

A4LE 2023 Pinnacle Award Submission - New Construction

Milich'a ka Nitłoni ʔits'iditłishdi Manyhorses High School

Treaty No. 7 Territory, Tsuut'ina Nation , Alberta



Executive Summary

In October 2017, the Tsuut'ina Chief and Council selected their architect to design its new 4,387 m², 271 student, Tsuut'ina Manyhorses High School. The project's construction cost was \$18.6 million.

The project was designed and tendered in eleven months and constructed in 24 months. The project was completed in August 2020, one month early.

The traditional learning model and teaching space was constantly questioned throughout all phases of the school's design. All decisions aimed to cater to the "new generation" of students, where laptops, interactive whiteboards and handheld devices have been added to the traditional tools of paper, pens and whiteboards.

Education is at the societal core of the Tsuut'ina community. In addition to "mainstream" pedagogy, the Nation asked the Architect to focus closely on indigenous "teachings", and a process that will "set clear learning goals to ensure all students will achieve and progress". The Architect was further challenged to provide an architectural backdrop to allow the Nation to blend "mainstream" educational approaches with lessons of the Nation's history, the land, language, and other Tsuut'ina ways of learning.

With this process, Students develop mainstream learning skills while integrating Tsuut'ina perspectives into all areas of study. In addition to Alberta Education curriculum standards, students are immersed with traditional learnings to i) reclaim the Nation's heritage and principled ways of knowing, and ii), understand the creation and support of the Tsuut'ina and Blackfoot languages.

Several pedagogical pillars and activities support, define and blend the engagement of Community with the Nation's learning process. Essential to this is the widespread participation between Community Leaders and Elders, with children of varying learning ages. The classroom becomes the community; student-groups become a community of learners.

From the outset, the Design Team chose to explore both spatial and educational adaptability and provide many ways to easily convert "standard" school spaces into interactive spaces. Allowing spaces to "change" allows the school to adapt and adopt differing learning applications.

Stakeholders for the new Manyhorses High School included the Government of Canada (Indigenous Services Canada - ISC), and many divisions of the Tsuut'ina Nation.

School and Community Engagement involved extensive design and community sessions with Design Committee members, School Board Administrators, teachers, students, Nation leaders, Elders, Nation stakeholders, and First Nations representatives. The Design Team actively engaged community and regional residents via Workshops and Open House sessions.

Throughout this time, the design team and discussion groups were challenged to push the boundaries of traditional school-building design. Groups were asked to move "outside of the norm", and explore items that could better enhance 21st Century pedagogy and delivery.

Community Engagement with the various stakeholders allowed the design to "tap into" the Tsuut'ina Nation's

objectives, thoughts, and historical values. The result of this process is the design of a well-defined, culturally expressive building, based from Nation-input. Culturally significant aspects are central to this effort, with its primary focus dedicated to habitation patterns, studies of language, cultural symbolism, existence, and spirituality.

School and community engagement challenges included funding, spatial restrictions, and the typical trend for people to "fall back" to "tried and true" solutions. Additional challenges involved the heavy demand to research and implement important historic and culturally important aspects.

The project relied on many of the Nation's existing available community assets. This included an extensive archival library available to the designers for inspiration and information. Many of the building's interior spaces exhibit imagery and Tsuut'ina, Blackfoot and Cree phrases obtained from this resource.

The school's value to the community is significant. The facility brings students "home" (from nearby Calgary school facilities) to receive their education in Tsuut'ina using Traditional methods. Since its opening in September 2020, the Nation has experienced a 20% increase in High School student enrollment. The building brings a sense of "renewal" to the Nation, and has reinforced community values by giving a hub for social activities: ceremonies, feasts, and theatrical performances.

The actual construction of the building provided certain trades-training opportunities for local community members. Many community members were employed

"Improving student outcomes in literacy, numeracy, and Tsuut'ina language and culture are the main goals of the Tsuut'ina Board of Education in addition to shaping the next generation of Tsuut'ina Nation citizens and community leaders." - Councilor Crowchild

during the construction of the facility.

Two educational “streams” were pursued and blended during the design process.

The first, an “Adaptable Learning Model Stream” responds to the “New Generation” of 21st Century High School students. In this environment, laptops, interactive whiteboards, 3DVR, and handheld devices have been added to the traditional tools of paper, pens and whiteboards. The second “stream”, a “Cultural Learning Model Stream” responds to Tsuut’ina’s cultural and historical demands and attributes: history, language, tradition.

From the outset, the Design Team chose to explore both spatial and educational adaptability and provide many ways to easily convert “standard” school spaces to interactive spaces. To allow spaces to “change” allows the school to adapt and offer differing learning applications. Various methods were employed to achieve this goal. The school’s Ceremonial Room and Gathering Space serves specific Cultural teachings, and serves the needs for students, Elders and Community leaders. The school’s Gymnasium and Theatre are located on either side of the Ceremonial Room. At the Owner’s request, these spaces do not dominate the Gathering space like most schools. Discreet doors to each space “hide” these spaces to place more emphasis on the central Ceremonial space, and the exterior views beyond.

Community functions and performances occur in the school’s 250m² theatre. The space is equipped with 152 retractable seats, and serves the school’s Drama, Music and Dance / Drum programs. Adjacent student lounge spaces offer “backsatge” opportunities during theatrical presentations / events. Classroom furnishings were selected to achieve multi-use capability. CTS Labs are designed to promote “cross-discipline” (CTS) learning and interaction. The “traditional” Library is discarded and replaced with an open, interactive Learning Common, again equipped with furnishings, and wireless media capabilities.

The school’s inherent flexibility and ability to adapt allows the building to support a variety of teaching styles. Classrooms can be isolated for mainstream teaching methods or expanded for group, team, or cross-discipline sessions. Adaptable “Breakout” rooms allow for simple expansion / contraction to cater to group, or one-on-one learning activities. Exterior spaces and walking paths are introduced outside to promote traditional outdoor, and land-based teachings.

Sustainability was a primary design goal. Responding to the Blackfoot Confederacy’s close connection “the Seven Lessons”, the design observes the “Seasons”, “Place”, and the “Four Elements” (fire, earth, water, and wind). The design of the facility followed many of the sustainable design objectives outlined in LEED Canada-NC 2009. In addition to water consumption, indoor air

quality, recycling, and (use of) “environment friendly” construction materials, the Committee reviewed and employed environmental applications which offered i) provisions for green vehicles, ii) protection and restoration of local habitats, iii) offered rain water management, iv) offered heat island reduction strategies, and v) introduced provisions for future solar panel applications.

To the First Nations, the environment is something more than carbon footprints and energy conservation however. It is also a cherished, central aspect of life, which influences various habitation attributes and patterns. Culturally influenced environmental considerations in the school’s design include colour schemes that respond to the four directions the four seasons, and the significance of woodland habitation.

The school is prominently located near the Nation’s Band Office and new multi-purpose recreational facility. Combined with other community and civic buildings, the new school is now a focal point within the hub of the town. The Nation’s “tired” existing school has been replaced with a modern, attractive facility that responds to cultural values. The Nation sees this facility as an inspiring sign of increased Community growth, health and prosperity, and sees this as a catalyst to return the Nation’s youth back to its core community and educational values.



Scope of Work and Budget

General Scope of Work:

In October 2017, the Architect was selected by the Tsuut'ina Nation and Indigenous Services Canada to provide Prime Consulting Services for the New Tsuut'ina High School. The Manyhorses High School (named after a prominent community member and educator) is a 10-12, 4,387m² facility with an opening day capacity of 271 students.

The Tsuut'ina Nation specifically requested a "turnkey" facility, which would open as a fully functional school in September 2020. The building's overall budget was \$18,600,000.00 (including all furniture and equipment). The school's construction was completed in 24 months. The building core is a permanent structure comprising all instructional and non-instructional functional areas required for a functional school in the 21st Century.

The school's classrooms are grouped around a central Gathering Space core consisting of administration, library, cafeteria, kitchen, gymnasium, theatre, and Learning Common. Each of these components are designed to enhance interaction and learning. Classroom wings are situated in a single storey linear "I" plan with wings running to the east and west. Additional wings are placed on the south side to house the school's Gymnasium and Theatre components. The building's Main Entrance and front facade is highlighted by an undulating roof line to represent the rolling foothills and lands of the Tsuut'ina Nation. Complimenting this feature are angular features comprised of differing cladding materials and colours.

Exterior Scope of Work- Sitework:

The design of the site includes a bus drop-off area, and staff/visitor parking lot. A concrete plaza and sidewalk network connects these traffic amenities with the building's main entrance. Additional sidewalks lead to the nearby Tsuut'ina Sportsplex Recreation facility. The site also includes new outdoor Basketball court, and a new synthetic soccer pitch for year-around activities.



Main Entrance /Plaza



Gathering with view to Ceremonial Room

Scope of Work- Program:

The Tsuut'ina Manyhorses High School's design accommodates the following spatial program:

Area Program

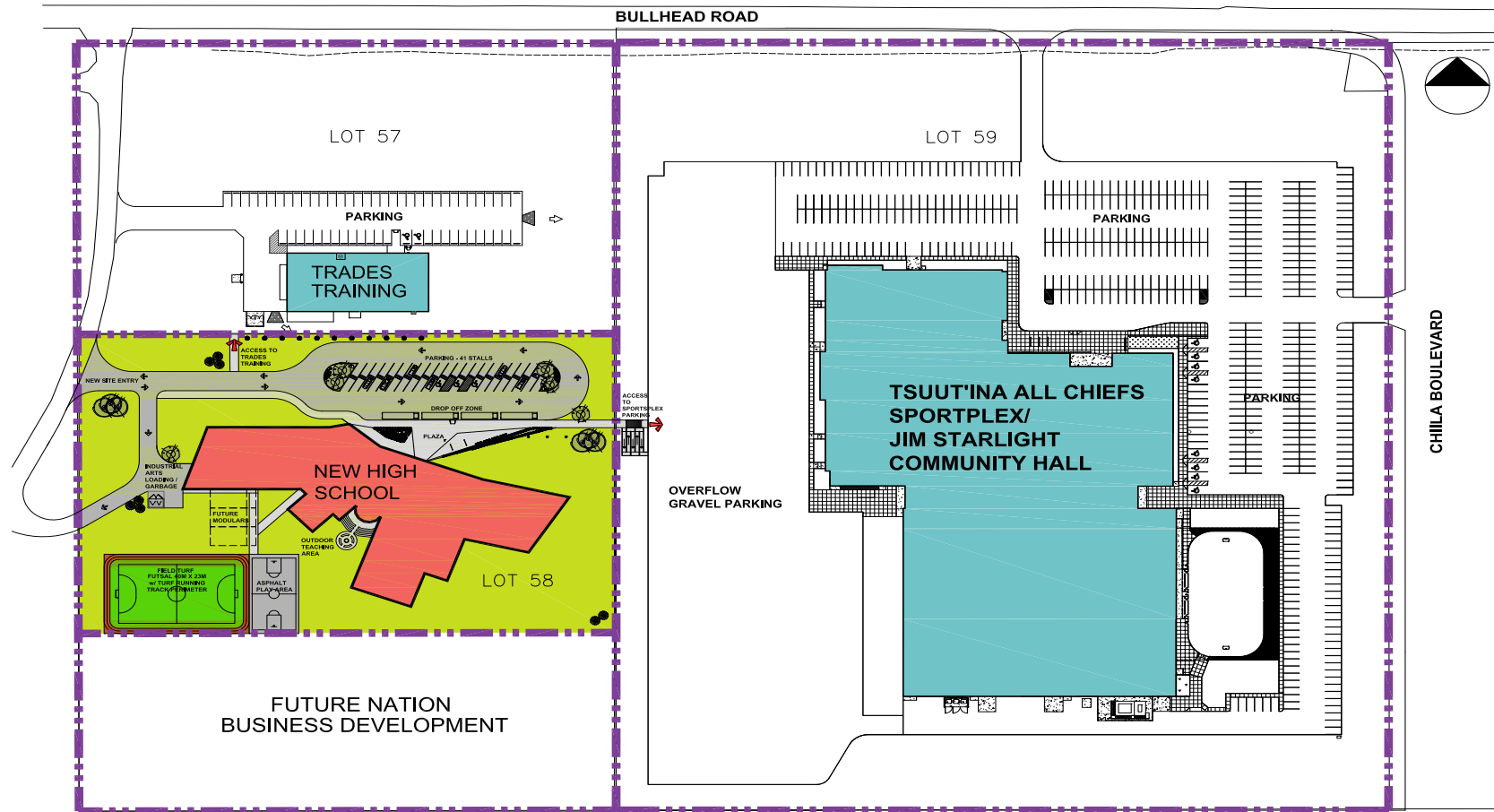
Classroom (2@ 65m2)	130 m ²
Classroom (1@ 90.5m2)	90.5 m ²
Classrooms (3 @ 75m2)	225 m ²
½ size Classroom (1 @ 50m2)	50 m ²
½ size Classroom (2 @ 40m2)	80 m ²
Gymnasium (2 Station)	646.8 m ²
Gymnasium Storage	50.2 m ²
Theatre and support Areas	280.2 m ²

CTS - Cosmetology	50 m ²
CTS – Fashion, Art, Cultural Projects	96.6 m ²
CTS – Recording & Broadcasting Studio	50 m ²
CTS – Industrial Arts Shop (Clean & Dirty)	194.1 m ²
CTS – Culinary Arts Lab	65 m ²
CTS – Storage	67.8 m ²
Library (Learning Common / Cafe)	105.1 m ²
Administration and Staff Support Areas	197 m ²
Counselling Services	134.1 m ²
Gathering / Cafeteria Space	280 m ²
Student Study / Lounge Areas	95.6 m ²
Commercial Kitchen	74.6 m ²
Student and Public Washrooms	122.8 m ²

Gym Office and Change Rooms	84 m ²
IT Room	10 m ²
Elders Lounge	14.2 m ²
Recycle Room	11.2 m ²
Janitor	28.4 m ²
Circulation Space	388.8 m ²
Wall Area	360.5 m ²
General Storage / Gathering Storage Area	126 m ²
Second Floor Mechanical /Electrical Room	231.7 m ²

Total Building Area

4,387.7 m²



Design Site Plan



This project achieves Tsuut'ina Nation educational goals and objectives by providing a high school equipped with elevated and modern learning environments rooted in Tsuut'ina Nation language, culture, history, and identity. - Councilor Crowchild



School & Community Engagement

Community Engagement- History & Context:

The Tsuut'ina Nation is a First Nation community situated in a unique and prominent geographical location with its eastern border touching the city limits of Calgary. The total land base of Tsuut'ina Nation is 283.14 km². The Nation's population (as of the 2019 census) is 2,089 people.

The Nation is a progressive community, which celebrates its cultural heritage and encourages holistic living. The Nation's vision is to "care", "trust", and "share", allowing its people to live in an atmosphere of respect through education, training, and self-discovery.

Tsuut'ina were previously known as Sarcee, a name derived from the Blackfoot word "Sussewa", which means "Bold People." The Tsuut'ina were known as fearless warriors and would engage in war parties despite being outnumbered. They became the allies of the Blackfoot Confederacy—Siksika, Piikani, Kainai and Blackfeet Tribe—and during the 1877 Treaty Signing they became signatories of Treaty No.

7. The Tsuut'ina traditional territory in Alberta encompasses northern Alberta to the US Border in the south, from the west of the Rocky Mountains to the east the Cypress Hills ("Tsuut'ina Territory").

The Tsuut'ina Nation bases its governance and legislation on the teachings of Natural Laws, "Wusa", which means "the future", anything that is done today must benefit the future of those born and those yet to be born. This generational responsibility is a guiding principle applied to every aspect of Tsuut'ina's governance, society and education.

Prior to life on the reserve, the Tsuut'ina camped in tipis and hunted along the edge of the forest during the winter. During the summer, all bands met in the open prairie to hunt bison, collect berries and engage in ceremonies, dances and festivals.

The Tsuut'ina language (often known as Sarcee) is an Athabaskan/Dene language of northern Canada. It is considered endangered; according to the 2016 Statistics Canada census, only 150 people identify having knowledge of Sarcee. As a response, the Nation's education strives to bring language into its programming to preserve and protect and revive the language.

Like many other Indigenous peoples in Canada, the Tsuut'ina have had their society and culture threatened by colonial policies and practices of assimilation,

including the Indian Act, residential schools, reserves and the pass system. These have had historic and ongoing impacts on generations of Indigenous peoples. Today the Nation is highly active correcting past injustices to create a knowledge-based society teachings, cultures, reconciliation, and healing. These endeavors are significantly embedded in the Nation's education programming and pedagogy. In addition to language, there is a strong focus on treaty history, ethics, social practices, continuity, change, and self government.

Today, the Tsuut'ina are active in modern economic sectors, such as cattle raising and real estate. In 2007 the Nation opened the Grey Eagle Casino, which has now expanded the Nation's funding portfolio, allowing it to include outgoing charitable funds from Casino operations.

School & Community Engagement- Community:

Education and "Wusa" (meaning the future) is at the societal core of the Tsuut'ina community. Anything that is done today must benefit the future of those born and those yet to be born.

The Nation's "teachings" set clear learning goals to ensure student progress and achievement. The "teachings" blend lessons of history, the land and language and



Archival Images Used in New School Graphics



Drum / Site Blessing



Sod Turning

other Tsuut'ina ways of learning about the world, with Western educational approaches.

The new school provides a place where students develop mainstream learning skills while integrating Tsuut'ina and Blackfoot perspectives into all areas of study. In addition to Alberta Education curriculum standards, students are immersed with traditional learnings to i) reclaim Tsuut'ina heritage and principled ways of knowing, and ii), understand the creation and support of the Tsuut'ina language.

Several pedagogical pillars and activities support, define and blend the engagement of Community with the Nation's learning process. The relationship between the student and teacher is at the heart of Aboriginal education. The teacher's relationship with each student is based on observing and learning, and offering unique learning needs to help the children grow holistically, spiritually, physically, mentally and emotionally.

Education is very important to Aboriginal people. Essential to this is the widespread participation of Community Leaders and Elders with children of varying learning ages. Leaders share essential values of gathering, sharing, and the importance of decision

making. Elders share wisdom, history, and cultural diversity. The classroom becomes the community, and students become a community of learners.

School & Community Engagement- Project Stakeholders:

Stakeholders for the new Tsuut'ina Manyhorses High School includes the Government of Canada (Indigenous Services Canada - ISC), and many divisions of the Tsuut'ina Nation:

- Tsuut'ina Nation Leadership;
- The Tsuut'ina Education Department, which provided substantial input regarding pedagogy and First Nations teachings.
- The Tsuut'ina Health department, which provided input regarding school provisions for satellite health services.

School & Community Engagement- Community Consultation Process:

Extensive design and community sessions occurred throughout the design. Regular meetings occurred with Design Committee members, senior School Board Administrators, teachers, students, Nation stakeholders, and First Nations representatives. In addition, the Team conducted several Tours of existing K-12 schools, and tours of post-secondary facilities. Finally, the Team actively engaged Community residents via Workshop

and Open House sessions.

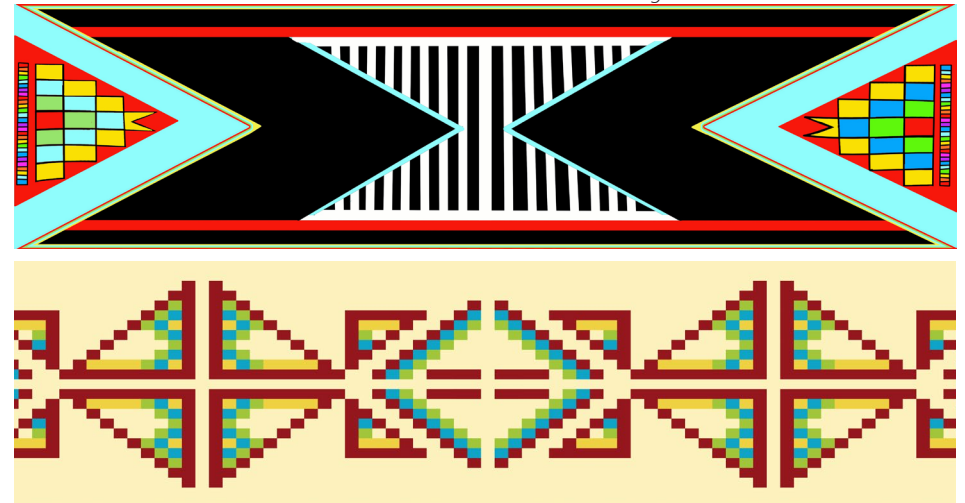
Throughout this process, the design team was:

- Challenged to "think like" 21st Century students, using popular technologies available to today's student.
- Challenged to move "outside of the norm" and explore items that could better enhance 21st Century pedagogy and delivery.
- Challenged to explore and review designs that respond effectively to the change in flexible and technology-based teaching styles.
- Challenged to understand the terms of "reconciliation" and generate solutions to promote healing, self awareness, and pride.
- Challenged to combine and blend the mainstream and flexible features (noted above) with Traditional Learnings and culturally significant aspects.

Community Engagement- Process

As stated previously, the Community Engagement process was the Design Team's top priority. This involved obtaining maximum feedback from Community Leaders and members, elders, and First Nation youth groups. The process allowed the design to "tap into" the Tsuut'ina Nation's objectives, thoughts, and historical values. The process' result is a well-defined, culturally expressive building, based from

Bead Designs to be used in School Exterior



Nation-input. The building incorporates regarding culturally significant aspects relating to habitation patterns, Tsuut'ina and Blackfoot languages, and studies of cultural symbolism, existence, and spirituality.

The format of the Community consultation sessions varied, and ranged between one-on-one interviews (typically with Elders), to several large-group "Design Charettes" with Community Leaders, Community Members and Youth / Children Groups. This multi-layered consultation process developed a solution that represents a unified expression of the Community's values and visions.

School & Community Engagement- Project Challenges:

As noted above, the design Team was constantly challenged to push the boundaries of traditional school-building design, and traditional First Nations school-building design. This produced additional project challenges:

- Typically people "fall-back" to "tried and true" solutions, making it difficult to actively engage and encourage "non-traditional" thinking regarding Classroom boundaries, and Learning Environments.
- First Nations challenges- Respect for First Nations heritages and culture.
- Design challenges to deliver a "true" and "decolonized" First Nations building that fully moves away from the adverse effects of residential school principles.
- Government of Canada Indigenous Services Canada (ISC) challenges- The engagement process produced spatial solutions that were not funded by ISC. For example, the "funded" cafeteria and CTS spaces were grossly undersized for the nation's vision and needs.
- Health components requested by the Nation did not significantly add to the building's size.
- Ability to provide sufficient space for existing book collections and CTS equipment resources from the existing Grade 7-12 School.
- Safety and traffic concerns, and safety concerns arising from the actual construction process.

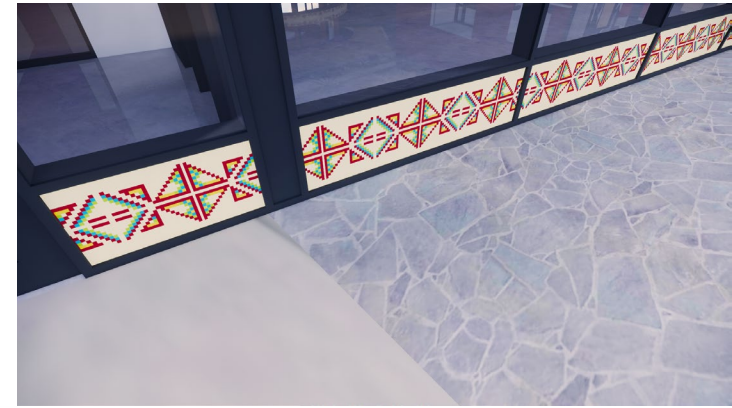
School & Community Engagement- Available Assets:

During construction, the Tsuut'ina Nation maintained its existing Tsuut'ina Grade 7-12 School asset. This allowed the new building to be constructed, unencumbered by safety concerns relating to students in occupied spaces. Other existing assets were available during the design and construction processes, including an extensive archival library available to the designers for inspiration and information. Many of the building's interior spaces exhibit imagery and Tsuut'ina / Blackfoot phrases obtained from this resource.

School & Community Engagement- Value to Community:

The new 271 student capacity Tsuut'ina Manyhorses High School brings significant value to the Community.

- Prior to construction many of the new school's students were receiving their education in nearby Calgary. The new school has "brought these students home" to receive their education on the Nation using Traditional methods.
- The building brings a sense of "renewal" to the Nation. The school itself offers community value by creating a hub for community gathering and social activities:
 - The school's theatre has been used for Community dinner functions and celebrations.
 - The school's Gymnasium, and sports field amenities are all openly available for local community use.
 - The school's CTS Mechanics and Cosmetology Labs cater to Community drop-in services for car repair and hair salon activities.
- The actual construction of the building provided certain commerce opportunities and benefits to various local and nearby companies.
- The actual construction of the building provided many trades-training opportunities for local community members. Several of these local tradesmen have now received journeyman accreditation due to these efforts.



Many Horses Bead Work - 3d Study



Many Horses Bead Work - 3d Study Exterior View



Many Horses - 3d Study Exterior View



North Elevation

Educational Environment

Educational Environment- Educational Vision - 2 Streams:

Throughout the first phases of design, the design team was challenged to push the boundaries of mainstream school-building design. Once established, these were then blended with Tsuut'ina Traditional Learnings and Cultural aspects to generate a design that meets both of these "stream - spectrums".

The "Adaptable Learning Model Stream" was constantly questioned throughout all phases of the school's design. To address this "stream", each design decision was made to cater and respond to the "New Generation" of 21st Century High School students.

The "Cultural Learning Model Stream" (and corresponding design response) regularly questioned the following:

- Will the building be designed to reflect Tsuut'ina's cultural and community demands and attributes?
- How will the building be designed to incorporate historical or symbolic features and / or traditional iconographies?
- How will the building become a physical "teaching tool" of Tsuut'ina Nation values, history, and language?
- How will the building use materials to produce "traditional", "modern", or a "mixed" building appearance?
- How will the building incorporate and exhibit the importance of environmental factors? Land & Water? Vegetation? Solar?
- How will the building sit? Will the building be "sited" to respect cultural orientation

considerations?

The Committee's vision followed the philosophy that pedagogical and delivery changes are driving the adoption of "active learning" instruction models. However, with the implementation of cultural cues and traditional values, the overall (blended) result informs and creates a dynamic, collaborative learning environment. Combined, the resulting environment gives students a flexible, adaptable, and culturally infused environment.

Educational Environment- Vision Informs Environment / Curriculum / Learning / Teaching Styles:

Using the vision stated above as a basis, it was the opinion of the Committee that:

- the average "mainstream" classroom did not support

the Committee's flexible agenda of "active learning" and "cultural infusion".

- Students today expect a media-rich, hands-on, and adaptive classroom and non-classroom experience.
- Within the four walls of the typical classroom, there is little in common with today's dynamic teaching and social media technologies.

From the outset, the Design Team chose to explore both spatial and educational adaptability and provide many ways to easily convert "standard" school spaces into interactive spaces. Various methods were employed to achieve this goal:

- The Ceremonial Room element reflects a place of worship and spirituality. It also reflects simpler times, habitation and migration. The circular base acknowledges the connectedness of everything in life. The element serves specific Cultural teachings, and acts as breakout space for Elders, School Administrators, and Community leaders. The space is multi-faceted. It used for celebrations, as well as a "safe haven" for student support activities.
- Placement of the school's Theatre to open-to the school's new Cafeteria space. This allows for Drama

and Music productions (or Community functions) of varying sizes to occur as required.

- Adaptable and differing classroom sizes to create class-size adaptability.
- Expansion of Classroom environments with retractable skyfold walls.
- Classrooms with minimal millwork provisions, allowing maximum use of wall space, and maximum (spatial) adaptability / expansion.
- Classrooms that are not "pigeon-holed" into specific functions.
- Classroom furnishings selected for multi-use capability. For example, trapezoidal tables that can be arranged in many ways, or separated for individual desks.
- Placement of adaptable breakout rooms within Corridor spaces.
- Careful placement of student Learning Common "study" niches where students take refuge to access wireless medias.
- Widespread placement of archival imagery to allow reflection of previous times.
- Widespread placement of Tsuut'ina phases to reinforce and reinstate traditional languages.
- Design of CTS Labs to promote "cross-discipline"

(CTS) learning and interaction.

- The "traditional" Library is discarded and replaced with an open, interactive Learning Common, again equipped with furnishings, and wireless media capabilities.

The school's inherent flexibility and ability to adapt allows the building to support a variety of teaching styles.

- Classrooms can be isolated for traditional teaching methods or expanded for group, team, or cross-discipline sessions.
- Adaptable Breakout rooms allow for simple expansion / contraction to cater to group, or one-on-one learning activities or office space.
- Differing Classroom sizes can allow programming to suit proper class sizes and participation. Active Learning is reinforced.
- Individualized Self-Paced Learning is enabled by the school's many student study niches, equipped with multi-media wi-fi capabilities. Wireless technology is extended outside to allow further Self-Paced activities.
- Large display areas are designated to show archival imagery, or to exhibit "student-success-stories".



Educational Environment - Sustainability

Sustainability was another primary goal during the design of the Tsuut'ina Manyhorses High School. Again, this responds to the Tsuut'ina Nation's close connection "the Seven Lessons", which observes the Seasons, "Place", and the four elements (fire, earth, water, and wind).

The design of the facility followed many of the sustainable design objectives outlined in LEED Canada-NC 2009. In addition to water consumption, indoor air quality, recycling, and (use of) "friendly" construction materials, the Committee reviewed and employed environmental applications which:

- Offered provisions for green vehicles.
- Offered protection and restoration of local habitats.
- Offered rain water management.
- Offered heat island reduction via roof and parking lot designs
- Introduced empty conduit for future solar panel applications.

Many of the "bullets" noted above were then translated into various student learning modules. In this way, students analyze energy, water, and carbon footprint "savings", and analyzing Environmental, "Net-Zero" and "Living Buildings" implications.

As directed by the Tsuut'ina Education Department, this analysis-based program focuses less about "implementation" and more about "inspiration", encouraging students to ask important questions about environmental sustainability, and allow them to make important (future) environmental decisions.

Culturally, the subject of "Environment" is more to the Nation than just about carbon footprints and water conservation however. To the Tsuut'ina Nation, the environment is something that is cherished. It is where various habitation attributes and patterns are affected. Culturally influenced environmental considerations in the school's design included:

- Colour schemes that respond to the four directions and the four seasons.
- An north facing front entrance to oppose the prevailing winds.





Gymnasium



Student Recording Studio



Special Education Suite



South Elevation - Outdoor Teaching Space / Sports Fields

Physical Environment

The project scope involved the construction of the new Tsuut'ina Manyhorses High School centrally located near the Nation's town site, recreation facility, and band Office.

The design process examined several school placement options on the same site, with front facades facing in different directions. The "north entrance" option was selected due to cultural reasons, and due to student and on-reserve traffic safety considerations as well as views from Bullhead Road. (achieved by cranking the floor plan to soften the main elevation)

The building is clad with a combination of masonry, metal sidings, glass, and "wood grained" or coloured phenolic finishes. The building's Main Entrance and

front facade is highlighted by an undulating roof line to represent the rolling foothills and lands of the Tsuut'ina Nation. Complimenting this feature are angular features comprised of differing cladding materials and colours. The school's classrooms are grouped around a central Gathering Space core consisting of administration, library, cafeteria, kitchen, gymnasium, theatre, and Learning Common. Each of these components are designed to enhance interaction and learning. Classroom wings are situated in a single storey linear "I" plan with wings running to the east and west. Additional wings are placed on the south side to house the school's Gymnasium and Theatre components.

Classrooms are situated together to allow for adaptability and expansion.

The facility's Administration Suite is located directly adjacent to the building's main entrance, offering security and / or immediate assistance to students and visitors.

The school is prominently located near the Nation's Band Office. Combined with other community and civic buildings, the new school is now a focal point within the hub of the town site. The building provides a modern, attractive facility that responds to cultural values. The Nation sees this facility as an inspiring sign of increased Community growth, health and prosperity, and sees this as a catalyst to return the Nation's youth back to its core community and educational values.



Results of the Process & Project

The following are comments from Mr. Steven Crowchild, Tsuut'ina First Nation Council Member:

Explain how the project achieves educational goals and objectives:

Councilor Crowchild's comments:

- "The Manyhorses High School is a state-of-the-art educational facility designed with the necessary learning spaces required to shape 21st century learners who are rooted in Tsuut'ina Nation language and cultural identity. This project achieves Tsuut'ina Nation educational goals and objectives by providing a high school equipped with elevated and modern learning environments rooted in Tsuut'ina Nation language, culture, history, and identity. In addition to exceptional classroom spaces, the facility is also equipped with learning spaces to support student interests in a wide variety of areas such as theatre, trades, digital media, and much more. The facility enables the Tsuut'ina education department to offer a unique and high-quality educational program where staff and students are supported to reach educational goals and objectives".

Explain how the project achieves school district goals:

Councilor Crowchild's comments:

- "Improving student outcomes in literacy, numeracy, and Tsuut'ina language and culture are the main goals of the Tsuut'ina Board of Education in addition to shaping the next generation of Tsuut'ina Nation citizens and community leaders. This project achieves school district goals by providing a facility equipped with a distinct library along with elevated classrooms to support student learning outcomes and achievement. School district goals are also achieved through the large amount of Tsuut'ina language signage, cultural symbolism, historical photos, and other connections to identity incorporated throughout the facility".



Student Study / Breakout Offices



CTS - Arts / Fashion / Cultural

Explain how the project achieves community goals:

Councilor Crowchild's comments:

- "The project achieves community goals through the educational programming we are able to offer through the Manyhorses High School. The Tsuut'ina Nation are an economic development-driven sovereign Nation who entered into Treaty 7 in 1877 with the British Crown to establish what is now known as "Canada". The project created a space to guide, teach, and assist in nurturing the next generation of Tsuut'ina leaders, language/culture keepers, entrepreneurs, innovators, Nation-builders, teachers, healers, skilled tradespeople and citizens

by offering a modern learning facility reflective of the Tsuut'ina Nation distinct and collective cultural identity".

Explain any unintended results and achievements of the process & project:

Councilor Crowchild's comments:

- "The Canadian Federal Government has historically and continues to underfund First Nations Schools on Reserve. During this process, The Director of Education and other Tsuut'ina Educational Leadership team members applied steady and logical pressure on the Federal Government in

regards to the square footage formula required to support student learning which resulted in a change to the Federal Government formula used to build First Nations schools. The school was given new space based on this new formula and going forward all schools built across Canada will use this formula. In addition to this major achievement, the school's proximity to the Seven Chiefs Sportsplex, TAZA Development, Tsuut'ina Nation Administration Building, and other amenities offer further potential for programming, community partnerships, and innovative approaches to student learning and well-being".



South Elevation - Ceremonial Room / Outdoor Teaching Area



Year round Futsal Soccer Field / Running Track



Student Study / Special Education Suite



Grande Opening Ceremony June 21, 2021