMS were to proceed with the current capital standards as the guideline, one of two scenarios would likely play out.

There would be ample room for growth but no room for specialty areas critical to good instruction at SAMS; **or** the future growth space would become occupied by the areas in the Education Plan that are unsupported by the standards, and there would be little to no room for future growth.

Not unlike other capital projects in the NWT, further discussions between BDEC and the Department of Education are required to reach an agreement/negotiation on which additional instructional areas can be rationalized pedagogically and supported financially in the replacement of SAMS schools. If both sides work together to address the issues presented in this report, then the educational plan for the benefit of the students at SAMS can be attained.

It is the recommendation of this consultant that these issues be further discussed using a team approach with ECE and PWS, and workable solutions be arrived at during the functional planning stage (next stage), before proceeding to site analysis and conceptual design stages of this project.



More information is available in the main body of the report.
For more information, contact:

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Beaufort Delta Educational Council, 1-867-777-7136
or
Mr. Don Kindt, D K Consulting, 1-867-873-8831



Background Information

Terms of Reference for K-12 Education Plan for the Town of Inuvik

School facilities in Inuvik are now reaching the end of their useful life. Current assessments show that both Sir Alexander Mackenzie and Samuel Hearne Secondary schools will need to be replaced within the next five to ten years. Sir Alexander Mackenzie School is scheduled for replacement with design starting in 2005-06.

The consultant will develop an educational plan that describes, in general terms, the K-12 programs to be delivered in the new facilities. The plan must consider current and future programs, and potential partnerships with early childhood education providers, Aurora College, businesses and community groups. When completed, the educational plan will be used to develop detailed facility plans for upcoming school design projects.

Consultation Process

This plan has evolved over several months of discussions with school administration, school staff, students, DEA members, parents, and members of the community at large, including interagency groups, early childhood providers, Aurora College, the Inuvik Capital Planning Group, community leaders and local government.

The Consultant's visits to the community of Inuvik occurred in February of 2005 for a two-week period, followed by two one - week periods in early and late April of 2005.

Pre-visit work included enrolment projections (ECE); staff formulas; existing timetables; creation of a process for gathering information during site visits; creation of survey tools for various target audiences; and discussion of capital standards criteria for new facilities with DPW and ECE (Education, Culture and Employment).

On the first visit, the following meetings/sessions were held:

- A meeting with local DEA to discuss project and gather information related to existing facilities and future visioning as well as a DEA focus group session
- A public information meeting hosted by the DEA to share the process for consultations. Opportunities for public focus groups sessions were presented at the public meeting and several public focus groups sessions resulted
- A meeting with Board senior staff (and DEA Chairperson) to discuss process and gather valuable information regarding networking, identification of key audiences, lines of communication, use of in-house services
- Meetings with school administration from both schools to discuss schedules and staff/student availability (included school tours)
- Sessions/workshops on the overall philosophy of education with staff of SAMS (Kindergarten – Grade 3; Grade 4 – 6) and Samuel Hearne Secondary School (Grades 7-9; Grades 10-12). Staff discussed what the following terms meant for them as a

- teacher, and as a school – culture based, student centred, interactive, process oriented, integrated and balanced (intellectual goals, emotional goals, physical goals, social goals, spiritual goals). Basic principles for organizing the learning environment and provided subject specific information were explored.
- The consultant visited classrooms and held focus groups with students from Grade 3 to 12, and recorded their thoughts on a new school/school programming.
 - Teachers also conducted an activity in every classroom related to the student survey instrument.
 - A letter went home from the school inviting parents to a public information meeting as well as the many focus group meetings.
 - A complete schedule of events, and a copy of the parent survey instrument for both schools was printed in the local newspaper (DRUM).
 - The consultant held meetings with:
 - SAMS/SHSS administration; BDEC Superintendent & several BDEC staff
 - Mayor of Inuvik (Peter Clarkson) and Town Council
 - Capital Planning Group (chaired by Mayor Peter Clarkson) (includes representation from IRC, ICC, NGCINB, GTC)
 - Aurora College
 - Early Childhood Groups

The Regional Training Partnership and the Inuvik Interagency Group were also identified as potential groups to meet with. Arrangements were made for a meeting with this group during the April follow-up meetings and consultations.

During the second visit:

- The consultant met with the Inuvik DEA to provide a project update.
 - Students were given a chance to read about what they had said on the earlier visit and provide additional feedback through a structured classroom activity
 - Staff were given the opportunity to provide feedback on materials developed as a results of their initial; half-day workshops during the first round of consultations
 - A public information meeting was held at Ingamo Hall to provide information to the public on what was learned in the first round of consultations and to gather more input.
 - The consultant met with administration at each school
 - A session/workshop format to continue discussions on an education/instructional planning was held with the staff of SAMS.
- Topics included :
- What parents said during first round of consultations
 - Potential partnerships from first round of consultations
 - Slide show of instructional areas in other schools
 - The use of technology in the new facility (SAMS and some SHSS staff)
 - Discussions on various zones in the school and organizational principles
 - The consultant held follow-up meetings with various potential partners, including the Early Childhood Group, and the Mayor.
 - The consultant met with interested SHSS staff during their lunch time to provide a quick update on the consultations.

During the third visit:

- The consultant met with the Inuvik DEA to provide a project update
- The consultant met with various groups in Inuvik
 - (Mayor (Town of Inuvik)
 - Early Childhood Programs
 - Interagency Group
 - Regional Training Partnership Group

The consultant also met with the Superintendent of Education and school administration to review information related to capital standards and SAMS education plan. Information needed for a comprehensive comparison of SAMS Education Plan to the NWT Capital Standards for Schools was gathered.

The Town of Inuvik

(Adapted With Permission From the Town of Inuvik Website)

Community Profile

During the mid 1950's, the government of Canada felt there was a need for an administrative centre in the Western Arctic. Aklavik, the traditional centre, was subject to flooding, erosion, and space was limited. Thus, a search for a new site was launched, and the first survey teams went out in 1954.

On July 18, 1958, Inuvik, which means "Living Place" in Inuvialuktun, officially began, by proclamation of the 15th session of the Council of the N.W.T. By Municipal Ordinance, the area known as Inuvik obtained village status on April 1, 1967. Inuvik was the first planned Town North of the Arctic Circle.

In January of 1970, town status for Inuvik was achieved. Inuvik, as stated on the Town Monument, dedicated by the Rt. Hon. John Diefenbaker, was created as a model community to provide "the normal facilities of a Canadian Town." It was designed, not only as a base for development and administration, but as a centre to bring education, medical care, and new opportunity to the people of the Western Arctic".

Today, Inuvik is the government centre and transportation hub for the Western Arctic. It is the largest Town north of the Arctic Circle. Since 1979, Inuvik has been the end of the Dempster Highway, thus connecting the Arctic with southern communities.

Inuvik is also the main headquarters for the oil and gas industry operating in the Beaufort Sea/Mackenzie Delta.

Facts and Figures

Population:

Approximate Breakdown	July 2004	1996 Canada Census	1991 Canada Census
Non-native	44%	60%	43.6%
Inuit (Inuvialuit)	36%	25%	34.7%
Dene/Metis	22%	15%	21.7%
Inuvik Population	3596	3296	3206

Language:

Primary language: English

Secondary languages: Native - Inuvialuktun, Gwich'in, North Slavey

Location:

68 degrees 18'N; 133 degrees 29'W

East Channel of the Mackenzie River Delta

97 km south of the Beaufort Sea

Inuvik is 10 degrees further west than Vancouver.

Topography:

Located on a flat wooded plateau with northernmost reaches of the tree line east of the Richardson Mountains.

Area of Inuvik:

57 square km - approximately 5% utilized.

Weather:

Inuvik enjoys 56 days of twenty four (24) hours of daylight (late June, July and part of August) and has 30 days without sunlight mostly in the month of December.

Temperature: Mean Annual -9.7 degrees Celsius (14.54 degrees Fahrenheit)

Extreme Maximum: +31.7 degrees Celsius (89.06 degrees Fahrenheit)

Extreme Minimum: - 56.7 degrees Celsius (- 70.06 degrees Fahrenheit)

Warmest Month: July

Coldest Month: January

Annual Precipitation: 266.1 mm (10.5 in.)

Driest Month: February

Wettest Month: August

Wind Speed: Mean Annual 10.1 km/h (6.1 mph)

Sunshine: Days with 24 hours of sun - 56

Darkness: Days with 0 hours of sun – 30

Interesting Information About The Construction of Inuvik

(adapted from Town of Inuvik website)

To give you some idea of the complexity of building Inuvik consider that every building, every road, every structure, the entire airport, everything had to be either on piles or on a three foot gravel pad. The runway at the airport is 6000 feet long and its entire length including the taxiways are on a gravel pad, in some areas the pad is 6 feet thick.

In the area where Inuvik is built there are numerous ice lenses. This is frozen groundwater. In some places where the water has collected there is pure ice (Blue Ice). If the ground gets heated and the ice melts there is no structural support and the land will collapse. This can be quite dramatic. In the mid eighties, a fifty-foot wide section of road beside the sewage lagoon suddenly dropped about 25 feet as the ice dense beneath was heated by the lagoon and as the ice melted, down went the road. The permafrost must be protected.

Nineteen fifty-five saw the building of the airstrip, wharf, storage warehouses and camp buildings. By 1956 the site had begun to take shape. Hundreds of piles were floated to the site and rammed home with pile-drivers. In 1958 the power plant was installed. In 1958 there were a total of 21 streets in the various stages of construction.

On July 18, 1958 Inuvik, which means "Place of Man" in Inuvialuktun, officially began by proclamation of the 15th session of the Council of NWT Inuvik was the first planned town North of the Arctic Circle. Inuvik as stated on the Town Monument, dedicated by the Rt. Hon. John Diefenbaker, was created as a model community to provided " the normal facilities of a Canadian town. It was designed not only as a base for development and administration, but as a centre to bring education, medical care and new opportunity to the people of the Western Arctic."

Construction continued with the building of the school in 1959, and the hospital, office buildings and staff housing in 1960. The RCMP, CPC, NCPC, Transport, National Defense, National Health and Welfare, Citizenship and Immigration all has personnel living in Inuvik. Many of the first houses built were cabins 16 ft by 32 ft and because they contained 512 sq. ft. they became known as 512's.

During the early days the community grew rapidly as Inuvialuit, Dene and Metis from the Delta/Coast region and people from southern Canada moved to Inuvik, creating a unique three culture community. On April 1, 1967 Inuvik was incorporated as the Village of Inuvik. Inuvik was the first incorporated municipality North of the Arctic Circle.

Oil was discovered in 1970 with natural gas being found in 1971 in the Mackenzie Delta. These discoveries lead to further expansion of Inuvik. The major oil companies established offices in the town and the service sector for the oil patch rapidly expanded. Scientific and environmental research in the area also expanded and the Federal Government opened a scientific research laboratory in Inuvik.

By 1970, Inuvik had grown-up and in January 1970 became Canada's first and only Town north of the Arctic Circle. During the early 1970 Inuvik was a flourish of activity. Buildings were being constructed, subdivisions were established all in the anticipation of the production of oil and gas from the Delta.

The presence of permafrost meant building had to be on piles, and above ground utilidor for water and sewer were needed. As you walk around town you'll notice little shed like structures running between buildings. These are utilidors. Some are made of wood, others of steel and aluminum.



Inuvik quickly learned what the term boom-bust meant and over the years has experienced a moratorium on development recommended by Justice Berger; renewed interest in oil offshore; the shift from a Canadian Forces base to a Forward Operating Location for F18's; the collapse of oil prices; followed by the resurgence of oil interest and oil prices.

Today Inuvik is still the regional government centre and the transportation hub of the Western Arctic. The completion of the Dempster Highway in 1979 opened Inuvik and the Western Arctic to the people of the world. Tourism is one of the growth industries in Inuvik now. The future expansion of Inuvik although hinges on the production of oil and gas from the Beaufort. When this happens Inuvik is predicted to grow.

The Town of Inuvik is an incorporated municipality similar in operation to Town's in other parts of Canada.



Sir Alexander Mackenzie Elementary School

What's In A Name

The name was chosen to commemorate the explorer Sir Alexander Mackenzie. In the year 1789 Mackenzie paddled by the future community of Inuvik while he mapped out fur trading routes along northern rivers. The school was originally called Inuvik Federal School.



School History

In 1957 a double wide 512 was used to teach the students if Inuvik. Two of the first teachers (Dusty and Connie Miller) were vocational instructors hired to assist the local people to acquire skills while the town was being built and to teach their children. The school was built by Poole Construction between 1957 and 1959. The doors opened in September of 1959. Students from 13 communities in the Beaufort Delta and Sahtu regions attended classes in grades K to 9.

In order to obtain control of the school the government had to promise to operate a divided school consisting of Anglican (A wing) and Catholic wings (B wing). There were 9 rooms in the Catholic wing and 16 rooms in the Anglican wing and a total of 625b students. The school is now non-denominational and currently has an average population of 400 to 450 students in K to 6.

Full Day Kindergarten Program and the Four Block Program

In the Beaufort Delta region, full day Kindergarten is mandated with emphasis on literacy and numeracy readiness. The Four Block Framework was chosen to provide the same basic program in all Beaufort Delta school so that there would be:

- A common language used by students and teachers
- A common teaching approach
- Common classroom resources and materials
- Ease of student movement among schools in the region
- Full day programming
- Language rich environment
- Focus on literacy and numeracy
- Developmentally appropriate activities

The Four Block Program includes:

- Guided reading
- Self-selected reading
- Writing
- Working with words



Beaver Volunteers

SAMS works cooperatively with Frontiers Canada to bring international volunteer staff to the school each year. The volunteers interact with people and the community to acquire job experience. Volunteers have worked in the library, the Restitution room, after school tutoring programs and with special needs students.

Connecting Activities at SAMS – Ways to Get Connected to Students

There are numerous ongoing activities at SAMS and suggestions which will provide opportunities for staff and students to develop a strong relationship, including:

- Aboriginal day activities
- Active listening to your students
- Adopt an Elder program
- All about me posters; brag boards; pictures of students in hallway
- Incentive programs e.g. Gottcha being good – coupons for positive acts
- Inviting grandparents to class
- Happy birthday displays and singing happy birthday in class
- Rachael Reindeer – on the land field trips
- SAMS journal, School newspaper; book and bannock
- Breakfast club; Class lunch program and/or luncheons
- Buddy program (shared reading, art activities)
- Sharing circles
- Citizen of the month program
- Clubs
- D.A.R.E. program
- Dances and movies
- Doing fun activities that kids enjoy
- Field days
- Games
- Music in classrooms
- Monthly grade meetings
- One to one conferences
- Outside recess duty
- Pep rallies and spirit days
- Parent-teacher days
- Pets in the classroom
- Physical education
- Show and tell
- Assemblies
- Multi-age groupings
- 2*10 activity – commit 2 dedicated minutes per day for 10 days to students with whom we feel less connected



Quick Overview of the Existing School (By Zones)

Downstairs

Kindergarten and Grade 2 Wing

- 2 – English Kindergarten
- 1 - Inuvialuktun Kindergarten
- 1 - French Immersion 2/3 class
- 3 – Grade 2 classes
- 1 – Dentist office
- 1 – Shared Dental Therapist and nurse office

Grade 1 Wing

- 2 – Grade 1 classes
- 1 – K/1 French Immersion class
- 1 - DEA office
- 1 - Home Economics Room
- 1 – Music Room
- 1 – all purpose room

Back Wing

- 1 – Library
- 1 - Gymnasium with balcony (with seating for approx. 300) and stage
- 2 – Child Development Centre (Daycare) – uses two large rooms

General Office

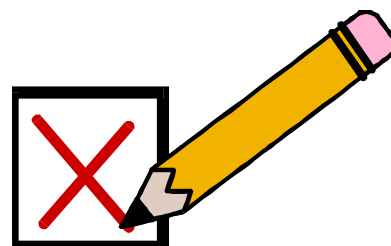
- Principal's office – shared with V.P
- Secretary's office and general reception space

Staff room

Restitution Room

Canteen

Caretakers office/storage room



Upstairs

Grade 3 Wing

- 3 – Grade 3 classes
- 3 - Language classrooms
 - French
 - Gwich'in
 - Inuvialuktun
- Science storage room

Student Support Area

- Office space and resource space for PST (1.0) and PSAs (6.0)
- Server/hub IT room

Grade 4 to 6 Wing

- 3 – Grade 4 classes
- 3 – Grade 5 classes
- 3 - Grade 6 classes
- 1 - School Community Councilor office
- 1 - Computer Room

Staffing Formula For Sir Alexander Mackenzie Elementary School

Staffing Formula

• Principal	1.0
• Vice Principal(s)	0.5
• Classroom Assistants (Aboriginal Languages)	2.0 (Inuvialuktun, Gwich'in)
• Language Assistant	1.0 (French Monitor
• Language Assistant	1.0 (Inuvialuktun)
• Teachers	29
(includes P.ED teacher, Music teacher, Core French teacher)	
• Program Support Teacher	1.5
• School Community Counselor	1.0
• Education Assistants (PSAs)	6.0
• Custodians	4.0
• School Secretary	1.0
Other:	
• Frontier Canada Volunteers	3.0

Classroom Configurations for SAMS

- 3 classes of Kindergarten
 - 2 classes of grade 1
 - 1 class of K/1 French Immersion
 - 3 classes of grade 2
 - 3 classes of grade 3
 - 1 class of grade 2/3 French Immersion
 - 3 classes of grade 4
 - 3 classes of grade 5
 - 3 classes of grade 6
- Total of 22 classrooms



Current Enrolments at SAMS

- Kindergarten, with a total of 63 **full time** students
- Grade 1, with a total of 48 students
- Grade 2, with a total of 64 students
- Grade 3, with a total of 62 students
- Grade 4, with a total of 60 students
- Grade 5, with a total of 62 students
- Grade 6, with a total of 76 students

Dental Therapy Services at SAMS

Currently, SAMS has two dental therapist who work out of two separate rooms in the school. One therapist services both the Sahtu and BDEC regions. He spends 50% of his time in SAMS working with SAMS students and 50% of his time traveling to other communities. The other dental therapist works 100% of her time with SAMS students – from 8:30 am to 5:00 PM from Mondays to Fridays. A dentist visits the school annually to see new students and to develop a dental plan for these students which the therapist follow.

While both work under the auspices of the Regional Health and Services Authority, the dental therapist is treated as a school employee by H&SS. The dental therapist basically follows the school year under his/her terms of employment.

This area could contain the following components:

	10m ²	dental therapist office (2)
	10m ²	small office with two work desks and file storage
	10m ²	small office for storage of supplies
	<u>10m²</u>	small lab – radiograph; develop X-rays; sterilizer, sink
Total space requirement =	50m ²	

As well, there is a certain amount of specialized equipment as well as basic office furniture which is required:

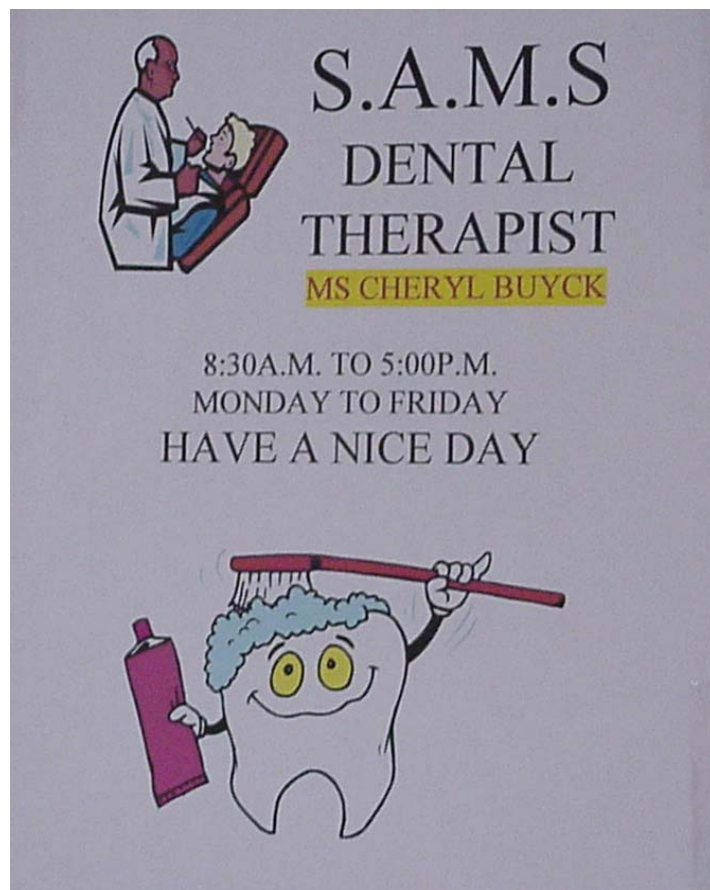
- Work desk and chair
- File cabinets
- Computer, printer, fax machine
- Dentist chair
- Lockable cupboards
- Storage cupboards
- X-ray machines
- Compressed air
- Electrical plugs
- Water
- Other specialized equipment (some mounted to the wall)



Duties and roles for the dental therapist include:

- Basic dentistry (but does not include root canals and dentures)
- Radiographs
- Prevention procedures
- Fluoride treatments
- Dietary counseling
- Oral hygiene instructions
- Polishing
- Fillings
- Pit and fissure sealants; sealing,
- Restoration work, amalgams, crowns, resins
- Extractions (surgery)
- Pre-school to Grade 12 level presentations
- Pre-natal and post-natal presentations

There currently are no services provided in SHSS. In the past, the space that was being used for this service was re-allocated as instructional space, effectively putting an end to the service.



Samuel Hearne Secondary School

Purpose

Samuel Hearne Secondary School, operating in a unique cross-cultural setting, exists to prepare students to be responsible citizens. The purpose of SHSS is to bring out the best in its students by developing in them knowledge, skills, and positive attitudes. We promote academic achievement, excellent attendance, community involvement, and respect for self, others, and culture. We seek to provide programs that are appropriate to individual student needs. We value hard work and honest effort.



Student Schedules

Sr. High

8:35 & 8:39 a.m Warning Bells
 8:40-8:55 Reading Groups
 8:55-10:15 Period One
 10:15-10:25 Morning Break
 10:25-11:45 Period Two
 11:45-12:45 pm Lunch Hour
 12:45-12:50 Warning Bells
 12:50-2:10 Period Three
 2:10-2:20 Afternoon Break
 2:20-3:40 Period Four
 3:40 Dismissal

Jr. High

8:35 & 8:39 a.m Warning Bells
 8:40-8:55 Reading Groups
 8:55-9:35 Period One
 9:35-10:15 Period Two
 10:15-10:25 Morning Break
 10:25-11:05 Period Three
 11:05-11:45 Period Four
 11:45-12:45 p.m Lunch Hour
 12:45-12:50 Warning Bells
 12:50-1:30 Period Five
 1:30-2:10 Period Six
 2:10-2:20 Afternoon Break
 2:20-3:00 Period Seven
 3:00-3:40 Period Eight
 3:40 Dismissal

Homeroom Information/Classroom Allocations

All students are assigned to a grade-level homeroom. In the morning the homeroom period begins with the playing of the National Anthem, followed by announcements.

In accordance with the policy of the Department of Education, Culture and Employment, Senior High students are assigned to homerooms according to the number of high school credits they have earned. Those with 70 credits or more are assigned to grade 12 homerooms, those with 35-69 are assigned to grade 11 homerooms, and those with fewer than 35 are assigned to grade 10 homerooms. A student with 65-69 credits may, by motion of the Inuvik D.E.A., petition the school for placement in a grade 12 homeroom. Junior High students are assigned to homerooms according to grade level.

Academic Information

SHSS offers the most diverse Senior High program in the NWT, with these four levels of instruction:

- Academic – for those students who plan to attend University after they earn their NWT Diploma.
- General – for those students who wish to earn their NWT Diploma and move on to study at College before entering the workforce.
- Basic – for those students who lack the skills necessary to earn an NWT Diploma and who plan on entering the workforce directly after leaving school.
- IEP – for those students who require an Individualized Educational Plan. These students will earn a Leaving Certificate when they have earned the required credits and completed their IEP.

The level of every course is shown by its number. Courses with numbers beginning in 1 are grade 10 classes, those beginning with 2 are grade 11 classes, and those beginning with 3 are grade 12 classes. Courses ending in 0 are Academic courses, those ending in 3 or 5 are General courses, and those ending in 6 are Basic courses. Thus Math 10 is for Academic students in grade 10, Social Studies 23 or Science 25 are for General students in grade 11, and English 36 is for Basic students in grade 12. Students who begin in the Basic (16-26-36) level may bridge to the General (13-23-33) level, and students in the General level may bridge to the Academic (10-20-30) level. Bridging requires students to pass a course at the lower level before taking that subject at the higher level, and thus may require an additional year of school. CTS (Career & Technology Studies) courses are open to students in all levels in grade 10-12.

NWT Graduation Requirements

15 credits in English (5 in grade 10, 5 in grade 11, 5 in grade 12)
10 credits in Social Studies (5 in grade 10, 5 in grade 11)
10 credits in Mathematics (5 in grade 10, 5 in grade 11)
10 credits in Science (5 in grade 10, 5 in grade 11)
5 credits in CTS (Career and Technology Studies) or SNAP (Schools North Apprenticeship Program)
4 credits in CPP or CALM (Career/Program Plan or Career and Life Management)
3 credits in Physical Education
3 credits in Northern Studies (note that neither Gwich'in nor Inuvialuktun satisfies this requirement)
3 credits in Fine Arts (at SHSS, usually Art, Drama or Music)
1 credit (25 hours) in Community Service
10 additional grade 12 credits
27 additional credits
100 credits – 73 specified and 27 unspecified

SHSS Graduation Ceremony

Graduation is a significant individual achievement, one of the great rites of passage in a person's life, and an important community event in Inuvik. Grade 12 students who are on track to graduate may take part in the annual Graduation ceremony, which usually takes place in early June. ("On track" means that a student will have enough credits to earn an NWT diploma or complete his/her IEP by the end of the year, is passing all of his/her required courses, has completed his/her Community Service hours, and is in regular attendance.) The Principal will review the status of all grade 12 students one week prior to the ceremony, and a list of eligible graduands will be posted. All "Grad" activities will be substance-free.

Correspondence Courses

SHSS does not encourage students to take courses by correspondence, because of past experience with low rates of success. If, however, a correspondence course is necessary because of circumstances (e.g., if a course is required for graduation but not offered at SHSS), the school will assume the cost of the course. Students who wish to take an elective course which is not offered at SHSS are responsible for paying the cost of the course and associated materials in advance. The student may apply to the school for reimbursement upon successful completion of the course. SHSS will neither pay for a correspondence course which is available to students through the school timetable, nor fund more than one course at a time per student.

Spare Periods

Only grade 12 students who have otherwise completed their graduation requirements will be permitted to have spare periods. All other students are required to have full schedules.

Junior High Curriculum

Students in grades 7, 8 and 9 follow the course of study prescribed by the NWT. All students receive instruction in the four main academic subjects (Language Arts, Mathematics, Science, Social Studies) as well as a second language (French, Gwich'in, or Inuvialuktun), Computer, Fine Arts, Health, Industrial Arts, and Physical Education. Grade 9 students also begin their Career & Program Plan (CPP).

New Beginnings Alternate School

Students under the age of 16 who are unable to behave appropriately in a mainstream classroom may be placed in the New Beginnings Alternate School. New Beginnings emphasizes literacy and life skills, and includes both instruction in practical skills and On-the-Land activities.

Staffing Formula, Enrolments and Scheduling For Samuel Hearne Secondary School

Staffing Formula

• Principal	1.0
• Vice Principal(s)	0.5 (2 positions)
• Aboriginal Language Instructors	0.5 (2 positions)
• Teachers	24.25
• Program Support Teacher	1.5 (1.0 Sr. High; 0.5 Jr. High)
• School Community Counselor	1.0
• Classroom Assistants	3.0
• Custodians	3.0
• School Secretary	1.0
• Beaver Volunteers	2.0

Enrolment

- 3 classes of grade 7, with a total of 53 students
- 3 classes of grade 8, with a total of 61 students
- 3 classes of grade 9, with a total of 58 students
- 6 classes of grade 10, with a total of 108 students
- 2 classes of grade 11, with a total of 34 students
- 2 classes of grade 12, with a total of 26 students

Scheduling

Junior High scheduling operates on a six day cycle with eight 40 minute classes per day. Each class receives the following time/class/cycle:

Language Arts	9 of 48
Math	9 of 48
Science	6 of 48
Social Studies	6 of 48
Languages	4 of 48
P.ED	4 of 48
Health and CPP	2 each of 48
A and B Options	8 of 48

Senior High Master Schedule

Semester 1			Semester 2		
Art 10 Northern Studies 15 P.Ed 10 Science 15 CTS Foods	CALM 20 Math 20 Ess. Chemistry 20 CTS Computers	Eng 30-1	Northern Studies 15 Art 10 Science 15 P.Ed 10 Socials 16 CTS Foods	CALM 20 Math 20 App. Socials 26 CTS Wood	Chemistry 30 Socials 30 Socials 33 CTS Construction Design (CADD)
Socials 10 Socials 13 Science 16 Gwich'in 15/25/35 CTS Woods CTS Sewing	English 20-1 P.Ed 20 Inuvialuktun 15/25/35 CTS Computers	Math 30 App. Math 30 Ess. CTS Teens & Family	French 10 Math 10 Ess. Gwich'in 15/25/35 CTS Sewing CTS Job Preparation	Socials 20 Socials 23 * P.Ed 20 Inuvialuktun 15/25/35 CTS Woods	English 30-1 English 30-2 P.Ed 30 CTS Computers
Science 10 English 10-2 English 16 CTS Woods	English 20-2 Music 10 CTS Computers	Biology 30	English 10-1 English 10-2 English 16 CTS Woods	Biology 20 Exp. Sc. 20 English 26 CTS Computers	Math 30 Pure
Math 10 App. Math 10 Ess. Socials 16 CTS Woods CTS Wildlife	Math 20 Pure Socials 23 Socials 26 CTS Construction	English 30-2 CTS Computers	Math 10 Pure Socials 13 Math 16 CTS Welding	Physics 20 English 20-2 Math 26 Art 20 CTS Woods	Physics 30 Art 30

* Note: Some P.Ed classes are held at Aurora College due to lack of space at SHSS.

Quick Overview of Existing School

Junior High (9 classrooms plus computer lab)

3 classes of grade 7

3 classes of grade 8

3 classes of grade 9

Junior High computer lab (1 – junior high)

Senior High

6 classrooms for delivery of grade 10-12 program plus

Science Labs (2)

Art Room (1)

Home Economics Room (1)

Wood Working Shops (4)

Woodworking shop (1)

Mechanics shop (1)

Shop space dedicated to New Beginnings Program (1)

Shop space dedicated to Junior High I. Arts (1)

Also includes 2 small classroom areas within shops

Computer Labs (1 - one senior high)

Language Rooms (2 – one Gwich'in and one Inuvialuktun)

(Note – Core French is taught out of one of the Jr. High classrooms)

Reading Lab (1)

Tech Support Room (1)

YELS Room (1)

Staff Work Room (1)

Weight Room (1)

School Community Counselor office (1)

Combined Guidance/PST office (1 office with 1.5 staff)

Library – has been unavailable due to renovations/repairs; some classes have used the community library; all classrooms have access to 1 or 2 computers for use with Internet researches

Gymnasium with change rooms and stage

General Office

Principal's office (1.) and vice principal offices (2.0)

Secretarial space and general reception area

In-school suspension room (1)

Community liaison office (nurse, RCMP, social worker, etc.)

Copy room (1)

Staff room – able to accommodate 36 staff

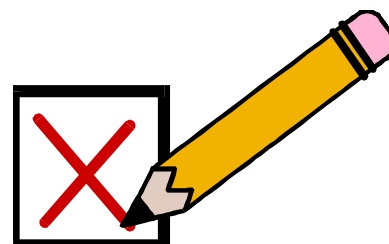
Storage Rooms/Areas

General office (1), Science labs (1) and Art room (1)

Book room (1), Under stage (1) and storage in various shop areas

Maintenance

Janitor's office (1) and janitor's closets (4)



Historical Enrolments and Future Projections For Inuvik Schools

(based on information provided by Education, Culture and Employment)

	89/90	92/93	95/96	98/99	01/02	04/05	06/07	08/09	10/11	11/12
Grades										
K/2	32.0	31.0	34.0	37.0	33.0	30.5	39.0	43.0	42.5	44.0
1	89.0	74.0	85.0	68.0	59.0	48.5	88.0	76.0	89.0	81.0
2	69.0	59.0	78.0	62.0	63.0	67.5	60.0	75.0	83.0	90.0
3	49.0	61.0	54.0	59.0	68.0	66.5	52.0	89.0	78.0	84.0
4	52.0	68.0	64.0	74.0	56.0	62.0	67.0	57.0	72.0	74.0
5	67.0	55.0	63.0	52.0	61.5	64.5	67.0	51.0	88.0	75.0
6	63.0	38.0	53.0	41.0	56.0	71.5	65.0	68.0	59.0	86.0
7	67.0	62.0	60.0	53.5	81.5	59.5	65.0	65.0	50.0	59.0
8	49.0	59.0	51.0	51.5	52.5	60.0	72.0	63.0	67.0	49.0
9	42.0	41.0	49.0	40.5	55.5	63.5	60.0	66.0	65.0	70.0
10	91.0	119.0	81.0	72.5	100.0	119.0	116.0	134.0	121.0	119.0
11	48.0	83.0	79.0	31.0	36.5	39.5	61.0	57.0	63.0	63.0
12	48.0	51.0	47.0	36.5	28.5	33.5	49.0	50.0	58.0	53.0
Total	766.0	801.0	798.0	678.5	751.0	786.0	861.0	894.0	935.5	947.0
K	32.0	31.0	34.0	37.0	33.0	30.5	39.0	43.0	42.5	44.0
K-3	239.0	225.0	251.0	226.0	223.0	213.0	239.0	283.0	292.5	299.0
4-6	182.0	161.0	180.0	167.0	173.5	198.0	199.0	176.0	219.0	235.0
7-9	158.0	162.0	160.0	145.5	189.5	183.0	197.0	194.0	182.0	178.0
10-12	187.0	253.0	207.0	140.0	165.0	192.0	226.0	241.0	242.0	235.0
SAMS	421	386	431	393	396.5	411	438.0	459.0	511.5	534.0
SHSS	345	415	367	285.5	354.5	375	423.0	435.0	424.0	413.0

The Department of Education enrolment projections are based on a modified “cohort survival method”. A ratio is calculated – over a four-year average for each grade in a school – of what portion of the students continue on to the following grade. The calculations are done on the raw numbers (as opposed to student by student), and therefore also capture the effect of students who repeat or skip grades. The Department then modifies the ratios by applying a limiting factor - no grade may grow or shrink by more than 15% of the territorial average for the grade. This is necessary to eliminate wild fluctuations in projections that can occur when enrolment anomalies occur (a sharp increase or decrease in enrolments for a grade). There is not normally a concern in jurisdictions with large enrolments because the effects of increases and decreases are tempered by the overall size of the class, but is a concern in the small schools common in the Northwest Territories.

In order to project students enrolling in Kindergarten, the department calculates the historical ratio of kindergarten enrolments against births for a three-year average.

Philosophical Framework and Shared Mission Statements

<p style="text-align: center;">Beaufort Delta Vision Statement</p> <p>Through quality education, BDEC assists students in achieving their maximum academic, personal, social and cultural development.</p>
<p style="text-align: center;">BDEC Mission Statement</p> <p>BDEC’s mission is to form a partnership with parents, students and educational staff in order to provide quality education for our children and to promote the general educational development of our communities.</p>
<p style="text-align: center;">BDEC’s Five Strategic Goals Are:</p> <ol style="list-style-type: none"> 1 Instill greater pride in heritage 2 Increase student attendance, participation, achievement and program completion 3 Provide effective support to schools, DEAs and BDEC members 4 Develop opportunities for leadership, advocacy, innovation and accountability 5 Work more effectively and cooperatively with our partners
<p style="text-align: center;">From 2004/2005 BDEC Curriculum Manual</p>

This broad mission statement is consistent with the philosophy of education put forth by the Department of Education, Culture and Employment, GNWT:

<p><i>“We recognize 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.”</i></p>
<p style="text-align: center;">From ECE Philosophy of Education</p>

Both Sir Alexander Mackenzie Elementary School(SAMS) and Sir Samuel Hearne Secondary School (SHHS) embrace the philosophical premises put forth in the Department of Education’s Educational Framework: Our Students Our Future, and the overall mission statement from BDEC as stated above. 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.

The staff and administration of both SAMS and SHHS 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.

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SHSS Mission Statement

At the present time, SAMS does not have a mission or values statement. It does however have a belied statement fashioned on the work on restitution which the school has been implementing. SAMS beliefs, combined with the information gathering in this document should prove useful in providing the type of direction normally found in a school based mission/vision statement.

SAMS BELIEFS (based on restitution model)

Everyone has a right to be safe
Everyone has a right to learn
Everyone has a right to do their best
Everyone has a right to be respected

“He always tries to do what’s right
Talk it out instead of fight

Working together as a team
Caring, sharing – not being mean

Sammy says to do your best
So put yourself to the test.”


Theme Song for SAMS Mascot – Sammy the Husky

Essential Elements of Learning

This section addresses the essential elements of learning – culture-based, process oriented, interactive, integrated and balanced. Efforts have been made to present staff generated information along the K-12 continuum for these elements.

Culture-Based and Student Centred

<p>What we do should reflect the cultures of our students and be evident in our unique school culture.</p> <p><i>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.</i></p>	
Kindergarten – Grade 3	Grade 4 - Grade 6
<p>At SAMS, this can be accomplished through a variety of means, such as ...</p> <ul style="list-style-type: none"> • Displaying artwork, artifacts, and music that reflects the community • Utilizing aboriginal volunteers and teachers • Having a room conducive to elder and group work • Having spacious open areas to promote group and individual endeavours • Bringing the “land” into the school (e.g. tree, rock) and surrounding it with books and artifacts • Drum dancing room/music room • Having a large well equipped foods preparation area/room • Having an arts and crafts room/area • Showcasing fine arts to the community • Having more displays throughout the school and in the foyer • Having on-site Aboriginal/First Nations counselor 	<p>At SAMS, this can be accomplished through a variety of means, such as ...</p> <ul style="list-style-type: none"> • Jigging, drum dancing, music and time for practice • Centre based areas for learning e.g. guided reading • Cultural based posters, signs and displays • Inviting community members into the school to involve them in the educational process • Facilitating on-the-land activities • More crafts and music type activities • More one-on-one programming • Culturally relevant library resources • Accommodating students with alternate programs • Having appropriate spaces for the learning of our unique cultures – e.g. 3 language classrooms (Gwich'in, Inuvialuktun, French)
Culture Based and Student Centred	

<p>What we do should reflect the cultures of our students and be evident in our unique school culture.</p> <p><i>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.</i></p>	
Grade 7 – Grade 9	Grade 10 – Grade 12
 <p>At SHSS, this can be accomplished through a variety of means, such as ...</p> <ul style="list-style-type: none"> • Language classes • Student council • Student support • Respect for cultures, values and beliefs • Elder's Day • Community partnerships (IDC/GTC) • Teaching culturally relevant topics • Summer and winter camps • Relevant alternate programs for students • Family Fun – games, events • Career Fairs 	<p>At SHSS, this can be accomplished through a variety of means, such as ...</p> <ul style="list-style-type: none"> • Language programs • On-the-land experiences • Building should reflect the culture of the community • Murals around the school • Past grad photos/past sport teams • Colours that reflect the culture rather than institutional colours • Courses that are more hands-on and allow for kinesthetic learning • Need to address the significant portion of our students who are not university or college bound – emphasizing land based skills such as hunting, trapping, fishing, natural resources, eco-tourism • Courses that allow students to show direction and accept responsibility for their education
<p>Culture Based and Student Centred</p>	

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.

Kindergarten – Grade 3	Grade 4 - Grade 6
<p>At SAMS, we can contribute to a process oriented approach by ...</p> <ul style="list-style-type: none"> • Using new technologies in building so students become more knowledgeable about what's out there • Dedicating spaces to movement, music • Having classrooms that are hands-on • Using centres for learning in relation to science, music, art, workshop, nature, etc. • Allowing for certain activities in the classroom e.g. need a sink and running water to do many art and science related activities • Having learning centres that may not necessarily be in each classroom but students have an opportunity to experience them at some time in school • Considering mini-kitchens in primary classrooms for healthy snacks • Exposing students to multi-media 	<p>At SAMS, we can contribute to a process oriented approach by ...</p> <ul style="list-style-type: none"> • Having shop work, crafts, and arts areas (with wash-up facilities) • Having multi-media set-ups in the library • Computerized rooms with other technological capabilities • Having a room for the Restitution program • Having specialty rooms e.g. life skills, community resource room • Keeping the Pupil-Teacher-Ratio (PTR) low • Having more computers in the classroom with a range of programs • Promoting critical thinking skills • Teaching children how to communicate effectively with writing and in speech • Fostering research skills • Promoting an attitude that we are each responsible for our own learning • Teaching children how to access information
Process Oriented	

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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.

Grade 7 – Grade 9	Grade 10 – Grade 12
<p>At SHSS, we can contribute to a process oriented approach by ...</p> <ul style="list-style-type: none"> • Having work experience programs • Using effective behavioural supports • Modeling (being a role model) • Setting clearly defined expectations • Providing support/guidance (trust) • Using hands-on teaching techniques • Using a project planning approach • Using real life experiences – things they know; personal experiences • Problem solving with students • Employing group work techniques • Taking Your Kids To Work • Making students proficient with technology so they can adapt to new/emerging work environments 	<p>At SHSS, we can contribute to a process oriented approach by ...</p> <ul style="list-style-type: none"> • Providing more project based learning • Adopting a more interdisciplinary approach to learning • Teaching across the curriculum • Providing real life educational opportunities • Teaching students how to learn • Using new technologies to assist in their learning • Modeling metacognition approaches • Using team building exercises and group projects • Relating material being studied to “real life” • Encouraging self-motivation
Process Oriented	

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.


Kindergarten – Grade 3	Grade 4 - Grade 6
<p>At SAMS, we can promote interactive learning through a variety of means, such as</p> <ul style="list-style-type: none"> • Play centres in classrooms • Sports programs; Science fair • Tutoring; assemblies • Extra-curricular activities • Group work/centres • Buddy reading • On-the-land programs • Drama/music/art/languages • Home economics • Elder involvement • Drum dancing/jigging • School newspaper • Library with library staff • Clubs – music, sewing, computer • Restitution room • Program support area/room that is large and compartmentable • Literacy lunches area • Boys cooking club 	<p>At SAMS, we can promote interactive learning through a variety of means, such as</p> <ul style="list-style-type: none"> • Multi-purpose room • Buddy reading room • Flexible spaces that can become bigger or smaller as needed for different types of activities • Dividers between classrooms • User friendly computers • Areas for reading, storytelling, drum dancing, skinning, crafts • Stage for concerts, multi-media presentations • Sound systems for dances, assemblies, concerts, sport events • Science area • Rooms that allow for student centres or have easy access to student learning centres • Transition spaces that allow for student interaction • Variety of desk shapes and sizes • Space for presentations, role playing, small and large group work • Spaces where teachers can work with small groups but still monitor/view the rest of the class • An area for students to gather
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.

Grade 7 – Grade 9	Grade 10 – Grade 12
<p>At SHSS, we can promote interactive learning through a variety of means, such as</p> <ul style="list-style-type: none"> • Using learning centres • Placing students in reading groups for novel studies • Encouraging participation in school clubs • Offering a wide range of activities spanning sports, academics and career & technology studies • Employing cooperative learning opportunities/techniques • Promoting public speaking activities • Promoting teamwork, especially in regards to extra-curricular activities • Involving students in assemblies • Promoting students as reading buddies 	<p>At SHSS, we can promote interactive learning through a variety of means, such as</p> <ul style="list-style-type: none"> • Peer tutoring • Combining classes • Participating in distance projects with students from different schools, provinces or countries • Expanding student opportunities abroad – travel, exchanges with other cultures • Linking via computer networks • Better computer systems, accounts, networking between staff, students and parents • Developing a “student portal” to electronic services • Promoting staff and community interactions in both sports and the arts • Having a BDEC “art camp” or retreat to promote arts or other areas to students • Collaborative learning in classrooms • Student directed learning
Interactive	

Integrated

<p>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.</p> <p>Knowledge, skills and attitudes are taught and learned best in wholistic 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.</p>	
Kindergarten – Grade 3	Grade 4 - Grade 6
<p>At SAMS, we believe that integration is something which needs to be effectively planned for. We can nurture integration by having ...</p> <ul style="list-style-type: none"> • Activities where we learn about other cultures around the world • Activities which incorporate music and storytelling • Student planned assemblies • On-the-land activities • Activities where students learn how to prepare healthy snacks • Access to computers in each classroom • Theme oriented learning units/centres • School radio/newspaper • Performances – concerts, drama, assemblies • Library staff to assist teachers • Drum dancing/jigging • Home economics activities 	<p>At SAMS, we believe that integration is something which needs to be effectively planned for. We can nurture integration by having ...</p> <ul style="list-style-type: none"> • Greater access to technology e.g. computers in the classroom, LCD projectors • Learning areas for technology, language, culture, shops, home economics, theatre (drama, cinema) • Team teaching • Cooperative learning techniques • Project based learning • Multi-media presentations by students • School thematic planning or activities 
Integrated	

<p>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.</p> <p>Knowledge, skills and attitudes are taught and learned best in wholistic 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.</p>	
Grade 7 – Grade 9	Grade 10 – Grade 12
<p>At SHSS, we believe that integration is something which needs to be effectively planned for. We can nurture integration by having ...</p> <ul style="list-style-type: none"> • A common area within the school • A place to gather – for meeting, working, eating lunch • Bringing community members into the classroom • Team based cross-curricular planning • Community outings (field trips) • Facilities and staffing to accommodate a wide variety of learning styles and to also support learners limitations • Inter-disciplinary units • Cooperative learning strategies • Project based learning 	<p>At SHSS, we believe that integration is something which needs to be effectively planned for. We can nurture integration by having ...</p> <ul style="list-style-type: none"> • Teachers guest lecture in other classes • Trained library staff who can assist teachers and students in learning process • Trained computer technical staff who can facilitate linkages of curriculum for classes • Incorporating the experience and expertise from outside agencies to help promote real life applications • Adopting school wide themes (e.g. native history) on a monthly basis • Apply themes to all subjects at all levels • Community members involved in the school
Integrated	

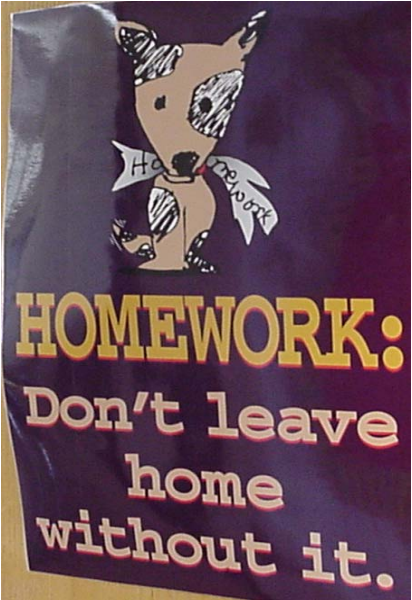
Balanced

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.	
Kindergarten – Grade 3	Grade 4 - Grade 6
<p>Ways for SAMS to achieve our goal of intellectual development include:</p> <ul style="list-style-type: none"> • Computer classes • Restitution program • Program support • School committees • Science explorations • Year book activities • Student council • Cultural on-the-land activities • Homework programs • Teaching about “responsibilities” • Mentorship programs • Peer mediation programs • Providing children with appropriate choices and having them understand the consequences of their choices 	<p>Ways for SAMS to achieve our goal of intellectual development include:</p> <ul style="list-style-type: none"> • Creating a forum for students to share ideas of common interest • Including life-long learning spaces – imitate real life activities such as banking, restaurants, etc. • Reading areas • Science areas • Shops • Tutoring areas • Increasing the variety of computer software programs available • Areas where educational assistants can work with individual students and small groups




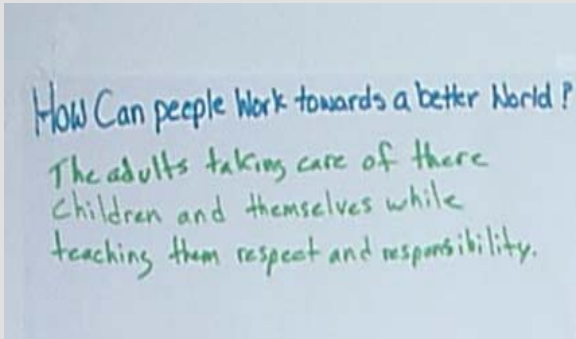
We can assist in the development of students who understand and apply thinking and problem-solving skills to their everyday lives; who communicate effectively from a broad base; and who have a desire to be involved in lifelong learning.	
Grade 7 – Grade 9	Grade 10 – Grade 12
<p>Ways for SHSS to achieve our goal of intellectual development include:</p> <ul style="list-style-type: none"> • Having a fully functioning library • Having a student study area • Integrating technology into the physical environment and develop best practices in how to employ technology in various curriculum • Teaching employability skills to students • Employing inter-disciplinary units • Having students explore areas of interest to them 	<p>Ways for SHSS to achieve our goal of intellectual development include:</p> <ul style="list-style-type: none"> • Bringing in businesses from the community to show the students the relevance of the work they are doing • Integrating the students into the community to apply and expand their learning • Providing more real world preparation courses combined with work experience opportunities both in and out of the school • Providing cooperative learning experiences with businesses in town • Utilizing community members to deliver relevant aspects of curriculum

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.

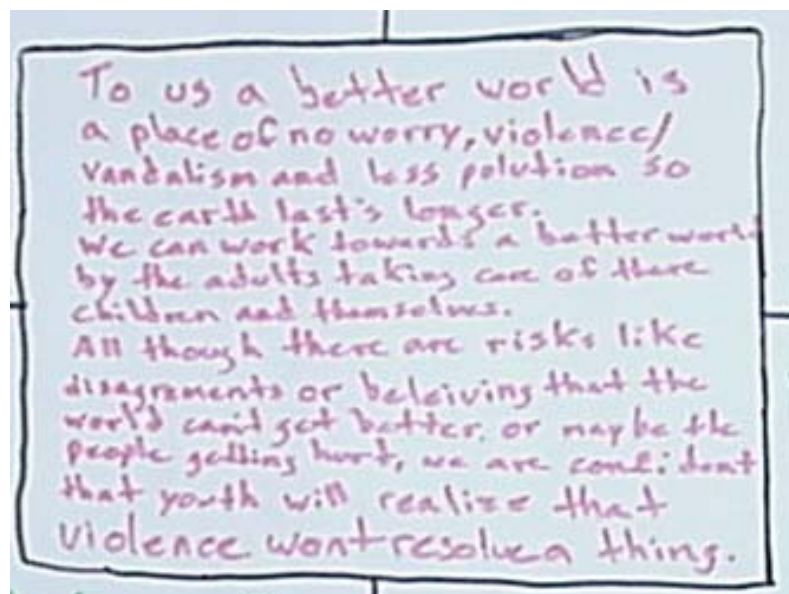
Kindergarten – Grade 3	Grade 4 - Grade 6
<p>Interactions can be fostered through various means. Things that help us towards this goal are ...</p> <ul style="list-style-type: none"> • Assemblies • Student/staff competitions • Mascot/school song • Baseball games • X-Block activities • Kiddie carnival • Delta Daze • Play day • Extra-curricular activities • Movies • Sports tournaments • Lunches • Tutoring program • Student dances • User groups from community • Community events, concerts held in gym • Classroom student/parent lunches • Cultural on-the-land activities • Drum dancing/jigging • Music classes • Student exchange programs • Career day • Adopt an Elder • SAMS IDOL • Citizen of the month • Breakfast program • Swimming/skating • Cooking classes • Concerts 	<p>Interactions can be fostered through various means. Things that help us towards this goal are ...</p> <ul style="list-style-type: none"> • Having a playground with equipment that promotes positive interactions • Sporting events with staff and students • Pep rallies • Movie events • Clubs (music, crafts, languages) • Using the counselor and restitution room to do small group teaching of appropriate behaviours • Coming together through assemblies • Student council • Having more after school activities • Having an area for students to gather, perhaps eat their lunch and interact 

<p>One of our roles as educators is <i>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.</i></p> <p>In order to promote social goals, quite simply, students and staff need to interact.</p>	
Grade 7 – Grade 9	Grade 10 – Grade 12
<p>Interactions can be fostered through various means. Things that help us towards this goal are ...</p> <ul style="list-style-type: none"> • Fostering greater school/community interactions • Providing relevant socialization programs (e.g. Bullying) • Sporting events between staff and students • Talent shows involving staff and students • Student newspaper and meetings/forums on a wide variety of topics • Having an all purpose/multi-purpose room for gathering, working, meeting and eating lunch • Holding special events such as winter carnivals • Exploratory based learning • Theatre sports – e.g. interactive drama/games • Promoting after-school clubs • Promoting student council • E.B.S. Effective Behavioural Supports – creating positive interactions, opportunities for positive interactions 	<p>Interactions can be fostered through various means. Things that help us towards this goal are ...</p> <ul style="list-style-type: none"> • Collaborative teaching • Extra-curricular activities • Parent/teacher communication • Classrooms set up for group work situations • Students helping students • Parents actively involved in the school • More positive and active activities outside of the classroom between teachers and students • Peer mediation programs • Promote the school within the community and abroad • More involved student council – credit for being involved in student activities • Community volunteers in school 

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.	
Kindergarten – Grade 3	Grade 4 - Grade 6
<p>At SAMS, things that help us towards this goal are ...</p> <ul style="list-style-type: none"> • Lots of pictures in newspaper • Having students caught being good • Restitution beliefs • SAMS brag board and perfect attendance board • Students creating Christmas cards • Assemblies for perfect attendance and homework • Music/art programming; choir • Extra-curricular programs • Physical education program • Tournaments • Student of the week • Buddy reading • Reading to the principal • Showcasing writing in local newspaper and SAMS newspaper • Participating in reading, writing, poster contests • SAMS Idol • On-the-land programs • Student planned assemblies • Christmas/spring concerts • SAMS Mascot 	<p>At SAMS, things that help us towards this goal are ...</p> <ul style="list-style-type: none"> • Student assemblies with slideshows • Movies/social events • Student submissions in school newsletter (Howler) • Restitution <ul style="list-style-type: none"> ○ how feelings affect behaviour ○ giving students the tools to be able to try and fix their own mistakes ○ being able to find something positive about self and others • Student of the week in local newspaper • Celebrations – homework, attendance, awards • Brag board • Culture and language programs – on-the-land programs • Drum dancing, beading • Concerts • Celebrating our cultures – special days, artifacts, displays, photos • Photos of role models • Adequate lighting to compensate for darkness • Natural lighting throughout building • Appropriate heating and ventilation systems creating a warm, inviting environment

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.	
Grade 7 – Grade 9	Grade 10 – Grade 12
<p>At SHSS, things that help us towards this goal are ...</p> <ul style="list-style-type: none"> • Providing positive feedback • Promoting community values through E.B.S. • Staying at noon and after school in informal settings to bond with students • TRUST Teamwork, Respect, Understanding, Safety, Trust) Program • Honours in Sports, Arts, Academics posted in school • Cultural based dances at school • Culture based art in the school • Reading support • Support staff • Staff support 	<p>At SHSS, things that help us towards this goal are ...</p> <ul style="list-style-type: none"> • Promoting reading supports • Guidance counselor • Career counseling • School community liaison • Police liaison • Positive feedback • Assist students in developing personal strengths • Providing effective psychological supports as required • Projects designed to promote success • Encouraging staff retention – the longer staff work with students, the better the “relationship factor”



Physical

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

Kindergarten – Grade 3	Grade 4 - Grade 6
<p>At SAMS, things that help us work towards this goal are ...</p> <ul style="list-style-type: none"> • Student monitors • Cultural activities • Healthy food policy • Snack programs • Breakfast programs • Physical education program • Intramural sports activities • Skating at the rink • Swimming • Rachel Reindeer camp visits • Drum dancing/jigging • Playground equipment • Tooth brushing program • Health nurse – ears, eyes, nose • Ski club 	<p>At SAMS, things that help us work towards this goal are ...</p> <ul style="list-style-type: none"> • Food and clothing drive • School wide physical activity • School exchanges • Facilities for challenged students/public • Focus on strengths – sports, crafts, sewing • Restitution – Caught being good; Am I the best person I can be? • On-the-land activities e.g. assisting elders; wood for elders • Displays/photos of people in positive activities • Access for students with different physical needs e.g. wheelchairs, change rooms, private area to administer/carry out procedures

2 INUVIK DRUM, Thursday, December 9, 2004

Full bellies, hungry minds

Literacy Lunch back at SAMS

by Jason Litman
Inuvik News Service

What could be better than hot caribou stew and some storytelling at Sir Alexander Mackenzie School's Thursday Literacy Lunch?

Back for a second year, the elementary school's successful Literacy Lunch program has been attracting lots of students and their family members.

"So far, it's really been going well," said lunch organizer Ruth Wright.

"We usually get a full house each Thursday." And now for this installment of the reading program is a story writing component, where each week students are encouraged to submit their own tales to be read aloud during lunch.

Caribou stew is nice, but it goes down so much better with a story.

So get yourself a hot bowl (if you can) and enjoy the following student stories, which were read last Thursday.

COFFEE Break

The Christmas Elves
by Shannon Allen
Grade 5

Once upon a time, there once were three elves. Their names were Rex, Anna and Alex.

Rex is 13 years old and Anna is 14 years old and Alex is 15 years old.

Alex wanted a real house so he found a man with white long hair and a big belly. Alex said to that man that he wanted him to be his boss and the man with the big belly said yes.

Alex and Anna wanted to name their Santa. Santa asked the elves to help him give out presents on Christmas and they said, "Sure."

Before Christmas they wrapped up presents for Neta, Torrance, Ashlyn and lots of other good kids. On Christmas, Santa and the elves handed out thousands of presents. All the kids started saying "WOW!"

After Christmas it was boxing day and we threw out all of our boxes and that's the end.

The Princess Who Needed a Haircut
by Jacinta Laroque
Grade 5

Once upon a time there was a princess who lived with her father in a castle. The princess had the longest hair in the Kingdom but the princess thought she had her hair too long. So she decided to cut it. But her father the King didn't like that idea and would not let the princess cut her hair. The princess begged and begged. "Please father I want to get a haircut."

"Well OK, but you are paying for it," replied the King.

When the princess got her hair cut she went to her father and he said that it was too short.


The next day, the princess went to a store and she you know what she bought? A wig.

SAMS students, from left, Jacinta Laroque, Sherryl Allen and Kristin Ellis show off stories they wrote to be read at the SAMS' Literacy Lunch.

If I Were a Snowman
by Kristin Ellis
Grade 2

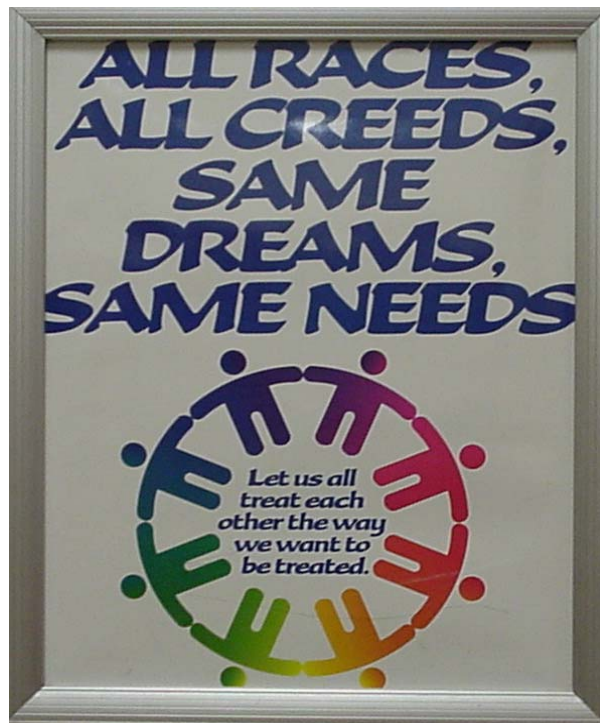
If I were a snowman I would use sticks to find my best friends and go skating. After that we would go in the snow house to have some chocolate then go skating.

Chloride Stewart dishes out scorp hot caribou stew Thursday during Sir Alexander Mackenzie School's weekly

We can assist in the development of students who understand, actively seek and value their own well-being and that of their fellow citizens.	
Grade 7 – Grade 9	Grade 10 – Grade 12
<p>At SHSS, things that help us work towards this goal are ...</p> <ul style="list-style-type: none"> • Participating in other venues – rink, pool, gym • Using colour theory to design and renovate spaces • TRUST (Teamwork, Respect, Understanding, Safety, Trust) Program • “No junk food policy” • Breakfast program • Lab safety • Physical education classes • Lighting • After school extra curricular activities • Intramurals • Healthy foods, lunch, snacks, eating area, all purpose room, microwave station 	<p>At SHSS, things that help us work towards this goal are ...</p> <ul style="list-style-type: none"> • Physical activity/sports • Nutritional food policy • Breakfast programs • Partnerships with other community facilities to enhance physical education program • Being active role models • A continuous emphasis on healthy lifestyles and choices • School healthy foods policy • Physical education every day for every student • Instilling a greater connection to the land • More activity within and outside of the school • More connections to cultural activities that present physical activity • Understanding and appreciating our curriculum – where can we channel our teaching creativity to tap into learning styles and modalities • Teaching methodologies should reflect all aspects of learning – including activity and fun

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.	
Kindergarten – Grade 3	Grade 4 - Grade 6
<p>Things that help us towards this goal include ...</p> <ul style="list-style-type: none"> • A place to hold Christmas concerts • Displays for cultural materials • Area/items that represent the different cultures • Space to hold drum dancing • Elder visits • Storytelling • Traditions and beliefs • Crafts • Language classes • Respect for the land • Collection of books and resources on spiritual topics/world views 	<p>Things that help us towards this goal include ...</p> <ul style="list-style-type: none"> • Having a common meeting area • Respecting and learning about other cultures • Cultural days to celebrate diversity • Community gathering space • Classroom sharing circles • Presentations from different cultural groups • Storytelling



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.	
Grade 7 – Grade 9	Grade 10 – Grade 12
<p>Things that help us towards this goal include ...</p> <ul style="list-style-type: none"> • Inspiring thought of the day • Healthy relationships (Health curriculum) • Cultural days/events • TRUST Program <ul style="list-style-type: none"> ○ Teamwork ○ Respect ○ Understanding ○ Safety ○ Trust • Cross generational and intra generational empathy and tolerance • Involving Elders from community • Whole community involvement (“Takes a whole village to raise a child”) • Elders adept in Spirituality • Promotion of multiculturalism as well as celebrating local culture 	<p>Things that help us towards this goal include ...</p> <ul style="list-style-type: none"> • Elder in residence program • Maintaining contact with Elders and traditional activities • Insert traditional beliefs in day to day education • Relating traditional beliefs to modern culture and how to use it today • Instilling an understanding of different beliefs and values of all, and how to live with each other • With E.B.S. – emphasizing tolerance and respect, honesty and caring for others • Encouraging religious and cultural expression through projects, displays, etc. • Making cultural/spiritual programs available • Providing on-the-land activities for each student/ year/ semester • Incorporating traditional beliefs into the curriculum • Focusing on different cultures from around the world – help develop acceptance

Organizing Teaching and Learning

Some Guiding Principles (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? (from *Education in the NWT*)

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

- 1. Schooling must promote the participation of educational staff, students, families and the community in making decisions about learning.*
- 2. Schooling must promote the balanced growth of individuals.*
- 3. Schooling must recognize and respond to student diversity.*
- 4. Schooling must teach students how to learn.*
- 5. Schooling must extend and enrich student's understanding and use of communication.*

Skills For the Future

Staff, parents and students were asked what skills they thought were important to learn.

What Staff Think

Kindergarten to Grade 3 Staff	Grade 4 to 6 Staff
<ul style="list-style-type: none"> • Literacy skills • Social interaction skills • Work habits • Respect for self and others • Math skills • To learn that learning can occur outside of the classroom • Listening skills • Life skills – decision making, study skills, dealing with peer pressure • Artistic development • Public speaking 	<ul style="list-style-type: none"> • Communication • Organization • Reading/writing • Academic skills • Social skills • Independence • Responsibility for self and others • Confidence • Motivation • Time management • Decision making • Research skills • Listening skills • Punctuality and attendance • Healthy life style • Simple food preparation
Grade 7 to 9	Grade 10 to 12
<ul style="list-style-type: none"> • Academic skills – reading, writing, problem solving • Time management • Interpersonal skills • Technology based skills • RESPECT • Self control, self awareness • Collaboration • Team based, multi-task interaction and work habits • Project based self directed motivation • Technical literacy • Social skills • World views 	<ul style="list-style-type: none"> • Reading, writing • Trade related skills • More on-the-land skills which will lead to cultural ties • Belief in their own abilities • More vocational skill development • People skills • Life skills • Interpersonal skills • Technology skills • Focus on preparing for their future • Better connection between school and their future

What Parents Think

Parents (through the survey instruments and focus group sessions) identified several skills for their children which they felt were important for success:

- **Reading, writing, math**
- Healthy Living
- Team sports, team work
- Traditional ways of life/life skills
- **Social skills**
- Academic skills
- Learn how to travel to other cities or countries
- Exchange programs – they need the experience of seeing places other than Inuvik
- **Computer skills**
- Restitution program is very important
- Music program is essential
- Art/creativity very important as it relates to native crafts
- Academic courses at a national level
- Academic, life and social skills
- Being able to do things themselves rather than having to dictate final products
- Independence
- Sewing
- Shops
- More going out into the community and interacting with real people such as RCMP, Elders, and workers
- Physical activity – gym everyday
- A teacher dedicated to P.Ed and Gym
- Presentation skills
- Skills to build strong self-image
- Strong language and math skills
- Appreciation for music
- Attain tools to carry on with higher education
- Community volunteerism
- Sharing, thinking, creating
- RESPECT for education
- RESPECT for others
- Ability to ask right questions
- A strong focus on academics with time spent on cultural aspects including fine arts

What Students Think

SAMS K-6	SHSS 7-12
<ul style="list-style-type: none"> • Math ... adding, subtracting, multiplying, dividing, telling time, shapes, patterns, algebra • Science ... learning about animals ... how to experiment ... weather reports • Spelling, handwriting, reading, how to write, the alphabet, new words, typing, drawing • Chemistry and science • Baking, cooking, life skills • Art, learning colours, colouring • Good manners • How to pay bills; use bank cards • How to work hard • How to drive a car • How to deposit money in a bank • How to take care of yourself • Need to know about money ... how to earn money ... counting money • How to fix things • How to talk; explain things to people • How to use a computer • How to use the library • How to get along with other people and work together; cooperation • How to take care of your stuff • How to listen; Patience • How to do things like wood working • How to play different sports • Dental– how to care for your teeth • How to do your homework by yourself • Need to know about Canada & World • How to speak other languages • Respecting others; how to be polite • How to make things e.g. mukluks, igloo, skin a caribou • Junior Ranger skills • How to be responsible • Learn about different jobs 	<ul style="list-style-type: none"> • Reading/writing • Cooking skills • Safety in the workplace • Sex education • Driver education • How to be successful in a job/getting a job • Language Arts/English • Math • Science • Health • Career and Program Planning • How to use tools • Industrial Arts/Shop • Taking care of taxes • How to save money and spend money wisely • Proper ethics • Social skills • How to budget • Self motivation and how to be independent • Self determination • Responsibility for self • Making good choices • Technology and computer technology skills • Hunting skills • Learn how businesses, corporations, politics works • Neatness • Cleanliness • Communication skills • Money management • Job skills

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

Instructional Programming


FOR EACH OF THE FOLLOWING SUBJECT AREAS, STAFF AT BOTH SAMS AND SHSS IDENTIFIED WHAT THEY ARE CURRENTLY DOING AS WELL AS WHAT THEY WOULD LIKE TO WORK TOWARDS IN THE FUTURE.

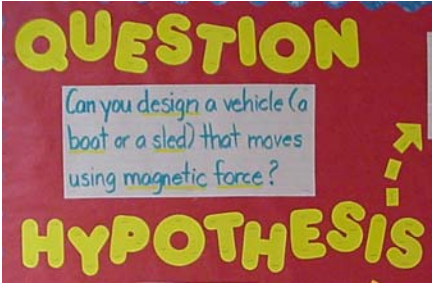
Mathematics

	Kindergarten – Grade 3	Grade 4 – Grade 6
Program Used	Western Canada Math Protocol (NWT approved curriculum)	
How We Teach Best “Best Practice”	Hands-on Manipulatives Real world implications Individual , small group and large group work Concrete – Semi-pictorial - abstract	
Classroom/ School Level Implications	Math centre area Pull-outs, bins, counter spaces Storage for manipulatives – must be easily accessible	

	Grade 7 – Grade 9	Grade 10 – Grade 12
Program Used/ Courses Taught	Western Canada Math Protocol (NWT approved curriculum)	Western Canada Math Protocol (NWT approved curriculum) Math 16/26 Math 10/20/30 Pure, Applied and Essentials Math 31 (on-line)
How We Teach Best “Best Practice”	Hands-on learning, manipulatives Seatwork – individual and group, group work, project work Practical usage – must be meaningful to students One to one teaching, book work, assignments, lecture/direct instruction Technology based learning Computer driven – students work on individual time line	
Classroom/ School Level Implications	Overheads Manipulative storage, subject based centralized storage Room for group work and space for displaying student work LCD projector, calculators, access to computers, Internet access	

Science

	Kindergarten – Grade 3	Grade 4 – Grade 6
Program Used/ Courses Taught	Preparing for new Pan Canada Science Curriculum as it replaces older NWT Science Curriculum	Preparing for new Pan Canada Science Curriculum as it replaces older NWT Science Curriculum
How We Teach Best “Best Practice”	Facilitator Hands-on activities Exploration Cooperative learning Demonstrations Community resources/field trips	Practical experiments Group work Experiments that take more than a day to complete Growing, observing Field trips Collections of objects/items
Classroom/ School Level Implications	Sinks in classrooms Cupboards for resources Tables to leave displays, or for set-up Open area Centralized science resource room 	Require a classroom with running water, and electricity Special resources Videos CD Rom Storage for supplies Blinds for windows Tables to leave displays, or for set-up Centralized science resource room Specialized science area Access to computers

	Grade 7 – Grade 9	Grade 10 – Grade 12
Program Used/ Courses Taught	Preparing for new Pan Canada Science Curriculum as it replaces older NWT Science Curriculum	NWT approved curriculum Science 10, 20 Science 15 Biology 20/30 Chemistry 20/30 Physics 20/30 I.O.P. Science 16/26
How We Teach Best “Best Practice”	Hands-on Practical discovery Team building activities	Experimentation Lab procedures Hands-on activities Lecture Book work Notes
Classroom/ School Level Implications	Access to water in classrooms Heat source for experiments Durable counters Electrical outlets Storage (demos, books, models) Tables not desks Hard floors, no carpet Display cases Safety centres Aquariums/terrariums Mini-greenhouse Plants 	Well laid out lab benches Fume hood access Storage for chemicals Lab safety equipment Networked, linked benches Screens that are linked to technology Calculators Probes Areas for experimentation Access to lab environments

Language Arts

	Kindergarten – Grade 3	Grade 4 – Grade 6
Program Used/ Courses Taught	WELA - Western English Language Arts Curriculum for English and French (NWT approved curriculum)	WELA - Western English Language Arts Curriculum (NWT approved curriculum)
How We Teach Best “Best Practice”	Guided reading 4 Blocks program Collections Pleasure reading	Oral traditions and stories Books/literature Videos Hands-on Group work Small group instruction One on one reading Acting out plays Puppet shows Types of writing
Classroom/ School Level Implications	Guided reading table Lots of bins, hide-aways Pull-outs, for various size books, charts, etc. Big book display Word wall bulletin board Ample space for group work and individual work Access to a literature rich library Resource room for multi-levels i.e. access to materials beyond one’s grade level	Need a space to work on school newspaper Need space for small, large group instruction as well as individual and paired instruction Storage and display for literature/ books



	Grade 7 – Grade 9	Grade 10 – Grade 12
Program Used/ Courses Taught	WELA - Western English Language Arts Curriculum (NWT approved curriculum)	WELA - Western English Language Arts Curriculum (NWT approved curriculum) ELA 10-1, 20-1, 30-1 (university) ELA 1902, 20-2, 30-2 (general, college, trades) ELA 16, 26, 36 (I.O.P. integrated occupational program)
How We Teach Best “Best Practice”	Reading skills Vocabulary Reading, writing, speaking Listening, comprehension Pleasure reading Types of writing	Small group work Teacher led discussions Individual and group lessons Kinesthetic – gallery walks, poster ideas, seating changes Visual – overhead projector, whiteboard, TV, DVD, VCR Auditory – music and spoken word “sage on the stage” versus “guide on the side”
Classroom/ School Level Implications	Internet access LCD projectors/proxima equipped rooms Built in bookshelves for book storage Access to a small presentation area and/or auditorium Access to a multi-media library and computer lab Sound system in classroom Variety of books related to different themes Reading centre within library for magazines, newspapers	Bookroom with lots of bookshelves Whiteboards DVD/TV Bookshelves in classrooms Easily stacked chairs Desks that are more like small tables Stereo Teacher storage closets

Social Studies

	Kindergarten – Grade 3	Grade 4 – Grade 6
Program Used/ Courses Taught	Pan Canada Social Studies Curriculum ((NWT approved curriculum)	Pan Canada Social Studies Curriculum (NWT approved curriculum)
How We Teach Best “Best Practice”	Guest speakers Influenced by events in the community Traditions, culture Resource guests	Videos Overheads Maps Speakers Text books Reports Photographs Discussion and debate Group work Centres Cultural artifacts and displays
Classroom/ School Level Implications	Bulletin board space for cultural art work, projects Computer access/internet access to enhance learning Elder room/cultural room Cultural resource room for teachers and students	Provision for storing of maps, globes, charts Corkboard strips near ceiling to allow for permanent displays of visual materials



	Grade 7 – Grade 9	Grade 10 – Grade 12
Program Used/ Courses Taught	Pan Canada Social Studies Curriculum Videos	Pan Canada Social Studies Curriculum (NWT approved curriculum) Socials 10, 20, 30 Socials 13, 23, 33 Socials 16, 26 I.O.P Northern Studies 10
How We Teach Best “Best Practice”	Small group and large group discussions Teacher directed learning Videos Internet Newspapers, magazines	Teacher directed Individual work/study/projects Collaborative activities Group work Use of technology (TV, computer) Thematic study Computer research and projects Elders and guest visitors Access to language classrooms
Classroom/ School Level Implications	Tables of different sizes Storage space for resources Lots of shelving High speed internet access in classrooms Functional multi-media library Subject based storage Bookroom to share resources across grades Media (TV/DVD/VCR) Stereo Resources (texts, videos) Maps Overhead projectors or LCD projectors Computer /printer Access to research tools (internet, computers, etc)	

Language(s)

	Kindergarten – Grade 3	Grade 4 – Grade 6
Program Used/ Courses Taught	Dene Kede and Inuuquatigiit Gwich'in Inuvialuktun French	Dene Kede and Inuuquatigiit Gwich'in Inuvialuktun French
How We Teach Best “Best Practice”	Hands-on activities Teacher directed Games Oral stories/presentations Visuals Cultural materials\ Elders	Videos Games Arts and Crafts Speakers Sewing cooking Elders Drum dancing/jigging Traditional knowledge Traditional foods Elders Community members
Classroom/ School Level Implications	Requires 3 classrooms – Inuvialuktun, Gwich'in, French Each classroom utilized 8 to 9 classes per day, every day Displays required for cultural artifacts/resources Access to stove/sink/fridge/laminator Access to TV/VCR/Stereo/Computer/ Internet Combination of tables and chairs, and circular floors (carpeted) Cultural resource room with display case for all languages On-the-land programs – storage of materials, equipment Some sound proofing of rooms for drumming, dancing and jigging Lots of cupboards and built in shelving This is a unique situation due to the diverse cultural backgrounds in the community. Capital standards need to be revisited in relation to the provision of classrooms for aboriginal language delivery.	

	Grade 7 – Grade 9	Grade 10 – Grade 12
Program Used/ Courses Taught	Dene Kede and Inuuquatigiit Gwich'in Inuvialuktun French	Dene Kede and Inuuquatigiit Gwich'in 15, 25, 35 Inuvialuktun 15, 25, 35 French
How We Teach Best “Best Practice”	Hands-on activities Teacher directed Oral stories/presentations Visuals Cultural materials Elders Speakers Sewing Traditional knowledge Traditional foods	Small group work Oral work/speaking Teacher directed activities Elders Community members
Classroom/ School Level Implications	Cooking – access to kitchen facilities Storage for each language – shelves, cupboards Room for small and large tables for each language group Language classrooms should be grouped together Display cases (lockable) All three languages are taught at the same time Require 3 separate classrooms for each language Audio visual equipment TV/VCR/DVD Different size tables Sewing materials and equipment Shared computer area This is a unique situation due to the diverse cultural backgrounds in the community. Capital standards need to be revisited in relation to the provision of classrooms for aboriginal language delivery.	

Health Education

	Kindergarten – Grade 3	Grade 4 – Grade 6
Program Used/ Courses Taught	NWT Health Curriculum	NWT Health Curriculum
How We Teach Best “Best Practice”	Visuals Manipulatives Stories/songs Dental program Posters Use of models	Videos Public health nurse Books Overheads Web sites Small group and large group work
Classroom/ School Level Implications	CD player/TV Electrical outlets on every wall Carpet/lino floor combination Washrooms need extra sinks for brushing teeth Dental office space Nurse office space	



	Grade 7 – Grade 9	Grade 10 – Grade 12
Program Used/ Courses Taught	NWT Health Curriculum	CALM 20 curriculum
How We Teach Best “Best Practice”	Cooperative learning Research/art projects Guest speakers Video presentations	Small and large group work Teacher directed instruction Group work Individual work/project
Classroom/ School Level Implications	Audio visual equipment Multi-purpose room for guest speakers	



Fine Arts

	Kindergarten – Grade 3	Grade 4 – Grade 6
Program Used/ Courses Taught	Saskatchewan Fine Arts Curriculum (NWT approved curriculum) Components could include dance, music, drama and art	
How We Teach Best “Best Practice”	Teacher generated/directed Story telling, listening activities Seasonal/theme oriented, teacher directed Student directed Music – movement, instruments, voice, visual exercises; multi-grade activities and clubs; student performances; bring in performers from community	
Classroom/ School Level Implications	Sinks in classrooms Storage spaces Ample space for group work Hide-away or pull out shelves for art supplies Common art supply room in school Common area for group projects, display of art, centre for performance Access to a stage area/performance area Visible, attractive display cases for student generated artwork Music – need large spaces where students can move around with instruments; technology is an essential part of modern music; computer software; soundproofed room; wash area for clean up and to preserve life of instruments;	

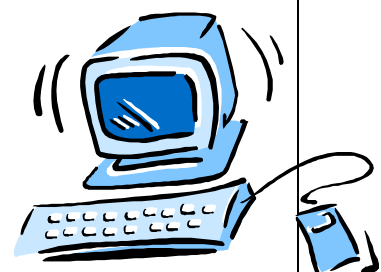


	Grade 7 – Grade 9	Grade 10 – Grade 12
Program Used/ Courses Taught	Saskatchewan Fine Arts Curriculum (NWT approved curriculum) Components could include dance, music, drama and art	Art 10, 20, 30
How We Teach Best “Best Practice”	Experimenting Exploring Risk taking Essentials Strengths Creativity	More structured Process oriented Skill development Multiple media Skill mastery Organization Personal preference
Classroom/ School Level Implications	Furniture designed for an art room – flexible, multiple orientations Dedicated gallery Multiple sinks Appropriate floor surface Storage space for student work Proper directional lighting Room for project work If drama is taught – need a dedicated space with appropriate space, lighting, sound system, etc. Access to a stage/performance area/stadium style theatre	



Career and Technology Studies


	Kindergarten – Grade 3	Grade 4 – Grade 6
Program Used/ Courses Taught	<p>Career Education - NWT Blueprints For Life Curriculum</p> <p>CTS/ Education - At this level, students are introduced to basic use and functions which enable them to access various types of educational software and games</p>	
How We Teach Best “Best Practice”	<p>Career Education</p> <ul style="list-style-type: none"> Guest speakers/community members visit Visit career fairs Interview parents about jobs Tour community facilities Field trips Internet Searches <p>CTS/Computer Education</p> <ul style="list-style-type: none"> Class access to computers (up to 30 students) Rotate students through available classroom computers Need more than 2 – 30 minutes periods per 6 day cycle Combination of some computers in classroom and access to a lab situation (or mobile computer lab) 	
Classroom/ School Level Implications	<p>Career Education</p> <ul style="list-style-type: none"> Display areas Overhead projectors TV/VCR/CDRom/LCD projector Video and audio equipment Computers in the library for research Access to computers for entire class Internet linkage <p>CTS/Computer Education</p> <ul style="list-style-type: none"> Computer stations in classrooms Need trained staff and available technical support Hardware and software implications LCD projector Access to computers in small group or whole class situations <p>NOTE: Currently there is no career counselor at SAMS.</p>	



	Grade 7 – Grade 9	Grade 10 – Grade 12
Program Used/ Courses Taught	Career Education - NWT Blueprints For Life Curriculum CTS Computer Operations Keyboarding 1 Word Processing 1 Workplace Safety Practices Basic Tools and Materials Food Basics CPP (Career and Program Plan) CTS modules are available at the introductory, intermediate and advanced levels. Modules based on student interest e.g. animation, movie-making, digital photography	
How We Teach Best “Best Practice”	Small groups Individual projects Tactile learning Multi-media class work materials and facilities to support practical experience Work stations Keyboarding programs (software) Focus on keyboarding, text editing, word processing and spreadsheets	Small groups Teacher directed/facilitation Hands-on project based learning Emphasis on literacy and numeracy Skill development Experimental Structured activities Practical activities – related to future living and job requirements Self directed learning (modules) Teacher led advanced modules Mixed classes/modules at all times
Classroom/ School Level Implications	Currently, there is a minimum of one computer per classroom at SHSS and some classrooms have 2-3 computers (e.g. mathematics). There are also 2 computer labs – one for junior and one for senior high students. There are 4 shop areas at SHSS (one woodworking; one mechanics; one I. Arts; and one dedicated to the New Beginnings Program). CTS delivery should be based on community need and student interest. Each CTS area might require separate areas, each with unique requirements – software, internet availability, system wide connectivity, ventilation, electrical, physical space, etc. Appropriate classroom and school level facilities would extend from these considerations.	

Physical Education



	Kindergarten – Grade 3	Grade 4 – Grade 6
Program Used	NWT Physical Education Curriculum (Alberta)	
How We Teach Best “Best Practice”	Cooperative games Various sports – basketball, soccer, badminton, etc Indoor and outdoor activities Games and fitness	
Classroom/ School Level Implications	<p>Large gym – two classes at one time Storage area for school/user groups Good audio and video system Ample space in some classrooms or other areas for some physical activity Score clock for gym Viewing area for community involvement, balcony for spectators</p> 	

	Grade 7 – Grade 9	Grade 10 – Grade 12
Program Used	NWT Physical Education Curriculum (Alberta)	NWT Physical Education Curriculum (Alberta) P.ED 10, 20, 30
How We Teach Best “Best Practice”	Variety of activities Lifetime sports, leisure activities, fitness activities Non-traditional activities Culture based activities Leadership activities	
Classroom/ School Level Implications	<p>Fitness room/equipment Separate storage space for community and school Acoustic design and sound system Collapsible bleachers LCD projector for school activities e.g. assemblies Access to town facilities required as facility is booked to capacity and some classes being taught without a gymnasium Enough gym space to allow for double classes – some current classes go to Aurora College for gym class Outdoor areas for students to be physically active</p>	

Distance Education

	Kindergarten – Grade 3	Grade 4 – Grade 6
Program Used/ Courses Taught	Not a program being offered but could be utilized for staff professional development (teachers and support staff)	
How We Teach Best	SAMS could utilize the technology available to have a web site for parents and students; homework; events, policies, etc.	
“Best Practice”	<p>Some classes could participate in national and/or international events by being “connected” to real world events. E.g. connect with other classes as part of the Canadian Space Agency Education program., etc.</p> <p>There may be some delivery of programs utilizing software which some students may find of value – particularly students who require more challenge, or who have difficulty functioning well in the classroom.</p>	
Classroom/ School Level Implications	<p>Need for reliable high speed internet access</p> <p>School web site development</p>	

	Grade 7 – Grade 9	Grade 10 – Grade 12
Program Used/ Courses Taught	<p>Some students are enrolled in Distance Education through ADLC (Alberta Distance Learning Centre)</p> <p>Math, Language Arts, Social Studies, Science</p>	
How We Teach Best	<p>Self directed learning</p> <p>Teacher assistance/facilitation</p>	
“Best Practice”		
Classroom/ School Level Implications	<p>Computers for on-line access/mini-labs</p> <p>Dedicated area for students working on Distance Education</p> <p>Staff require professional development re “facilitation” methods</p> <p>Partnerships with existing delivery networks e.g. Telehealth</p> <p>Requires strong facilitative methodology to achieve student success</p>	

Alternative Programs

	Kindergarten – Grade 3	Grade 4 – Grade 6
Program Used/ Courses Taught	<p>While SAMS does not have alternative programs in the traditional sense – it has (or has expressed a need for) a wide variety of non-core course offerings:</p> <ul style="list-style-type: none"> • Woodworking shop • Arts and craft room for sewing, beading, art, crafts, print making • Music/drum dancing room • Newspaper/radio room • Cultural room/areas (languages) • Food preparation/home economics room • Restitution room 	
How We Teach Best		
“Best Practice”		
Classroom/ School Level Implications		

	Grade 7 – Grade 9	Grade 10 – Grade 12
Program Used/ Courses Taught	<p>New Beginnings Program</p> <p>Key Components</p> <ul style="list-style-type: none"> • Basics (literacy and numeracy) • On-the-land education • Hands-on learning • Socialization skills; life skills • Family support <p>Require storage areas, work area, access to computers, exercise area, lounge area, access to kitchen area, various tools and equipment needs based on extent of activities</p> <p>Explore possibility of a storefront school for students to take courses while they work (possible Aurora College partnership)</p> <p>Youth Entry Level Skills Program (Regional Program)</p> <p>An opportunity for students to learn career oriented skills and gain experience in authentic workplaces.</p>	
How We Teach Best		
“Best Practice”		
Classroom/ School Level Implications		

Alternative Programs at SAMS

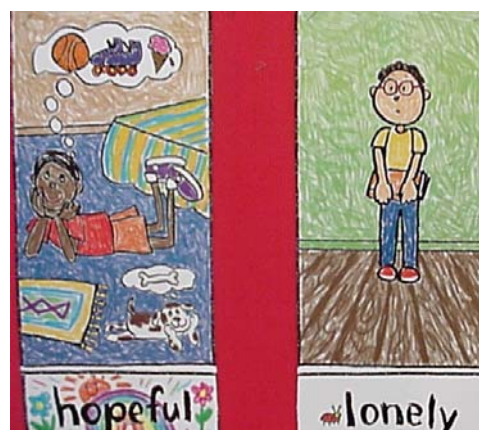
While SAMS does not have alternative programs in the traditional sense – it has (or expressed a need for) a wide variety of non-core course offerings:

- Woodworking shop
- Arts and craft room for sewing, beading, art, crafts, print making
- Music/dance room
- Newspaper/radio room
- Cultural room
- Food preparation/home economics room
- Restitution room

Restitution Program

At SAMS, the primary strategy for working with students is called Restitution. Restitution is a process whereby we create conditions for students to fix their mistakes and return to the group strengthened. At SAMS, we believe:

- Everyone has the right to be safe
- Everyone has a right to learn
- Everyone has a right to do their best
- Everyone has a right to be respected



Restitution is not seen as PUNISHMENT, it is about making good choices. The restitution room deals with Level 2 behaviour that falls outside of the Level 1 behaviours described below.

Level 1 Behaviours	Level 2 Behaviours
<ul style="list-style-type: none"> • Classroom or playground disruptions • Invasion of property • Invasion of personal space • Unsafe, unkind, unfair play • Disrespectful words or actions 	<ul style="list-style-type: none"> • Level 1 behaviours that continue or escalate • Verbal abuse (swearing, racial remarks, put-downs, obscenities, lying) • Minor theft and/or vandalism • Verbal threats • Temper tantrums

Alternative Programs at SHSS

Youth Entry Level Skills Program (Regional Program)

Program Overview

Over the last few years, the Beaufort Delta Education Council has collected information about school enrollment. BDEC learned that 35% of grade 10 to 12 students had dropped out of school without a lot of the skills needed to find and keep a job or to study at the next level. When the students were asked their opinion on why this was happening, they often said that they had not had much success in their academic programs and that they would prefer taking skill-based programs. The problem is that many of the regional schools were not able to offer these skill-based programs. Beaufort Delta schools are always working to offer the programs that will prepare the students for graduation and for the work force. The Youth Entry Level Skills program was designed especially for the students mentioned here. The training offered through this program would meet the needs of students who want to continue their education but don't always find the programs that suit them best at their regional school.

Once accepted into one of these programs, students have the chance to:

- Return to school
- Continue with you high school studies and beyond (e.g. SNAP, Aurora College)
- Achieve academic success
- Experience hands-on career exploration
- Gain valuable entry-level job skills
- Gain experience in authentic workplaces
- Start looking for a job

Program Summary

Youth Entry Level Skills Program, also known as YELS, is offered to people of the Beaufort Delta communities. The courses in the YELS program are open to young adults between the ages of 15 and 29 years old, living in one of these communities: Fort McPherson, Tsiigehtchic, Inuvik, Tuktoyaktuk, Sachs Harbour, Paulatuk, Holman.

YELS offers three programs in Inuvik:

- Introduction to Oil and Gas
- Tourism Careers for Youth
- Information Technology and Computer Maintenance

Students 19 years old or younger, may be able to stay at the BDEC Boarding Home in Inuvik. There are only 12 spaces available at the Boarding Home and these are given on a first-come, first-served basis to those coming from outside of Inuvik.

Students older than 19 accepted into a program, need to find their own place to stay for the length of the course.

Program Length

Oil and Gas Education

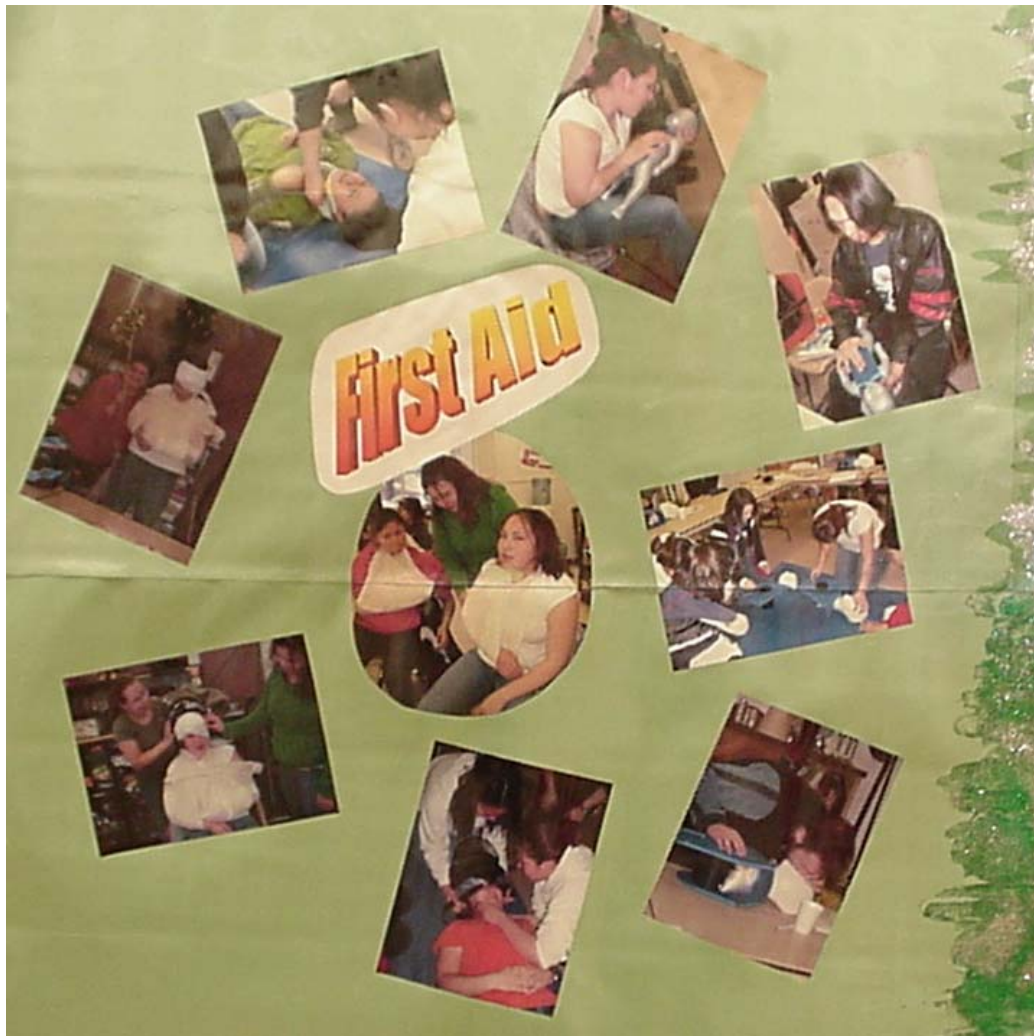
The Oil and Gas Education Program is a five (5) week program. As part of this program, students will receive three weeks of classroom training, safety certification and training.

Tourism Careers for Youth (TCY)

The Tourism Careers for Youth program is a six (6) week program providing 90 hours of classroom training, safety certification and work experience.

Information Technology and Computer Maintenance

Information Technology and Computer Maintenance is a 16-week program with classroom training and possibility of work experience.



Principles for Organizing the K-12 Learning Environment

The following principles should guide the manner in which we organize our instruction as well as how we determine what we offer instructionally

School Within a School Concept

SAMS K-6	SHSS 7-12
<p>General support for 3 zones</p> <p>e.g. K-1/2 and 2-3 and 4-6 zones</p> <p>SAMS is seen by staff as a COMMUNITY school and not just a school within a school.</p> <p>The use of the school by the community is extensive. The features most used by the community include the gym facility including the balcony seating area and the stage area.</p> <p>The concept of including an early childhood wing or zone is seen as a real benefit to the school assuming that the partnership is able to contribute financially to the project and is not at the expense of SAMS students or programming.</p> <p>There is a need for separate playground areas for smaller children as well as clear entrances, exits and traffic flow patterns related to the older students.</p>	<p>General support for two basic zones - a Grade 7-9 area and a Grade 10-12 zone.</p> <p>Also general support for specific subject area wings for the Grade 10 to 12 areas:</p> <ul style="list-style-type: none"> ➤ science/math wing ➤ language arts/social studies ➤ northern studies wing ➤ administrative wing ➤ CTS, computer technology wing <div data-bbox="868 1113 1445 1585" data-label="Image"> </div>

Transition Zones

SAMS K-6	SHSS 7-12
<p>Use of foyer/open areas</p> <p>Library could act as a transition zone or buffer between two areas</p> <p>A food preparation area could act a transition zone between two zones within the building</p> <p>Resource/curriculum storage areas could act as transition areas between zones</p> <p>A combined gymnasium could act as a transition zone between the two schools if they were to be joined</p> <p>A student gathering area which could be used for a variety of purposes – small assemblies, presentations, small lunch area, meetings</p>	<p>Library, foyer, gathering spaces</p> <p>Natural history, local culture</p> <p>Gathering space for assemblies or for students to eat their lunches – possible area for hot lunch or breakfast program</p> <p>Atrium garden area into which all zones flow</p> <p>Digital display boards for school and community announcements</p> <p>Public meeting area “Great Room” and/or areas for congregation during breaks</p>



Library

SAMS K-6	SHSS 7-12
<p>Library needs to accommodate different configurations of students from individual to small group to large group to entire classes Need space for students conducting research Computer accessibility Media equipment Display areas for books, cultural items, student work, Elder's pictures, Citizen of the month, posters Distinct resource areas – includes areas for cultural resources Computerized inventory Computerized check-out Projection/slide capability Wall displays Low level bookshelves Space for quiet individual reading but also spaces for shared reading/teaching Tutoring spaces Library staff to assist teacher Staff resource room with lots of shelving for resources and tables where teachers can collaboratively plan Small work, binding room Theme oriented book collections Literature rich environment - lots of picture books, high interest low vocabulary books, big books, easy read, novels, audio visuals Room for several tables and chairs for group projects Cubby holes for individual projects Locked space for equipment Primary listening carpeted area (circular) On-line resources – e.g. encyclopedias Access to computers and internet</p>	<p>Reading centres Study carols Small group areas Computer research centre Trained library staff Listening are (books on tape) Library staff team teach with classroom teachers Promoting reading with reluctant readers Careers-employability section Audio visual room with screens or individual monitors for viewing resources Computer scan technology, bar codes, linked sign out procedures, student I.D., all textbooks through the library, security system Explore community partnerships</p> <div data-bbox="889 1115 1406 1667" data-label="Image"> </div>

Interagency/Student Support Services

SAMS K-6	SHSS 7-12
<p>Guidance office Restitution room Dental facility Nurse's room Counseling office RCMP liaison Social services Community resource people Breakfast program Tutoring Music therapy</p> <p>Separate workspace for 6 program support assistants and 2 program support teachers</p> <p>A resource and work area space for PSTs and PSAs for working with students</p> <p>Note: There are currently 140 students on IEP and modified programs at SAMS – the need for student support is high and the need to ensure appropriate learning environments for students and staff is critical.</p>	<p>Student support counselor's office Space for meetings Student support room Resource room One location for all support staff offices School community counselor Guidance counselor Career counselor Education assistants Shared work area for: Nurse RCMP Other community liaisons Provision for student psychological services University/trade school liaisons</p>



Community Involvement in School

SAMS K-6	SHSS 7-12
<p>Seating areas in foyer/lobby Assemblies Website Gathering area Visitors often sleep overnight in the school Funerals, concerts, special occasions, large community numbers Pres-school, child development centre Need for adequate convenient parking Talent shows, jamborees, concerts Movies Meetings Craft fairs Feats Delta Daze Kiddy Carnival Northern Games/ Dene Games Arctic Winter Games Music performances Arts/Drama Need for food preparation area Secure access</p>	<p>Community meeting room/area Health nurse office Dental therapist Community policing presence Community visitor centre – artifacts, artwork Community bulletin board Parking lot – school information display – billboard style Parent advisory group(s) Overnight camp facilities for group visits Coordinated on-the-land activities Area to display cultural resources Theatre style auditorium with permanent seating and storage A place where community meetings would logically want to be Lit signage in parking lot announcing school news/information Parent e-mail database School website</p>



Use of Technology

SAMS K-6	SHSS 7-12
<p>Laptops for teachers and students Wireless environment Computer activity centres with Internet for students in classroom Smartboard technology TV/DVD for all rooms LCD projector in classrooms Computers – classes, office library Server room Whiteboards – no chalkboards Overhead projectors Shop tools Laundry facilities Kitchen facilities Video and audio editing facilities Digital photography Cable TV – all classes Internet access – all classes Computer lab with 30 machines with printers Sewing area Drafting area Keyboarding skills French as well as English keyboards</p>	<p>Computer labs Fully integrated multi-media and internet accessible in each classroom Data projection capability in classrooms Student networking School website as “hub” of communication internal and external e.g. homework, community communication Laptop computers that can be signed out to students Computer labs large enough for regular classroom plus additional students slipping in from other classes TVs around the school – school announcements Electronic key card entry system/security A network that links all the classrooms and individual networks together to allow information to be shared from every computer – complete file sharing capabilities Ability to communicate via voice system from one area to another Computer pods in each classroom</p>
<p>Other considerations related to the use of technology in the new facilities:</p> <p>Critical for the success of students; must be adaptable, capable of upgrading Administration – use for registers Has to be built in, accessible Students like the hands-on nature Good for special needs students Requires ongoing staff training and on-site support and evergreening systems every 5 years Helps to integrate subjects; Security is an issue which must be addressed In-house broadcast capability should be considered; phones in classrooms; TV announcements; rolling news; Sound system in gym; presentation system for visitors/presenters; community theatre Digital production centre “Labrary” Might consider a basic hardware drop in each classroom as a backup system to wireless The need for proper lighting, furniture and chairs associated with computer stations/centers</p>	

Internet access is provided at schools for educational purposes, including classroom activities, career development, directed research projects, and appropriate self-discovery activities.



Other jurisdictions, (E.g. P3 schools in Nova Scotia) offer an interesting example of one interpretation of this initiative. In addition to state-of-the-art computer labs with full data projection capabilities, every classroom is fully equipped with:

- overhead digital projectors permanently mounted in the ceiling on a 270° swivel
- a work station dedicated to the digital overhead projector, wired to the network and with laptop access
- a work station wired to the network dedicated for the teacher's use
- cable television and close circuit television wired into each classroom
- minimum number networked PCs per classroom for student use with software supporting teacher supervision.
- Such facilities support true integration of technology in the classroom. Teachers need professional development to help them fully realize the ways these technologies can be leveraged and the need exists for staff to be frequently brought in to help teachers review their current classroom practices and develop new practices incorporating these technologies. The process is one of life-long learning, both for teachers and for students. But the reality is that the work world into which students graduate has very high expectations for their ability to intuitively leverage technology and to exercise problem-solving techniques for adopting new technologies. Effective classrooms today anticipate these expectations and embrace them for the future benefit of the students.

(Source: Donna-Lynn Baskin, staff member at SHSS)

Flexibility and Choice

SAMS K-6	SHSS 7-12
<p>Indoor waiting area for cold weather (before school)</p> <p>Several areas need access to kitchen facilities – gym, home economics, language and culture classrooms, breakfast programs, primary grades</p> <p>Areas for science, arts and crafts, music</p> <p>Ability to accommodate different student size and group size – as need increases, size can match needs</p> <p>Variety of desk options for different physical arrangement needs</p> <p>Adjustable shelving</p>	<p>Areas for students to gather, hang out and work both during and after school or at lunch time</p> <p>Self directed learning areas/labs</p> <p>Multi-purpose room could have folding tables built into the wall; could have a small stage but large open area</p> <p>Different paths to graduation and different ways to progress through each path</p> <p>Choice = freedom to move to other areas once prerequisites are completed</p> <p>Team teaching/cross curricular opportunities</p>



Storage

SAMS K-6	SHSS 7-12
<p>Adequate space for students to store coats, hats, boots</p> <p>Built in shelving</p> <p>Wall units with whiteboards on front and shelving or storage behind</p> <p>Storage for janitorial supplies – chemical, equipment, supplies</p> <p>Storage for office supplies, records, school supplies</p> <p>Storage for a diversity of different sized teacher resources and materials</p> <p>Storage carts</p> <p>Secure storage for camping and cultural on-the-land gear and equipment</p> <p>Adequate book storage everywhere</p> <p>Adequate resource storage everywhere</p>	<p>On-the-land equipment and supplies</p> <p>Art supplies</p> <p>Home economic supplies</p> <p>Breakfast program supplies</p> <p>All offices should have storage spaces</p> <p>Bookroom per grade level</p> <p>Extra desk room/overflow</p> <p>Better planned locker area for students</p> <p>Less is more – regularly scheduled “purges” of older equipment and supplies</p> <p>Safe and secure space for student records</p> <p>Storage for each specialty subject e.g. science</p> <p>Inventories and records of equipment and supplies</p>



Partnerships

Potential Partnership #1 – Early Childhood Groups

Current Programs

Current Early Child Programs in Inuvik include a child development centre, an Aboriginal Headstart program and a preschool program. There is currently no centre/program for children ages 0 to 2.

	Inuvik Daycare Child Dev't Centre	Aboriginal Headstart Program	Inuvik Preschool
Current Location	Housed at SAMS for last three years	Located at 30 Tuma road in BDEC building until June 2005 (first year of operation)	Housed in Green portable behind SAMS
Funding Sources	Rent and utilities covered by DEA Other funding from: <ul style="list-style-type: none"> • ECE • IRC • GTC • Fundraising 	Core funding from Health Canada Additional funding provided by GTC and IRC	Rent and utilities covered by BDEC Some additional funding comes from ECE but the bulk of its operational budget comes from community fundraising and an annual donation from the Legion Ladies Auxiliary
Licensed For:	46 children 26 users under the age of 5 20 users over the age of 5	Licensed for 32 students; 17 enrolled For 3 and 4 year olds Open to all children with priority for those of aboriginal descent	30 three and four year olds are enrolled (3 year olds on Tuesdays and Thursdays; 4 year old son Monday, Wednesday and Fridays)
Waiting List	30+ (for after school programming)		
Instructors	8 full time instructors including two cultural teachers; one Gwich'in and one Inuviluit	1 Inuvialuit instructor with Director Annie Smith handling Gwich'in instruction; 2 additional instructors	2 instructors
Hours of Operation	8:00 am to 5:30 pm	9:00 -1130 am & 1:00 to 3:30 pm	8:30 to 11:45 am & 12:45 to 3:30 pm
Cost per child	\$625/month full time \$250/month after school	No cost to enroll Parents are required to volunteer 2 hours each month for Headstart related activities	User fees: \$125 for 4 yr olds \$ 84 for 3 yr olds \$ 40/month parent fee refundable if volunteer

Initial Discussions

The consultant met with early childhood groups on February 28th, 2005, and twice during April of 2005.

The overall vision of the group was to move towards all early childhood services under one roof. To this end, the groups have already had discussions on how to coordinate the administrative layer (e.g. move towards one operation either under the umbrella of the Little Bear Society or create a new society for such purposes).

Another goal of the groups is to increase the overall capacity for early childhood services including the ages of 0 to 2 – young infant care. There is also a current waiting list for after school programs. The new facility would be able to accommodate toddlers, ages 0 to 2; children ages 3 to 4; and children in after school programs.

In the past, the groups have all been independent and separate. Currently, they are working closely to operate as three groups under one umbrella with a trend to explore how they can better operate more closely and effectively. Instead of three groups operating under one umbrella, the future is more likely one of different services under one umbrella operated by a more cohesive united group.

The early childhood group has identified their program needs and have developed sketches/drawing indicating that a space of approximately 830 square metres would meet their needs. This amount of space may be a reflection of the “ideal” amount of space. It may be possible to fine tune the design to create a smaller space.

In terms of financing, the group has identified the need for substantial fundraising combined with soliciting contributions from a variety of sources – Federal, Territorial, local government, corporate sponsors/industry, Capital Planning Group, and in-kind contributions from DEA/BDEC/PWS/ECE.

A potential in-kind contribution from DEA/BDEC/ECE/PWS in support of this potential partnership would be to assume the architectural related costs associated with including the early childhood wing through to the conceptual and preliminary design work stages. As the group already has a detailed listing of space requirements, they could easily become part of the facility design stage. The early childhood wing would also need to be considered during the site selection and conceptual design stages. Even if the wing ends up being delayed, provisions for its eventual attachment to the new SAMS could be anticipated and planned for in the long run.

The issue of funding and cash flow and contributions from sponsors of their program will need to be expeditiously explored by them in the short term. In terms of cash flow, in a project of this nature (SAMS), the expenditures are spread out along the life of the project, and as such, this may allow more time for the partners to raise capital dollars. In terms of long term commitments (i.e. mortgage), it would be desirous on the part of the partners to spread the

payments over the life cycle of the combined project (SAMS and SHSS) rather than just the SAMS project.

From the school project's perspective, an eventual decision (D-DAY) would need to be articulated well in advance so that all involved clearly know that a decision would be made during preliminary design as to whether it proceeds as part of the SAMS construction project or becomes a future project assuming provisions have been made for it on the site and in the school designs.

In discussions with the Capital Planning Group, one suggestion for how it might work would be to have one of the Inuvik organizations/agencies co-sign a loan for the early childhood group and then work with them as they raise monies through various programs, organizations and fundraising events until the loan has been repaid.

A Look at Options Discussed

Options Discussed	General Comments
A) A stand alone facility for early childhood programs	<p>A stand alone facility could be on the same site as SAMS or it could be in an entirely different location.</p> <p>The opportunity to create a unique early childhood and early primary connection would not be optimal in this scenario. Linking the early childhood children and their parents to the elementary school is easier when the two facilities are linked together.</p> <p>It may however prove to be more cost effective in the short term (i.e. cheaper) to build a stand alone facility – one which is built to commercial standards rather than “school” standards.</p>
B) An Early Childhood Wing attached to the new SAMS	<p>In this scenario, everyone benefits.</p> <p>The early childhood providers and students would be connected to the elementary school in a variety of ways.</p> <p>Physically, the connection would be a physical link e.g. double doors, primary foyer, etc.</p> <p>Instructionally and pedagogically the opportunity to share experiences, resources, and professional development would exist. Students at the elementary school could participate in early childhood experiences – e.g. reading buddies, puppet shows, plays, mentoring, volunteering, etc.</p> <p>The school/DEA could assist in efficiencies associated with mechanical, electrical, water services, etc. as well as provide a long</p>

	<p>term commitment for the early childhood centre/wing.</p> <p>This scenario may be more expensive to build initially (versus a stand alone) but has good prospects for long term operational costs.</p>
C) Early Childhood program inside the new SAMS	<p>In this scenario, the early childhood services would be an integral part of the new SAMS. There is some uncertainty associated with timelines and funding which make this a less desirous option. If at some point in the process the early childhood partners had to pull out of the process, it would necessitate an extensive redesign of the school.</p>

Follow-Up Discussions

Before a clear decision can be made by either partner as to a partnership, more information is required:

- Cost of building attached to school versus stand alone beside the school (Initial estimates are \$3.0M to \$3.5M for attached; and \$2.3M for stand alone. These are simply rough estimates at this stage.) More detailed calculations are required before entering into any agreements)
- Operational costs if attached to the school versus a stand alone beside the school
- Operational costs currently being incurred by BDEC related to early childhood programs (Currently BDEC estimates this amount to equate to approximately \$80,000 per year).
- A better understanding of what might be in memorandum of understanding between the early childhood groups and BDEC
 - What each side brings to the table
 - Expectations on ongoing costs associated with heating, electrical, maintenance, janitorial, site analysis costs, conceptual design costs, architectural costs, design fees, commissioning, FF&E
 - Target goals and dates for \$ installments related to the project
 - Shared use of various school/site features – drop off, parking, playground, professional development

During the last set of discussions (late April), the early childhood group indicated:

- They will be forming a combined organization in near future, which will probably result in a new name for their group

- They may be able to bring as much as \$1.8M to the table (through contributions of organizations, government and agencies as well as fundraising) and will be soliciting government and other agencies for additional contributions as the process unfolds.
- They will be meeting in May to develop a strategic plan for the facilities and the process
- They will be developing a more detailed “functional plan chart” indicating each of the spaces in the facility, code requirements (# of m² per child), utilization factors (capacities) and total spaces, to compliment the work done to date.
- From their perspective, the ideal situation would be that the early child program:
 - be tied into the mechanical system(s) of the school(s),
 - see operational in-kind support from the school(s).
 - share playground space with lower elementary grades
 - share professional development opportunities which may arise with school(s)
 - share parking spaces, drop off spaces, etc.
 - be tied into the technology infrastructure of the school(s)
 - be tied into the security systems on-site

For BDEC’s part, a decision would need to be made (based on operational contributions discussions with ECE) as to the level of in-kind support:

For example: No level of in-kind support

Provide a level of support consistent with current levels

Provide complete operational support (utilities, janitorial and maintenance) in exchange for educational benefits of having the partnership

As the process unfolds, a detailed user agreement and/or memorandum of understanding will need to be developed between the partners which clearly articulates many of the above considerations, including contribution agreement schedules and target dates.

The opportunity exists to create a model/showcase facility for communities in the North and across Canada. The benefits of early education and the ability to tie it closely to the formalized educational system is a win-win for generations to come if this partnership comes to fruition.

Potential Partnership #2– The Town of Inuvik

The Town of Inuvik has several modern facilities which the schools are able to utilize:

Family Centre (also known as the Midnight Sun Recreation Complex) which includes:

- The Arena – opened in 1997, it features an Olympic size surface, viewing area, change rooms with showers, concession, and seating for 400 people. One of its programs – an after school skating program with a skate bank is quite popular.
- The Curling Rink – includes 4 sheets of ice, concession, viewing area and lounges. The Inuvik Curling Club operates this facility
- The Midnight Sun Recreation Complex (MSRC) Fitness Centre – open 24 hours a day, 7 days a week, and contains a variety of equipment for cardio (treadmills, elliptical trainers, stationary bikes, etc.) and weight training (weight machines, free weights, rowing machine, etc.).
- Community Centre – Inuvik’s Midnight Sun Recreation and Conference Centre is able to host tradeshow, conferences, public forums, cultural events, workshops, seminars, etc. The Community Centre includes a full stage, lighting, sound system, and banquet facilities for approximately 300 people.
- Community swimming pool
- Kids Play Zone and birthday room
- Squash courts – 2 courts are available for community use
- Inuvik Centennial Library
 - Monday to Thursday 10 am to 6 pm
& 7 pm to 9 pm
 - Fridays 10 am to 6 pm
 - Saturdays & Sundays 2 pm to 5 pmThe library also has computer and free Internet access, newspapers, magazines, a book exchange rack, and the “Dick Hill Northern Collection”. Membership is free to Inuvik residents. Extensive after school programs are offered at the community library.



Initial Discussions

The Town of Inuvik already provides extensive after school programming for students in Inuvik. Programming occurs at the community library and at skating rink and may become a feature at the newly opening swimming pool.

There may be a desire on the part of the town to extend this relationship by combining a new library facility with the two new school projects. In this scenario, a community library could be incorporated into the plans for the new SAMS as well as the new SHSS through a sequenced/phased in construction. Phase 1 could be associated with SAMS and phase 2 could be

associated with SHSS. The ideal location of the community library would be in the transition zone between the two schools. Funds normally associated with both the SAMS and SHSS school libraries could be enhanced with money from the community (Town of Inuvik and potentially others) to create a library facility that services the combined needs of the schools and the community.

The usage statistics for the Community Library indicate quite clearly how extensive the facility if used, particularly by the schools.

	September 2004	October 2004	November 2004	December 2004	January 2005
Average Weekly Patron Count	171	173	185	115	154
Weekends	72	89	62	32	73
Total Patrons	4335	4510	4610	2926	3955
Total SAMS	1589	1675	1696	1158	1602
Total Teens	914	1097	1218	611	710
Total Adults	1768	1732	1696	1157	1643
Total Tourists	64	6	0	0	0
Total Loans	1442	1280	1243		1473
Computer Hours	1173	1120	1154	864	1132

The library after-school programs are very busy. Often during the year, the library has displays which are similar in nature to ones that you would find in a school environment – Valentines, Day, Holidays, Halloween, Recycling, Children’s Book Week, Inuvik’s Favourite Books, etc. There is a tremendous fit between the Community Library and the two school libraries (SAMS and SHSS)

The library allocation for SAMS and SHSS will likely be in the range of 350 to 400 square metres, while the current library is approximately 700 square metres. With some economy of scale and more efficient use of combined areas, a new facility (SAMS, SHSS and community library) could be in the 900 to 1000 square metres range. There would be ample space for school and community usage and it could include a small amphitheatre style seating area, a display room, a storytelling area, computer access, an area for community presentations, and areas for large groups of students to work in.

At this stage, an indication from the Town (via Council motion) would be a good indication that it is worth exploring before the project gets too far along in the process. As well, some initial discussions should occur between BDEC and the Town with regards to what the expectations (Memorandum of Understanding) might include in order to enable both parties to make an informed decision as to their involvement in this partnership e.g. staffing, operational costs, expectations re use, etc.

Other Enhancements

The town may also be willing to provide some enhancements associated with a combined SAMS/SHSS double gymnasium structure. Extra dollars could assist in the design associated with a balcony with seating; a stage with theatre lights and appropriate sound system; projection equipment including a large screen; and gym bleachers. Expanding the height of the gym ceiling to national standards is another factor that might be considered.

The Town of Inuvik may also be open to considering relocating Jim Koe Park if it could be integrated into a broader campus plan for SAMS, SHSS and its potential partners. The park could actually obtain an even higher profile if properly situated within the new complex. The Town has plans for future development of Jim Koe Park – a community meeting area and/or marketplace for crafts, garage sales, baking, etc. and the possibility of a covered outdoor space for seasonal events. This needs to be kept in mind as the site analysis and overall planning of facilities takes place.

BDEC should continue to work with the Town of Inuvik, and the Capital Planning Group – a group that works together to plan for the future of Inuvik. There are often able to bring Federal and Territorial as well as their own funding (e.g. social development funds) to the table for projects. The Capital Planning group includes representation from the Town of Inuvik (mayor), I.R.C., I.C.C., G.T.C., N.G.C/I.N.B., and Aurora College.



Follow-Up Discussions

During April, two follow-up meetings were held with the Mayor to progress discussions on this partnership. A better sense of how it might operate will enable all partners to better decide if it is right for them.

Some examples of how it might operate include but are not limited to the following. Note that these are not decisions nor agreements, just ideas necessary to move the discussions to a more informed level.

- The town could explore an enhancement of approximately 600 to 700 m² as their contribution to the partnership.
- The schools (SAMS and SHSS) would collectively add an allocation of 300 to 350 m² as their contribution to the partnership.
- The Town would maintain staffing to current levels with a shift in hours to reflect school usage of the facility. Staffing costs would increase annually to reflect inflation, etc.
- The schools could look after utility costs, maintenance and janitorial costs associated with the partnership. The library could be tapped into the mechanical services of the school(s).
- The Town would provide furniture, fixtures and equipment related to their space contribution
- The Town could explore hours of operation e.g. schools exclusively use library during day or half days (e.g. mornings) and share the facility with public for part of the day and in the evenings.
- The school(s) could include library staff in professional development opportunities
- The library could be connected to the technology infrastructure of the school facilities
- The Town and BDEC would have further discussions related to shared parking, drop-off zones, road access, snow clearing, security, etc.
- BDEC could carry the library project through site analysis and part way through conceptual design when a firm commitment would be required by the Town
- A mutually agreed upon payment schedule will need to be worked out over the construction cycle of the project. The Town will have paid their contribution in full before entering the new facility.
- A user agreement should be worked out once both sides agree to further discussions.
- A joint service agreement related to other Town facilities (arena, pool, etc) could be worked out and included in the overall user agreement between the Town and BDEC.

The above scenario simply describes some of the factors each party will need to consider as they determine whether the partnership is one they wish to pursue. From an educational perspective, this partnership has enormous instructional value for the students at SAMS and SHSS.



“Photos from the current community library”

Potential Partnership #3 – Inuvik Regional Health and Social Services Authority

Currently, SAMS has two dental therapist who work out of two separate rooms in the school. One therapist services both the Sahtu and BDEC regions. He spends 50% of his time in SAMS working with SAMS students and 50% of his time traveling to other communities. The other dental therapist works 100% of her time with SAMS students – from 8:30 am to 5:00 PM from Mondays to Fridays. A dentist visits the school annually to see new students and to develop a dental plan for these students which the therapist follow.

While both work under the auspices of the Regional Health and Services Authority, the dental therapist is treated as a school employee by H&SS. The dental therapist basically follows the school year under his/her terms of employment.

This area could contain the following components:

	10m ²	dental therapist office (2)
	10m ²	small office with two work desks and file storage
	10m ²	small office for storage of supplies
	<u>10m²</u>	small lab – radiograph; develop X-rays; sterilizer, sink
Total space requirement =	50m ²	

As well, there is a certain amount of specialized equipment as well as basic office furniture which is required:

Once SHSS is attached to the new SAMS school, the dental therapists would have a combined client base of 900+ students for dental therapy work and dental education work. This is a very unique situation with a 40 to 50 year life span that should not be passed up.

In order for this partnership to work, both Health and the school(s) need to bring something to the table. Health could provide the up front capital expenditure for the space (over a 4 to 5 year contribution agreement) along with staffing and FF&E (furniture, fixtures and equipment); while the school(s) could look after ongoing utilities, janitorial and maintenance.

The potential for savings to the health care system is enormous over the long term. If students have to go for dental therapy services outside the school, odds are that many students simply will not receive the service, costing the health care system many times over the initial set-up costs over the long run, and quite possibly jeopardizing the dental therapist program altogether.

Potential Partnership #4 – Interagency Groups

There are many organizations and agencies in Inuvik that are associated with providing services to students at both SAMS and SHSS. Each of these groups requires a space when they come to the school in order to provide their service.

Generic multi-use spaces should be created in the schools that can be used not only by these organizations/agencies, but also by school staff for a variety of purposes.

Description of Potential Users

External to School

- Community Health/Public Health Nurse – immunizations, vision/hearing tests
- RCMP – Dare Program
- Justice Committee – class presentations
- Probation Services – class presentations
- Social Worker – child care worker
- Inuvik regional Health and Social Services
- Family Counseling Centre – crisis intervention
- Etc.

Internal to School

- Program Support Teacher(s)
- Program Support Assistant(s) working with students
- Principal and vice-principal for meetings with parents
- Staff for meetings with parents, students, and/or team meetings
- BDEC staff for meetings with staff, parents and/or students
- E.g. meeting with parents; assessment of students, educational psychologists.

Description of Shared School/Multi-Use Interagency Spaces

- Four (4) small rooms – each able to accommodate 4 to 6 students with tables and chairs
 - 1 room with sink, water, counters, lockable cupboards, and a mini-fridge
 - 2 rooms that open up to each other (divider wall)

Each room would be very simply equipped and decorated to keep in mind that these rooms might be used by classroom assistants, and many of the special needs students are easily stimulated and/or distracted

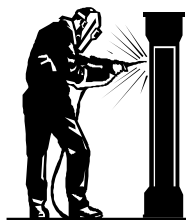
These spaces need to be flexible enough to meet everyone's needs – both the schools and the Interagency groups.

Potential Partnership #5 – Aurora College

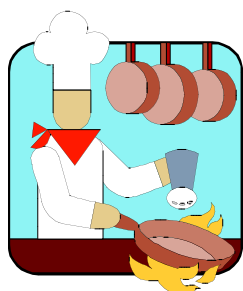
Scope of Potential Partnerships

PreK	K	6	7	12
<p>Aurora College students & staff require Daycare</p> <p>Share programs & staff e.g. AC student may require Biology 30 while a SHSS student may be able to access AC course</p> <p>Mobile Trades Module</p> <p>Recreation Leadership placements – event planning, tournaments and Possible physical education placements in both SAMS & SHSS schools</p> <p>Teacher training placements from Aurora College in both schools</p> <p>Early Childhood training via AC</p> <p>Parenting workshops available that span the PreK to Grade 12 continuum, including parents of school students</p> <p>Professional development opportunities available via Aurora College when interests overlap</p>				

Other potential partnerships could include:



- Partnership on a combined Trades Centre for SHSS



- Partnership on food preparation facilities – AC has extensive kitchen equipment which could be used in school projects
- Aurora College may have a need for additional classroom and gymnasium office space related to the delivery of their recreational leadership program. This might be considered when the SHSS is being planned.



Potential Partnership #6 – Business and Industry

Some discussions have taken place between BDEC officials and the oil and gas industry. To date, the oil and gas industry has been very supportive of the Youth Entry Level Skills Program. The Industry has expressed interest in pursuing additional skills based programs for youth in Inuvik and the Beaufort Delta. The next logical programming project could involve a trades centre similar in nature to the Kimberlite Trades and Technical Centre in Yellowknife.

The current SHSS “shop” situation includes 4 shop facilities that are available for students. One space is dedicated for woodworking; one for mechanics; one for junior high Industrial Arts; and a fourth space is dedicated for the New Beginnings Alternative Program. Two of the shops have small classrooms in them for students. There are also various storage areas within each of the shop areas.

Current shop/trades related CTS offerings at SHSS include CTS Woods, CTS Construction, CTS Construction Design (CADD) and CTS Welding.

Additional CTS offerings at SHSS include CTS Sewing, CTS Foods, CTS Computers, CTS Job Preparation, and CTS Wildlife

When the planning for SHSS comes on line, consideration should be given to a “Trades Centre” concept with the involvement of both Aurora College as well as the prevalent industries in the surrounding area (e.g. Oil and Gas).

For example, a new Trades Centre (Kimberlite Career & Technical Centre) was recently constructed in Yellowknife.

The Kimberlite Career and Technical Centre was built in partnership between local school boards and 40 businesses and organizations. The center was built to address the lack of exposure and training to trade and technical occupations for the community. A steering committee comprised of these sponsors determines programming and identifies new initiatives for the facility.

Programs at the Kimberlite Career and Technical center include welding. Hairstyling, electronics. construction technology. small engine mechanics, and a multi-station lab (featuring electrical wiring, hydraulics, robotics, quality assurance, mechanical, CADD systems, thermal systems, and manufacturing processes). Community groups also take advantage of the training facility. Daytime adult pre-employment classes, evening continuous education classes, camps and special events during school holidays are just some of the programming available.

Updating the shops, exploring trade areas relevant to local industry, securing business and industry sponsors, determining appropriate linkages with Aurora College, and securing appropriate staffing are logical next steps.

Potential Partnership #7 – Regional Training Partnership Group

The Regional Training Partnership Group is quite simply a group made up of any interested organization or department that has an interest in “training”. It acts as a conduit for groups interested in training and collaborating.

Add note re group (Megan 777-7112) in final draft

This collaboration could easily extend to the school(s), in particular, the high school. By having high school level representation on this committee, the high school could tap into existing programs and initiatives which exist or could exist for Inuvik. Doing so could assist the school in its attempts to address the many needs of its students.

List of Potential Partnerships Identified by SHSS Staff

This is a list of some of the many local opportunities that exist for both small and large-scale partnerships between SHSS and the local community.

A partnership could be as simple as a person from one of the organizations listed coming onto the school on a weekly or monthly basis; or it could be as extensive as a long-term physical space sharing arrangement.

- RCMP
- IDC/IRC
- GTC
- Public Health
- Elders
- CBC
- Oil companies
- Aurora College
- BDEC
- Newspaper
- MLAs
- Parks Canada
- RWED
- Town of Inuvik
- Federal agencies – Arctic Council, Noah 2 North
- Justice Committee
- Mentoring
- Early childhood programs
- Career officers from various organizations/agencies in town/government
- Local business partnerships
- To promote vocational skill development – e.g. retail, oil and gas, hairdresser, restaurant/hotels, etc.

SHSS can explore some of these relationships as it looks towards the future. Each of these potential partners can enhance the educational opportunities available to students at SHSS.

The Educational Plan From a School Perspective – SAMS

Main Ideas	Background (Anecdotal Commentary)
Organization	
General Organization	<p>The staff and administration generally support the creation of three instructional zones or neighbourhoods in the new school:</p> <ul style="list-style-type: none"> ➤ K-1 Zone ➤ Grade 2-3 Zone ➤ Grade 4-6 Zone <p>SAMS is seen as a community school. The use of the school by the community is extensive. Areas for community use and initial access/entry include the gymnasium, possibly the library, and the administration offices could be centrally located near the public entry.</p> <p>The concept of including an early childhood wing or zone is seen as a real benefit to the school assuming that the partnership is able to contribute financially to the project for both capital and operational dollars, and is not at the expense of SAMS students or programming.</p> <p>There is general acceptance of joining both SAMS and SHSS facilities from those surveyed and from those attending the general information meetings/focus groups. There were some concerns related to joining the SAMS facility to the SHSS facility, specifically, the need for separate playground areas for smaller children as well as clear entrances, exits and traffic flow patterns related to the older students.</p>
French Immersion	<p>SAMS currently offers French Immersion in K/1 and Grades 2/3. As the children move ahead, so do the plans for growth in this program. The new SAMS will require at a minimum – 2 additional classrooms for this “forced growth” issue. At the moment, the classes are in different areas in the school – along with their “counterparts”. The school should have more discussion as to whether or not the French Immersion classes be placed together in a “wing” or will they continue with the current practice of being with their “peers”.</p> <p>The Inuvik DEA currently passed a motion supporting extension of French Immersion up to the Grade 6 level. The motion was also supported by BDEC.</p>

Gwich'in and Inuvialuktun Immersion	The possibility exists for advancing the language-based programs available at the Kindergarten level. Having a multi-tracked program delivery has implications on a facility design and could be considered if there was suitable parental support for it in the future.
Shared Spaces	
Language Classrooms	SAMS is unique in that there are four full time languages which are offered – instruction in English, Gwich'in, Inuvialuktun, and French. Most schools have one language other than English – Inuvik requires three distinct language classrooms– a consideration that the capital standards may not have foreseen. There was some thought that this might make an interesting zone or area within the school and deserves a prominent location/profile. The culture classrooms also need proximity to the home economics room.
Home Economics/ Foods Area	<p>Currently, the home economics classroom has a poor layout. It is used for a variety of programs – boy's cooking classes, a breakfast program, a Grade 1 snack program, activities related to the culture/language programs, and for literacy lunches. There is a desire to expand foods options for the elementary students and for a bigger space. Consideration should be given for this area to be situated near the school gymnasium and community access portions of the facility as well as the culture classrooms. As well, there is a need for freezer space associated with the various food programs as well as the culture classrooms.</p> <p>The breakfast program alone will have served approximately 9000 breakfasts over the course of this school year. This has storage as well as space implications.</p>
Music Room	<p>SAMS currently offers a small music program which is strongly supported by staff, students, parents and the DEA. The desire is to increase the program offerings in this area and a much larger space than the 2/3 classroom currently being used is required.</p> <p>The current music room has a small tired stage/platform and some open floor area. Extensive lockable storage for music resources including musical instruments will be required.</p>

Library	<p>SAMS has a good idea of the many components related to a new SAMS library. There is a possibility of a partnership with the Town of Inuvik to enhance and/or combine libraries in the new SAMS and future SHSS. Library components include:</p> <ul style="list-style-type: none"> ➤ Library needs to accommodate different configurations of students from individual to small group to large group to entire classes ➤ Need space for students conducting research ➤ Computer accessibility (12 computers) ➤ Media equipment ➤ Desk top publishing room ➤ Display areas for books, cultural items, student work, Elder's pictures, Citizen of the month, posters ➤ Distinct resource areas – includes areas for cultural resources ➤ Stacks and racks for books, magazines, tapes, DVDs, etc. ➤ Projection/slide capability ➤ Wall displays ➤ Low level bookshelves ➤ Space for quiet individual reading but also spaces for shared reading/teaching ➤ Tutoring spaces ➤ Staff resource room with lots of shelving for resources and tables where teachers can collaboratively plan ➤ Small work, binding room ➤ Theme oriented book collections ➤ Literature rich environment - lots of picture books, high interest low vocabulary books, big books, easy read, novels, audio visuals ➤ Room for several tables and chairs for group projects ➤ Cubby holes for individual projects ➤ Locked space for equipment ➤ Primary listening area - carpeted and circular ➤ On-line resources – e.g. encyclopedias ➤ Access to computers and internet ➤ Library staff to assist teacher ➤ Library staff workspace ➤ A workspace for library staff (counter and lockable storage areas) ➤ Computerized inventory and computerized check-out ➤ Washrooms ➤ A small storage room
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	<p>Shop</p> <p>Currently, SAMS has a very small shop area (half a classroom) used primarily for woodworking classes and for storage of camping supplies and equipment. This hands-on activity area has become quite popular and the DEA, staff, students and parents are very supportive of this optional program.</p> <p>Consideration should be given to the possibility of working on snowmobiles and small motors as part of the shop program.</p> <p>A new facility would require a slightly larger space with appropriate material storage as well as outdoor camping equipment storage related to the various on-the-land activities.</p>
<p>Computer Lab</p>	<p>SAMS currently has one computer lab which is very popular and which is extensively used. There are also on average one or two computers per classroom. One computer is more for staff use while the other is for student use.</p>
<p>Technology Plan</p>	<p>SAMS staff will need to develop a technology plan for the new facility. Initial information related to a technology plan includes:</p> <ul style="list-style-type: none"> ➤ Laptops for teachers and possibly students ➤ Computer station with Internet for students in classroom ➤ Smartboard technology ➤ TV/DVD for all rooms ➤ LCD projector in classrooms and the computer lab ➤ Computers – classes, office, library ➤ Server room ➤ Whiteboards – no chalkboards ➤ Overhead projectors ➤ Video and audio editing facilities ➤ Digital photography ➤ Cable TV – all classes ➤ Internet access – all classes ➤ Computer lab with 30 machines with printers ➤ Computerized registers, report cards, attendance, and communication (e-mail) ➤ Sewing area ➤ Drafting area\ ➤ Keyboarding skills ➤ French as well as English keyboards

		<ul style="list-style-type: none"> ➤ Critical for the success of students; must be adaptable, capable of upgrading ➤ Has to be built in, accessible; students like the hands-on nature; good for special needs students ➤ Requires ongoing staff training and on-site support and evergreening systems every 5 years ➤ Helps to integrate subjects; ➤ Security is an issue which must be addressed ➤ In-house broadcast capability should be considered; phones in classrooms; TV announcements; rolling news; ➤ Sound system in gym; presentation system for visitors/presenters; community theatre ➤ Digital production centre “Labrary” ➤ Might consider a basic hardware drop in each classroom as a backup system to wireless ➤ The need for proper lighting, furniture and chairs associated with computer stations/centres
Recreation	Gym	<p>The gymnasium is currently an important venue for the community. The features most used by the community include the gym facility including the balcony seating area and the stage area. The balcony with seating area is used for various functions – cinema nights for general public (as there is no movie theatre in Inuvik); community events from assemblies to funerals to remembrance day celebrations.</p> <p>There is unease in the community as to whether this feature will be lost forever or whether it can be recaptured in the new SAMS. One possibility (in a combined gym scenario) would be to put a balcony with seating in one gym and outfit a “theatrical stage” in the second gymnasium. Community enhancements may be required in order to outfit the gyms with bleachers, a balcony with seating, stage lighting and sound system, scoreboards, etc.</p> <p>The gym facility requires:</p> <ul style="list-style-type: none"> ➤ change rooms with washroom services (toilets/sink) ➤ showers ➤ school equipment storage ➤ community storage ➤ small gym office with washroom and shower ➤ janitor closet ➤ access to public washrooms ➤ viewing areas

	<p>With the potential for community enhancements, consideration might be given to the height of the ceiling in this area – the potential to increase to a national/international standard is a possibility.</p>
Student Support Services	<p>There are a variety of staff and community agencies/organizations which compliment the student services component associated with SAMS.</p> <p>Support staff, agencies and areas (in current SAMS)</p> <ul style="list-style-type: none"> ➤ Program Support Teacher (1.5) ➤ Program Support Assistants (6.0) ➤ School Community Counselor (1.0) ➤ Dentist (1.0) office ➤ Dental Therapist/Health Nurse shared office space (1.0) ➤ Restitution room (1) <p>Other agencies/organizations which come into the school include:</p> <ul style="list-style-type: none"> ➤ RCMP liaison – DARE program and Bullying Program ➤ Social Services – Child Care Worker ➤ RWED – wildlife officers ➤ Health – Public Health Nurse ➤ Kindergarten screening ➤ Etc. <p>A separate workspace for the 6 program support assistants and 1.5 program support teachers is required with the potential for future expansion as enrolment increases. Each staff member needs a place to “hang their hat” and work on files, planning, etc. This is also the location for “secure files”.</p> <p>Work spaces for the PSTs and PSAs to actually work with small groups of students are also required. Sometimes, the small group work involved students from more than one classroom and a space is required to work with these students. One suggestion would be to have several (4) small meeting rooms to accommodate outside agency needs as well as provide one-on-one or small group teaching areas for the PSTs and PSAs. Each of the small meeting rooms (4) needs to be large enough for a small table and chairs for 4 to 6 students/adults. One of the meeting rooms should have a counter and sink. Two of the rooms could be separated by a divider wall. All meeting rooms should have access to telephones, Internet, whiteboards, and lockable storage.</p>

	<p>Student support staff also have extensive student support resources which need to be housed for easy access. Resources include text resources as well as extensive manipulatives and props associated with teaching special needs students. The PSTs and the PSAs use a combination of instruction in the classrooms and outside of the classrooms as they cater to various situations on an individual client-centred basis. The student support resource area could be combined with the resource staff work stations.</p> <p>Many of the students with identified needs are easily distracted by their immediate environment. Anything to reduce distractions within the school environment would be beneficial e.g. noise, visual, colour, decor</p> <p>Approximately 1/4 of SAMS students are reported to have FAS with a similar number reported to have FASD and/or other learning disabilities/challenges. Great flexibility is required in terms of educational strategies and space utilization to allow for a broad spectrum of instructional strategies.</p>
<p>Administration</p> <p>Office</p> <p>Staff Room</p>	<p>There is currently a full time principal and a part time (.5) vice principal. They operate out of the same office. Requirements include:</p> <ul style="list-style-type: none"> ➤ Principal's office with small meeting area ➤ Vice principal's office ➤ Small area for students who are sent to the office ➤ General reception area ➤ School secretary and assistant/helper work area ➤ File storage ➤ School supplies area and general office supplies ➤ Teacher mailbox area ➤ Area for office machines – photocopier, laminator, public address system, etc.(or there could be copy rooms in different locations in the school) <p>SAMS currently has a healthy staff room allocation – a place for approximately a dozen staff to sit around a table and have lunch of coffee (includes sink, stove, microwave, fridge, dishwasher, cupboards, coat room, etc.) and an area for 12-15 staff to sit comfortably on small couch/lounge chairs. The staff room should accommodate the 40+ staff members and include a whiteboard or message board as well as be tied into the school communication system.</p>

Support Areas Staff Work Area	<p>Currently, staff have access to two areas within the school where they can use a photocopier, laminator, etc. (copy room).</p>
	<p>More discussion is needed to determine if a combined work room or separate workroom scenario is preferable. As well, the issue of general school supplies and art supplies and how to handle them needs to be discussed. Currently, staff have fairly large classrooms with storage closets and spaces for supplies.</p>
Storage	<p>More work needs to be documented in this area, but initial discussions have identified the various types of storage needs at SAMS:</p> <ul style="list-style-type: none"> ➤ Adequate space for students to store coats, hats, boots ➤ Built in shelving ➤ Wall units with whiteboards on front and shelving or storage behind ➤ Storage for janitorial supplies – chemical, equipment, supplies ➤ Storage for office supplies, school supplies, paper storage, on-site confidential record storage, and off site student records, ➤ Storage for a diversity of different sized teacher resources and materials ➤ Storage carts ➤ Secure storage for camping and cultural on-the-land gear and equipment ➤ Adequate book storage everywhere ➤ Adequate resource storage everywhere
Network Closet	<p>The school has not completed its technology planning for the new facility as of yet. It is anticipated that a small lockable closet will be required for the school technology network.</p>
Custodial/ Janitorial Storage	<p>SAMS has four (4) staff involved in providing janitorial and maintenance services to the school. They would prefer a large storage room on each floor rather than several small janitor closets strewn throughout the facility. They have also requested that the location of the storage rooms be at the end of a hallway/zone rather than in the middle of an area.</p>

	There are several large machines which need to be properly stored (steam cleaner, polisher, waxer and floor stripper, etc) as well as substantial cleaning and general maintenance supplies which need to be readily available – paper products, chemicals, cleaning supplies, brooms, shovels, hammer, nails, screws, etc. A separate storage area for long term storage of regularly used items such as light fixtures, additional cleaning supplies, and paper products should be available on-site. Each janitorial closet also requires water, sink, shelving and small work table. At the present time, the janitorial staff do not have a table/desk to do work from. This could be worked into the design.
Service Areas	The aspects related to service areas are not part of the educational plan – further work will be required during facility planning related to the mechanical, generator, fan room, tank room and crawlspaces.
Circulation	SAMS historically has always been a double loaded corridor – with teachers creating wonderful learning environments within the confines of their personal classrooms. Newer school designs look at both the classroom environment and also at the spaces traditionally used as circulation spaces to create breakout areas and common areas which different classrooms can share. This provides greater mobility within the school.
Main entry	<p>The main entry is an important feature of the school.</p> <p>If the SAMS and SHSS facilities do end up being joined through a transition area (such as a double gymnasium), it is important that each school have separate entry/exits points.</p> <p>How students and parents move on the site will be critical to its success as a design. The parking lots (with plug ins) and movement of vehicles on the site is a critical component.</p>
Future Expansion	<p>The school's French Immersion program (currently K/1 and grades 2/3) will be expanding and requires a minimum of 2 additional classrooms when it reaches grade 6.</p> <p>The school population is being projected as 550 students. If this proves to be an underestimation, the grade 4 to 6 zone may end up having to be adjusted for lower grades. If the projections prove to be an overestimation, the grade 4 to 6 zone might end up becoming more geared to a middle school</p>

	<p>population. In either case – maximum flexibility within the facility is required.</p> <p>It may be prudent to plan (on the designs) for an additional elementary wing in case the population boom some expect to happen occurs in proportions bigger than expected.</p>
Outdoor Spaces	<p>Students and parents have spoken to the need for playground development and site entry/exit deliberations. The youngest students, in particular, the K/1 students require a secure separate play area. In fact, all students deserve a secure playground area. It would be desirable for the youngest students to actually be able to access their play areas directly from the classrooms.</p> <p>There is a major traffic jam just before the start of school, at lunch times and after school associated with student drop off and pick ups. Parents are concerned that the drop offs be better planned and include a “waiting area” for vehicles.</p> <p>With the potential of an early childhood partnership, the issue of drop off is magnified – parents will experience “one-stop shopping” in terms of dropping off and picking up their youngest children.</p>
Community Use of Facility	<p>The community has extensive use of the school:</p> <ul style="list-style-type: none"> ○ Various groups e.g. cubs, scouts, brownies, sparks, etc. ○ Community sports leagues e.g. basketball, badminton ○ Movie nights ○ Aerobics ○ Talent show, Craft fairs ○ Remembrance day, Funerals ○ Kiddie Carnival, Midnight Madness, Delta Daze ○ Conferences, Assemblies ○ Tournaments (when students from other schools sleep in the school) <p>These groups often make use of the gym, the staff room, the library, and some classrooms.</p>





Appendices

What Did Students Have To Say? (February 2005)

- For Sir Alexander Mackenzie Elementary School Students (K-6)
- For Samuel Hearne Secondary School Students (7-12)

What Did DEA Have To Say? (February 2005)

- For Sir Alexander Mackenzie Elementary School Students (K-6)
- For Samuel Hearne Secondary School Students (7-12)

What Did Parents Have To Say? (February 2005)

- General Survey Results (Parents/Community)

Design Considerations Related to Special Needs Students

What Did Students Have To Say (February 2005)

For Sir Alexander Mackenzie Elementary School (K-6)

(Note: answers have been combined where duplicated; words that have been **bolded** indicate recurrent themes.)

1. What features of the existing school do you like?

- Books in the classroom
- Colourful bulletin boards and walls
- **Different language classes**
- **BIG GYM with balcony**
- Stage
- **Projector and screen so we can have movie night in the gym**
- **Computer room and COMPUTERS**
- Speaker phone and phones in every classroom
- **Breakfast program and literacy lunch**
- **Home economic/foods room**
- **2 level building**
- Playground equipment on the grade 1 and 4/6 playgrounds
- Library
- Juice machines
- **Canteen;** treats at the movie night
- Daycare
- Restitution room for when there are problems
- Reading buddies
- Sewing club
- Boy's cooking club
- **Citizen of the month pictures**
- Tutoring in the library
- **Music class**
- **Big classrooms**
- Bathrooms that are close to the classrooms
- French Immersion program
- Fountains and change rooms
- Good teachers
- Camping
- **Work shop** (carpentry/woodworking)
- Lots of windows; wide stairs
- Having the park close by
- The kayak hanging on the wall
- Dentist/nurse room
- Science fair; math and science

2. What features would you change?

- Circle windows that you can sit in
- Special room for lost and found
- Bigger washrooms; also brightly coloured washrooms ... more bathrooms
- **Bigger foods (home economics) room**
- Carving room ... Tutoring room
- **Cafeteria ... Lunch room to stay in for lunch programs**
- Security cameras
- Science room to do experiments ... also a pet room
- Games room for free time or indoor recess
- Lockers for older kids
- Woodworking shop
- Technicians room attached to the computer room
- Sink and fridge in classrooms
- **Nicer coloured classrooms**
- Brighter lights
- Solar panels
- TV and DVD in every room ... Laptop computers
- More heaters
- Little store to buy stuff ... better canteen
- Art room
- **Bigger music room**
- Disco or dancing room
- Doctor/nurse room and dentist room
- Bigger gym ... trampolines ... wrestling ... gymnastics
- Special needs teachers all need their own space
- More cupboards and whiteboards
- **Different desks and chairs separate from desks**
- **Change colour of the school ... make school dark blue**
- Only one door in rooms
- Better computers in bigger computer room ... and more computers in each classroom
- Ability to chat on MSN
- French Immersion
- More playground equipment for younger kids ... More monkey bars and bigger slides ... and twirly slides ... Share our playground with younger grades, not older grades
- **More space to hang coats ... more space for parkas and boots**
- Rock climbing wall
- Longer recess ... new bell system
- Automatic flushers, taps and dryers in washrooms
- Juice fountain
- Escalator or elevator
- I would like a Magician at SAMS
- Automatic door openings
- Bring nature inside

3. Are there programs you would like to see taught or added to the programs you already receive?

- More computers ... extra computers after school for 2 hours
- Gym ... jogging court
- Science club
- Music and choir ... music lessons e.g. violin, guitar
- Tutoring every day
- Sewing club
- Library
- Breakfast club and Literacy lunch
- Homework club
- Cooking clubs
- Drum dancing
- More sports – soccer, borden ball, basketball, floor hockey, tennis, volleyball, baseball
- Wood working club
- Carving club
- Laser tag
- Dance
- Pet care
- Career counselor
- Safety
- A teacher in the library
- Bigger library – new books, movies, couches, CDs, cassettes, music tapes, computers, work tables
- A teacher helper in every room
- French Immersion
- Martial arts ... karate
- Art club
- Different and more languages ... Spanish
- Swimming and skating clubs
- Cheerleading
- After school programs
- **Camping club ... more on-the-land experiences**
- Drama club
- More field trips
- Gymnastics
- Rock climbing
- Pottery
- **More recess for older kids**
- Enrichment
- More play days
- Games clubs
- Skateboard club
- Skiing

4. What skills are important for you to learn in school to prepare you for the world/life after elementary school?

- Math ... adding, subtracting, multiplying, dividing, telling time, shapes, patterns, algebra
- Science ... learning about animals ... how to experiment ... weather reports
- Spelling, handwriting, reading, how to write, the alphabet, new words, typing, drawing
- Chemistry and science
- Baking, cooking, life skills
- Art, learning colours, colouring
- Good manners
- How to pay bills
- How to work hard
- How to drive a car
- How to use a bank card
- How to deposit money in a bank
- How to take care of yourself
- Need to know about money ... how to earn money ... counting money
- How to fix things
- How to explain things to people
- How to talk/communicate
- How to use a computer
- How to use the library
- How to get along with other people and work together
- How to take care of your stuff
- How to cooperate
- How to listen
- Patience
- How to do things like wood working
- How to play different sports
- Dental– how to care for your teeth
- How to do your homework by yourself
- Need to know about Canada and the World
- How to speak other languages e.g. French
- Respecting others
- How to be polite
- How to make things e.g. mukluks, igloo, skin a caribou
- Junior Ranger skills
- How to be responsible
- Learn about different jobs

5. Every school building has something which can be described as the heart or soul of the building. What do you think it could be for Inuvik's new school? (or what would make it a really cool building?)

- Northern lights and colours
- A statue of a seal in the entrance
- A meeting place with couches and reading lights above the couches, and small tables
- Make the centre of the school shaped like an igloo
- Put plants all around and some air fresheners
- **Put a fountain in the middle ... waterfall**
- Put in a gas fireplace
- Lots of bulletin boards and display cases for people's work from art class
- Rainbow coloured lighting
- Snow block design on the walls
- **Sammy the Husky** ... school mascot
- A place for kids to eat lunch ... cafeteria ... gathering space
- More colours ... bright and colourfull
- Bigger library
- Waterslide
- Decorated doors e.g. star, balloons)
- Big symbol on gym floor e.g. spider (Spiderman)
- Theatre for movies, meetings
- Revolving doors, escalators, glass walls, automatic doors
- **Inukshuk**
- Old photos of SAMS
- A gym shaped like a circle
- An assembly room
- An outdoor park
- An arcade in the centre
- Plants and flowers
- Pets in the school e.g. fish, parrots, hamsters
- Statue of Alexander Mackenzie
- Murals or pictures on wall showing traditional culture
- The outside scenery of the North inside the school
- Fishpond
- Indoor waterfall and a bridge
- Styrofoam igloo
- Pool
- Big screen TV
- Polar Bear
- Petting zoo
- No ceiling
- Sea Ice ... glass walls
- Pictures of people building Inuvik

6. If you could give three pieces of advice to an architect, what would it be?

- Make it look bright
- Make it friendly and warm ... make it a happy school
- Call it SAMS ... keep the name of the school
- Have large walls done in murals showing cultural activities
- Build a big gym
- Big computer room, music room and classrooms
- Make sure it still has a stage
- More bulletin boards
- Clap and lights go on and off
- Sinks in the classrooms
- New floors
- Brighter lights
- Lots of storage space ... lots of shelving
- Do not tear down old school until new school is built, in case you make a mistake
- Have better signage
- Don't forget the computer room
- Instead of P.A., use TVs for announcements
- Have a better playground
- Soundproof rooms
- Don't forget the balcony
- Make sure it's exciting and colourful
- Security cameras
- Elder friendly
- Better sound system
- Make sure there is a workshop
- Make sure there is a place to eat
- A swimming pool would be nice
- I want it with the high school
- Make it long and round
- Make it two storeys high
- New ceilings and a different wall colour
- Blue and red and green and lots of glass
- More lockers, no carpet, bigger desks
- Make it closer to my house
- Lots of colour and lots of tinted windows ... bigger windows
- Bigger bathrooms
- Have an indoor park
- Include SAMMY ... don't leave Sammy behind in the old school

Additional Student Comments For SAMS (K-6)
(based on follow-up classroom activity in April 2005)

- bigger desks with pencil holders
- fountains in each classroom
- tie in with community greenhouse, arena, and swimming pool
- cafeteria
- big areas for storage
- an activity room with tables for students
- different rooms for different subjects
- computers for each student
- study carols
- sinks in the classrooms
- whiteboards instead of chalkboards
- better bathrooms
- study hall
- breaks between classes
- lockers for older students
- a wall of fame
- change rooms
- better science topics
- more specialized rooms
- science lab
- air conditioning
- nurses/dentist offices
- light dimmers
- indoor playground
- home theatre system in classrooms
- shop classes
- statues, sculptures
- bigger playground
- good intercom system
- swimming program
- spiral staircase
- handicap accessible
- elevators/escalators
- automatic taps and toilets
- better gym equipment
- big foyer
- computer set up in classrooms

What Did Students Have To Say (February 2005)

For Samuel Hearne Secondary School (7-12)

(Note: answers have been combined where duplicated; words that have been **bolded** indicate recurrent theme. As well additional student comments from an April follow-up have been combined with these responses).

1. What features of the existing school do you like?

- CTS classes
- Painted ceiling and tiles
- Socialization with friends
- **Built in benches** (we used to have)
- Class sizes
- Gym
- Computer lab
- Downstairs science lab is cool
- Library
- Rotary system for classes
- Home economics
- Old shop
- Lockers
- Industrial Arts/shop classes
- Gym bleachers
- Movies in the gym
- Dances
- Balcony in the gym
- Wood shop
- **Old mural that was in the foyer**
- Wide hallways

2. What features would you change?

- Change the colour – green and white
- Have a café
- Bathrooms
- No more detentions
- Glass walls
- Matching lockers
- Mandatory social studies courses
- Having to learn Shakespeare and Hamlet
- Add a second gym
- **Benches in hallway**
- More sports equipment
- Running track
- Bigger lockers
- Art room

- Drama room
- Music room
- Juice machines
- More basic supplies
- Better desks
- **A place to eat lunch**
- Cafeteria
- Breakfast and lunch programs
- Faster internet
- Need a mascot
- Viewing area for gym
- Newer and faster computers
- Canteen
- No smoking in front of school
- More exits
- New jerseys for sports
- More tools in industrial arts/shops
- A cemented designated smoking area
- More electrical outlets (especially for the music room)
- Soundproofing where needed (gym, music room)
- Bigger desks
- More sports programs (senior house league)
- More vending machines
- Better chairs

3. Are there programs you would like to see taught or added to the programs you already receive?

- Swimming class
- Art classes
- Gun safety
- Real life skills
- After school programs
- Driver's education courses
- First aid courses
- Babysitting courses
- Music, choir, and band
- Welding courses
- Tourism courses
- Drama
- Dance
- Mechanics
- **Computers**
- **Cooking classes**
- Fitness area; exercise room; weight room
- **Technology classes** – animation, Powerpoint, Microsoft Word
- Field trips

- Laptops
- Gymnastics
- Lacrosse and hockey ... and outside sports all year round
- Different languages – German, Spanish
- History and geography
- Sex education
- Hair cutting/cosmetology

4. What skills are important for you to learn in school to prepare you for the world/life after high school?

- Reading/writing
- Cooking skills
- Safety in the workplace
- Sex education
- Driver education
- How to be successful in a job/getting a job
- Language Arts/English
- Math
- Science
- Health
- Career and Program Planning
- How to use tools
- Industrial Arts/Shop
- Taking care of taxes
- How to save money and spend money wisely
- Proper ethics
- Social skills
- How to budget
- Self motivation and how to be independent
- Self determination
- Responsibility for self
- Making good choices
- Technology and computer technology skills
- Hunting skills
- Learn how businesses, corporations, politics works
- Neatness
- Cleanliness
- **Communication skills**
- **Money management**
- **Job skills**

5. Every school building has something which can be described as the heart or soul of the building. What do you think it could be for a new high school? (or what would make it a really cool building?)

- Green and white lockers
- Dome shaped school
- Pictures of students
- Combine both schools
- **More creative colours**
- Igloo shape
- A school mascot
- Lots of carvings
- 3 people in front of school (sculpture)
- Fountain
- Museum
- Trees and plants
- Sculptures
- Have a café
- Theatre
- Soundproof room for music and musicians
- Giant mural or mosaic
- Fix up sculptures outside of school
- Statue of teachers and students shaking hands
- Ring of pillars in the foyer
- Big study hall area
- Something that shows cultural diversity
- Handprints of all the students on one wall
- Tepees
- Samuel Hearne Statue
- **A place to eat lunch and gather**
- Vibrant colours
- A sign saying what the school stands for e.g. TRUST
- Skateboarding park
- Games area
- A library with computers
- Murals
- A round school would be cool

6. If you could give three pieces of advice to an architect, what would it be?

- Lots of circles
- Handicap accessible
- Wide open as possible; bigger foyer/entrance, **a place to gather/eat/meet**
- Security systems in place; use non vandalism materials e.g. steel
- Build it for 100 years
- More creative design; unique design; aesthetically pleasing
- Canteen area for students
- Bigger windows
- Second gym
- Build a smoking area for students
- An area for smokers (with heat)
- Track and field area

What Did District Education Authority Have To Say
(based on a February 2005 and April 2005 meetings)

For Sir Alexander Mackenzie School (K-6)

What features of the existing school do you like?

- Gym viewing gallery
- Gathering space when entering school
- History of school
- Lots of space
- Location – centre of town
- Really good access to site
- School serves as a backdrop to important public space

What features would you change?

- Library could be different – more open with different spaces for students
- Need community use of kitchens for events – better access to home economics
- More variety of learning spaces

What programs or activities you would like to see added to the programs or activities your son or daughter already takes in school?

- Expand music program; drumming; drum dancing
- More technology
- Ability to do science in classrooms
- Language – need 3 classrooms for French, Gwich'in and Inuvialuktun;
- Possibility of aboriginal immersion in future

What skills are important for your son or daughter to learn at school?

- 33% of students are in need of extra support – we need to learn how to deliver to their needs in the classroom
- success = employability skills

Every building should have something which can be described as its “heart and soul”- imagery that speaks to the community and its people. What could that be in Inuvik’s new school?

- Gathering spaces
- School acts as a community centre
- Generations of people pass through our doors
- Gym/stage/balcony

Please share your thought on groups or potential partners that may be a fit for the school?

- Early Childhood
- Combined gymnasium facilities

Any other comments?

- Areas for gathering – eating lunch
- Hardwood floors in gymnasium

- Interagency spaces – student support areas with working areas for kids and professionals (PST, PSA, OT, ST, SCC, assessment, etc.
- Keep Dentist spaces
- Restitution program
- Combine facilities with SAMS and SHSS – possible sharing of certain spaces such as combined gyms (one with bleachers and one with stage), boiler rooms/mechanical, possible connection to Recreation Centre
- Separate playgrounds for different grades
- Do not want to have partnerships if it is at the expense of the students at SAMS – cannot subsidize others – they need to bring dollars to the table.

What Did District Education Authority Have To Say

(based on a February 2005 meeting)

For Samuel Hearne Secondary School (7-12)

What features of the existing school do you like?

- Foyer was nice
- Gym viewing gallery
- Library (before it was damaged)

What features would you change?

- Foyer needs work

Are there programs or activities you would like to see added to the programs or activities your son or daughter already takes in school?

- Vocational programming
- More technology
- Carpentry
- Cosmetology
- Arts programs
- Culinary arts (cooking) – connect it to food services in the school
- Use of distance education/teleconferencing to offer courses in Beaufort Delta or to receive instruction or professional development

What skills are important for your children to learn at school to prepare for later life?

- Success = employability skills
- Importance of computers and on-line programs in the future
- Social skills
- Job skills
- Academics

Every building should have something which can be described as its “heart and soul”- imagery that speaks to the community and its people. What could that be in new high school?

- Complete the vision of community in the centre of the school – gym with bleachers, stage and gallery in a combined complex
- Gathering spaces
- Social interaction areas

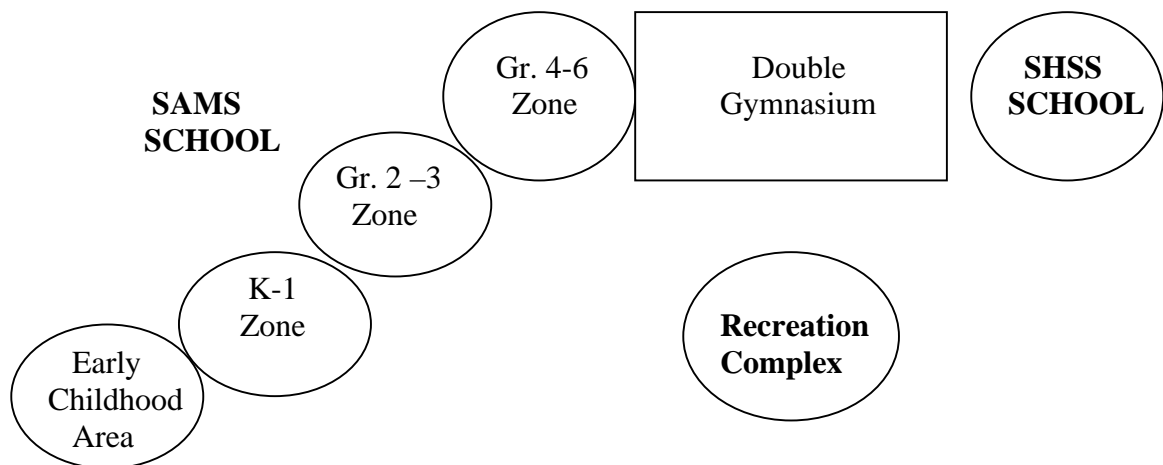
Please share your thoughts on groups or potential partnerships that may be a fit for the school?

- Vocational programming with Aurora College

Any other comments?

- High school students should be able to buy snacks, light meals in a food service area located near gyms which also doubles as home economics area
- Keep in mind that we are a regional centre

The DEA was able to sketch a simple relationship diagram which illustrates the need for flexibility in the transition zones in the building.



The need for flexibility in design was discussed. Depending on the enrolments, it might be necessary to adjust the zones. For example, the Grade 4 to 6 zone might become a grade 4 to 7 or 5 to 8 zone (Middle School) if enrolments decrease over time. On the other hand, the high school needs to be flexible enough to become a middle school and a high school rather than a junior and senior high if enrolments increase.

What Did Parents Have To Say?

General Survey Results For SAMS (Parents/Community/Focus Groups)

(Note: **Bolded** comments are comments which were received numerous times).

	SAMS
1. What features of the existing school do you like?	Breakfast program Five (5) day school week Spacious classrooms High ceilings Friendly, smiling faces Easy access to staff and administration Different things (projects) my son and daughter bring home Gym with balcony and stage Two dental office rooms Gym size Daycare within the school; includes early childhood development Separate wings for different grade groupings Elementary grades only Big, open classrooms Bright and lots of windows None – it's too old Nothing except the playground Open spaces, big classrooms, gymnasium Like the fact younger kids are in their own wing in the building Library Elementary grades only Displays in hall and lobby areas Glass windows in the office area Movie and events, especially concerts Proximity of preschool to school School location (central) and community use of school All the programs and pictures and illustrations throughout the school Language programs Computer facilities Community minded school Connections with early childhood programs; convenience Multiple playgrounds Openness into gym Community size gym Size, location The ramp Music, drum dancing

<p>2. What features would you change?</p>	<p>A place for students to be inside when arrive for school Better air ventilation Better music room with more instruments; bigger room; lockable storage for instruments Band for kids to join Better library – larger, better set-up, bigger More on-the-land activities Ramp feature at each door Playground Add a shop and home economics classroom Add a place for student to eat ... lunch program Bigger special needs area/program support area Everything Bright colours are necessary Bring nature indoors – maybe a water fountain Modern washrooms Staff washrooms Separate public washrooms; tapless sinks; change room for babies Bigger canteen Library and audio visual centres Conference room; coat room for movies and concerts; better lighting; better visual room guides; nicer fountains Self-flushing toilets Security cameras The ramp Separate parking and play areas Close drop off areas Proper desks for all kids Cafeteria/lunch for kids; lunch programs Grass No carpeting Soft colours Make it updated with lighting, electrical, heating, ventilation Better library/computer room Area for restitution class Low stimulation teaching areas Air conditioning/better ventilation After school programs A separate wing for computer lab, languages and music A playground structure and landscaping for the playground An outside enclosure which would provide unheated wind protection for children in winter who are waiting to enter the school Seating in hall areas for students and visitors Improved playground areas Explore use of solar panels in Inuvik – are they practical – can they be used?</p>
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<p>3. What programs or activities would you like to see taught or added to the programs or activities already being offered?</p>	<p>Dental health education More science activities Gymnastics Skiing Snowshoeing Skating Swimming Band instruments Lunch program where kids stay at school for lunch and are monitored by parent volunteers More activities for students Additional life skills Elders going in to pass on information to the kids, storytelling Prayers brought back into the school Native history Land claims Gym every day for students Music and choir In school sports teams Dancing Student council/government Recycling club Media club More emphasis on special needs Safety patrol – hall monitoring program Lunch program – kids eat lunch at school rather than walking home at –40 below Bussing program Lunch programs After school programs Art and music Instrumental ensembles Choirs Music technology instruction Home economics Specialized services/area for PAS/FAE children More options (drama, band) Promote environmental stewardship/respect for land Multi-dimensional approach to teaching (multiple intelligences) Better arts program Arts and crafts Sports activities for younger kids Stronger P.ED program More outdoor related activities; outdoor education</p>
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<p>4. What skills are important for your son or daughter to learn in school?</p>	<p>Reading, writing, math Healthy Living Team sports, team work Traditional ways of life/life skills Social skills Academic skills Learn how to travel to other cities or countries Exchange programs – they need the experience of seeing places other than Inuvik Computer skills Restitution program is very important Music program is essential Art/creativity very important as it relates to native crafts Academic courses at a national level Academic, life and social skills Being able to do things themselves rather than having to dictate final products Independence Sewing Shops More going out into the community and interacting with real people such as RCMP, Elders, and workers Physical activity – gym everyday A teacher dedicated to P.Ed and Gym Presentation skills Skills to build strong self-image Strong language and math skills Appreciation for music Attain tools to carry on with higher education Community volunteerism Sharing, thinking, creating RESPECT for education RESPECT for others Ability to ask right questions A strong focus on academics with time spent on cultural aspects including fine arts Core skills Life skills – independence, teamwork, environmental, cultural values, responsibility, respect Building self-esteem Dealing with bullies Being open-minded Getting along with others</p>
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<p>5. Every school building has a “heart or soul” What do you think it could be for a new school?</p>	<p>Culture of Inuvik Presence of Inukshuk Cultural icons/artistic drawings Large foyer with Inukshuk and art work from our local people Something to represent out past, present and future of SAMS school Helping others in need Painted mural of our Elders and our children or something by the children for our children Sculpture of a blanket toss or a picture A mural on the ceiling of a picture of aurora borealis in the main foyer Pictures of former students who are now leaders and would be good role models ... teacher/student/citizen of the month Culture of native groups History of the school Murals or scenes in the foyer celebrating traditional values Running water fountain A lobby that is visually pleasant with school history, visual media relating to the school. More visual and information on navigating through the school Something that reflect not just aboriginal cultures but all cultures Ceiling and art murals (changeable) Biographies not only of successful people in the community but of students in the school A community room or multi-purpose room which will permit displays of artwork, cultural items, meetings and after school programs Gymnasium – student /parent gatherings; concerts, sports, events, exhibitions Gym/stage Student commons area Indoor playground Multiculturalism Windows and circles and high ceilings/skylight – gathering space Class photos and trophies ... showcase student awards Elder’s pictures Something to do with culture/tradition Central meeting or gathering place Could focus on early childhood as a center piece Community gym and theatre A teaching kitchen that will serve the needs i.e. breakfast, lunch Shape of an igloo Curves, patterns, shapes of snow banks Big foyer or gathering space in entrance Wholistic representation child >> adult>>Elder >> child</p>
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	<p>Photography/history ... pictures of elders, role models</p> <p>Interconnectedness ... braided stream of life</p> <p>Inukshuk under a stained glass skylight of the northern lights</p> <p>Inuvik has many diverse cultures, all cultures need to be embraced.</p> <p>All signage should incorporate the three languages and cultures that are fostered by the school.</p> <p>Interconnectedness of land and rivers; land and town; old and new; community and school; cultural and academic</p> <p style="padding-left: 40px;">Inuvik – culture is important; changing; intermingling of cultures; dynamic; still creating identity; SAMS is the community centre</p> <p style="padding-left: 40px;">Rivers – many ways to the same place; transportation place; connection of hallways representing flow of rivers</p> <p style="padding-left: 40px;">Land – place for living and learning, meeting and gathering</p> <p style="padding-left: 40px;">Delta – branching off from circle; fluid; gathers at top; islands, rivers, creeks intersecting, diverging and converging; new paths being carved; always dynamic</p> <p style="padding-left: 40px;">Foyer – semi-circular</p> <p style="padding-left: 40px;">Circle – igloo; tepee; healing circle; gathering area; respect; community; fluid</p> <p style="padding-left: 40px;">Past = Elders/building of Inuvik/ old SAMS/history</p> <p style="padding-left: 40px;">Present = citizens of the month/student/teacher of the month</p> <p style="padding-left: 40px;">Future = SAMS students showcased as future leaders</p> <p>Imagery – Delta = heart and soul >> people who created/are creating/will create identity of Inuvik</p> <p>A monument of the Place of Man</p>
6. Please share your thoughts on groups or potential partners that be a fit for the school.	<p>Northmart – hot lunch once a week</p> <p>Daycare</p> <p>Daycare and preschool should be a part of planning as these children will be with us the longest</p> <p>Town recreation department/ centre</p> <p>RCMP</p> <p>Community corrections</p> <p>Groups of companies talking to kids about what they do in their jobs and what they are looking for; also tours of different offices in town</p> <p>Elder groups</p> <p>Scientific research station</p> <p>Oil exploration</p> <p>Power corporation</p> <p>Communications groups</p> <p>Guides and scouts</p> <p>BDEC and DEA</p> <p>College students or community volunteers</p>

	<p>Make space for preschool children Need to look at “moving children ahead” concept Early childhood development is a natural fit and makes sense One stop place for parents to drop students off in the morning would be great RWED Parks Canada Ski Club</p>
Any Other comments	<p>Doing a great job Wish we could keep SAMS – historical landmark; dignity If the school is going to be from K-12, it will be important to separate the older kids and the younger ones. More special needs teachers and aids You can never have too much support in our classrooms Concern about high number of kids needing support in each classroom Make it more colourful, away from the typical beige Have a yearbook I hope the new school is great for kids User groups must not impact school programs – must contribute to costs; Use their own dollars to convert and be treated like tenants with leases; use office rents to pay for additional specialized areas and equipment Fund raise to pay for extras Contract out small cafeteria with small menu Institutional appliances in home economics room Groups need lockable, sizeable room besides classrooms to meet and lead student groups; keyless entry; Separate access points for user groups THANKS FOR ASKING – Thanks for asking for some input from parents and students and not just doing it! The staff and support staff make the school. Any new facility should support their efforts and further the needs of the children in the community Early childhood belongs with the school K-12 complex School needs to be a welcoming, comfortable place Try to incorporate the SAMS Archive Project into the new school – a project to document the history of SAMS electronically via yearbooks, photos, stories, archival information, etc.</p>

What Did Parents Have To Say?

General Survey Results For SHSS (Parents/Community/Focus Groups)

It should be noted that the survey response rate from parents of SHSS was poor – yet the level of comments received were very articulate and useful.

	SHSS
1. What features of the existing school do you like?	<ul style="list-style-type: none"> • Redone gymnasium and stage in gym area • Size of school • Location of school • The current school gym, though a bit dated in style, is a tremendous resource, not only to the school and its curriculum, but also to the community. • The school library, though currently unavailable for use, is also an important, though underutilized resource. Its location within the school is central and the bright, wide bank of windows into the school lobby gives a feeling of openness and welcome to the school main entry way. It also sends a silent but important message to all the school users of the importance placed on literacy. • The central location of the main office. It is the heart and soul of the school; it is the reception for parents and guests to the school, it is the hub for both students and staff in the school. Having it so central and so open, banked by windows and clearly accessible is a wonderful design consideration. • All the classrooms boast large, unobstructed windows which fill the school with natural light and enhance the sense of spaciousness in every room. This is an important aspect of the ambiance of the school, setting a positive sensory experience. • The foyer, before its destruction, was the “great room” of the school. It is greatly missed in so many ways. • Facilities for Industrial Arts, Home Economics, computer lab, science labs, and the Alternate School are fantastic education resources that Inuvik and region is very fortunate to have. • Extra-curricular programs such as: Chess Club, Student Newspaper, Yearbook, Drama Club, various sports, “Kids in the Kitchen Program, Breakfast Program, Homework Club, Student Council, etc. • Community use of school facilities – excellent “bridge-building”

2. What features would you change?	<p>The grade 10-12 students tend to be older than students at those grades in other schools – provide a greater degree of separation between the junior and senior high students through physical separations – some grade 11/12 students are 19 or 20 years old.</p> <p>Home economics room – bigger Foyer – open up Share resources with college and other schools Lunch area Students services area Smoking area for kids Better drop off zone</p> <p>Stop practice of combining academic courses e.g. split Physics 20/30 course – academic students only get half as much time as they should with the teacher in direct instruction – important that they get more time as they are university bound and need to do well on the departmental exams <i>(NOTE: According to school administration, the 20/30 level courses are currently NOT being offered together)</i></p> <p>Currently student computer facilities are centralized in two rooms, a junior high lab and a senior high lab (which also serves as a full-time classroom). While the lab facilities are important, true integration of technology in the learning environment calls for on-demand computer access, in all classrooms at all times.</p> <p>Healthy” physical environment:</p> <ul style="list-style-type: none"> • Air quality and atmospheric comfort is always a challenge in older buildings. While SHSS has the benefit of windows that can be opened (some buildings designed and built in the 70s and 80s were essentially “hermetically” sealed), the school environment would be greatly improved by both an air exchange and air conditioning system. • More modern lighting systems throughout the school: Classrooms require high-quality ambient light. Currently this school, as most, use fluorescent lighting, which has been shown to be the most efficient and cost-effective lighting to provide the high quality of illumination suitable for most classrooms, offices, and laboratories (http://www.energymanagement.umich.edu/utilities/energy_management/Lighting_Guide.html). This lighting technology has evolved in recent years, though, and much more efficient and aesthetically pleasing incarnations of it are available and could be

	<p>considered for the school. The newer fluorescent technologies also have an additional appeal, one that is particularly important in this arctic environment – research supports that fluorescent lights provide effective "therapeutic light" to persons suffering from the SAD syndrome (Seasonal Affective Disorder). SAD symptoms do not respond to any special light wavelength characteristics; it is the intensity of the light which is important, not the color quality. Also, people afflicted with FAS, Autism, HDD, and a number of other attention, focus, and comprehension limitations respond positively to the subtle influence of newer fluorescent lighting technologies. (another useful resource: http://www.designlights.org/guides.html)</p> <p>Assembly and public meeting facilities: currently the school gym is used for large-attendance events and this is an appropriate venue. However, the gym is poorly equipped to properly host these events. It needs projection facilities and an effective sound system. Also, acoustically, the ceiling could be refurbished to enhance the quality of sound dispersal. Controlled lighting (dimmers, separate tracks, etc) would also be helpful.</p> <p>Cafeteria separate from the Home Economics facilities for both breakfast and lunch programs</p> <p>More modern layout concept for Home Ec/CTS Foods facilities; more refrigeration and freezer space; larger pantry; both locked and open cupboards; kitchen-specific sanitation facilities; dishwashers, microwave and/or convection ovens; counter top stove tops and wall ovens.</p> <p>Public area for guests coming into the school, for students to congregate during breaks, for various clubs/teams to have informal meetings, etc. – sort of a “family room” for the whole school – could also be considered a “transition zone between “schools within a school”</p> <p>Office space dedicated to support programs such as school health initiatives, community policing, clubs such as, Guides/Scouts, Cadets, etc; cultural groups</p> <p>Effective storage facilities; dedicated storage areas by subject area and/or department; custom-built expandable storage to suit various needs, such as print materials, display materials, multi-media, manipulatives, class sets, odd size/shapes, general and project-specific supplies, etc.</p> <p>“Campus” approach to development of school facilities; may involve shared resources with Town, college, cultural agencies, such as the library, meeting facilities, theatre facilities, etc.</p>
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	<p>Positive visual impact of school exterior; consideration to landscaping, public image, aesthetic impression, reflection of cultural values</p> <p>Application of colour theory and research on impact of colour on learner-oriented settings when choosing colour schemes for various areas and functions within the school. Have the school feel less “institutional”; use the visual aspects of the facility as part of the “welcoming” atmosphere</p> <p>The current staff room facilities are in desperate need of renewal. SHSS supports a large faculty and all schools benefit from a staffing community that is able to form a close knit team within a warm, friendly atmosphere. The staff room in all schools becomes the “family room” for faculty. This is the one environment where they will interact in an informal, relaxed setting. This is the one physical space that provides the opportunity for team-building to happen intrinsically and naturally, and through such, for collegial relationships to mature. The SHSS staff room is too small for the size of the staff that it services. It needs new seating, more efficient lunchroom facilities, a more ambient atmosphere to encourage positive and comfortable teacher interaction.</p>
3. What programs or activities would you like to see taught or added to the programs or activities already being offered?	<ul style="list-style-type: none"> • Late French immersion • Sewing • Music, Art and Drama • Choir • Daycare • Parenting • Health careers and related courses • CTS Health related courses • A sustained and comprehensive music program, graduated from grades k-12. Research shows that strong music programs support improved cross-curriculum performance, particularly in maths and sciences. • Incorporated project-based and CPBL curriculum in academic subject areas (CPBL: collaborative problem-based learning) • Non-team based, individual sports opportunities: such as: Martial Arts, Yoga, Archery, Cycling, Swimming, Golf, Dance, Gymnastics • A sustained drama and theatre arts program, graduated from grades K-12. These programs support improves cross-curriculum performance in general literacy. They also offer unique opportunities for students with non-traditional learning styles to excel. This is particularly important where English may not be the cultural heritage for a significant portion of the student population or for students with learning challenges such as FAS and ADHD.

	<ul style="list-style-type: none"> • More comprehensive aboriginal culture and language programs that non-aboriginal students are encouraged to participate in. Our personal experience: when we moved here we made the conscious decision to encourage our daughters to take an aboriginal language class instead of French, though we would have preferred for them to have both. They both had French language education prior to moving here but Inuvik offers a unique and unparalleled cultural opportunity to study in two of the world's most rare languages. Academically, we wanted them to take advantage of this opportunity because once they enter the post-secondary world; familiarity with multiple languages will be an asset. Also, the process of learning the structures of different language families such as Inuvialuktun and Gwitchin, even if they never become proficient speakers, will have helped them develop a deeper analytical approach to language and expression.
4. What skills are important for your son or daughter to learn in school?	<ul style="list-style-type: none"> • 2nd and 3rd languages • studying skills and thinking skills • creativity • leadership • Key skills are a range of essential skills that underpin success in education, employment, lifelong learning and personal development. • We want our children to graduate high school understanding that learning is a life-long venture for which they are responsible. • We want them to be ready to enter the work world with a professional, self-directed attitude. • We want them to be technologically savvy, not just proficient in a few currently-popular software programs –rather, able to approach an unknown technology with the confidence that they have the basic skills to self-learn and progress. • We want them to be able to multi-task and to understand that life is not neatly packaged into component subject areas. We want them to be prepared for the reality of most work environment that a “job” requires skill in many seemingly unrelated areas and a willingness to embrace new ideas and practices. • We want them to be highly literate and critical thinkers. We want them to have strong problem-solving skills. • We want them to be confident with high self-esteem, and the ability to exercise diplomacy, courtesy, respect and good citizenship, while still having the courage to challenge authority according to their own moral judgment.

	<ul style="list-style-type: none"> • Literacy skills: <ul style="list-style-type: none"> ○ Synthesize complex documentation, distilling key points and summarizing primary and secondary messages ○ Creative writing: Ability to appreciate, analyze, and create expressive writing such as various forms of both formal and informal poetry, dialogue, and short story. ○ Academic writing: Ability to research, annotate, compile, collate, outline and write, academic essays, research papers, and thesis documents; ○ Professional and Technical writing: Ability to write effective technical and business communication including, minute-taking, technical specifications and descriptions, methodological steps and guides, professional letters and reports, appropriate and secure internet communications (both synchronous and asynchronous) ○ Strong vocabulary of at least 50,000 words in primary language of communication and adequate vocabulary of at least 10,000 words in at least one secondary language ○ All writing skills should be supported by proficiency in at least one standard-use word processing software program, such as MS Word; publishing and layout skills supported by software such as MS Publisher, Adobe Framemaker, or Quark ○ Minimum Keyboarding proficiency of 20 words per minute ○ Ability to properly debating and exercise persuasive argument ○ Effective assertive verbal communication, active listening, ability to give authoritative and well-considered feedback, self-confident non-verbal cues and communication • Numeracy skills: <ul style="list-style-type: none"> ○ Basic math, including simple operations, rote recall of basic table and facts ○ Academic maths, including advanced algebra and introductory calculus ○ Scientific computation and application of formulas, geometry and bonds ○ Business math, including basic book-keeping and accounting, personal and sales taxes, amortization, currency exchange rates, credit interest calculation
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	<ul style="list-style-type: none"> ○ Use of technology to augment computation, including basic and scientific calculators, adding machines, various computational software applications • Critical thinking and Technology skills: <ul style="list-style-type: none"> ○ Ability to design, create, maintain and adapt relational databases; this should also be supported by proficiency in at least one standard-use database software program such as MS Access ○ Ability to develop, produce, and deliver effective oral and visual presentations; this should also be supported by proficiency in at least one standard-use presentation software program, such as MS PowerPoint ○ Additional analytical skills: flowcharting (supported by fluency with at least one flowcharting software program, such as Visio); three dimensional spatial analysis (supported by fluency with at least one mapping and/schematics software program, such as GIS &/or CAD) ○ Ability to design, create and manipulate graphics to support and augment other communication instruments (such as written documentation, presentations, reports, labs, etc) ; this should also be supported by proficiency in at least one standard-use graphic software program such as Adobe Photoshop or Jasc PaintShopPro ○ Knowledge management skills, such as distilling key information, filing, and storing for easy retrieval, categorizing and cross-referencing; these skills could be cross-referenced with project planning and management skills (supported by software proficiency such as MS Project) • Internet and web competencies: <ul style="list-style-type: none"> ○ Understand issues of internet security, protection of personal and financial information, legal obligations and implications of internet usage ○ Basic web development skills, including simple html, ftp, file management, and naming conventions, supported by fluency with HTML scripting and editing software and other production/publishing applications ○ How to conduct effective research using web, usenet, newsgroups, online databases, and other internet vehicles; also how to effectively evaluate the validity of sources
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	<ul style="list-style-type: none"> ○ Effective synchronous (i.e. chat) and asynchronous (i.e. email) internet-based communication, understanding “synchronicity and the difference between both client and server based communications, web relay, and integrated digital technologies, such as cell phones, PDAs, pagers, and fax. ● Citizenship: <ul style="list-style-type: none"> ○ Understand social and moral values of their community ○ Sense of personal responsibility within the fabric of the community ○ Legal and social responsibilities, consequences, and implications of their individual roles and choices ○ Ability to articulate what it means to be Canadian and what it means to have a specific cultural/linguistic heritage within the nationalistic identity
5. Every school building has a “heart or soul” What do you think it could be for a new school?	<ul style="list-style-type: none"> ● Focus on leadership ... role models ...hall of fame (northern lights) ● Create a culture of success ... leadership ● Rotating display of local and regional artwork, maintained by one or more “partners” with school or refurbish the current sculpture (outside the school) and bring indoors for permanent display in the school’s public area ● “Green” area which in some way, relevant to the unique semi-tundra ecosystem, bring the outdoors indoors – possible partnership with Town &/or Parks Canada to achieve this ● Time capsules: one for each year of the school and housed in a visible display in the school’s public area
6. Please share your thoughts on groups or potential partners that be a fit for the school.	<ul style="list-style-type: none"> ● Youth Centre ● Local aboriginal governing groups, such as the IDC and GTC ● Large oil and gas companies investing in the region ● Town and Hamlet councils of communities within the catchment area for SHSS and Inuvik Centennial Library ● Local, well-established businesses with a vested interest in both the financial success of the town and the availability of an educated employment pool ● Local and regional health agencies (also family counseling organizations): e.g. Kids in Kitchen program partners with Northern Nutrition Association

	<ul style="list-style-type: none"> • Local civic justice bodies, including RCMP, Inuvik Justice Committee, aboriginal organizations involved with restorative justice • Aurora College – especially partnering for inter curricular consideration around CTS offerings (i.e. CTS Foods could be coordinated with a college initiative for culinary arts traded certification); also, maybe there would be an opportunity to share cafeteria facilities and staffing, depending on the location considerations. • Federal and territorial government: <ul style="list-style-type: none"> • Department of Foreign Affairs, Arctic Council – leveraging the Northern Dimension of Canada's Foreign Policy which mandates the sustainable development of the Arctic. The Arctic Council itself has the specific mission of promote the economic, social and cultural well-being of northern peoples and is part of an international agency encompassing Canada, Denmark, Finland, Iceland, Norway, The Russian Federation, Sweden and the United States. It is well-funded and an educational initiative in Inuvik, as the center of the region and undergoing rapid and substantial geopolitical change, is a primary candidate for funding under their initiatives. (http://www.dfait-maeci.gc.ca/circumpolar/sec02_council-en.asp) • Inuit Circumpolar Conference (____) (http://www.inuit.org/) • Gwich'in Council International (GCI) (http://www.gwichin.org/) • Arctic Athabaskan Council (AAC) (http://www.arcticathabaskancouncil.com/) • Human Resources Development Canada, Canadian Circumpolar Mobility project and the North2North Program which also partners with Canadian Universities on education initiatives (Arctic Athabaskan Council, Aurora College, Nunavut Arctic College, Saint Mary's University, Université Laval, University of Alberta, University of Northern British Columbia, University of Regina, University of Saskatchewan and Yukon College) • Western Premiers Conference members: Alberta, Manitoba, NWT, Nunavut, Yukon and Saskatchewan, Office of the Premier and Executive and Intergovernmental Affairs – NGOs with an interest in arctic issues • Indian and Northern Affairs Canada, Conference Board of Canada, Fisheries and Oceans Canada, Natural Resources Canada, Environment Canada, the Department of National Defence, and the RCMP
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Any Other comments	<ul style="list-style-type: none"> • Incorporate community library into SHSS • Teaching kitchen that will serve needs of students i.e. breakfast, lunch • Given that Inuvik is growing, demographic projections need to be done to help predict what the next 30 years will mean to education in the town. • What will the student population at different grade levels be? • What are the anticipated growth trends? • Where will the student population come from and what will their needs and expectations be? • What will the staffing needs be and how many classrooms, what size classrooms (both in terms of dimensions and student-teacher ratio), what types of facilities within those classroom will best adapt to the population shifts over the next 3 decades? • If the school moves in the direction of full technology integration within the classrooms, what will be required to maintain these facilities? • What will be the staffing needed to support the technology? • What will the long-term planning need to be to support growth, expansion, and evolution of those technologies? • What proportion of the annual budgets will need to be dedicated to such initiatives? • What will be the sports facilities required to meet both curricular and extra-curricular needs over the next 3 decades? • Can the current gym meet those needs and if not, what will need to be done to it to bring it up to those expectations? • What do post-secondary institutions to which SHSS grads apply expect? • What current and emerging trends in education does SHSS need to be aware of and in step with in order for its graduates to be competitive? • What are the cultural imperatives identified by the two dominant Aboriginal groups, from whom the majority of SHSS students come? • How do these cultural imperatives need to influence curricular and physical facility decisions now and over the next 3 decades? • Essentially, what are SHSS's current, 5 –year, 10-year and 30 year goals educational and how can the physical space the school occupies best support those goals? • Both schools may be older buildings but that is merely the façade – the education occurring within the walls is exceptional. The teachers work hard to try to meet the many and varied levels of their students and, while nothing is perfect, that sheer effort and
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	<p>dedication, along with their professionalism, makes the standard of education high in Inuvik.</p> <ul style="list-style-type: none"> • A school is more than just the building it sits in but, as they say, the devil is in the details. The quality of the education deserves a strong and adaptable facility to house it. Whether that's a retrofitted building or a new building or some combination thereof is ultimately a financial decision. Whatever comes of it, the spirit of SHSS as the school that we want to be a part of remains constant.
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Design Considerations Related To Special Needs Students

The following information is based on actual practice at SAMS and from discussions with staff, administration and BDEC office staff, and from a dissertation paper by Bill Gowans. At SAMS, everyone believes that all students can learn and that creative solutions must be sought for many of our students.

In Inuvik, as in many other Northern Communities, there is an incidence of Fetal Alcohol Spectrum Disorder that is higher than the Canadian norms. As such, consideration should be given as to how pedagogy associated with these challenges should be considered in school design.

Some presenting behaviours associated with FASD and other special needs can include:

- Difficulty in connecting rules and consequences – lack of connection between what was said or done and what happened
- A sense of being treated unfairly (as a result of lack of connection)
- Student disinterest in prescribed curriculum and lack of motivation to succeed
- Often success with general computation (math) but difficulties with language
- Difficulty with retention of skills
- Often frustration leads to a display of aggression as well as sporadic attendance
- Students often not interested and not listening
- Difficulty understanding personal space, and limits, and social cues which often gets these individuals into a lot of trouble inside and outside of the classroom
- Often differing attitudes towards male and female authority figures (teacher, support staff, administration)
- Students don't always adjust easily or break routine easily
- Students often have difficulty sitting still

Effective School responses could include:

- Need to adapt curriculum and generate academic interest
- Need to try different techniques, different things with different students, alternative strategies as opposed to the more traditional academic type of things
- Need to look at student interests, strengths and confidences – on-the-land type experiences; cultural experiences
- Exhibiting a great deal of patience with these children (as they don't often link action and consequence)
- Use of programs such as Restitution (which acknowledge that students have the right to make mistakes, correct them and return strengthened to the group)
- Practice of “selective grouping” is one approach which some schools are exploring – rather than having classes of approximate size and abilities (homogeneous groupings). The “selective group” often has a much smaller class size (ranging from 11 to 16 students) while the other classes are much larger and often contain behavioural or academically challenged students, but often not students who are both behaviourally

and academically challenged. The students who were selectively grouped received more attention than in a regular classroom. Staff who teach the selective groups are often asked for a long term commitment (minimum of two years).

- The physical layout of the classroom is altered from the normal rows of desks or groups of tables. Often there is very little on the walls. The students often work better in their own than in small groups and the teacher explores different seating arrangements until an optimal arrangement is found.
- The students are very tactile and very visual – a visual schedule of what’s going to be happening every day is on the Board. It indicates where they will be at all times – because the students tend to ask many times a day.
- Less lecture and more seatwork, adapted to accommodate the abilities and short attention spans of the students
- Completing homework has always been an issue – but has improved with the use of incentives – e.g. purchasing power based on a token economy.
- Making logical connections associated with the students strong ties to the land and community – making reference to on-the-land experiences and places in the community that the students are familiar with
- Utilizing their tactile abilities as a strength and incorporating it into the curriculum – e.g. the use of a small woodworking shop as part of the curriculum and building activities around it; develop a trapping program; a cooking program (linked to language arts and health curriculum); and extra physical education opportunities as a reward and as a way to burn excess energy. This also gives them a chance to do activities they are good at.
- Use of pictures and images versus the written word e.g. a picture of how the woodworking shop should look when it has been cleaned at the end of a class versus a verbal description to students of what it should look like
- The Program Support Teacher and the Program Support Assistants can work with the teacher to provide support in the delivery of instruction.
- Students are distracted by P.A systems and general announcements. T.V. screens in each classroom and announcements arriving via that medium, would give the teacher the chance to select the time to 'announce'. The “normal” regime of announcements via a public address system tends to be disruptive.
- The location of the selective grouping classes should also be considered. Perhaps closest to or furthest from the exit is a consideration. Distance from the washrooms and the traffic generated there should be considered.

School Design Implications

Most of the information presented would indicate that it is probably more about methodology than school design when one considers the strategies being used. Certainly, the design of the school should take into consideration that many special needs students are easily distracted and as such, the design of the classroom should help the situation, not contribute to it. In some schools, for example, half walls of glass have been used between classrooms and hallways so that students when sitting down at their desk cannot see into the hallway, but the teacher when standing in the room can see outside the classroom.

One alternative to consider would be to have several (4) small meeting rooms to accommodate outside agency needs as well as provide one-on-one or small group teaching areas for the PSTs and PSAs. Each of the small (and rather plain) meeting rooms (4) needs to be large enough for a small table and chairs for 4 to 6 students/adults.

One of the meeting rooms should have a counter and sink. Two of the rooms could be separated by a divider wall. All meeting rooms should have access to telephones, electrical etc.

By multi-functioning the spaces, they would be used 100% of the time as well as accommodate a wide range of demands from both inside and outside of the school (e.g, nurse, RCMP, child care worker, RWED, Kindergarten screening, etc.).

When working with students outside of the classroom, it is important to consider that many of the students with identified needs are easily distracted by their immediate environment. Anything that could be done to reduce distractions within the school environment would be beneficial e.g. noise, visual, colour, decor