



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

May /05

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



Inuvik K – 12 Education Plan Executive Summary

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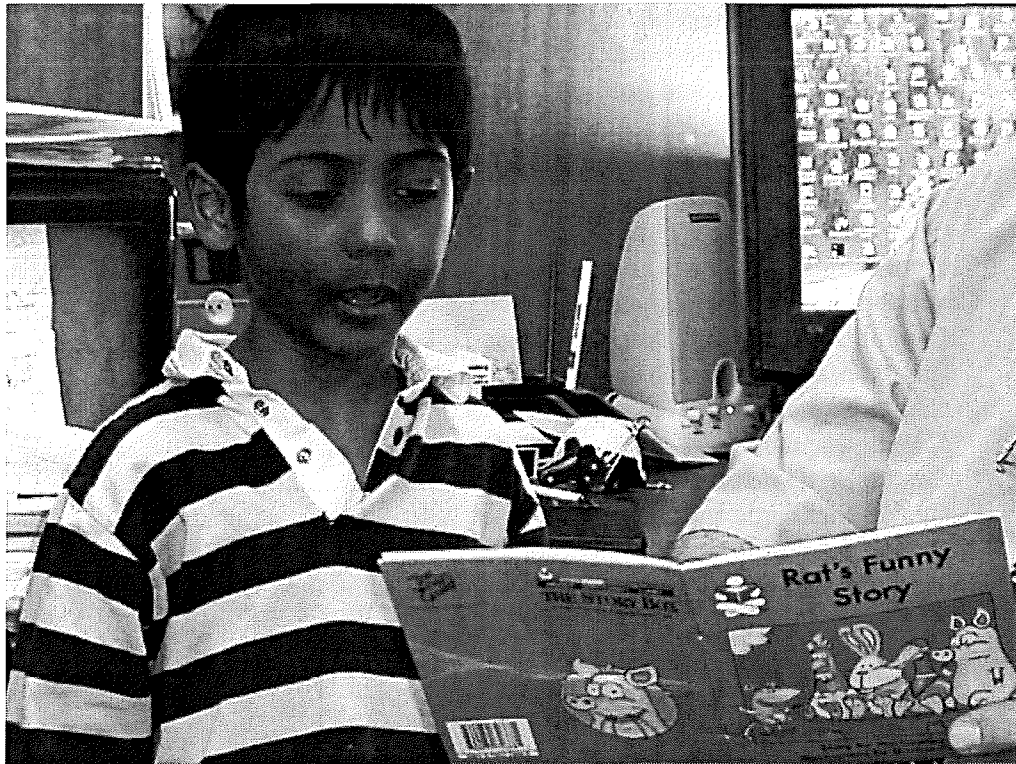
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Executive Summary

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.Ps 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)

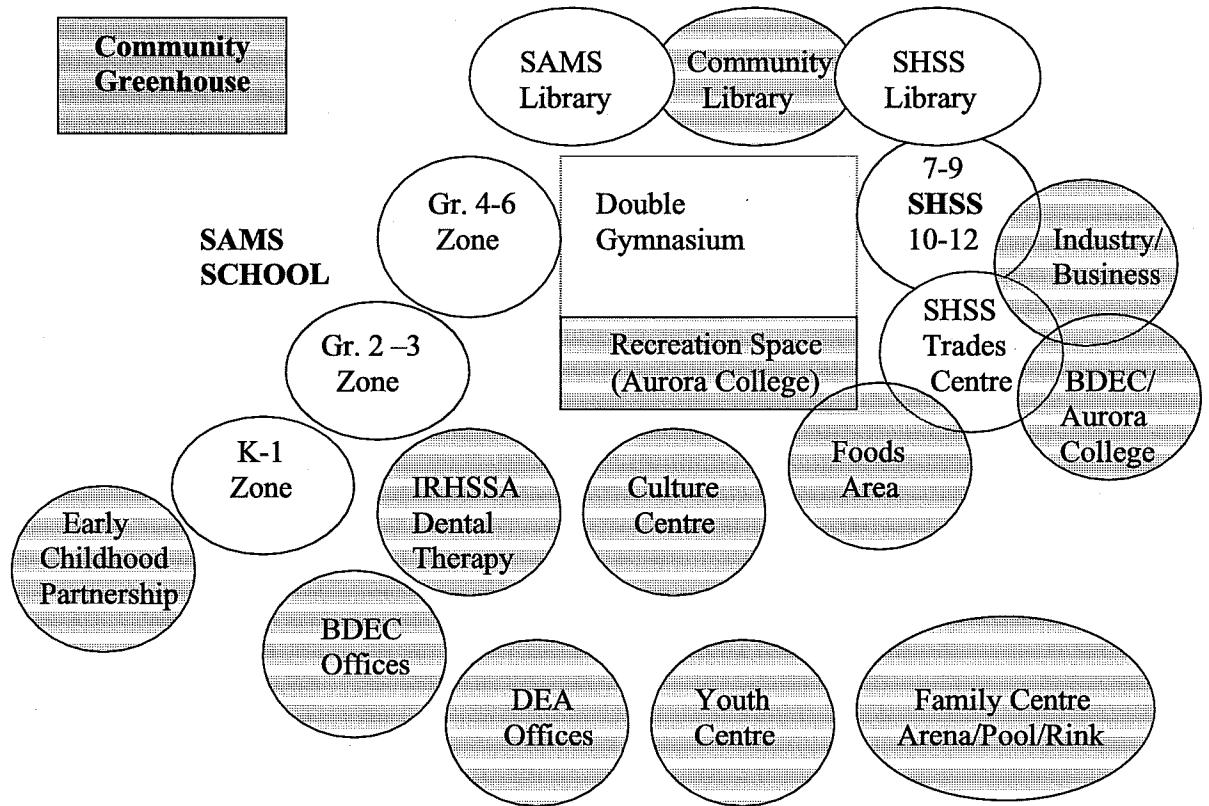
| | 89/90 | 92/93 | 95/96 | 98/99 | 01/02 | 04/05 | 06/07 | 08/09 | 10/11 | 11/12 |
|---------------|------------|------------|------------|--------------|--------------|------------|--------------|--------------|--------------|--------------|
| Grades | | | | | | | | | | |
| K/2 | 32.0 | 31.0 | 34.0 | 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, Inuvialuktun 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 Aboriginal Headstart Program | Balcony with seating Stage with theatre lights, sound system, etc Gym bleachers Early Childhood support Enhanced gym ceiling to national standards height | After school use by students Rec Complex Long term partnership with community library & schools Jim Koe Park Youth Centre Enhanced gym ceiling to national standards height Pedway to Rec complex | Recreational leadership program placements Professional development Possible 3rd gymnasium (or recreation type space) and additional classrooms Kitchen equipment for foods areas Parenting workshops | Gym projection and screen capabilities Balcony with seating Stage with theatre lights, sound system, etc Gym bleachers Trades Centre with possible foods area for transition zone Enhanced gym ceiling to national standards height | Additional dental/nurses areas French Immersion, Inuvialuktun and Gwich'in growth scenarios and space allowances for multi-track delivery Teaching and Learning Centres or Cultural Centres (with IRC and/or GTC) | Public Health Nurse RCMP Dare Program IRHSSA Dental Therapy Offices Probation Services Justice Committee Family Counseling Regional Training Partnership Group |

Of all the partnerships discussed, there are five that 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

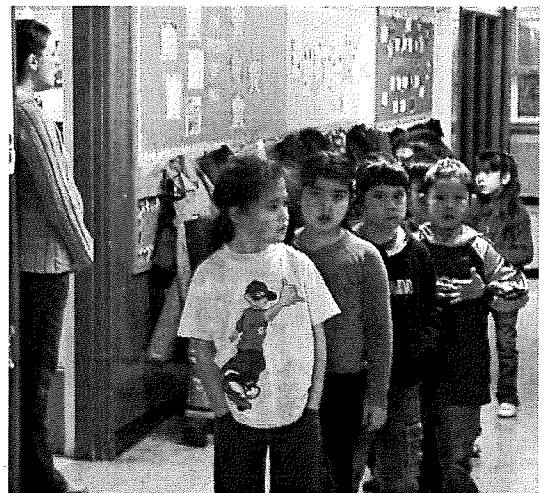
Instructional Programming
Mathematics
Science
Language Arts
Social Studies
Language(s)
Health Education
Fine Arts
Career and Technology Studies
Physical Education
Distance Education
Alternative Programs at SAMS
Alternative Programs at SHSS
Principles for Organizing the K-12 Learning Environment
School within a school concept
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 |

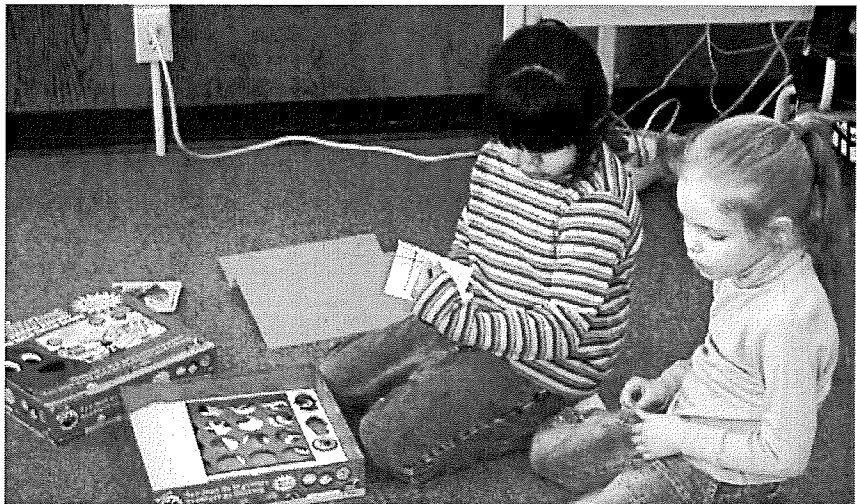
Standards Criteria:

- 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

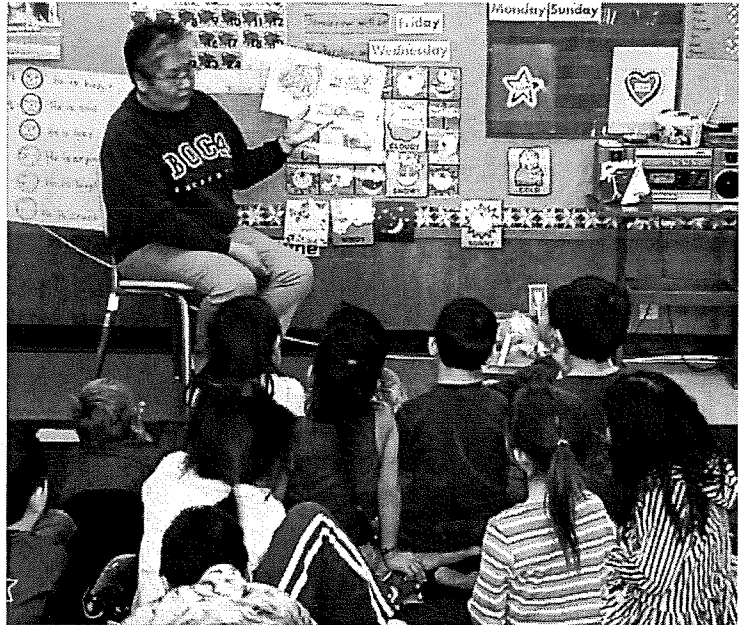
Currently there are 411 full-time equivalent students (funded by Department of Education) in 22 regular classrooms (i.e. there are 20 straight grade and 2 split grade classroom configurations). The average number of pupils in a classroom is



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.

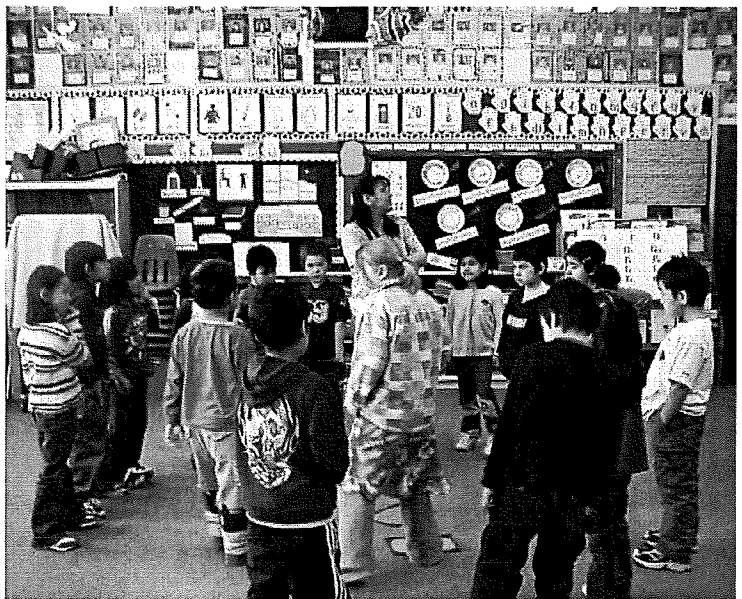
Full-Time Kindergarten

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.

The frequent reference by stakeholders to incorporate food preparation and a dining area speaks to the cultural practice i.e. communal sharing of food and the practice of celebrating occasions with feasts.

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.

Ideally, each classroom should have a prescribed number of computers in each room (e.g. 4 to 6 computers) with access to a lab setting on a regular basis.

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

Weledeh, 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 that 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. It is possible, however, that the French Immersion classes may grow once the program becomes more established and the effect on student achievement is noted.

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 Inuvialuktun classrooms not being the same size.

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

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

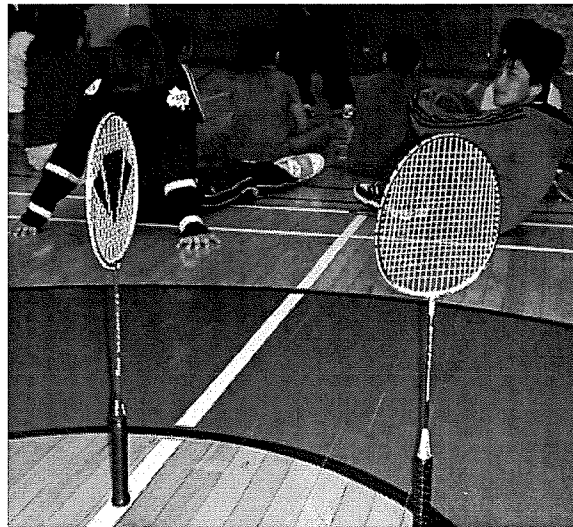
With the potential for community enhancements, consideration might be given to the height of the ceiling in this area – the potential to increase to a national/international standard is a possibility.

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 |

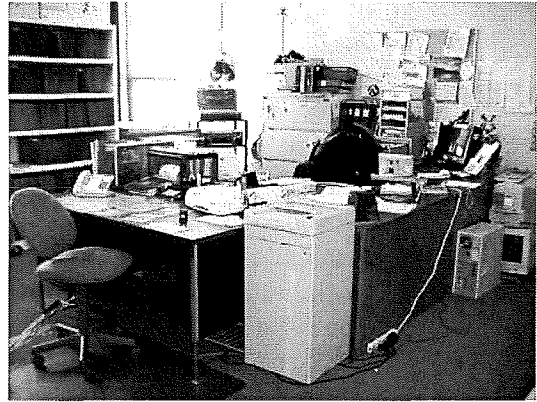
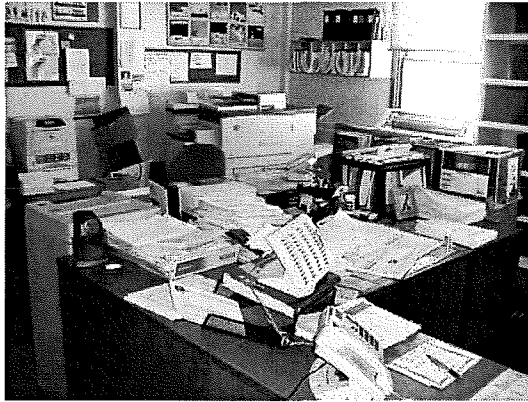
Standards Criteria:

- 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 of 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)

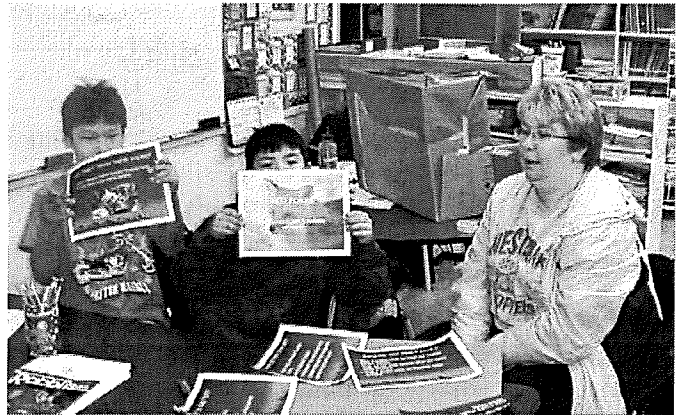
Other agencies/organizations which come into the school include:

- 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

The school reports that up to 1/3 of its student population is in need of additional supports. This number includes some students with FAS, 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



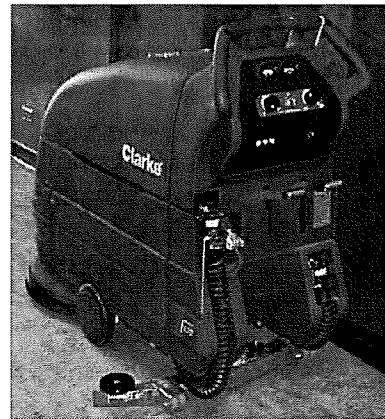
- Storage for janitorial supplies – chemical, equipment, supplies
- Storage for office supplies, school supplies, paper storage and off site student records,
- Storage for a diversity of different sized teacher resources and materials
- Storage carts
- Secure storage for camping and cultural on-the-land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



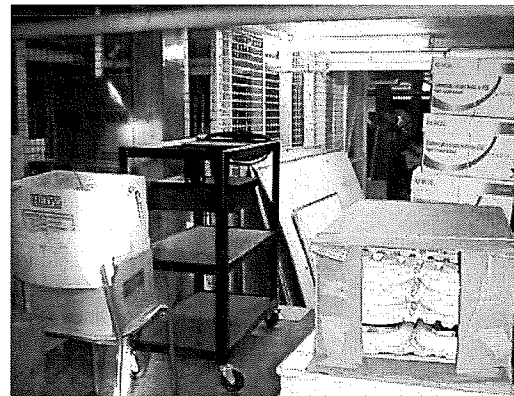
The school has not completed its technology planning for the new facility as of yet. It is anticipated that a small lockable closet will be required for the school technology network.

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.



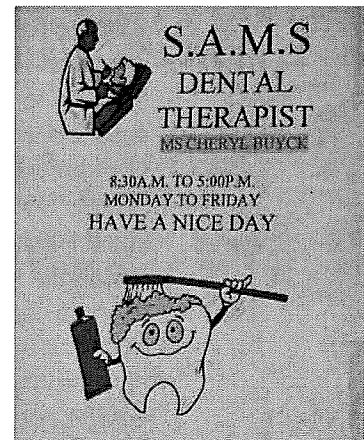
There are several large machines which need to be properly stored (steam cleaner, polisher, waxer and floor stripper, etc) as well as substantial cleaning and general maintenance supplies which need to be readily available – paper products, chemicals, cleaning supplies, brooms, shovels, hammer, nails, 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 therapist works daily from 9:00 am to 5:00 pm, and a second 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 rooms should be wired and equipped to support the use of technology such as Academy of Reading software.

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.

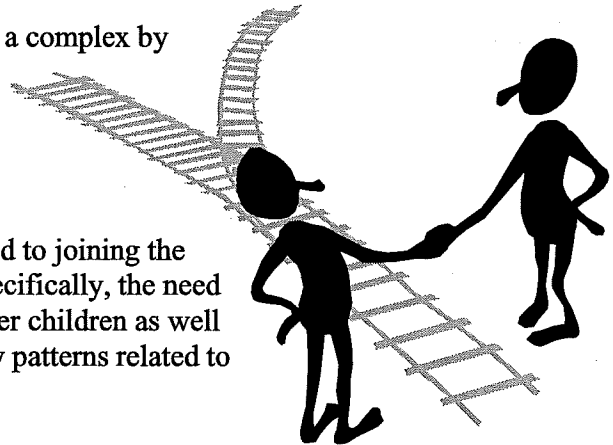
Inuvik Regional Health and Social Services Authority

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.

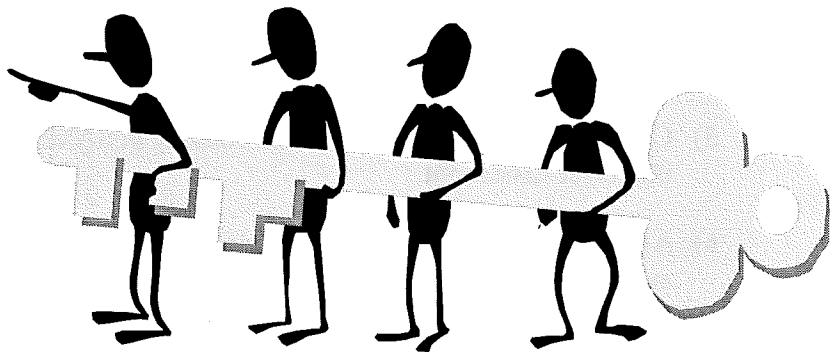


There were some initial concerns related to joining the SAMS facility to the SHSS facility, specifically, the need for separate playground areas for smaller children as well as clear entrances, exits and traffic flow patterns related to the older students.

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. It is logical that program space for implementation of the Aboriginal Language and Culture Directive be included in the Capital Standards.
- 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 quiet on the issues associated with student support). It is logical that program space for implementation of the Inclusionary Schooling Philosophy be included in the Capital Standards.

- 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.

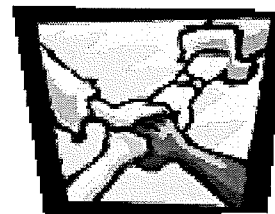
In many areas, the capital standards max out as the student population reaches a specific number, even in cases when the student population can exceed the specific number attached to that component by as much as 100 to 200 students.

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. With an efficient school design, it is the opinion of this consultant that an increase in the range of 15% to 20% would provide sufficient room for the educational vision to occur. (Note that this is still a slightly smaller space than the existing SAMS footprint.

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