

Ecole Boreale

Education Report



February 15, 2008

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

- *Our Students Our Future: An Educational Framework*
- *Educating All Our Children: Department Directive on Inclusive Schooling*
- *NWT Capital Standards and Criteria July 2005*

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

This document outlines the educational desires of Ecole Boreale (i.e. an education plan) for a K-12 school. This document does not presume that everything is in place (new facilities, planned expansion or sharing of services) to make this happen. The next step in the process (once the education plan is approved) is for the GNWT to develop a Project Brief which outlines the actual spaces (new or shared) which will be provided for through the capital planning (or other) processes.

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Background

Consultation Process

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

The Consultant conducted an on-site visit in November to familiarize himself with the school and obtain relevant documentation for review. As well, student and parent surveys were conducted and gathered for tabulation during December of 2007.

Additional on-site visits took place November 27, 2007, and January 7, 10 and 11 in 2008. Meetings were held with staff (one-day workshop), students, administration (ongoing meetings), the parent advisory group, trustees, and the general public.

The school was able to provide information related to French right holders and the student population of the school. The territorial statistician was also able to provide some related information (albeit limited) on the Francophone community in Hay River.

This document outlines the educational desires of Ecole Boreale (i.e. an education plan) for a K-12 school. This document does not presume that everything is in place (new facilities, planned expansion or sharing of services) to make this happen.

The next step in the process (once the education plan is approved) will be for the GNWT to develop a Project Brief which outlines the actual spaces (new or shared) which will be provided for through the capital planning (or other) processes.

The Original Ecole Boreale

Ecole Boreale opened for the 2005/2006 school year for K-8. The original school had:

- five (5) classrooms
- open central library area which also serves as a multi-purpose area
- a central office with small work room and 1 administration office
- one (1) medium size break out space
- 1 combined staff room and single station foods/home economics room with canteen grate opening up to multi-purpose area
- one (1) janitor's closet
- one (1) network wiring closet
- one (1) school general storage room
- one (1) electrical closet

The school added grade 9 in 2006/2007, and grade 10 in 2007/2008. In order to deliver a K-12 program, access to additional spaces or new spaces (both general and specialized) are required. As well, other spaces as determined by the educational plan. (e.g. additional administrative and support areas, washrooms, and mechanical spaces may be required).

K-12 Education Plan For Ecole Boreale (February 15, 2008)

The official enrolment in September 2007 was 90 K-10 students plus 25 part time pre-school students for a total of 115 students (or 102.5 full time equivalents {F.T.E}) using the facility.

Grade	Age/ Years	Number of Students	Utilization
Pre-K	3	10	Wednesday afternoons
Pre-K	4	15	4 afternoons/week
Kindergarten	4-5	10	full time
1-2	6-7	15 + 8	full time
3-4	8-9	16 + 12	full time
5-6	10-11	4 + 7	full time
7-8	12-13	8 + 6	full time
9-10	14-15	2 + 2	full time
Totals		90 without pre-Kindergarten 115 with pre-Kindergarten 102.5 F.T.E	

School Staffing Allocations

A detailed accounting of all staff allocations is provided in the following chart.

Principal	1.0 (.8 admin & .2 teacher)
Secretary	0.5
Library Technician	0.5
Pre-K/K	1.0
Grades 1 & 2	1.0
Grades 3 & 4	1.0
Grades 5 & 6	1.0
Grades 7 & 8	1.0
Grades 9 & 10	1.0
English Grades 5-10	0.5
English Grade 4	0.15
Program Support	1.0 Program Support Teacher 1.0 French Classroom Assistant 1.0 Special Needs Classroom Assistant 1.0 Francisation (helps students weak in French) 1.0 French Monitor
Janitor	5 hours per day

Room Utilization Rates

Classrooms	The five (5) classrooms that currently exist are used 100% of the time. Generally, staff take their preparation times in either the staffroom, the atrium (common open centralized space) or their classroom depending on its availability.
Staffroom	Used as a small classroom 70% of the time (Francisation). Possible CTS foods related courses – restricted due to small size of room and single station kitchen which can only accommodate 3-4 students at most.
Breakout space	The school has one medium size breakout space (approximately 20 m ²) which has been converted into a grade 9 & 10 classroom. The breakout space is unavailable to the rest of the school.
Atrium	<p>The Atrium is defined as the common central core area in the building, which also includes the library and various computer stations. It has several round tables with chairs for students and was designed as a breakout space – overflow space for students to spill out of their classrooms and do small or large group work. It includes a built in closet with art supplies and a sink to allow for small and large group art and crafts.</p> <p>Due to a space crunch, this space has at least one class with up to 15 students for approximately 21/25 or 84% of the time. There are times when there are at least two classes in the Atrium at the same time (5/25 or 20% of the time). As well the Atrium is used for meetings or teacher preparation 6/25 or 24% of the time. A detailed room utilization charts for the Atrium can be found in the appendices of this document.</p>
Gymnasium	Ecole Boreale does not have a gym but uses neighbouring gyms
Princess Alexandra (K-3 school)	Grades 3/4 and 5/6 use gym twice per week for total of 2 hours (120 minutes) each
Harry Camsell (Gr 4-6 school)	K, and Grades 1/2 use gym twice per week for total of 2 hours (120 minutes) each
Diamond Jenness High School	Grades 7/8 and 9/10 use gym four times a week for total of 180 minutes; including P.Ed 10 classes
Extra-curricular use of gyms	2 early (7:30 am to 8:30 am) uses at Diamond Jenness for team sports 2 lunch times for extracurricular activities at Harry Camsell

Information From NWT Statistics Bureau

Limited information about French speakers in the NWT is available from the Language and Immigration 2006 Census.

In 2006, approximately 75 persons in Hay River identified their mother tongue as French while an additional 10 reported English and French as their mother tongue.

It should be noted that these numbers use random rounding to protect confidentiality and as a result, there is a large standard deviation associated with these numbers. Numbers are often rounded to the nearest five or ten. For example a reporting of 10 persons could indicate a range from 1 to 12 persons.

French Right Holders

A rights holder has the right to have his or her child educated in French.
Rights holders in the NWT include:

- (a) Citizens of Canada, resident in the NWT, whose first language learned and still understood is that of the French linguistic minority in the Territories or who have received their primary school instruction in Canada in French;
- (b) Citizens of Canada, resident in the NWT, of whom any child has received or is receiving primary or secondary school in French.

Persons who are not citizens of Canada have no right to a French language education under section 23 of the Charter. Section 72 of the Education Act confirms that a person does not have a right to a French language education unless the parent is a rights holder under the Charter.

Source: ECE

Information on right holders at Ecole Boreale was provide by the school.

The original information provided to the consultant indicated students by name. For confidentiality reasons, a summary of the data has been provided.

It has been reported that when the school opened, the Commission had a 20% rule (policy) that allowed up to 20% of the students in Kindergarten to be non-right holders. It was also reported that when those students entered Grade 1, they became right holders as did their siblings. T\It was indicated that this policy has not been actively used in the past year and is currently under review by the Commission.

A summary of student data provided by the school for the beginning of the 2007/2008 school year follows:

Descriptor	Number of Students
Right holder through mother, father	35
Right holder through Brother or sister of a right holder	7
Grandparent maternal or grandparent paternal	15
Francisation – participated in pre-K program and entered via Kindergarten program	30
Immigrant – did not speak English or French	4
Open doors policy (opening of school)	3
Transferred from a French Immersion program	7
Grandparent Cree (spoke French)	2
Total	103

There are currently 15 children in the pre-K (4 year old) program. Of them, nine have been reported by the school as right holders.

In terms of the Hay River population, in general, many parents spoke of the potential growth envisioned for Hay River in the near future – many people mentioned the recent purchase of the rail line by CP, the expansion of NTCL and the potential Pine Point resurgence of mining operations as factors which may lead to an increased population. It was felt that French workers will be very inclined to participate in any economic resurgence of Hay River, especially if there is a French First Language school in the community.

School Projections Provided by Education, Culture and Employment

The following information was provided by ECE on January 22, 2008.

	Actual	Projected																			
GRADE	2007/8	2008/9	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	
K	10.0	10	10	11	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	
1	15	11	11	11	13	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	
2	8	15	12	12	12	14	12	12	12	12	12	12	12	12	12	12	12	12	12	12	
3	16	7	13	11	11	11	12	11	11	11	11	11	11	11	11	11	11	11	11	11	
4	12	17	7	13	11	11	11	12	11	11	11	11	11	11	11	11	11	11	11	11	
5	4	12	16	6	12	10	10	10	11	10	10	10	10	10	10	10	10	10	10	10	
6	7	4	12	16	6	12	10	10	10	11	10	10	10	10	10	10	10	10	10	10	
7	8	8	4	12	17	6	12	10	10	10	11	10	10	10	10	10	10	10	10	10	
8	6	8	8	4	12	17	6	12	10	10	10	11	10	10	10	10	10	10	10	10	
9	2	7	9	9	5	14	19	7	14	11	11	11	12	11	11	11	11	11	11	11	
10	2	3	9	12	12	7	19	26	10	19	15	15	15	16	15	15	15	15	15	15	
11	0	1	2	5	7	7	4	11	15	6	11	9	9	9	10	9	9	9	9	9	
12	0	0	1	2	5	7	7	4	11	15	6	11	9	9	9	10	9	9	9	9	
TOTALS																					
Grand	90	103	114	124	133	137	143	146	146	147	139	142	140	140	140	140	139	139	139	139	
K	10	10	10	11	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	
K-3	49	43	46	45	46	46	45	44	44	44	44	44	44	44	44	44	44	44	44	44	
4-6	23	33	35	35	29	33	31	32	32	32	31	31	31	31	31	31	31	31	31	31	
7-9	16	23	21	25	34	37	37	29	34	31	32	32	32	31	31	31	31	31	31	31	
10-12	2	4	12	19	24	21	30	41	36	40	32	35	33	34	34	34	33	33	33	33	

The Department's enrolment projections are based on a 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. This would indicate a capacity of approximately 150 should be considered. If one adds the pre-K population of 20 - 30 students or 10-15 full time equivalents (FTEs) to this number, you might consider a facility capacity of 160 to 165 FTEs.

ECE staff have indicated that this projection is based on current parameters which include non-right holders. If you take this factor into consideration, the number of right holders entering Kindergarten will significantly reduce future enrolments.

On the other hand, the school and Commission scolaire reported that it is realistic to have 15 students enter Kindergarten each year. There are currently 15 students in the pre-K program, nine of which have been identified by the school as right holders. The reason why there are only 10 students in the 3 year old program (versus the 15 children in the 4 year old program) is that the 3 year old program is currently only one day per week and many 3 year olds are not school ready. By 4 years of age, they are ready for school and it is felt that getting 15 entrants each year is reasonable.

Philosophical Framework

Ecole Boreale embraces the philosophical premises put forth in the Department of Education's Educational Framework: Our Students Our Future which recognizes the importance of developing the entire child – intellectually, socially, emotionally, physically, and spiritually – by providing an educational setting which is culture based, student centred, process oriented, interactive, balanced and integrated. The staff and administration of Ecole Boreale have spent time discussing what each of the essential elements of learning and dimensions of the child specifically mean to them as educators, and to the overall school in general. Their thoughts are outlined in this document.

Ecole Boreale School Philosophy

At École Boréale of Hay River, we want to offer a stimulating environment to allow our students to grow in French as well as develop their cultural identity. We want our students to grow and develop a sense of pride towards the French language. Students are invited to live together, in harmony, in our French community. Our school philosophy can be summed up by these seven words:

Belonging	Responsibility	Collaboration	Respect
Sharing		Politeness	Pride

Shared Purpose Statement

The school shares its mission and vision statements with those of the Commission Scolaire.

VISION: Allow each student to develop their skills and cultivate their talents, according to their specific needs, with a perspective of each student's global development and French identity.

MISSION: To offer and promote quality educational services in French as first language, at preschool, elementary and secondary levels, to children and students in the Northwest Territories.

School Parent Information

The school does not have a parent handbook but it does provide information for parents (in French) at the beginning of the school student agendas which every student is given. The information which is provided, as well as its English translation follows. For simplicity, French has been provided on the left hand side of the page and English has been provided on the right hand side of the page.



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Message de la direction

Nous voilà encore devant une nouvelle année scolaire; une page blanche qui sera bientôt colorée par les merveilleuses expériences variées que l'année nous réserve. Nous souhaitons la bienvenue aux nouveaux visages parmi nous, élèves, familles et membres du personnel qui sont venus de près et de loin se joindre à la famille boréale.

Il me fait grand plaisir, encore cette année, de diriger l'École Boréale avec une équipe compétente et engagée. L'année 2007-2008 est déjà marquée par le lancement de la première classe du secondaire. De plus, le nouveau programme de francisation a pour but de familiariser de façon intensive certains élèves avec la langue française afin qu'ils puissent bien réussir leurs études parmi nous. Comme c'est excitant d'être témoin de la croissance continue de notre petite école!

À l'École Boréale, il est important pour nous que vous sachiez que votre enfant est au centre de tout ce que l'on fait. Nous nous efforçons de veiller au développement global de chaque élève; la pédagogie est notre priorité et nous reconnaissons l'importance de l'épanouissement social, cognitif, physique et artistique de la personne. Nous souhaitons que chaque membre du personnel, chaque étudiant, chaque invité et bénévole puisse enrichir notre communauté scolaire par le partage de ses caractéristiques uniques, ses expériences personnelles et ses connaissances variées. Nous reconnaissons les intelligences multiples des individus et nous préconisons la différenciation dans nos approches. Nous nous efforçons d'entretenir une atmosphère d'accueil, de respect et d'entraide où il est bon de travailler et d'apprendre ensemble.

Le développement identitaire a une place très importante au sein de notre école. Nous sommes fiers de notre francophonie et de notre culture. Nous sommes heureux de faire partie du portrait multiculturel du Nord canadien et souhaitons connaître et célébrer les cultures qui nous entourent.

Nous préconisons les partenariats avec les divers groupes de la communauté de Hay River. Par ailleurs, notre relation d'entraide avec les parents de nos élèves nous est précieuse. Vous faites partie intégrale de la famille de l'école; votre confiance, votre appui et vos nombreuses heures de bénévolat contribuent à faire de l'École Boréale un lieu d'apprentissage stimulant et positif pour vos enfants. Je vous remercie de votre encouragement et soutien continus.

Sophie Call



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Principal's Message

Here we are again, at the start of a new school year. Like a new page waiting to be filled with all the colors of the upcoming exciting adventures this new school year will bring. We would like to welcome our new students, families and staff members, who come from far away or close by.

I am very pleased to be back again this year at the helm of École Boréale, supported by an outstanding and dedicated school staff. This year marks the launch of our high school program. We also offer a new and intense francisation program to better familiarize certain students with the French language in order to successfully complete their studies within our school. There is nothing more exciting than to witness the continuing growth of our little school!

At École Boréale, we want you to know that your child is at the center of our thoughts and actions. Our goal is to ensure the overall development of each student. Academic excellence is our priority, but we also recognize the importance of social, cognitive, physical and artistic development. We hope that each staff member, student, guest and volunteer will bring something special to our school community through their own unique background, personal experiences and knowledge. We recognize variety amongst our students and promote differentiation in our practices. We want the atmosphere of our school to be welcoming, marked by respect and sharing in order to create a pleasant working and learning environment.

Our school puts a special emphasis on identity development. We are proud of our French heritage and culture. We are pleased to be a part of the multicultural mosaic of the Canadian North. We look forward to discovering and celebrating the different cultures around us.


We encourage partnerships with the community of Hay River. Also, we greatly appreciate the relationship of help and sharing we have with you, the parents. You are at the heart of our school family. Thanks to your confidence, support and numerous hours of volunteering, École Boréale is a better place where your children can evolve in a positive atmosphere. I thank you so very much for your continuing support and commitment.

Sophie Call

Calendrier scolaire pour l'année 2007-2008	
4 septembre	Première journée pour les élèves
8 octobre	Congé de l'Action de grâce
26 octobre	Journée pédagogique
1, 2 novembre	Journées pédagogiques
12 novembre	Congé du Jour du souvenir
22 novembre	Soirée bulletins
23 novembre	Congé pour les élèves Avant-midi bulletins
24 décembre – 4 janvier (inclus)	Congé d'hiver
18 février	Projet éducatif
6 mars	Soirée bulletins
7 mars	Congé pour les élèves Avant-midi bulletins
10 au 24 mars (inclus)	Congé de printemps
21, 22 avril	Journée pédagogique
16 mai	Journée pédagogique
19 mai	Congé
23 juin	Congé / journée autochtone
27 juin	École fermée à partir de 12h

2007-2008 School Calendar	
September 4	First School Day for Students
October 8	Thanksgiving
October 26	Professional Development Day
November 1 & 2	Professional Development Days
November 12	Remembrance day
November 22	Report Cards (evening)
November 23	No School for Students Report Cards (am)
December 24 – January 4 (incl)	Winter Break
February 18	Education Project
March 6	Report Cards (evening)
March 7	No School for Students Report Cards (am)
March 10 - 24 (incl)	Spring Break
April 21 & 22	Professional Development Days
May 16	Professional Development Day
May 19	No School
June 23	Aboriginal Day (no School)
June 27	School Closed at 12pm

Le personnel de l'École Boréale



Directrice	Sophie Call
Secrétaire/bibliothécaire	Jessica King
Pré maternelle/maternelle	Sophie Gaudet
1 ^{er} /2 ^e année	Francine Pratte
3 ^e /4 ^e année	André Chabot
5 ^e /6 ^e année	Patrick Poisson
7 ^e /8 ^e année	Mélanie Sérurier
9 ^e /10 ^e	Stéphane Millette
Enseignante de soutien aux élèves	Chantal Groleau-Payeur
Enseignante au programme de francisation	Isabelle Thibeault
Anglais	Kim Ivanko
Assistant à la francisation	Laurent Dorn
Aide enseignante	Ingrid Wood
Moniteur de langue	Maxime Deschesnes
Concierger	Susan Lalonde

École Boréale Staff Members

Principal	Sophie Call
Secretary/librarian	Jessica King
Preschool/kindergarten	Sophie Gaudet
Grade 1/2	Francine Pratte
Grade 3/4	André Chabot
Grade 5/6	Patrick Poisson
Grade 7/8	Mélanie Sérurier
Grade 9/10	Stéphane Millette
Support Teacher	Chantal Groleau-Payeur
Francisation Program	Isabelle Thibeault
English Language Arts	Kim Ivanko
Francisation Assistant	Laurent Dorn
Teacher's Assitant	Ingrid Wood
French Language Monitor	Maxime Deschesnes
School Janitor	Susan Lalonde

Horaire de la journée

L'école est ouverte de 8h25 à 15h25 les lundis, mardis, jeudis et vendredis. L'école est ouverte de 8h30 à 14h45 les mercredis.

Heures d'opération

8h15	- supervision dans la cour de récréation
8h25	- la cloche sonne et les élèves entrent
8h30	- début des classes
10h – 10h15	- récréation (maternelle à 8 ^e année)
12h	- heure du dîner
13h	- fin de l'heure du dîner et début des classes
14h – 14h15	- récréation (maternelle à 6 ^e année)
15h25	- fin des classes

La philosophie de l'école

L'École Boréale de Hay River veut offrir un environnement stimulant qui permet à ses élèves de grandir en français tout en développant leur identité culturelle.

Nous voulons que nos élèves grandissent et développent une fierté face à la langue française.

Les enfants sont invités à vivre ensemble dans notre communauté francophone de façon harmonieuse. Sept mots clés représentent la philosophie de l'école :

Appartenance

Responsabilité

Coopération

Respect

Partage

Politesse

Fierté

Daily Schedule

School is open from 8:25 to 3:25pm on Monday, Tuesday, Thursday and Friday; and from 8:30 to 2:45pm on Wednesday.

Schedule

8:15	- Surveillance in school yard
8:25	- Bell for students and students come in
8:30	- Classes start
10:00 – 10:15	- Recess (Kindergarten to Grade 8)
12:00	- Lunchtime
1:00	- Classes resume
2:00 – 2:15	- Recess (Kindergarten to Grade 6)
3:25	- Classes end

School Philosophy

At École Boréale of Hay River, we want to offer a stimulating environment to allow our students to grow in French as well as develop their cultural identity. We want our students to grow and develop a sense of pride towards the French language.

Students are invited to live together, in harmony, in our French community.

Our school philosophy can be summed up by these seven words:

Belonging	Responsibility	Collaboration	Respect
Sharing		Politeness	Pride

Absences et retards

Les parents peuvent téléphoner à l'école le matin ou envoyer un mot dans l'agenda de leur enfant pour nous aviser d'une absence ou d'un retard.

Permission de quitter l'école

Les élèves doivent avoir une permission signée des parents pour quitter le terrain de l'école.

Urgences

Il est important que l'école ait les numéros de téléphone adéquats pour vous rejoindre en cas d'urgence. Veuillez nous aviser de tout changement.

Les dîners à l'école

C'est un privilège pour les élèves de rester à l'école pour les repas du midi. Nous demandons à chaque élève de se comporter de façon responsable. Les élèves doivent rester à leur siège et parler calmement.

Les collations

L'école préconise une alimentation saine pour tous ses élèves. Nous demandons aux élèves d'apporter des collations santé en tout temps. Du fromage, des craquelins, des fruits, des légumes, du pain, sont quelques exemples. Nous demandons aux parents d'éviter les sucreries puisqu'elles nuisent à la bonne concentration des élèves.

Attendance and Punctuality

If a child is late or not at school, parents can call the school or write a note in the child's agenda to inform the school.

Authorization to Leave the School

Students must have a signed parents' authorization in order to leave the school premises.

Emergencies

It is important to provide the school with all necessary telephone numbers where you can be reached in case of an emergency. Please inform us of any changes to those numbers.

Lunchtime at the School

It is a privilege to have lunch at the school. We ask that every student act responsibly, stay seated, and speak quietly.

Snacks

Our school encourages healthy eating habits for all students. We ask that students bring healthy snacks at all times, such as cheese, crackers, fruits, vegetables and bread. We remind parents to avoid sweets as they are detrimental to a child's concentration.



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Code de vie

Règles générales du fonctionnement à l'école

1. Tous les visiteurs (parents, intervenants, etc.) doivent se présenter au secrétariat. Il est interdit à toute personne non autorisée de se présenter dans une classe sans permission.
2. En cas d'absence, les parents de l'élève doivent aviser l'école.
3. Le matin, l'élève bénéficie d'un service de surveillance de 8h15 à 8h30. En dehors de ces heures, elle/il est sous la responsabilité de ses parents.
4. L'accès aux classes n'est pas autorisé avant ou après les heures de classe.
5. L'élève est responsable du matériel mis à sa disposition : en cas de bris ou de perte, elle/il doit en défrayer les coûts de réparation ou de remplacement.
6. L'élève est responsable d'apporter toute correspondance à la maison.
7. Les collations à l'école sont constituées d'aliments nutritifs (en cas d'allergies aviser l'école). Les produits de noix et d'arachide sont interdits à l'école.
8. Le port de chaussures attachées est obligatoire dans l'école.
9. La circulation se fait calmement et en marchant partout dans l'école.
10. Les objets personnels sont interdits à l'école (baladeur, jeux électroniques, yo-yo, etc.) sauf dans le cas d'activités organisées par l'école.
11. Les bicyclettes et les trottinettes sont placées immédiatement sur les supports à bicyclettes dès l'arrivée (pas de circulation sur la cour et entre les automobiles). Les bicyclettes doivent être cadenassées à l'école.
12. Les patins à roues alignées et les planches à roulettes sont permis à l'extérieur de l'école et après les heures de classe.
13. Les vêtements faisant référence à la violence, l'alcool, la drogue, la cigarette, etc. sont interdits à l'école.
14. Il n'est pas permis de porter des pantalons de pyjama pour venir à l'école, sauf lors d'activités spéciales.



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Code of Conduct

General Guidelines

1. All visitors (parents, intervener, etc.) must go to the front desk. No one can go directly to a classroom without first obtaining an authorization.
2. Parents must advise the school if their child is not at school.
3. There is surveillance in the schoolyard every morning from 8:15 to 8:30. Outside those hours, parents are responsible for their child.
4. It is not allowed to enter a classroom before or after school hours.
5. Each student is responsible for school material provided. The student must pay for any lost or damaged material.
6. Each student is responsible for taking correspondence home.
7. Snacks must be nutritious. All allergies must be declared to the school (products with nuts/peanuts are not allowed).
8. Students must wear proper shoes in the school.
9. Students must walk calmly within the school.
10. Personal objects such as cd-players, electronic games, yo-yos, are not allowed except during special activities organised by the school.
11. Bicycles and scooters are parked at the bicycle racks upon arrival at the school (riding in the schoolyard or between cars is not allowed). Bicycles must be locked when on the school premises.
12. In-line skates and skateboards are allowed only outside the school, after school hours.
13. Improper clothing, such as clothing referring to violence, alcohol, drugs and cigarettes, are not allowed.
14. Pyjama bottoms are not allowed except during special activities.

Chaque personne de l'école a droit au respect et a le droit d'être acceptée dans ses différences.

Code de conduite et responsabilités des élèves

1. Je parle et j'agis avec politesse envers toutes les personnes de l'école.
2. Je traite les gens autour de moi avec respect.
3. J'accepte l'intervention des membres du personnel ou d'adultes responsables d'activités dans l'école et je suis la consigne donnée.
4. Je porte des vêtements appropriés. Les épaules, le torse et le haut de la cuisse doivent être couverts. J'enlève ma casquette et mon chapeau dans l'école.
5. J'ai des chaussures d'intérieur et des chaussures d'extérieur. Les espadrilles qui ne marquent pas sont obligatoires pour les cours d'éducation physique.
6. Je circule calmement et en marchant dans l'école.
7. Je prends soin du matériel mis à ma disposition et je laisse les lieux propres où je passe.
8. J'ai une autorisation signée de mes parents si je dois quitter l'école entre 8h30 et 15h30.
9. Je parle en français en tout temps.
10. Je fais mes devoirs et j'étudie mes leçons tous les soirs.

Conséquences aux règles non respectées

1. J'ai un avertissement de l'adulte témoin.
2. J'ai une conséquence logique à mon comportement.
3. Mes parents sont avisés par téléphone ou par écrit par mon enseignant.e, la direction.
4. Je participe à une rencontre avec mes parents, mon enseignant.e, la direction et toute autre personne pouvant m'aider.
5. Un élève qui cause des problèmes de discipline, qui est impoli, qui commet des infractions répétitives au code de conduite et de responsabilités et/ou qui choisit de ne pas travailler se verra suspendu pour une journée avec un projet ou des travaux à faire à la maison. Le retour de l'élève se fera en compagnie d'un parent.
6. La suspension peut être plus longue si un autre incident se produit (3 à 5 jours).
7. Un manquement grave (violence physique ou verbale envers une élève ou un adulte, arme, vol, drogue, fumer sur le terrain de l'école) peut entraîner une suspension immédiate et définitive de l'école.

Everyone at the school has the right to be treated with respect and the right to be included with all of his or her differences.

The Student's Code of Conduct and Responsibilities

1. I speak politely and act politely towards everyone in the school.
2. I treat everyone around me with respect.
3. I accept the intervention of staff members or adults responsible for school activities and I follow their directions.
4. I wear proper clothing, covering the shoulders, chest and upper thighs. I take off my cap or hat inside the school.
5. I have shoes for both indoors and outdoors. Physical education shoes with non-marking sole are mandatory.
6. I walk calmly within the school.
7. I take good care of all school material provided to me and clean up after myself.
8. I have a signed authorization from my parents if I must leave the school between 8:30 and 3:30.
9. I speak French at all times.
10. I do my homework and study every evening.

Consequences of infractions to the rules

1. I receive a warning from the adult witness.
2. I receive a logical consequence to my behaviour.
3. My parents receive a phone call or a written note from my teacher or the principal.
4. I attend a meeting between my parents, my teacher, the principal and any other person who can help me.
5. A student who causes disciplinary problems, is impolite, commit repetitive infractions to the Student's Code of Conduct and Responsibilities and/or chooses not to work will be suspended for one day and will have to complete work at home. The student will be accompanied by a parent upon returning to the school.
6. Suspension can be longer if another incident occurs within 3 to 5 days.
7. Major infractions (such as physical or verbal violence towards a student or an adult, possession of arms, theft, drugs, smoking on school premises) can lead to immediate and final expulsion from the school.

Dîner à l'école

Dîner à l'école est un privilège pour tous les élèves. Afin de pouvoir jouir de ce privilège, les élèves doivent suivre les règlements qui ont été établis. Le personnel de l'école accepte d'en assurer la surveillance.

Comportement à l'heure du dîner

1. Je demeure assis pour prendre mon repas.
2. Je n'utilise que les jeux assignés pendant l'heure du repas.
3. Je parle à voix basse et je respecte les élèves assis près de moi.
4. Après le repas, je demeure assis et si je dois circuler dans l'école, je demande la permission à l'adulte qui surveille.
5. Je circule calmement et en marchant.

Conséquences aux règles non respectées

1. J'ai un avertissement.
 2. Je mange seul.e dans un endroit assigné.
 3. Je mange à l'extérieur de l'école pendant une semaine.
 4. Je mange à l'extérieur de l'école pendant deux semaines.
 5. Je mange à l'extérieur de l'école pour le reste de l'année.
- Mes parents sont avertis de mon comportement.

Les récréations à l'école

1. Je m'habille rapidement et adéquatement.
2. Je marche calmement vers la sortie de l'école.
3. Je laisse le sable, la neige... par terre.
4. Je surveille mes gestes, mes actions.
5. J'utilise un langage approprié.
6. Je reste sur le terrain de jeu.
7. Je joue au ballon et à la corde à danser une fois à l'extérieur de l'école.

Lunchtime at the School

Eating lunch at the school is a privilege for all students. To enjoy that privilege, students must follow the established rules. School staff agree to provide the necessary surveillance.

Behaviour at lunchtime

1. I stay seated while eating.
2. I only play with designated games at lunchtime.
3. I speak in a low voice and respect all students sitting close to me.
4. After lunch, I stay seated and ask the supervising adult for permission to leave the classroom.
5. I walk around calmly.

Consequences of infractions to the rules

1. I receive a warning.
 2. I eat alone, in a designated area.
 3. I can not eat at the school for one week.
 4. I can not eat at the school for two weeks.
 5. I can not eat at the school for the remainder of the school year.
- My parents are informed of my behaviour.

Recess at the school

1. I dress quickly and properly.
2. I walk slowly toward the school exit.
3. I leave sand, snow, etc. on the ground.
4. I pay attention to my movements, my actions.
5. I use proper language.
6. I stay in the play area.
7. I play ball and skip rope only when I am outside the school.

Le club de devoirs

1. Je demeure assis pendant la période de devoirs.
2. Je lève la main si j'ai besoin d'aide
3. Je travaille calmement et de façon individuelle.
4. Je demande la permission, à l'adulte qui surveille, si je dois quitter la classe.
5. Je circule calmement et quitte l'école immédiatement une fois mes devoirs terminés.

Conséquences aux règles non respectées

1. J'ai un avertissement.
2. Je travaille seul.e dans un endroit calme.
3. Mes parents sont avisés par téléphone ou par écrit par mon enseignant.e ou par la direction.
4. Je fais mes devoirs à la maison pendant une semaine.
5. Je fais mes devoirs à la maison pendant deux semaines.
6. Je fais mes devoirs à la maison pour le reste de l'année.

Utilisation des ordinateurs

1. J'utilise l'ordinateur après avoir eu la permission de mon enseignant.e.
2. J'imprime mes documents avec l'autorisation de mon enseignant.e.
3. Je garde la nourriture et breuvages loin des ordinateurs.
4. J'utilise l'Internet avec la permission de mon enseignant.e.
5. Je m'assure que ma station est en ordre lorsque j'ai terminé.
6. Si j'ai un problème avec un ordinateur, j'en informe mon enseignant.e.
7. Je règle le volume sonore de mon ordinateur de façon raisonnable.

Conséquence aux règles non respectées

1. J'ai un avertissement.
2. Je perds le privilège de travailler à l'ordinateur pendant une semaine.
3. Je perds le privilège de travailler à l'ordinateur pendant deux semaines.
4. Je perds le privilège de travailler à l'ordinateur pour le reste de l'année.

Homework Club

1. I stay seated during homework club.
2. I raise my hand if I need help.
3. I work calmly and by myself.
4. I ask the supervising adult for permission to leave the classroom.
5. I walk around calmly and leave school immediately after I finished my homework.

Consequences of infractions to the rules

1. I receive a warning.
2. I work alone in a quiet area.
3. My parents receive a phone call or a written note from my teacher or the principal.
4. I do my homework at home for one week.
5. I do my homework at home for two weeks.
6. I do my homework at home for the remainder of the school year.

Use of computers

1. I use computers only with my teacher's permission.
2. I print only with my teacher's authorization.
3. I keep food and drinks away from computers.
4. I use the internet only with my teacher's permission.
5. I make sure that my work station is clean when I am finished.
6. If I have a problem with a computer, I inform my teacher.
7. I keep the sound volume at a reasonable level.

Consequence to infractions to the rules

1. I receive a warning.
2. I lose the privilege of working with a computer for one week.
3. I lose the privilege of working with a computer for two weeks.
4. I lose the privilege of working with a computer for the remainder of the school year.

Summary of Comments from a Student Perspective

These comments are based on responses to a survey instrument as well as focus groups with each classroom and a separate focus group with the school's student council.

Students indicated that they like several aspects related to the current facility – the atrium space, the computers, instruction in computers, the use of laptops (in the older grades), the teaching staff and personnel in the school, clubs, certain sports (soccer, ball hockey), lots of windows and sunshine, dance class and lockers. Students indicated they enjoyed speaking French and they enjoyed the relatively small size of the school – i.e. not too many students.

Students were very practical in terms of what they would change. Top responses included a gym with showers, change rooms, and bleachers; bigger washrooms for students; bigger lockers; a cafeteria with food; more microwaves (line ups too long), bigger classrooms; more computers in the classrooms, more whiteboards, a larger area to store boots in the entrances, and longer recesses. Many students spoke of having a 2-story school and some mentioned more electrical plugs (in relation to the use of laptop computers). Many older students indicated having more students their age would be nice.

When asked what programs or activities they would like to see added, top responses included Dance, Spanish, Computer classes, Drama/Theatre, Sciences (Science lab), Chemistry, Music, Arts, cooking classes, sewing and a Tuk shop. Many students indicated that they enjoyed the homework club and appreciated the extra help they received doing their homework and the opportunity to read books when they completed their work. The older students identified several CTS areas that were of interest to them – woodworking, mechanics, metalwork, welding, wildlife, computer design, foods, law, and outdoor experiences.

In terms of the “heart & soul” of the facility, students identified the importance of speaking French in the school. They also overwhelmingly reported that the Atrium was the centre of the school and should be kept in any expanded facility (i.e. not closed in). Many saw a new gymnasium as another space that could become central to the expanded school facility.

Students identified the following clubs/activities that they were interested in:

- music club
- drama club
- dance club
- writing club
- reading/book club
- computer club
- nature club
- chess club
- art club
- swimming club
- bowling club
- gymnastics club
- sewing club
- various sports clubs – ball hockey, soccer, ice hockey)
- video club

Many students spoke of improvements to the playground equipment (e.g. swings) and the addition of seasonal activities such as a second soccer field and a winter outdoor ice rink.

Many students commented about the large breakout space that was lost (now a Grade 9/10 classroom), and the loss of plants and animals.

Summary of Comments from a Parent Perspective

These comments are based on responses to a survey instrument as well a focus group session with parents and the parent advisory group (held in an evening meeting)

In terms of the physical facility, the majority of parents indicated that they really liked the open concept with natural lighting, openness, brightness, and ample sunlight. They also commented on the heated floors, the washroom in the Kindergarten classroom, and the cubbies or lockers in the classrooms. In terms of the school itself, many noted a friendly, family atmosphere – a close-knit environment with small class sizes.

With regards to programs, parents commented on the quality of education, the opportunity for their children to learn French, the methods of learning (including field trips), the music program and the homework club.

Asked what they would change, several items rose to the top of the list – adding a gymnasium, more classrooms, full size lockers for older students, location of the washrooms (near grade 9/10 make-shift classroom), a much larger entry space with space for the footwear, congestion in the parking lot, and improvements to airflow/air circulation/solar gain when it gets warm outside.

Parents indicated they would like to see more fine arts (music dance, drama and/or theatre) for all grades including the pre-Kindergarten children, a science room, a separate area for pre-K children, a home economics room and a foods program, a computer lab, a foods programs, and shop access. Some parents noted greater emphasis on math and sciences, and the continuation of Spanish classes. Several parents mentioned “bring the plants and animals back” in their responses – as they were seen as a valuable learning tool. Mention was also made of sending bilingual notes home.

Parents identified aspects of an expanded facility that they felt could become the “heart and soul” of the facility – a full size state of the art gymnasium with change rooms, showers, washrooms, bleachers, and storage for school and community use; student artwork on display; large images of the school mascot; a bilingual parent area; and a mural or artwork done by the students.

Many parents spoke of reclaiming the large atrium area for general use rather than dedicated classes. Many felt that the area is not being used as designed for breakout space due to overcrowding and scheduled classes being offered in the space.

In terms of partnerships, parents referenced the town (with regards to a community gym); the French Cultural Association (e.g. summer camp); and more cooperation with other schools in Hay River. It was noted that if there were to be partnerships with English groups, there would need to be flexibility in terms of willingness to speak and write in English. English speaking parents emphasized that they wanted to be part of the school even though they do not speak French.

Summary of Comments from a Trustee Perspective

These comments are based on a focus group session with trustees from Hay River as well as the chairperson of the Commission scolaire and the Director.

Trustees agreed that the best feature associated with the current facility was the strong sense of community aspect in the school. The physicality of the atrium and the wonderful open feeling that permeates the space was mentioned by each trustee.



The washrooms and the entrance were identified as needing improvement. The washrooms are small and a wide range of students are accessing the same washrooms. The entrances are crowded, particularly when it comes to boot and shoe storage.

New/desireable program areas were identified by the trustees – industrial arts, electronics, sheet metal, fabrication studies, and welding. While it was understood that they might be able to offer every course to every child, concerns were raised about the manner in which partnerships might be used to assist in delivery. It is more desirable to use someone else's facility (infrastructure) than it is to send a student to participate in a module being delivered in English. As a matter of identity, courses need to be delivered in French. The school (as is Allain St Cyr school in Yellowknife) is looking at videoconferencing equipment and set-up to enable students to take additional courses from other French First Language Schools in the NWT, BC, AB, and Saskatchewan.

There may be opportunities to partner with the town of Hay River especially with regards to an enhanced gymnasium or potentially moving the French section of the town library to the school to create a French community library in the school.

A great deal of time was spent discussing what the projected enrolment of the school might be and what the capacity of an expanded facility should be. It was felt that the pre-K enrolments should be stabilized at 15 per class (part time), and that this cohort would travel from grade to grade up through the high school grades over time. The numbers are already quite similar to this cohort at the middle elementary levels. If this cohort moves through the system, each of the grades would eventually have approximately 15 students per grade level. This would leave an ideal capacity of approximately 195 FTE plus 15 FTE for the two pre-K programs for a total of 210 students. Trustees were uncomfortable with an overall capacity of 210 as they felt that they would once again be full (at capacity) and looking for expansion yet again at this point. They felt the number should be higher to allow the school to function at 85% capacity at this point.. It was mentioned that Francophones might be more apt to move to Hay River for work if the school was better able to accommodate them, and growth at Ecole Borelae will not likely follow the same growth patterns as the English schools and general population in Hay River.

Original and Current School Spaces

Original School (2004)	Current School (2007/2008)
Classrooms 5 classrooms	Classrooms - 5 classrooms Pre-K and K Grade 1/2 Grade 3/4 Grade 5/6 Grade 7/8/ plus makeshift classroom for Grade 9/10 plus makeshift classroom in staff room plus Atrium access for specific classes – e.g. computers, English Language Arts
Library Open, central area	Library small section of open area – additional dividers used at one end to create small work spaces/office for: PST French CA Special Needs CA French Monitor English teacher Francisation teacher
Break out spaces 1 medium size breakout space Atrium - open area space in library zone with built in workstation for art or science	Breakout spaces Medium size breakout space has been converted to a small Grade 9/10 classroom Atrium - open area in core of building has at least one class being taught in it 84% of the time; two classes taught in it at least 20% of the time; and teacher preparation in it (cannot use their classroom) 24% of the time.
Staff room Fair size staff room with large single station kitchen unit	Staff room – has classes being taught in it 70% of the time (Francisation) and doubles as a staff room and a potential foods area for classes/canteen but can only accommodate 4 to 5 students at one time making it ineffective for high school home economics.
General Office principal's office, reception area and small workroom	General Office principal's office, reception area and small workroom
Network wiring 1 small room – wireless environment	Network room 1 small room – wireless environment
General storage 1 medium size room	General storage 1 medium size storage room – also houses all P.Ed resources
Washrooms 1 boys and 1 girls 1 staff washroom 1 K washroom	Washrooms 1 boys and 1 girls 1 staff washroom – undesirable location (behind secretaries desk); also for general public K washroom
Electrical closet 1 medium size room	Electrical closet 1 medium size room
1 Janitor's closet	1 Janitor's closet

Current Use, Future Needs, and the Capital Standards

Instructional Areas

Instructional Area Allowance

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

General instructional areas

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

Specialized instruction areas

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

Current Use and Future Needs

The original school was built with five (5) classrooms. At that time, it had 58 students. At this time it was a K-8 school. Since then it has grown to a K-10 school with expansion for Grade 11 next year in 2008/2009, followed by Grade 12 in 2009/2010. Currently it has 115 students (including half-time Pre-K students).

Kindergarten and Pre-School Programs

The current Kindergarten classroom is used for:

- K classes every day – 10 students
- Pre K program (3 year olds) every Wednesday afternoon – 10 students
- Pre K program (4 year olds) every Monday, Tuesday, Thursday and Friday afternoons – 15 students



When the Pre K program runs concurrently in the afternoons, it is a very busy place.

The schools desire is to increase the enrolment in each Pre K program to a maximum of 15 students.

The Pre-K program could easily utilize their own classroom next year given this scenario. The program for four-year olds could be expanded to every day and the program for 3 year olds could easily be expanded from 1 day per week to several days.



The pre-K is basically similar to a Kindergarten room in that it requires identical services including its own separate washroom. Some daycare regulations may be pertinent depending on the nature of the program.

Elementary Classrooms

Current grade configurations at this level include a grade 1/2 split, a grade 3/4 split, and a grade 5/6 split.

As the larger primary grades move forward, there may be a need to access more classrooms for single grade configurations at the elementary level.

Classrooms can access the atrium area for breakout space but only if it is not being used as dedicated classroom space.



Junior High and High School Classrooms

Current grade configurations at this level include a grade 7/8 split, and a grade 9/10 split. A major breakout space has been used to create the new Grade 9/10 classroom.



Grade 7/8 classroom



Partitions in old breakout area to create grade 9/10 classroom



Gr. 9/10 storage units and student lockers in circulation space



Grade 9/10 classroom

Use of Existing Spaces For Instruction

As the school has expanded, it has been necessary to turn some areas of the school into dedicated classroom spaces to accommodate the wide variety of courses being offered.

- The major breakout space has been converted into a dedicated grade 9/10 classroom. As well, an area inside the staffroom is used for instructional purposes 70% of the time.
- The Atrium is defined as the common central core area in the building, which also includes the library and various computer stations. It has several round tables with chairs for students and was designed as a breakout space – overflow space for students to spill out of their classrooms and do small or large group work. It also includes a built in closet with art supplies and a sink to allow for small and large group art and science activities.
- Due to a space crunch, this space has at least one class with up to 15 students for approximately 21/25 or **84%** of the time.
- There are times when there are at least two classes in the Atrium at the same time (5/25 or **20%** of the time).
- As well the Atrium is used for meetings or teacher preparation 6/25 or **24%** of the time. It is difficult to use the space as overflow breakout space when it is largely occupied for other dedicated instructional needs. A detailed room utilization charts for the Atrium can be found in the appendices of this document.

Francisation

One instructor at the school works specifically with students who need extra assistance in their learning of the French language.

This instructor normally works with small groups (4 -6 students) at a time and requires a teaching space to work out of. The instructor works out of the staff room and the atrium areas.



English Language Arts

As in the case of any Francophone or French Immersion school, students are required to have instruction in the English language as well. Currently, approximately .65 F.T.E. is required but as the enrolment increases, a full time position will be required. The teaching of a second language requires a literature rich environment with many teaching resources. It is very difficult teach from a mobile cart, and



ideally, a dedicated space for this purpose would be appropriate.

In most school in the NWT, a distinct classroom is allocated as a language classroom. In this case, the language classroom for the Francophone school would be an English Language Arts classroom.

Science

There currently is no science lab in the school. Students currently do science related activities in their classrooms. Each classroom has a carpeted and a tiled area (with counter and sink), which allows for some science activities. It is also possible to use the atrium area when it is not be used as dedicated classroom space for other subjects (Francisation, Computers, Classroom Assistant time, English Language Arts, etc. The area intended as an art space in the



Atrium could also function as an area to do some science activities for small groups. Either greater access to a science lab or a new science lab will be required.

Currently, the only high school science being offered is Science 10 (a general science course). The school is considering Biology, Chemistry and Physics 20/30 in upcoming years as grade 11 and 12 are offered. The science lab will require a fume hood, an eye wash station, a chemical storage cabinet, and a high volume shower (as per ECE direction for all grade 10 to 12 Science programs). The room should be designed with perimeter lab stations and an interior instructional space (tables and chairs) that allow it to become a multi-purpose room.

As the school population grows and as the number of high school students increases, it may be necessary to also consider other Science Strands such as Science 20/30, and both Experiential Science 10-20-30, and the Applications of Science, for Trades & Occupations 20-30 Strands which are currently under development with the Department of Education.

The science lab will need to be flexible and allow for other subjects to be comfortably taught in it as the science lab needs to be fully utilized. It may also be a homeroom for the senior students when the school operates at capacity. Some concerns have been expressed about perimeter workstations with students working with their backs to the instructor. This has not been as issue with other similar set-ups, however, it is possible to look at different layouts with a lab within a classroom concept that will address this issue.

CTS (Career & Technology Studies)

CTS modules can be delivered in a variety of spaces – shops, computer labs, specialty classrooms, regular classrooms and outdoors. There are over 600 CTS modules that can be selected from over 22 different strands.

The school is just starting to offer CTS courses. They are considering courses related to Foods and Nutrition, Art, Legal Studies, and Information Processing (computers). The small size of the high school population and the limited number of staff available to assist in delivery will make it very difficult to match staff talents with student's interest.

The school has been provided information on top CTS courses in the NWT as delivered by schools, and as selected by students. This information will assist the school in gauging student interest and formulating a plan.

There is a need for flexible multi-purpose space with adequate access to power, water, air pressure and work spaces. As the school determines its CTS offerings, this type of space could be easily adapted to suite their needs.

There have been some discussions about CTS modules that require a “shop” type space. Given the small student population and the fact that there are shop type spaces already available in the community, it may be more prudent to look at partnerships that provide access to these spaces.

Top CTS courses in the NWT as selected by students, and as chosen for delivery for schools can be found in the appendices of this document.

The Commission scolaire has expressed interest in exploring some of the pre-packaged CTS modules available commercially, such as Electrolab – where a wide range of specific high technology self paced modules are available. It is difficult to predict what CTS will look like 15 years into the future, but some information can be gathered by looking at innovative CTS programs from other jurisdictions. Many jurisdictions have created multi-stationed high technology labs in order to address diverse needs as well as present a flexible, adaptable, and possibly ever changing program.

Reasons for considering a multi-stationed lab include:

- Exposure to a variety of experiences that will help students connect theory and practical
- Experiences to help students make more informed career choices
- Educating students, parents and community about the realities of trades-related careers

CTS Strands include ...

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

- Educating students, parents and community about real possibilities for career paths (besides university)
- Providing earlier training and development in the trades

Examples of multi-stationed labs can be found in the appendices of this document.

Home Economics/Foods/Community Kitchen

The single station kitchen in the staffroom can be used for food studies but it can only accommodate 3-4 students maximum. It will not be able to handle large demands such as a feast or events planned in the new community hall/gymnasium.

As enrolment numbers grow, this area will simply be too small for offering a CTS credit to a classroom of students.

A new foods area (or access to a larger foods area) will be required. If a new foods room is created, it should be closely aligned with the gymnasium and after-hours usage of the facility. It will need to be flexible and allow for other subjects to be taught in this space.

The foods area (near the gymnasium) should be designed to provide for a small canteen.

It has been the experience of all other high schools in the NWT that modules from the CTS Foods Strand have been overwhelming student favourites.

Top student selected choices in the NWT last year included Food Basics, Baking Basics, Meal Planning 1, Fast and Convenient Foods, and Food and Nutrition Basics.



Computers

Each classroom is equipped with a teacher-dedicated computer. At least 3 - 4 computers are available in each classroom for student use. As well, each grade 7-10 student has been given a laptop to use for instructional purposes.

The school is largely a wireless environment. Some computers have been scattered in the central atrium (library) area for student use.

Currently students receive instruction in computers in this area.

The grade 1/2 students receive 1 hour of instruction every second week; the grade 3/4 receive instruction integrated in their other subject areas; the grades 5/6 and 7/8 each receive 30 minutes per week.

The grade 10 students will receive instruction through the delivery of CTS courses and in the future, potentially thorough the use of Distance education modes.

Most jurisdictions (including the NWT) are moving away from dedicated computer labs. The direction Ecole Boreale has taken with regards to computers is consistent with this philosophy.



Art

The central atrium area has a small recessed closet with a double door that can be opened to access a counter with sink and limited shelving for art supplies. Typically, teachers can bring their students into this area and have an art class (or a Science class). Its use is currently limited as there are many other classes being taught in this area due to the lack of instruction and student support space. Kindergarten, and grades 1/2 students receive 1 period of art instruction per week for one semester¹, while the grade 3/4, 5/6 and 7/8 students receive 90 minutes of art instruction per week for one semester. High school programming (Grade 9/10) has included Art 10. Art is also integrated into existing programs.

Future plans include more art instruction at all grade levels, and Art 20/30 at the high school.

Music

Kindergarten, grades 1/2 and 3/4 students receive 90- minutes of music instruction per week for one semester. Grade 5/6 students receive limited music instruction from one of the support staff. Music is also integrated into existing programs. In the future, the school would like to offer more consistent music instruction to students at more grade levels.

Drama/Theatre

Kindergarten and grade 1/2 students receive 1 class per week for one semester. Grade 3/4, 5/6, and 7/8 students receive 90 minutes of instruction per week for one semester. Drama is also integrated into existing programs. Both music and drama/theatre require access to a small performance area.

¹ The school has three reporting periods per year for K-9 and offers programs in the same time block for each semester.



Distance Education

There have been some initial attempts to use distance education to deliver Grade 7/8 Science, Art 10 and Francais 10 courses. These have used predominately the paper and pencil distance education delivery modes.

There is an effort underway at the Commission scolaire level to establish a videoconference room for distance education and adult education purposes. This space might also include some related CTS delivery as well as staff in-service. The goal is to link with other French First language schools and provide greater course offerings for students via this link. The Distance Education courses would be offered through the use of a SMARTBOARD hooked up with a camera and a wireless connection to the server.

A video conferencing centre could also be used by the Francophone community for adult education, conferences, meetings and networking purposes.

Physical Education

Ecole Boreale does not have a gym but uses neighbouring gyms

Princess Alexandra (K-3 school)	Grades 3/4 and 5/6 use gym twice per week for total of 2 hours (120 minutes) each
Harry Camsell (Gr 4-6 school)	K, and Grades 1/2 use gym twice per week for total of 2 hours (120 minutes) each
Diamond Jenness High School	Grades 7/8 and 9/10 use gym four times a week for total of 180 minutes; includes P.Ed 10 classes
Extra-curricular use of gyms	2 early (7:30 am to 8:30 am) uses at Diamond Jenness for team sports 2 lunch times for extracurricular activities at Harry Camsell

The school would like to join the Quality Daily Physical Activity (QDPA) movement. Clearly there is a need for increased physical education time to do this, and this will only be accomplished through either getting their own gymnasium or much greater access to an existing gymnasium.

Critique and Analysis

There should be sufficient increase in enrolment in the pre-K area to warrant a separate classroom for this function. The school is looking at capping each pre-K program to a maximum of 15 students each of whom will hopefully follow through the school from grade to grade. It may be that traditional enrolment projections are insufficient to capture the nature of the milieu associated with the French population and/or French Right Holders in Hay River, as well as the potential immigration factor associated with having

a French First Language school in Hay River. While other schools in Hay River may be experiencing a decline in enrolments, Ecole Boreale may actually be positioned to experience real increases in enrolment in upcoming years.

In the NWT, most elementary schools have a second-language classroom. Usually this is an aboriginal language, and a separate classroom is used for this function. In this case, the second language is English, and as such, an English Language Arts classroom is a reasonable approach to the delivery of this second language program.

As the school expands into a full high school science program, it needs access to a complete science lab which is flexible and can be used for multi-purposes. A fume hood and a chemical storage cabinet should be in a high school lab along with an eye wash stations and a high volume shower. (Gr. 10-12). There is little need for fume hoods in Junior High.

The school will require access to a full home economics room for CTS delivery at the high school, for use by elementary students, and for use by the community for events. It should also include a canteen style workstation as part of its design. Once again, this will need to be a multi-purpose space and will have to be used for a variety of purposes.

This space also serves as a community kitchen for the Francophone community – a facility that can be used to prepare for events and promote the French culture.

The school offers and hopes to increase its offerings in Music and Drama. It may be possible to accommodate these functions by using a multi-purpose space that opens off the gymnasium and can be used for viewing, instruction, gathering, and also serve as a stage or performance area.

The gymnasium also serves as a community hall for the Francophone community in Hay River.

Greater access to a gymnasium or a new standard gymnasium which would enable the school to offer a full compliment of physical education courses as well as intramural and extracurricular activities is required. The gym would include community storage, school storage, a gym office, male and female change rooms with showers and washrooms.

There have been some discussions that it may be possible to partner with groups such as the local high school and others to assist in delivery of programs

- Other schools – Allain St-Cyr, other French first Language schools throughout Canada, specifically through the use of video conferencing equipment to assist in the delivery of specialty courses.

Video conferencing equipment can also be used by the Francophone community for conferences, networking, and adult education purposes.

- South Slave Divisional Education Council, Hay River District Education Authority, and DJSS

According to the Director for SSDEC, the Council has a policy that indicated it is supportive of partnerships. Existing partnerships with Ecole Boreale include providing access to a math training initiative, access to IT support, shared bussing for students, and access to parts of the regional orientation at occurs at the beginning of the school year. Each of these is on a fee recovery basis. In most cases, money collected by SDEC through this partnership has been given to the Hay River DEA. It was also indicated that any new partnerships with Ecole Boreale and/or the Commission scolaire have to go through the Council for approval.

In speaking with the Chair and the Vice Chair of the Hay River DEA, it was indicated that the DEA is quite open to partnerships once the issue on student entry (i.e. policy on student eligibility) at Ecole Boreale is clarified as per recent discussions with the Director for the Commission scolaire. The current policy is viewed as competitive in nature, while a change to that policy would be perceived as opening the doors to closer dialogue and partnering.

It should be noted that the DEA is planning some field work on the play fields around Ecole Boreale. Consultation should take place between DEA and Commission scolaire to ensure that the needs of each group are properly addressed.

In speaking with the principal of the local high school, DJSS, it was indicated that DJSS focuses mainly on trade related CTS courses and they would welcome the opportunity to offer students a different CTS “niche” though a partnership with Ecole Boreale. They are particularly interested in tourism and outdoor experiences. They also have students who would benefit from work experience in a French environment.

This could assist in the delivery of some very specific courses where low numbers would prevent Ecole Boreale from offering the course or having the facility to offer the course. Examples include CTS courses such as carpentry, mechanics, and fabrication studies as well as courses such as Chemistry 30 and Physics 30. It might also be possible, if Ecole Boreale had sufficient student numbers, to have Ecole Boreale purchase time in a shop or perhaps even share a staff member between the two schools.

There has been a lot of discussion over what the target capacity of the expanded facility should be. Many different numbers have been discussed. The fundamental issue seems to be what pre-K enrolments will look like in the future and how that carries forward through the various grades.

Resource Areas

Resource Area Allowance

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

Current Use and Future Needs

The current library rests in the central atrium space of the school. It is a rather large area which has tables and chairs, books and shelves, etc. Everything is on wheels to allow for easy movement when large-scale events are planned in this area. It is well lit and a potentially wonderful learning environment. It currently is used for more than just a library as mentioned in the instructional classroom section of this report.

A rather large section of it has been partitioned off to accommodate several student support and teaching positions which do not have a space for them to work out of.

The bookracks and stacks are kept at the end nearest the office. This is mostly a matter of convenience as the part-time school secretary is also the part-time library technician and it is easier to sign out books on the computer from the secretarial work station located in the general office.

There are currently 5260 items catalogued in the library. Approximately 95% of the items are in French, while only 5% of the items are in English.

The library uses scanning technology to check out books (Polaris software and Bluetooth Voyageur bar coding wand).

There are 2 library computers and 4 additional computers in the atrium area. There are also 2 computer monitors in the atrium/library area bracketed on the walls.

The TV monitors are connected to the server and can be used for Powerpoint presentations and announcements. There is also 1 mobile TV monitor on a trolley.

Most curriculum documents are located in individual classrooms, while some general curriculum resources are located in the staff work/copy room.



Various shots of existing library atrium space

There is a small network-wiring closet located near the general office. As the school expands, there will be need for an additional wiring closet in a second location.



Critique and Analysis

As the school expands, an increase to this area should be considered in terms of both an increase to the stacks and racks, and an area for students to do research and sit.

The library will be required to handle an ever-increasing number of older high school students.

Depending on the layout of the expansion, it may be possible to continue the openness and access to this area while still maintaining some transition into the high school zone.

Consideration should be given to having the sign out desk and related furniture act as a buffer separating the new expanded facility and the existing elementary zone.

New collections for junior and senior high will need to be accommodated, and work areas for both senior high and elementary students will continue to be needed. Consideration should be given for some discrete library storage, a circulation desk, and a possible seminar room.

It may be possible to move the French resources in the Hay River Public Library to the school and create a French Community Library for Francophones in Hay River.



Recreation and Leisure Areas

Recreation and Leisure Areas Allowance

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

<i>Space Allowance:</i>	<i>target enrolment 50 – 150</i>	70 m²
	<i>target enrolment 150 – 300</i>	550 m²
	<i>target enrolment 300 – 600</i>	850 m²

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

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

Current Use and Future Needs

Ecole Boreale does not have a gym but used neighbouring gyms

Princess Alexandra (K-3 school)	Grades 3/4 and 5/6 use gym twice per week for total of 2 hours (120 minutes) each
Harry Camsell (Gr 4-6 school)	K, and Grades 1/w2 use gym twice per week for total of 2 hours (120 minutes) each
Diamond Jenness High School	Grades 7/8 and 9/10 use gym four times a week for total of 180 minutes; includes P.Ed 10 classes
Extra-curricular use of gyms	2 early (7:30 am to 8:30 am) uses at Diamond Jenness for team sports 2 lunch times for extracurricular activities at Harry Camsell

The playfield adjacent to the school and which is shared with Harry Camsell School is large by most standards and can provide an adequate space for the students to play.

Critique and Analysis

Greater access to a gymnasium, or a new gymnasium is required.

A new community hall/standard gymnasium would require the following ancillary spaces:

- Male change room with showers
- Female change rooms with showers
- Male and female washrooms
- Gym office
- Gym storage
- Community storage
- Viewing area
- Storage for tables and chairs
- Presentation area with either fixed, mobile stage, or some other design element that allows for viewing and presentations (such as a transparent moveable wall that open up to a raised interior circulation space that can be used for a variety of purposes.

The gymnasium is also viewed as a community hall for the Francophone community. As such, there would be several major events held in this space - weddings, festivals, celebrations, conferences, etc.

On a related issue, it should be noted that the local DEA is planning some field work on the play fields around Ecole Boreale. Consultation should take place between DEA and Commission scolaire to ensure that the needs of each group are properly addressed, particularly in light of a possible school expansion at Ecole Boreale.

Many people indicated that if there was a new gym, there may be a possibility for enhancements through a contribution from the Town of Hay River. In discussion with the acting SAO (the Mayor recently resigned, and no Acting or Deputy Mayor had been appointed as of yet), it was suggested that Commission scolaire send a letter identifying its areas of interest for potential partnership with the town and look to a future date for a meeting with the town councilors and new Deputy Mayor. The letter will serve to gauge town council interest in partnering with Ecole Boreale.



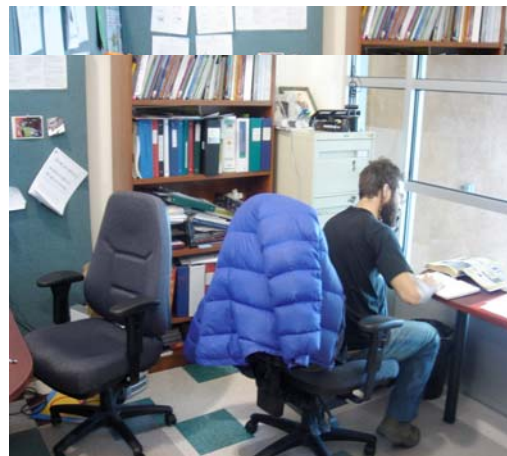
Learning Support Areas

Learning Support Area Allowance

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

Current Use and Future Needs

This is an area which seems to be lacking for the most part in the current situation.



Support area has been partitioned off in Atrium space to create mini-offices

Currently the school has the following support positions:

- Program Support Teacher (1.0)
- French Classroom Assistant (1.0)
- Special Needs Classroom Assistant (1.0)
- Francisation (helps students weak in French) (1.0)
- French Monitor (1.0)

In terms of personal belongings, students leave their boots at the entrances when they enter the school. Elementary students hang their coats and backpacks in their classrooms, while the older students have lockers which are currently cluttering up the hallways and circulation spaces.

School supplies are currently stored in the general office in a small area designed as a workroom which can accommodate 2-3 people at a time.

Critique and Analysis

Work areas need to be provided for at a minimum, 5 support staff - Program Support Teacher, French Classroom Assistant, Special Needs Classroom Assistant, Francisation instructor, and French Monitor. As the school population gets larger, there may be growth in the number of support staff.

Provisions should be made for a meeting room for support staff use as well as meetings with staff, team meetings, meetings with outside and/or board level consultants, visiting specialists (speech, psychologist), and meetings of an administrative nature.

A generic space that can be shared by a wide variety of users from within the school, within the system, and from outside the system should be considered.

The student support “suite” would be well positioned in a transition zone between the elementary and the high school populations.

The use of lockers throughout the school should be examined. Many students reported the lockers in classrooms as being too small, and poorly situated (e.g. lockers in many classrooms form an “L” shape and students have indicated it is virtually impossible using corner lockers when other students are trying to access their own personal adjacent lockers. High school students have requested larger lockers to accommodate parkas and backpacks.

Administration

Administration Area Allowance

Space is provided under this category to accommodate administrative functions and semi-private spaces for teachers and school staff to work or relax including:

General office, principal and vice-principal offices, staff lounge, lockers for personal effects and closets for coats and boots, staff washrooms as well as any internal circulation where rooms are grouped in a suite. Also included in this category is general storage for bulk office and instructional supplies.

Current Use and Future Needs

The general office has a fairly generous principal's office, a small work area with school supply storage and a small secretary/receptionist station that opens onto the main foyer. The work area is mainly an area to photocopy and grab supplies – it is not big enough to actually sit and do work or prepare materials for classroom use. It currently contains the following equipment – zerloc binding machine, fax machine, laminator, paper cutter, large printer, 20 mail slots, zerox boxes, and lockable and open shelving underneath a work counter.



There is one single bathroom off the work area directly behind the secretarial station. It is in an undesirable location (immediately behind the secretarial station).



Front of office/reception area



Staff workroom

The current staffroom has a small kitchen section and a small sit down section able to accommodate 4-6 people around a table. There is also a place for coats and hats, etc. The

table with chairs is currently used 70% of the time for classroom instruction – Francisation. A small single computer station is off to the side for staff use.



The single station kitchen in the staffroom could be used for food studies but it can only accommodate 3-4 students maximum. As enrolment numbers grow, this area will simply be too small for offering a CTS credit to a classroom of students.

In terms of overall school storage, there is one school storage room that includes equipment normally related to gym storage as well as basic school storage items. Once the gym storage items are relocated in a storage area in a potential new gym area, this storage area should be adequate.



There are no meeting rooms in the school for administration, teacher or support staff use. An expanded facility should explore use of multi-purpose seminar/meeting rooms that can fulfill a variety of needs – meeting with parents, meetings with students, support team meetings, space for assessing a student, space for someone from outside the school to meet with a staff member or with students, and breakout spaces for students.

Critique and Analysis

Several improvements should be considered– relocation of staff washroom; expansion of staff work/copy area; use of a different space for CTS and food related activities for elementary classrooms; enhanced storage for physical education equipment; a small medical alcove; and possible addition of a meeting room (or combine with meeting room needs associated with student support services).

Circulation and Gathering

Circulation and Gathering

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

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

Schools with target enrolments under 300 FTE, 30%

Schools with target enrolments over 300 FTE, 25%

Current Use and Future Needs

The open concept in the original plan of the school envisioned a wonderful space with ample circulation. Circulation has been compromised to some extent for a variety of reasons:

- Having dedicated instructional classrooms in this space
- Converting the major breakout space into a grade 9/10 classroom
- Locating the current library stacks and racks configuration (near the secretarial station for signing out books on the computerized system) which creates clutter and visual barriers
- Using atrium space for temporary offices for program support teacher, French monitor, Francisation teacher, English Language Arts teacher, and special needs classroom assistant
- Having students utilizing the staffroom has increased traffic flow near main library stacks and general office



The atrium also serves as the library for the school – classrooms open up onto this area



The library racks and stacks are on wheels and can be moved creating a large space for gatherings. Note the support staff offices in background using up intended circulation space.



Critique and Analysis

Circulation and gathering could be enhanced through the following actions:

- Finding appropriate spaces for the dedicated instructional classes that have found their home in this space – either additional classrooms or access to breakout spaces
- The need to reclaim the major breakout space and find a real classroom for the grade 9/10 students, and upcoming grade 11 and 12 students.
- The current library stacks and racks configuration (near the secretarial station for signing out books on the computerized system) creates clutter and visual barriers. Consideration should be given to a different layout.
- Creating an appropriate space for offices for program support teacher, French monitor, Francisation teacher, English Language Arts teacher, and special needs classroom assistant
- Having appropriate instructional spaces (classrooms and breakout spaces) so that the staffroom will not be used as a classroom.

Finding office space for the student support team to work out of will greatly reduce the congestion in the main circulation area of the school.

Finding breakout spaces for support staff and other “itinerant” teaching staff will greatly reduce the congestion in the main circulation area of the school.

The entrances should be examined to better develop a mechanism for storing coats and shoes – this could help alleviate the “clutter” that one often experiences from a poorly designed entrance way.



Building Services Areas

Building Services

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

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

Current Use and Future Needs

There is one set of male and female washrooms that service the entire school except for the Kindergarten classroom which has its own washroom. The male washroom has one urinal and one stall while the female washroom has 3 stalls – which is inadequate to service the needs of the school. Currently all students from K-10 use the same washroom. It is desirable to have a set of separate washrooms for the older students, preferably in a different location.

The electrical closet is medium size and most wall surfaces are utilized. There may be need for a second closet in an expanded school.

There is one janitor's closet in the existing school.

Critique and Analysis

Definite improvements are recommended in terms of the number of washrooms and student access to washrooms (older versus younger students accessing the same washrooms). There are not enough stalls in the washroom for a comfortable school environment.



The IT network wiring closet will need enhanced or added to in an expanded facility. As the school expands, there will be a need for additional janitorial space and bulk supplies storage. As well, the electrical and mechanical service spaces will need to be enhanced.

On a related issue, it should be noted that the local DEA is planning some field work on the play fields around Ecole Boreale. Consultation should take place between DEA and Commission scolaire to ensure that the needs of each group are properly addressed, particularly in light of a possible school expansion at Ecole Boreale.

Summary of Future Instructional Needs

Enrolment projections can have a profound impact on capacity calculations.

ECE has provided an enrolment projection indicating a capacity of approximately 150 students as being sufficient for long-term growth. The original assumption used to calculate this projection was based on current practice where there are right holders and non-right holders (who have become right holders) who will work their way through the system. If only right holders were to enter the system, this enrolment projection will be lower as there will be fewer students who will be coming up through the ranks via pre-K to Kindergarten and onwards.

Referring to the projections provide by ECE we arrive at the following scenario. Note that pre-K populations are presented separately.

Projection Source	K-12 Projected Capacity	Pre-K Population F.T.E.	Total F.T.E. (includes pre-K)	Total Number of Students in Facility
Education, Culture and Employment Projection (based on current practice and the premise of 10 students entering K in following years, each year)	150 as largest K-12 target group up to 2026/27	average of 10 FTEs entering K each year	160	170 (10 FTE pre-K would most likely be 20 half time students)

Discussions with the Commission scolaire and the school have focused on the potential of a higher enrolment capacity based on a maximum of 15 students entering Kindergarten each year. In this scenario, the capacity could reach as high as 195 K-12 students full time equivalents (FTE) with 15 pre-K children (FTE) for a total of 225 students (or 210 FTEs) in the facility at one time.

In any scenario, certain aspects of an instructional plan would remain constant – the need for a greater access to/or a new gymnasium and certain specialty rooms – science, home economics, CTS spaces, and appropriate student support spaces.

Where the programs would differ would most likely be related to the actual number of generic classrooms. The difference between 150 K-12 students and 195 K-12 students is just over two (2) generic classrooms.

The following chart indicates instructional needs:

Projected Capacity (Enrolment) ²	
	170 students 160 F.T.E. (includes pre-K) 150 K-12 K-6 (80 students) 7-12 (70 students) Pre-K (10 F.T.E)
Instructional Areas (Note: Pre-K have been included and provide with their own classroom)	Elementary Pre-K w bathroom (1) K w bathroom (1) Generic classrooms (3) Language classroom (1) Access to breakouts (ALA) Access to space for music, art, drama which doubles as a performance space High School³ Generic classrooms (2) Science lab (1) Foods & Multi-Purpose (1) Access to breakout (ALA) and/or seminar rooms (2) CTS space (1) Access to canteen
Capital Standards (Note: Pre-K have been included in school population)	Provides for approximately 10 instructional and/or specialty classrooms (standard size of 70 m ²)
Resources Areas	Library – will require additional stacks and racks for elementary, junior and senior collections; work areas; computers; reception; story telling nook; circulation desk; library storage; possible seminar room, distinct sit down areas for elementary and high school *possible enhancement via partnership with town should be explored (e.g. Community French Library.

² This enrolment capacity has been provided to the consultant by ECE. In discussions with ECE, the Commission scolaire and the school it has become clear that there is a need to review the entry policy for students. Any change in entry policies will have an impact on the projected enrolment and would require a revisit to the proposed program. This issue needs to be resolved before a final facility plan/project brief can be developed.

It should also be noted that in discussions with the Commission scolaire and the school, there is a strong desire to attempt to increase the enrolment capacity by having a maximum of 15 students enter Kindergarten each year and carry through the system. If this were achievable, the basic difference between the program being proposed and a new program based on this higher student capacity would be in the number of generic classrooms in the school.

³ Either greater access to specialized rooms is required, or the building of these specialized spaces.

K-12 Education Plan For Ecole Boreale (February 15, 2008)

Recreation and Leisure Areas	Greater access to a gymnasium or a new standard gymnasium with gym office, male and female change rooms, school equipment storage, community equipment storage, storage of table and chairs, viewing area (could be combined with a performance and/or gathering area) *possible enhancement via partnership with town should be explored (e.g. enhanced gymnasium facility – roof height, floor size, etc.
Learning Support Areas	Appropriate student support space to accommodate a minimum of 5 staff – PST, French CA, Special Needs C.A. Francisation, French Monitor; plus resource storage space; and access to meeting room(s) and/or breakout space(s)
Administration	Enhanced staff work area/copy room; relocation of staff/public washroom; medical alcove; access to a meeting room; records storage
Circulation and Gathering	Enhanced lobby and circulation space; storage needs for coats and shoes at entrances; separate entrances for high school and elementary; reclaim atrium for breakout/overflow potential
Building Services	Enhanced IT support room/network room; electrical and mechanical service spaces; janitorial closet and bulk janitorial storage; separate washrooms based on grade levels

Note:

High school science labs must include fume hood, chemical cabinets, eye wash station and high volume shower.

CTS space includes extensive electrical and air outlets as well as wireless environment, and assumes access to other CTS facilities in Hay River through partnerships (e.g. shop access)

Some courses will need to be delivered via distance education (Smartboard, camera, wireless environment)

It should be noted that the local DEA is planning some field work on the play fields around Ecole Boreale. Consultation should take place between DEA and Commission scolaire to ensure that the needs of each group are properly addressed, particularly in light of a possible school expansion at Ecole Boreale.

The proposed scenario is approximately one classroom above the ECE Capital Standards largely in part due to its inclusion of a pre-K space which the standards do not provide for.

The overall capacity of the building is based on which instructional areas are rated for the capacity projection. In the past, it was quite common to have a language classroom in elementary schools that was not normally rated into the capacity calculations as well as certain specialty rooms in a school (such as a Science lab, a Home Economics room or a CTS lab) which were rated at 0% or 50% for capacity purposes. Recent trends have been to include some of the specialty rooms fully rated for capacity purposes e.g. Science lab, Home Economics room). At the high school level, these rooms serve as homerooms for students. While the Science Lab can easily serve as a homeroom, the Home Economics room is often busy with pre-school or breakfast programs or other activities, and is often the last room to become a homeroom.

Each K-12 school normally has a CTS area which can be a small shop space or a specialty classroom. Normally, a small school has to decide which one to choose based on student interest and educational focus. A small shop is normally a stand-alone structure (to reduce costs) while a specialty classroom is often located inside a school.

Potential Partnerships

Suggestions included:

- **French Cultural Association**
The association works closely with the school and has offered several programs that have been of interest to students – movie nights, summer camps, and bringing in a musician or storyteller, etc. The association wants their offices to be outside of the school so that there is another French “entity” in the community, not just at Ecole Boreale.

They recently applied for funding to do a study on daycare in Hay River. If successful, they envision the daycare out side of the school environment, adding to the French “entites in Hay River.
- **Other schools – Allain St-Cyr, other French first Language schools throughout Canada, specifically through the use of vide conferencing equipment to assist in the delivery of specialty courses.**
- **South Slave Divisional Education Council, Hay River District Education Authority, and DJSS**

According to the Director for SSDEC, the Council has a policy that indicted it is supportive of partnerships. Existing partnerships with Ecole Boreale include providing access to a math training initiative, access to IT support, shared bussing for students, and access to parts of the school orientation at occurs at the beginning of the school year. Each of these is on a fee recovery basis. In most cases, money collected by SDEC through this partnership has been given to the Hay River DEA. It was also indicted that any new partnerships with Ecole Boreale and/or the Commission scolaire have to go through the Council for approval.

In speaking with the Chair and the Vice Chair of the Hay River DEA, it was indicated that the DEA is quite open to partnerships once the issue on student entry (i.e. policy on student eligibility) at Ecole Boreale is clarified as per recent discussions with the Director for the Comission scolaire. The current policy is viewed as competitive in nature⁴, while a change to that policy would be perceived as opening the doors to closer dialogue and partnering.

It should be noted that the DEA is planning some field work on the play fields around Ecole Boreale. Consultation should take place between DEA and Commission scolaire to ensure that the needs of each group are properly addressed.

⁴ Current enrolments in this district are 167/374 or 45% at Harry Camsell School, 201/362 or 56% at Princess Alexandra School, and 330/512 or 64% at Diamond Jenness Secondary School.

In speaking with the principal of the local high school, DJSS, it was indicated that DJSS focuses mainly on trade related CTS courses and they would welcome the opportunity to offer students a different CTS “niche” through a partnership with Ecole Boreale. They are particularly interested in tourism and outdoor experiences. They also have students who would benefit from work experience in a French environment.

This could assist in the delivery of some very specific courses where low numbers would prevent Ecole Boreale from offering the course or having the facility to offer the course. Examples include CTS courses such as carpentry, mechanics, and fabrication studies as well as courses such as Chemistry 30 and Physics 30. It might also be possible, if Ecole Boreale had sufficient student numbers to have Ecole Boreale purchase time in a shop or perhaps even share a staff member between the two schools.

In any partnership, it helps if both sides have something to offer. In this case, Ecole Boreale could consider developing its own CTS niche and/or possible sharing of its proposed video conferencing space.

- Town – curling rink, arena, pool, library, enhanced gymnasium

Currently the school uses various town facilities as part of its regular programming. New possibilities could include moving the town French Library section into a new Ecole Boreale library and/or various enhancements to a possible new gymnasium for Ecole Boreale.

In discussion with the acting SAO (the Mayor recently resigned, and no Acting or Deputy Mayor had been appointed yet), it was suggested that Commission scolaire send a letter identifying its areas of interest for potential partnership with the town and look to a future date for a meeting with the town councilors and new Deputy Mayor. The letter will serve to gauge town council interest in partnering with Ecole Boreale.

Appendices

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

Principles for Organizing the K-12 Learning Environment

- School within a school concept

- Transition zones

- Student Support Services

- Distance Education

- School Library

- Computer Education/Use of Technology

- Storage

- Community Involvement in School

Instructional Programming

- Mathematics

- Science

- Language Arts

- Social Studies

- French Language Arts

- English Language Arts

- Other Languages (Spanish)

- Health Education

- Fine Arts

- Career and Technology Studies

- Physical Education

Room Utilization Chart for Atrium

School Projections Provided by the School

What Did Students Say?

What Did Parents Say?

Most Popular CTS Courses as Chosen by Students in NWT in 2006/2007

Most Popular CTS Courses as Delivered by Schools in NWT in 2006/2007

An Example of a Multi-Station Lab

Examples of Other Multi-Stationed Labs

Essential Elements of Learning

This section addresses the essential elements of learning – culture-based, process oriented, interactive, integrated and balanced.

Culture-Based and Student Centred

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

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

At Ecole Boreale, this can be accomplished through a variety of means, such as ...

- regular 1:1 student conferencing
- including the parents in the learning process
- knowing all the student's names
- having ample IEPs, IEP supervision and revision (with continued support from PST)
- aboriginal based activities (ice fishing, hunting, trapping, canoeing, on-the-land activities)
- giving students a choice on projects
- partnering with the community
- using differentiated instruction
- getting input from students on themes they would like to explore
- ongoing bands, music, storytellers, etc.

Process Oriented

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

At Ecole Boreale, we can contribute to a process oriented approach by ...

- helping students learn how to learn
- learning how to use computers
- assisting students to become self confident – able to express their own thoughts and opinions
- being open minded
- building self confidence
- asking questions
- asking for help when needed
- “decloisonnement (exploratories for K-2, 3-6 using a multiple intelligence approach
- learning how to use technology
- using cooperative learning approach
- having field trips – real life situations
- student peer teaching activities
- giving them the tools to be able to solve different kinds of problems and the right to make mistakes and learn from them

Interactive

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

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

At Ecole Boreale, we can promote interactive learning through a variety of means, such as ...

- use of exploratories
- scavenger hunts
- musical chairs
- pen pals/email
- homework club
- correspondng with students at Ecole Allain St Cyr
- Science fairs
- Heritage fairs
- Student council
- Involvement of school in community (festival of trees, old age home, soup kitchen, Remembrance Day)
- School sports and clubs (soccer, basketball, volleyball, ball hockey, chess, dance, newspaper)
- peer evaluations
- guide reading activities (3X/week/30 minutes)
- exchange programs
- multi-level, multi-grade projects

Integrated

Learning within the real world occurs in context and rarely in isolation.

Similarly, in schools, an effective learning program goes beyond rote learning or the practice of skills in isolation and focuses on integrated learning.

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

At Ecole Boreale, we believe that integration is something which needs to be effectively planned for. We can nurture integration by having ...

- exploratories
- special guests/speakers
- sufficient time for planning together
- space for classes to work together on cooperative projects
- outing and field trips (Twin Falls, Firehall, birch syrup, camping trips)
- integrating Dene Kede into various subject areas
- special projects involving the community
- special career days and fairs
-

Balanced

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

Intellectual

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

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

- starting at the level of the student and challenging them to explore beyond that level
- encouraging introspection regularly – asking questions
- providing them with real life, authentic problems to solve/deal with
- inviting student participation in discussions
- awaken and encourage student's curiosity to learn
- teaching students to find and explore whatever interests them in any given topic
- promoting the philosophy of restitution
- providing students with the opportunity to use a wide range of resources to develop their intellectual goals

Social

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

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

- being open to the needs of staff and students
- being able to listen respectfully to others
- honouring students for their achievements
- continuing with our Wednesday activities with students (exploratories)
- promoting peer tutoring
- using sharing circles and accepting differences
- asking students to do something rather than telling them
- supporting student council
- exploring possible partnerships with the community
- promoting field trips and outings
- encouraging peer support team (kids helping kids)
- promoting staff versus student events

Emotional

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

Things that help us towards this goal are ...

- encouraging the student council/body to do activities for other students
- having the staff lead by example – admit faults or mistakes, learn from mistakes – being authentic
- taking time when needed to address emotional needs e.g. taking time to grieve when there is a death
- modeling mistakes and appropriate responses to situations, feelings
- “good job” assemblies
- having public “good byes” when students are leaving
- encouraging student led assemblies
- displaying student artwork around the school
- accepting out students for who they are
- taking the time to really listen to students
- providing constant support and encouragement to students

Physical

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

Things that help us work towards this goal are ...

- providing a safe and comfortable learning environment
- attentiveness to student needs
- promoting good nutrition (e.g. cooking classes)
- promote sport teams and tournaments
- model for students active and healthy living
- respecting the fact that some students learn better when they move rather than sitting quietly
- communicating relevant information to students so they make informed choices in lifestyle
- raising awareness of bullying
-

Spiritual

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

Things that help us towards this goal include ...

- encouraging students to be introspective
- being open minded about other cultures
- using sharing circles
- exploring world events/news
- exploring cross-cultural partnerships (Filipino, Spanish, Dene)
- inviting Elders to share their wisdom and experience
- promoting stewardship (recycle, environmental awareness, gardening, animal care)
- sharing each others culture with one another
- providing time for reflection
- making the students more aware of and respectful of nature

Organizing Teaching and Learning

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

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

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

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

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

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

What Do We Believe About Schooling?

- 1. Schooling must provide a secure, nurturing environment that reflects the cultures of the community, enhances self-esteem and promotes learning.*
- 2. Schooling must promote the participation of educational staff, students, families and the community in making decisions about learning.*
- 3. Schooling must promote the balanced growth of individuals.*
- 4. Schooling must recognize and respond to student diversity.*
- 5. Schooling must teach students how to learn.*
- 6. Schooling must extend and enrich student's understanding and use of communication.*

Skills For the Future

What staff think!

- integrity
- responsibility
- communication (reading, oral, writing, knowledge, technology)
- team work
- leadership
- knowledge of self and others
- bilingualism
- flexibility
- respect in all aspects of life
- confidence
- oral skills (in front of a crowd)
- research abilities
- open-mindedness
- time management
- how to adapt to new situations
- sharing
- fostering a love a learning
- being resourceful
- how to work with others

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

Research says that employers are:

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

Communication Skills

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

Problem Solving Skills

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

Social Skills

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

Basic Academic Skills

- Computeracy
- Numeracy
- Literacy

Other attributes employers want

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

Staff Generated Principles for Organizing The Learning Environment

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

School Within a School Concept

The school sees itself as having two distinct zones – an Elementary K-6 zone and a Grade 7 – 12 High School zone each with their own entrances, washrooms and gathering areas.

Depending on the enrolment capacity being targeted, the optimum classroom number will vary.

To account for possible lower initial numbers at the high school, one of the high school classrooms should be flexible in terms of easily being divided into two classrooms (movable divider wall). As number increase, there may be more demand for high school classrooms. Specialty rooms should be viewed as potential homerooms as well.

Transition Zones

There were varied opinions as to what could separate the elementary school from the high school. It would seem that the high school would probably flank or be immediately adjacent to the new common spaces (gym, specialty classrooms, etc. The current school is predominately an elementary school in terms of classroom layouts, interior dimensions, etc.

Student Support Services

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

- Program Support Teacher (1.0)
- French Classroom Assistant (1.0)
- Special Needs Classroom Assistant (1.0)
- Francisation (helps students weak in French) (1.0)
- French Monitor (1.0)

Space is also required for:

- Shared meeting room(s)
- Resource storage associated with the various positions that share this space

Distance Education

There have been some initial attempts to use distance education to deliver science grade 7/8, Art 10 and a Français 10 course. These have used predominately the paper and pencil distance education delivery modes.

There is an effort underway at the Commission scolaire level to establish a videoconference room for distance education and adult education purposes. This space might also include some related CTS delivery as well as staff in-service. Courses could be delivered from Allain St Cyr School in Yellowknife or other French First Language schools across the country.

School Library

Possibility of incorporating town French library and school library

Continue as a central core area for the school, with ability to act as a breakout space for adjacent classrooms

Should not become dedicated classroom space

Computer Education/ Use of Technology

Currently there are several computers on each classroom. As well, as each grade 7 and above student has been issued a laptop.

More TV and/or computer monitors throughout the school are required.

Support for integration of computers across the curriculum and delivery of instruction by not using a computer lab.

Storage

Classroom storage for resources and materials including manipulatives, supplies, text resources, literature rich environments, etc.

School wide storage for program materials including curriculum documents, teacher and grade specific resources, and shared subject specific resources

Outdoor shed storage for outdoor education materials, audio visual equipment, tables, chairs, ski's, snowshoes, camping gear, canoes, and gardening tools.

A gym storage area would alleviate overcrowding of materials in the one school-wide storage room, which currently houses a lot of physical education related equipment.

Community Involvement in School

Suggestions included:

- Community hall
- Community kitchen
- Adult education room
- Community library
- French Cultural Association
- Other schools – DJSS
- Town – curling rink, arena, pool, library, enhanced gymnasium
- Elders
- Bowling
- Guest speakers
- Visiting authors, speakers, music groups, etc.

Instructional Programming

Mathematics

Program Used/Courses Taught
Western Canada Math Protocol
(NWT approved curriculum)

K-4	Cheneliere Mathematique
Gr. 5-8	Interactions
Gr. 9	Omnimath 9
Gr. 10	Omnimath 10

Future Possibilities
Mostly Pure and Applied Math
Possibility of Essentials of
Mathematics as numbers increase

How We Teach/Best Practice

- Word problems
- Problem solving
- Manipulatives
- Drills
- Group work
- Practical hands-on activities
- Computer drill & skills, spreadsheets and databases
- Calculators at all grade levels
- Graphing and scientific calculators at older grades
- Real life examples

Classroom/School Level Implications

- Math carts
- Calculators that are compatible
- Computers need to be accessible and integrated into the classroom for spreadsheets, databases, and grade specific software at most grade levels
- Access to water (sinks)
- Storage of resources and manipulatives

Science

Program Used/Courses Taught
Preparing for new Pan Canada
Science Curriculum as it replaces
older NWT Science Curriculum

Primary	Cheneliere Science & Technology
Gr. 7/8	Convergence
Gr. 9/10	Cheneliere Science & Technology

Future Possibilities
Science 20/30
Chemistry 20/30
Biology 20/30
Physics 20/30

How We Teach/Best Practice

- Inquiry/experiments, labs
- Observation, note taking and tests, research
- Hands-on activities, data collection, groupwork
- Cooperative learning
- Labs and demonstrations
- Research and field work
- Elders/community resources

Classroom/School Level Implications

- Need for basic supplies storage
- At high school level, require:
 - Fully functioning perimeter lab space with eye wash stations, shower, fume hood, chemical storage, prep room and adequate counter space
 - Flexibility to do lab work and lecture/seat work
 - Need research materials – texts, CD's, DVD, Internet
 - Access to computers
 - Many science texts use “bar wand “ technology with CDRoms

Social Studies

Program Used/Courses Taught

K-9 NWT Curriculum

Gr. 10 Socials 10

Future Possibilities

Northern Studies

Socials 20/30

Socials 13/23/33

How We Teach/Best Practice

- Videos
- Internet
- Atlases and textbooks
- Newspapers and magazines
- Note-taking, tests, activities, research
- Critical thinking
- Traditions/culture
- Collect information from parents and family
- Resource guests – elders
- Heritage Fairs

Classroom/School Level Implications

- Technology
- Library
- Textbooks
- Research
- This program is very research rich and there currently are problems associated with the Internet, library access, and availability of “rich” resources
- Need a big area to do group work and research work\need a real live link to the world – satellite/access to media/ inter-library loans/ high speed access
- Space for storage of ongoing projects
- Access to breakout spaces

French Language Arts

Program Used/Courses Taught

K-9 NWT approved French Curriculum

Strong oral, audio, and visual component

Use of manipulatives – letters, words, phonetic activities, etc.

Gr 10 Francais 10

Future Possibilities

Francais 20/30

Francais 13/23/33

How We Teach/Best Practice

- Emphasis on grammar
- Oral and audio components as well as visual
- Literature rich environment
- Listening centres
- Activities on Dictaphone (to take home and assist students)
- Exploration (individual or group)
- Research

Classroom/School Level Implications

- Storage space
- Dictionaries
- Computers
- Writing and listening centres
- Research space
- Up-to-date novels
- Theme books
- Variety of books related to different themes
- Resource rich library
 - Reading centre within library for magazines, newspapers

English Language Arts

Program Used/Courses Taught
WELA (Western English Language Arts Curriculum)
K-9

Listening
Speaking
Reading
Writing
Representing
Pleasure reading
Types of writing
Drama
Vocabulary
Reading skills/vocabulary

Gr. 10 ELA 10-1/2

Future Possibilities
ELA 20-1/2
ELA 30-1/2

How We Teach/Best Practice

- Interactive
- Exploration (individual or group)
- Research

Classroom/School Level Implications

- Storage space
- Dictionaries
- Computers
- Writing centres
- Research space
- Listening centres
- Up-to-date novels
- Theme books
- Variety of books related to different themes
- Resource rich library
 - Reading centre within library for magazines, newspapers

Other Languages (Spanish)

Basic Spanish vocabulary and expressions are taught to the grade 5/6 and the grade 7/8 classes for approximately one hour per week for one semester each.

Health Education

Program Used/Courses Taught
K-9

AB Curriculum

How We Teach/Best Practice

- Combine with other subject areas using themes
- Posters
- Awareness
- Applications
- Videos
- Internet
- Current magazines
- Use of models

Classroom/School Level Implications

- Multi-use room, perhaps guidance/nurses area
- Sinks in the classroom
- Field trips (i.e. to health centre)
- Guest speakers

Fine Arts

Program Used/Courses Taught

Music Limited program
K, and grades 1/2 and 3/4
receive 1.5 hours per
week for one semester each
Grades 5/6 receive limited music
from support staff

Art Limited program
K-2 receive 1 class per week for
one semester
Grades 3-8 receive 1/5 hours per
week for one semester
Art is also integrated into
existing programs
Grades 9/10 take Art 10
instruction
Future Possibilities
Art 20/30

Drama/Theater

K-2 receive 1 class per week for
one semester
Grades 3-8 receive 1.5 hours per
week for one semester
Drama is also integrated into
existing programs

How We Teach/Best Practice

- Often used as part of creative instruction – art activities that fit with other subject area topics; not fine arts on it's own as a distinct subject area

Classroom/School Level Implications

- Need for supplies, supply and project storage and display areas
- Need a designated work area for art, access to water
- Need a space outside the classroom as well to spread out and do art based activities

Career and Technology Studies

K-6 Basic Exploratories (non-credit)
activities every Wednesday
Once a week activities every
Wednesday based on Multiple
Intelligences for K-6 population

Future Possibilities⁵ for High School Students

Foods & Nutrition
Art
Legal Studies
Information processing and
computer related courses
t.b.a. (to be determined)

How We Teach/Best Practice

- Demonstrations⁷
- Hands-on activities
- Research
- Guest speakers

Classroom/School Level Implications

- CTS course require specialized equipment and/or tools e.g. Rooms may need outside venting and enhanced electrical to deal with flexible demands
- Access to computer labs
- First aid courses and the Safety and the Young Worker Program should be considered for students doing work experiences outside of the school environment
- Distinctions need to be made between “clean CTS” and “dirty CTS”

⁵ Appendices 5 & 6 identify the most popular CTS courses as chosen by students, as well as the most common CTS courses delivered by schools in the NWT in 2006/2007.

Computer Education

Program Used/Courses Taught

K-8

AB Curriculum

Information & communication
Technology

Gr. 1/2 - 1 hour every other week

Gr. 3/4 – integrated into other programs

Gr. 5/6/ - 30 minutes per week

Gr. 7/8/ - 30 minutes per week

Potential CTS Modules for high school
could include:

Keyboarding
Information Processing
Multi-media
Computer Design

Possible delivery via Distance Education

How We Teach/Best Practice

- Centres work in groups of various sizes
- Self-directed assignments
- Integrated in classrooms
- Demonstration

Classroom/School Level Implications

- Need time and access to computers
- Need programs for levels of students
- Large space
- Multi-media friendly
- Projection screen for teachers to demonstrate
- A computer area near the library tied with a “mobile computer lab”

Physical Education

Program Used/Courses Taught

K-6

NWT/AB curriculum

Drum dance

Games

Cooperative games

Basketball

Volleyball

Skipping

Badminton

Gymnastics

Track & field

Grade 7-8

Leadership

Healthy living

Daily activity

Participation

Sport specific activities

e.g. V-ball, B-ball

Cooperation

Grade 9/10 P.Ed 10

Future Possibilities

P.Ed 10/20/30

How We Teach/Best Practice

- Drills
- Practical games to show skills
- Group work/ group activity
- Directions
- Bulletin boards and displays
- Interactive

Classroom/School Level Implications

- Physical activity every day
- Change rooms and showers
- Display case
- Bulletin boards
- Recessed water fountains in gym area
- Good acoustics

School Library

Program Used/Courses Taught

K-6

Explore types of books
Canadian authors
Prose-poetry
Interest and motivation for reading
Mini lessons on reading strategies
Reading appropriate to age level

Grade 7-12

Research projects
Resource materials
Computer skills
Reading
Host authors/guest speakers

How We Teach/Best Practice

- By example – student and teacher modeling
- Shared-paired reading
- Silent/guided reading
- Group work
- Individual research
- Open ended assignments
- Workshops – reading, job skills, cover letters, resumes, portfolios, etc.

Classroom/School Level Implications

- Need for a large library
- Storage requirements
- Display area
- Outside entrance
- Bathrooms
- Seminar rooms
- Comfortable – tables, chairs, sofas
- Computers – Internet, printers, printshop
- Listening centre





Room Utilization Chart for Atrium

Horaire 2007-2008

DISPONIBILITÉ DE L'ATRIUM

	lundi	mardi	mercredi	jeudi	vendredi
8h30-9h30					
9h30-10h00					
10h00-10h15	Récréation	Récréation	Récréation	Récréation	Récréation
10h15-11h00		ARTS 3 ^e -4 ^e ou maternelle	Maternelle	Français 4e	Français 4e
11h00-12h00	Français 4e	Informatique 1 ^{ère} -2 ^e (un groupe à la fois)	Français 4e	Français 4e	
12h00-13h00	Dîner	Dîner	Dîner	Dîner	Dîner
13h00-14h00	ARTS 1 ^{ère} -2 ^e		Décloisonnement		
14h00-14h15	Récréation	Récréation		Récréation	Récréation
14h15-14h45					
14h45-15h25	4 ans	Français 3e	Fin de la journée 14h45	Français 3e	Français 3e


DISPONIBILITÉ DU SALON DU PERSONNEL (Sept '07)

	lundi	mardi	mercredi	jeudi	vendredi
8h30-9h30	Francisation	Francisation	Francisation	Francisation	Francisation
9h30-10h00				Rencontre	
10h00-10h15	Récréation	Récréation	Récréation	Récréation	Récréation
10h15-11h00	Francisation	Gestion	Francisation	Gestion	
11h00-12h00					
12h00-13h00	Dîner	Dîner	Dîner	Dîner	Dîner
13h00-14h00		Gestion	Décloisonnement	Gestion	Gestion
14h00-14h15	Récréation	Récréation		Récréation	Récréation
14h15-14h45	Francisation	Francisation	Fin de la journée 14h45	Francisation	Francisation
14h45-15h25					

School Projections Provided by the School

This projection was provided by the school (December 2007) and is based on the following assumptions:

- each student moves up to the next grade level
- no attrition
- Pre-K entry is limited to fifteen (15) 3-year olds and fifteen (15) 4-year olds each year



5-Year Student Body Projections

	3 ans	4 ans	Mat.	1 ^{re}	2e	3e	4e	5e	6e	7e	8e	9e	10e	11e	12e	Total	Hrms.
06-07	11	10	12	7	13	11	5	6	7	6	3	2	0	0	0	93	5
07-08	15	15	10	12	7	13	11	5	6	7	6	3	2	0	0	112	5½
08-09	15	15	15	10	12	7	13	11	5	6	7	6	3	2	0	127	5½
09-10	15	15	15	15	10	12	7	13	11	5	6	7	6	3	2	142	8+
10-11	15	15	15	15	15	10	12	7	13	11	5	6	7	6	3	157	8+
11-12	15	15	15	15	15	15	10	12	7	13	11	5	6	7	6	172	9+

• Colours indicate grade combinations.

Construction Plans : Opening 2009-2010

- 7 additional classrooms
- Multi-purpose (meeting) room
- Gymnasium (change rooms, stage, etc.)

½ : Newly developed raised area for small group

- 3 specialized spaces (lab, music, art)
- Student lounge (council, radio, monitor)

+ : specialty spaces (i.e. lab, music, arts)

- Library
- Large kitchen (for group work)

Note:

The only critique of this projection is that it makes the assumption that there will always be 15 pre-K students entering Kindergarten each year. As well, while it accounts for students entering the system, it does not fully account for those who are exiting at the end of grade 12.

What Did Students Have To Say?

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

BUILDING

- Computers in library
- Computers (in general) √√√√√
- Atrium √√√√√ √√ Everyone can be together
- Everything √√√√√
- Teachers, Personnel √√√√√ Effort
- Laptops √√√
- Clubs, activities √√√√√
- Talking French √√√√√√
- Large classroom √√
- Lockers √√√
- Friends, Students √√√
- Small size of school – not too many students √√√
- Dance class √√
- It's fun √√
- Soccer
- Lots of sports √√√
- Lots of windows, sunshine √√
- Using staffroom for classes
- Wall decorations
- Whiteboards
- Ball hockey club
- It's beautiful
- It's big
- Bulletin board space
- Room on the walls
- French Monitor
- Food (lunch)
- Programs
- Books
- Math and Science
- Technology
- Way classes are made
- Secretary's desk
- Printing room
- Principal's office
- TV in the atrium
- Colour of exterior of school
- Art room
- Sofas, couches
- Pride – growth of school from beginning to now

2. What features would you change?

BULDING

- GYM √√√√√√√√ with change rooms √√√√√√ and bleachers √√√√ (for theatre), stage √ √ showers √ √ (like PA)
- Bigger washrooms √√√√√√√√
- Bigger lockers √√√√√
- Cafeteria with good food √√√√√
- Bigger classrooms with a corner like in Pre-K √√√
- Make two storey classrooms, bigger school √√√√
- More corridors √√
- Longer recess √√
- Nothing √√
- A bigger sale de bricolage (handyman, arts & crafts) √√
- Bigger atrium – too crowded √√√
- Make school bigger – more classrooms
- Window in classroom doors
- More whiteboards
- Not enough people my age
- More colour on walls in classrooms
- Change some of the toys
- Change the washroom counter so sinks are near windows (Pre-K)
- Blackboard – want to use chalk
- Bigger desks for students
- More sports balls e.g. soccer, etc.
- Colour of school
- Regulate temperature in the classrooms
- Water fountains
- That we must speak French at recess
- Bigger library
- Mascot
- Benches
- More shelving (for shoes)
- Separate young and older students √√ Change the school and divide it in two
- Swimming pool
- Different classes for different grades
- Place to “hang out” √√ (for older kids)
- Change the location of grade 9/10 classroom
- No Francisation or Pre-K in same building
- More electrical plugs

PROGRAMS

- Access to Music class √√√√
- Access to Science class √√ science lab √√
- “real” hockey club √√
- Library √√ √√

- More Spanish √√
- More art – every day
- Chess club
- More sports
- Access to Computer class - lessons
- Book/Library club
- Ball hockey
- Cooking
- Sewing
- Theatre
- More English
- Computer club
- More time with French Monitor
- Homework room

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

- Dance √√√√
- Spanish √√√√
- Soccer √√√√
- Computer class √√√√
- Drama/Theatre/Wardrobe for theatre √√√√√ √ √
- Science lab √√√√√ Nature, Human Sciences, Chemistry, Biology
- Book program/club √√√
- Cooking class √√√√√√√ Violin √√
- Music √√√√√ guitar, violin √√√√
- Arts √√√√√
- Ball hockey √√√
- Sewing √√
- Homework in English
- English
- Toy program
- More homework
- Basketball
- More monitor time
- More gym time
- German
- Danish
- Candy program
- Magic class
- Sports
- Math
- TV for the morning announcements
- Free time/spare

What Did Parents Have To Say?

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

BUILDING

- Open concept √√√√
- Heated floors √√
- Ample sunlight entering the school; natural light√√
- Close knit environment; family atmosphere √√
- The atrium – it is large and wide open √√; “La grande sale” – before it became a classroom
- Openness, brightness – but I hate to see wasted space (space not being used)
- Receptionist area right next to the entrance
- Small classroom sizes that allow better teacher pupil ratios
- The style – it is attractive and fits into the surroundings well
- Colour scheme of the exterior
- New building
- Lockers in classrooms
- Kindergarten has its own bathroom; large K classroom
- The office in the entry area
- Enclosed play area for younger children
- It’s a big family

PROGRAMS

- I like that the student have a chance to learn French
- High quality of education
- Dance was taught this year – great work
- Methods of learning – including field trips
- Homework club
- Excellent music program
- Lots of tools, equipment students use in their classrooms

2. What features would you change?

BUILDING

- Gymnasium (of our own) √√√√√
- I would change NOTHING √√
- Parking lot is small and hard to enter/exit during peak times; better and more parking √√
- Bigger classrooms; more classrooms √√√
- Need full size lockers
- Hard to use expensive movie screen we bought, need a darkened area – can only be used in evening from Oct to Feb
- First Aid/Sick Room
- Cafeteria; enhanced supervision during lunch (even if unilingual English parents needs to be utilized)

- The area where the older students have their classrooms – very distracting as this is where the washrooms are
- A much larger spacious entry with proper space for footwear

PROGRAMS

- Need a science room/lab ✓✓
- I would like a separate room for pre-K children ✓✓
- Moving out the pre-school kids to another location to reduce traffic and noise levels; new classroom for Pre-K ✓✓✓
- Art room/Home Economics room
- Add a computer lab
- Shop/Industrial Arts
- Need a quiet library area; needs a separate space for a library with a quiet study area in a separate room
- No classroom activities in the open area
- Homework help programs for the English parents; it is hard to discuss homework with the teacher but we completely understand why parents have to wait near doors now
- Bring the fish/animals/pets back – they can be a great learning tool (nature/life cycles)
- Need a language lab for English classes

OTHER

- I would have the younger and older students more separated, however maintaining contact through various events
- Important notes (not just this survey) should be sent home bilingual ✓✓
- Not having to take shoes off when entering the school
- Familiar atmosphere is becoming institutional
- A library
- A teacher for each grade (separate)
- Don't get as much help as they used to as number of students has increased
- Blinds so that big screen will work better

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

- More music education ✓✓✓✓✓✓; more in-depth flute, violin, guitar; music for pre-K
- Dance for all grades ✓✓
- Drama program ✓✓ and theatre – one performance per year
- Broader choice in fine arts area
- Greater emphasis on mathematics and physical sciences
- Upgrades to the science program that would include science labs and allow the senior students to carry out proper experiments
- Lots of great programs already exist; You guys do a great job; School offers a wide array of programs

- Ongoing Spanish instruction
- Higher academic programs e.g. math Olympics
- Extracurricular activities e.g. super stacks
- More sports; more gym classes
- Music and gym for pre-Kindergarten
- Shop
- Home Economics
- 1 afternoon per week for Pre-K (3 year olds) is not enough; would like at least 2 days per week, possibly mornings

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

- A full size state of the art gymnasium that can be used by other clubs in town as well as community functions and indoor soccer √√√
- A gym with stage and bleachers √
- A bulletin board displaying student’s art work, essays, and pictures of them doing school or community activities
- A huge image of the school mascot as you enter the building
- A gathering area that is designated as bilingual for parents who don’t speak French
- A mural done by all the students in the school
- A soapstone carving of the children holding hands in the circle of life
- Showing culture
- Children being comfortable with each other
- I think the “grande sale” was the heart and soul when it first opened – It was a meeting and gathering place as well as a display area for the student’s work
- Continue with open concept/atrium is very bright, cheerful and inviting – it is one of the first things people notice upon entering the school
- Higher learning
- It used to be a family school. This was the heart and soul where French, English and Spanish were treated with equal importance during assemblies and multi-cultural nights. The new rules are destroying that feeling.
- Huge cutouts of comedy or movie characters
- Use gold colour on outside not just as trim – it’s a bright colour and we need to shine in it
- Atrium

5. What are your thoughts about any existing groups or potential partnerships?

- Partner with the town to build a community gym √
- Partnership with l’Asso to have on-site day care √
- Summer camp √√
- More cooperation between schools in Hay River e.g. science fairs √√
- I love the exploratories idea – bringing people in from the community

- Would like to see French students at D J high school given chance of work experience in the Francisation class, as they do at Harry Camsell and P.A.
- If we are going to have partnerships with English groups, we will need to be flexible and willing to speak and write in English as well as French
- Partnership with DJ High school re classes
- Partners should have similar priorities and goals
- Unsure! What is existing? Gym and bus?
- Proceed with caution
- Don't much care for partnerships
- L'Asso ✓✓✓
- Library
- Arena




Most Popular CTS Courses As Chosen By Students in NWT in 2006/2007


Course Code	Name of CTS Course	Number of Schools Offering Course Per Region (Note C.S. = Commission scolaire)								Total Number Student	Total Number Schools
		BDEC	Sahtu	TCSB	YCS	YK #1	C.S.	Deh Cho	South Slave		
FOD1010	Food Basics	4	3	2	2	1	1	2	3	470	18
CON1010	Basic Tools & Materials	6	3	1	3	2		2	2	366	19
FOD1020	Baking Basics	3	3	1	1	1	1		4	269	14
INF1020	Keyboarding 1	1	2	1	1	1	1	2	4	244	13
FOD1040	Meal Planning 1	2	1	1	1	1		1	1	196	8
INF1030	Word Processing 1	4	2	1	1	1	1	1	3	194	14
INF1010	Computer Operations	2	1	1	3	1		2	2	188	12
CTR1210	Personal Safety (Management)	4		1	2	1			1	178	9
COM1030	Photography 1	1	1		1	1	1	2	2	123	9
WLD1030	Outdoor Experiences 1 (Survival)	2	2		1	1		2	2	123	10
LGS1010	You & the Law 1	2	1	1	1	1		2	2	122	10
CON1130	Solid Stock Construction	3	1	1	1	1		1	2	121	10
CTR2210	Workplace Safety (Practices)	2		1	2	1		1	1	117	8
INF1040	Graphic Tools	2	2	1	1	2			4	116	12
MEC1020	Vehicle Service & Care	1	3		2	1		1	3	105	11
INF1060	Spreadsheet 1	3		1	1	1	1		3	103	10
LGS1020	You & the Law 2	2	1	1	1	1		2	2	100	10
WLD2030	Outdoor Wilderness Experiences 2	1	2		1	1		1	2	99	8
FOD1030	Snacks & Appetizers	2		1	1	1	1		2	98	8
COS1010	Personal Images	1	1	1	2	1			1	96	7
CON1120	Project Management	1			1	1		1	3	91	7
COM1020	Media and You	1	1			1	1	1		91	5
CON1070	Building Construction	2			1	1			2	89	6
FOD1050	Fast & Convenience Foods	1		2	1	1			1	76	6
CON2040	Framing Systems 1(Floor & Wall)	2		1	1	1		1	2	76	8
FIN1010	Financial Information	2	1			1		1	1	76	6
WLD1010	What is Wildlife?	2	1		1	1		1		74	6
COS1020	Hair Graphics 1	1	1	1	2	1				74	6
FAB1010	Fabrication Tools & Materials				1	1			2	73	4
COM1070	Animation 1				1	1		2	1	72	5
COM1060	Audio/Video Production 1	1			1	1	1	1	2	71	7
MEC1010	Modes & Mechanisms	1	2			1			1	68	5
CTR1110	Project 1A					1		1		68	2
COM1050	Printing 1	1			1	1		1	1	67	5
FAB1050	Basic Electric Welding	1		1	1	1			2	66	6
INF2040	Keyboarding 3	2			1	1	1		1	63	6
FIN1020	Service Business 1	3	2	1		1		1	1	62	9
COS1070	Manicuring 1	1	1	1	1	1				62	5
CMH2120	First Aid/CPR	2	1		1	2		2		62	8
OTH1998	Work Experience 15	4		1		1		1	2	60	9
COS1030	Hair & Scalp Care 1	1	1		2	1				59	5
MEC1040	Engine Fundamentals	1	4		1	1			2	58	9
FOD2090	Creative Cold Foods	1			1	1				57	3
CON1140	Turning Operations	1				1		1	2	54	5
DES1030	2-D Design Fundamentals				1	1		1		53	3
CMH2010	Adolescent Issues	2	1	1				1		51	5
COM2050	Photographic Communication				1	1				50	2
FOD2060	Milk Products & Eggs	1			1				1	50	3
INF2060	Electronic Publishing 1	2				1			3	49	6
LGS3080	Criminal Law	1	2	1	1	1		1	1	48	8
CTR3310	Career Directions – Transitions	1								46	1
DES1010	Sketch, Draw & Model	3			1	1		1	2	45	8
FOD2040	Cake & Pastry		2		1	1			1	47	3
COM2020	Media Design & Analysis 1	2				1		1		44	4
CON2070	Electrical Systems	3		1				1		44	5
WLD1050	Taking Responsibility (People, Culture & Wildlife)	1			1	1		1		41	4
DES2020	3-D Designs	1			1			1		40	3

Most Common CTS Courses Delivered By Schools in NWT in 2006/2007

Course Code	Name of CTS Course	Number of Schools Offering Course Per Region (Note C.S. = Commission scolaire)								Total Number Student	Total Number Schools
		BDEC	Sahtu	TCSB	YCS	YK #1	C.S.	Deh Cho	South Slave		
CON1010	Basic Tools & Materials	6	3	1	3	2		2	2	366	19
FOD1010	Food Basics	4	3	2	2	1	1	2	3	470	18
FOD1020	Baking Basics	3	3	1	1	1	1		4	269	14
INF1030	Word Processing 1	4	2	1	1	1	1	1	3	194	14
INF1020	Keyboarding 1	1	2	1	1	1	1	2	4	244	13
INF1010	Computer Operations	2	1	1	3	1		2	2	188	12
INF1040	Graphic Tools	2	2	1	1	2			4	116	12
MEC1020	Vehicle Service & Care	1	3		2	1		1	3	105	11
CON1130	Solid Stock Construction	3	1	1	1	1		1	2	121	10
WLD1030	Outdoor Survival Experiences 1	2	2		1	1		2	2	123	10
LGS1010	You & the Law 1	2	1	1	1	1		2	2	122	10
INF1060	Spreadsheet 1	3		1	1	1	1		3	103	10
LGS1020	You & the Law 2	2	1	1	1	1		2	2	100	10
COM1030	Photography 1	1	1		1	1	1	2	2	123	9
CTR1210	Personal Safety (Management)	4		1	2	1			1	178	9
FIN1020	Service Business 1	3	2	1		1		1	1	62	9
OTH1998	Work Experience 15	4		1		1		1	2	60	9
MEC1040	Engine Fundamentals	1	4		1	1			2	58	9
INF1070	Hypermedia Tools	1			1	2	1		4	35	9
LGS3080	Criminal Law	1	2	1	1	1		1	1	48	8
FOD1040	Meal Planning 1	2	1	1	1	1		1	1	196	8
CTR2210	Workplace Safety (Practices)	2		1	2	1		1	1	117	8
WLD2030	Outdoor Experiences 2 (Wilderness Excursion)	1	2		1	1		1	2	99	8
FOD1030	Snacks & Appetizers	2		1	1	1	1		2	98	8
CON2040	Framing Systems 1 (Floor and Wall)	2		1	1	1		1	2	76	8
CMH2120	First Aid/CPR	2	1		1	2		2		62	8
DES1010	Sketch, Draw & Model	3			1	1		1	2	45	8
COS1010	Personal Images	1	1	1	2	1			1	96	7
CON1120	Project Management	1			1	1		1	3	91	7
COM1060	Audio/Video Production 1	1			1	1	1	1	2	71	7
INF 2050	Word Processing 3		2	1	1		1		2	14	7
CON1070	Building Construction	2			1	1			2	89	6
FIN1010	Financial Information	2	1			1		1	1	76	6
FOD1050	Fast & Convenience Foods	1		2	1	1			1	76	6
COS1020	Hair Graphics 1	1	1	1	2	1				74	6
COS1020	Hair Graphics 1	1	1	1	2	1				74	6
WLD1010	What is Wildlife?	2	1		1	1		1		74	6
FAB1050	Basic Electric Welding	1		1	1	1			2	66	6
INF2040	Keyboarding 3	2			1	1	1		1	63	6
INF2060	Electronic Publishing 1	2				1			3	49	6
CON1160	Manufactured Materials	1			1	1		1	2	30	6
CON1160	Manufactured Materials	1			1	1		1	2	30	6
LGS2010	Family Law	1		1		1		1	2	30	6
CTR1010	Job Preparation	2	1	1	1	1				29	6
CON2130	Furniture Making 1 (Box Construction)	2				1		1	2	27	6
CON2130	Furniture Making 1 (Box Construction)	2				1		1	2	27	6
CON2050	Roof Structures 1 (Framing and Finishing)	2			1	1		1	1	26	6
CON2050	Roof Structures 1 (Framing and Finishing)	2			1	1		1	1	26	6
DES1020	The Design Process	2			1	1		1	1	25	6
LGS2020	Labour Law			1	1			2	2	20	6
FOD2010	Food & Nutrition Basics	2	2		1	1				15	6

An Example of a Multi-Stationed Lab

Typical Component	Typical Topics for Exploration
<p>Electrical Control 1 and/or AC/DC Electrical Systems 1 and 2</p> 	<p>Digital Logic Principles of Electrical control Component Operation Ladder Diagrams System Operation/Applications Design of Basic Relay Control Circuits Schematic Reading</p> <p>Principles of Voltage and Current Principles of Resistance, Inductance and Capacitance Principles of Electrical Power Component Operation Power generation Principles Circuit Protection System Operation/Applications Design of Basic Power Circuits Circuit Simulation Schematic Reading</p>
<p>Hydraulic Systems 1 and 2</p> 	<p>Hydraulic Power Units Principles of Flow and Pressure Pumps Cylinder/Motors Basic Pressure Control Valves Basic Directional Control Valves Flow Control Valves Pilot Operated DCV's Accumulators Pilot Operated Check Valves Braking Electric Relay Control Ladder Logic Control Solenoid Valves Electronic Sensors</p> 
<p>Fluid Systems</p>	<p>Pressure and Force Fluid Friction Power and Work Pascal's Law Hydraulic Safety</p>

	<p> Pneumatic Safety Volumetric Air Flow Rate Compressibility-Boyle's Law Component Installation Component Operation Hydraulic Pumps Compressors Cylinders Motors Directional Control Valves Check Valves Operation Relief Valves Pressure Reducing Valves Regulators Air Filters Sequence Valves Non-Compensated Flow Control Valves Pressure Gages Flow Meters Cylinder Synchronization Braking Circuits Metering Circuits Sequence Circuits Circuit Applications Circuit Symbols Schematic Interpretation Basic System Design </p>
<p>Robotics</p> 	<p> Robot Programming Commands General Computer Language Concepts Flowchart Development Robot Applications Design Material Handling Applications Workcell Design Discrete I/O Interfacing Design Robot Simulation Conveyers </p>

Quality Assurance

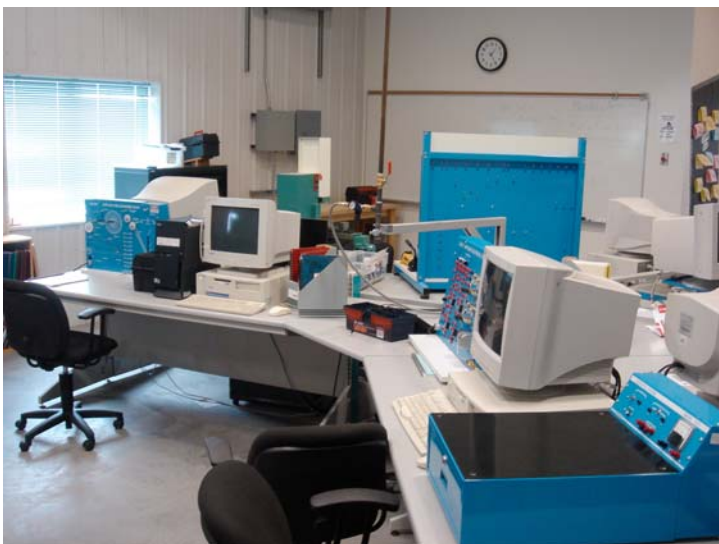


Measurement Systems
Rule/Caliper/Micrometer Measurement
Tolerancing/Gaging
Histograms
X and R Chart Setup and Analysis
SPC Software and Data Acquisition
SPC Problem Solving

Mechanical Systems



Introduction to Levers
Linkages, Cams and Turnbuckles
Pulley Systems and Gear Drives
Introduction to Mechanical Drive Systems
Key Fasteners
Power Transmission Systems
Introduction to V-Belt Drives
Introduction to Chain Drives

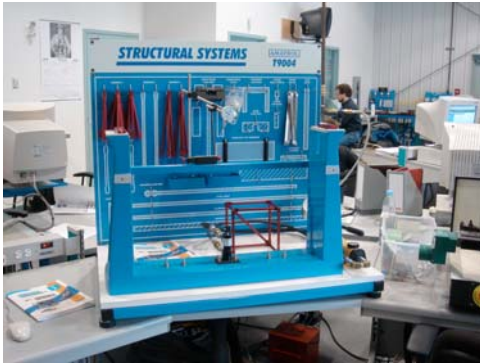


General layout of modular workstation units



General toolbox

Structural Systems



Introduction to Civil Engineering
 Statics and Data Acquisition
 Moments and Bending Stress
 Bridge Design and Construction
 Truss Bridge Design and Analysis

Thermal Systems and Applied Thermal Mechanisms



Temperature Measurement & Conversion
 Physics of Thermodynamics
 Thermal System Efficiency
 Refrigeration System Operation
 Heat Pump System Operation
 Heat Transfer Methods
 Heat Transfer Calculation

Thermal System Power
 Enthalpy
 Temperature Measurement
 Gas Laws
 Thermal Science Concepts
 Heat Transfer Methods
 Thermodynamic Cycles
 Refrigeration System Operation
 Refrigerant Types
 Heat Pump System Operation
 Thermal Efficiency
 Refrigeration Components
 Phase Diagrams
 Property Tables



Eye wash safety station emergency power control

Mechanical Drive Systems



Physics Principles of Momentum, Speed, Acceleration, Force, Mass and Friction
Measurement of Mechanical Efficiency
Calculation of Mechanical Power, Torque and Speed
Speed Reduction Calculation
Chain Drive Operation and design
Belt Drive Operation and Design
Gear Drive Operation and Design

Computer Aided Design 1 and 2

Product Design Concepts
Process Design Concepts
CAD Fundamentals
Design Concept Sketching
Multiview/Isometric Drawings
Sectional Drawings
Schematics
Facilities Layout Design

Graphic Design	Working with Colour Freehand Software Design Tools Graphic Design Principles Digital Cameras and Scanners ‘Planning Digital Images Transferring Photos to the Computer Lighting and Shooting a Product Shot Editing Images
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While we may not know all the components which may be selected by the school for programming, we can try to ensure that the room in which these activities will be conducted is flexible and adaptable – allowing us to set up a wide variety of activities and stations with relative ease and minimal cost.

Generally, this type of program is offered with a core and optional component. Students are normally required to take several modules as core requirements with some optional selections based on personal preferences. Students work 1 or 2 students per station and after a set period of time (e.g. 11 weeks), they rotate on to the next module. If all 16 students (capacity) were working in this room at one time, there would be 2 students, each working in 8 different areas during each portion of their rotation. The overall course they would be take and would be getting credit for would normally be a locally developed and approved course created by mixing and matching pre-designed lessons to create the “theme” desired.

Potential topics using pre-designed (purchased) modules could include but is not limited to:

Petro Chemical Industry	General Technology Education
Pre-Engineering	Advanced Manufacturing
Construction Technology	E-Learning Topics
Engineering/Engineering Technology	Electrical Maintenance
HVAC	Industrial Maintenance
Manufacturing	Mechanical Maintenance
Power Plant Technology	Etc.

Essentially, the District needs to determine which direction (set of modules) will provide the best value to students given potential job prospects.

Some examples for each of these follow, to give the reader a taste of what is involved. The first three major stands may of particular interest to students where there may be oil and gas exploration.

Typically, an entire strand could have 2 or 3 levels with each level taking 300-350 hours to complete.

Examples of Other Multi-Stationed Labs

Area of Study	What's Involved
Petro-Chemical Industry	Process Control and Instrumentation Pumps Piping / Valves Mechanical Drives Electrical Motors, Generators and Motor Control Programmable Logic Control Fluid Power Rigging Welding Essential Workplace Skills
General Technology Education and Project Based Learning Also called ITC – Integrated Technology Concepts	CAD CAM CNC Machines Computers Desktop Publishing Electrical Fluids Graphic Design Internet Marketing Manufacturing Processes Materials Measurement Mechanical Pneumatics Process Control Robotics Structural Design Surveying Thermal Video Production
Pre-Engineering	CAD/ CAM CNC Machines Computers Electrical Fluids Manufacturing Processes Materials Mechanical Process Control Robotics Structural Design Surveying Thermal
Advanced Manufacturing	Electrical Electronics Process Control Fluid Power Thermal Mechanical

K-12 Education Plan For Ecole Boreale (February 15, 2008)

	Manufacturing Processes Quality Assurance Automation Systems Workplace Skills
Construction Technology	Mechanical Drives Fluid Power Rigging HVAC Pumps Piping Steam Electricity Electric Motors Electrical Motor Control Programmable Controllers Electrical Wiring Power Distribution Structural Systems Surveying
E-Learning Topics	CNC Machining Design Processes Electric Motor Control Electric Motors Electrical Control Electricity Electro-Fluid Power Electronic Drives Hydraulics Machine Tools Measurement Tools Mechanical Mechanical Drives Plastics PLCs Pneumatics Quality Robotics Sensors Thermal Systems
Engineering and Engineering Technology	CAD/ CAM CNC Machine Programming Computer Integrated Manufacturing (CIM) Computer-Aided Design (CAD) Computer-Aided Manufacturing (CAM) Electrical Motor Control Electrical Motors and Control Electricity Electronic Drives Fluid Mechanics Fluid Power Fluid Mechanics Geometric Dimensioning and Tolerancing Heat Transfer HVAC Lubrication

K-12 Education Plan For Ecole Boreale (February 15, 2008)

	Manual Machining Manufacturing Processes Mechanical Drives Mechanics of Materials Metals Processes Piping Plastics Processes Process Control Productive Maintenance Programmable Controllers Pumps Quality Assurance Rigging Robotics Servo Control Statistical Process Control Steam Structural Design Surveying Thermodynamics Vision
Electrical Maintenance	Fluid Power Rigging Electricity Electronics Electric Motors Electrical Motor Control Electronic Drives Programmable Controllers Process Control Electrical Wiring Power Distribution CNC Machine Maintenance
HVAC	HVAC Industry Skills Process Control and Instrumentation Pumps, Piping, and Steam Electrical and Mechanical Motors and Generators Electrical Motor Control Programmable Logic Control Fluid Power Rigging Welding
Industrial Maintenance	Mechanical Drives Fluid Power Rigging Lubrication HVAC Pumps Piping Steam Electricity Electronics Electric Motors

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	Electrical Motor Control Electronic Drives Programmable Controllers Process Control Electrical Wiring Power Distribution Machining CNC Machine Maintenance Productive Maintenance
Manufacturing	CAD/ CAM CNC Machines Computers Electrical Electric Motors Fluid Power Manufacturing Processes Materials Mechanical Drives Plastics Process Control Robotics
Mechanical Maintenance Program	Mechanical Drives Fluid Power Rigging Lubrication HVAC Pumps Piping Steam Electricity Electronics Electric Motors Electrical Motor Control Electronic Drives Programmable Controllers Process Control Electrical Wiring Power Distribution Machining CNC Machine Maintenance Productive Maintenance
Power Plant Technology	Power Plant Training Piping / Valves Mechanical Drives Electrical Motors, Generators and Motor Control Programmable Logic Control Process Control and Instrumentation Fluid Power Rigging

To this end, a flexible multi-stationed CTS lab would require, at a minimum:

Room Data Sheet Multi-Stationed Lab

FUNCTIONAL REQUIREMENTS

ACTIVITIES	A variety of learning activities including small group instruction, individual study, lab projects. Also serves as teacher's work area.
OCCUPANTS	Up to 16 students, one teacher, and occasional classroom assistant or volunteers.
ACCESS	Direct access from the outside or common entrance with other CTS spaces
VIEWS	Exterior windows nice but not are required Internal views to other CTS spaces desirable
SECURITY	Must be lockable.
SPACE	100 sq. m. Ceiling height of 3 m recommended. Includes small network closet for server and network connections; includes small storage space for ongoing projects

MATERIAL REQUIREMENTS

FINISHES	Floors: hard surfaced floor finish; slab or resilient flooring. Must be coordinated with acoustical design. Floors, walls and ceilings can be more industrial in design Must be coordinated with acoustics and lighting design.
APPLIANCES	Discrete modules/stations for various topics of study can be purchased
FURNITURE	May include a combination of work tables/stations, chairs, discrete modular lab stations, teacher's desk and chair, filing cabinets, bookshelves, storage cabinets. Includes 8 large work stations suitable for 1 to 2 students at a time at each station.; Each double work station may include 1 to 2 computers plus adjacent access to pre-built (and purchased) modular station. Includes a small work area (bench) for hand tools e.g. drills, jigsaws, toolbox, tap and die set, ballpene hammer, file, centre punch, prick punch, counter bore bits, counter sink, drill press, metal cutting band saw
CABINETS	Perimeter counter for resource storage (binders, small equipment), Some lockable cupboards
SPECIALTIES	3 m of white boards, mounted at heights appropriate to grade level; Room sign allowing insert for teacher's name; wall mounted clock; Provision for "air" for use in modules – piping for air should be located in perimeter of room allowing for easy access to a minimum of 4 double work stations. Modules requiring air might include robotics, pneumatics, hydraulics, and electrical.
EQUIPMENT	Provision for television/DVD, either in cabinet or on wall mounted bracket. Safety eye wash station Emergency power shutoff button Pre-built and purchased modular work stations e.g. pneumatics, hydraulics Pre-built and purchased modular workstations for students Dedicated network server located in lab area

ENVIRONMENTAL REQUIREMENTS

HEATING	Normal.
VENTILATION	Combination of natural and mechanical ventilation systems
LIGHTING	Relatively even and glare free lighting
ACOUSTICS	Some considerations re acoustics may be desired

SERVICE REQUIREMENTS

PLUMBING	1 sink with hot and cold water, safety eye wash station.
POWER	Four quad electrical outlets per double workstation Receptacle at suitable height for TV/VCR; General purpose wall mounted duplex receptacles around perimeter of room
AIR	Several modular work stations may require “air”
COMMUNICATIONS	One cable television outlet; Each double workstation requires one double LAN outlet connected to a dedicated network server in the lab area 1 to 2 computers per each of the 8 workstations