



Reclaiming the Original Name of First Nations School of Toronto

To: Committee of the Whole

Date: 30 January 2019

Report No.: 01-19-3575

Strategic Directions

- Transform Student Learning
- Create a Culture for Student and Staff Well-Being
- Build Strong Relationships and Partnerships within School Communities to Support Student Learning and Well-Being

Recommendation

It is recommended that the redesignation of First Nations School of Toronto (FNST), reclaiming the original name, Wandering Spirit School (*Kâpapâmahcahkwêw*; Indigenous language to be confirmed), as presented in this report, be approved.

Context

Rationale: After receiving input from the school community during and after the relocation and reconfiguration process of FNST to its current Phin Avenue site, the co-founders of the school (Elder Pauline Shirt and the late Elder Vern Harper) followed a traditional process based on Indigenous ways of knowing and being in order to recommend that FNST be redesignated as Wandering Spirit School (*Kâpapâmahcahkwêw*; Indigenous language to be confirmed), thereby reclaiming the original name given to the school at the time of its founding in 1976. This change of name honors the *Truth and Reconciliation Commission of Canada (TRC) Calls to Action* (2015), as they relate to education and a path towards reconciliation.

This process and the reclaimed name are supported by the FNST school community (students, staff, parents), the Indigenous Elders Council of the TDSB, and the UICAC, and are also consistent with the parameters for the naming and renaming of schools as set out in Board policy. (see [NOTE: Board Policy and Procedure References](#))

Background: The Wandering Spirit Survival School (WSS) was co-founded in 1976 by Elder Pauline Shirt and the late Elder Vern Harper, and began meeting with a handful of students (including the Harper-Shirt children) in the living room of the Harper-Shirt household in the Bain Co-op. At a time when a growing number of Indigenous families were relocating into urban centres and feeling excluded in formal educational settings, Elders Shirt and Harper understood the importance of providing an education based on Indigenous knowledges, traditions and understandings, delivered within a learning environment that centred Indigenous histories, experiences, perspectives and cultural practices.

WSSS quickly outgrew its original space, and moved temporarily into the Native Canadian Centre of Toronto, prior to finding space within the Toronto Board of Education (TBE). In 1977, the TBE officially recognized WSSS as an Alternative School, making it Canada's first public school grounded in Indigenous ways of learning, knowing and being. In 1983, WSSS was redesignated as a Cultural Survival/Native Way Program, and, in 1998, the school was renamed First Nations School of Toronto (FNST). With the amalgamation of the Toronto District School Board in 1999, attendance at FNST was opened to students across the whole District. While a large base of the student population of First Nations School is of Indigenous ancestry, the school welcomes learners of all backgrounds.

In the fall of 2012, an *Aboriginal Education Feasibility Study* was undertaken to look at Indigenous education needs across the TDSB. Based on the findings, a formal Pupil Accommodation Review Team (PART) process was launched in January 2013, with a mandate to consult with the Indigenous community and make recommendations on long-term pupil accommodation options for FNST. The space modeling adopted by the PART also assumed incorporation of the Aboriginal Education Centre (AEC) (now known as the Urban Indigenous Education Centre), a childcare, and space for Indigenous community partners (e.g., arts and culture organizations, post-secondary institutions) and community resource support providers within the facility.

The final PART report and recommendations were considered at a meeting of the Board on 10 June 2015 (see Appendix A, attached). In its report, the PART recommended reconfiguration of the elementary-only FNST to serve Indigenous students from JK through Grade 12, and relocation of the school into the former Eastern Commerce CI facility at 16 Phin Avenue. The recommendations were approved by the Board, with final implementation timelines remaining contingent on the identification of funding sources to "Indigenize" the facility. After further consultation regarding options for "Indigenization," a final relocation implementation plan was developed and received Board approval on 5 October 2016 (see Appendix B, attached). In January 2017, FNST completed its relocation, to join the Urban Indigenous Education Centre at 16 Phin Avenue.

Action Plan and Associated Timeline

Pending approval of this report by the Board, the name of the school will be Wandering Spirit School (*Kâpapâmahcahkewêw*; Indigenous language to be confirmed).

Resource Implications

Funding will be provided through current budget allocations, as required.

Communications Considerations

A communications plan will be developed in consultation with staff from the Government, Public and Community Relations Department, as required.

Board Policy and Procedure Reference(s)

Policy P047, [*Naming Schools and Special Purpose Areas*](#)

[Note: This policy is currently undergoing a major revision in order to improve clarity, expand the scope, and align with the recently-revised Equity Policy. The DRAFT Revised Policy P047 will be available on-line in the near future, as part of the public consultation process.](#)

Appendices

Appendix A: *Program Area Review Team Report—First Nations School of Toronto*, 10 June 2015 (**Page 10 of the printed agenda**)

Appendix B: *Relocation of the First Nations School of Toronto to Eastern Commerce Collegiate Institute*, 5 October 2016 (**Page 38 of the printed agenda**)

From

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APPENDIX A: RECLAIMING ORIGINAL NAME OF FIRST NATIONS SCHOOL

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Report No. 06-15-2624

TORONTO DISTRICT SC BOARD

**PROGRAM AREA REVIEW TEAM REPORT –
FIRST NATIONS SC OF TORONTO**

TO Planning and Priorities Committee 10 June 2015

RECOMMENDATION IT IS RECOMMENDED:

- 1. That the Board recognize and acknowledge the work of the Aboriginal communities that have contributed to this report.**
- 2. That the First Nations School of Toronto be expanded to serve students from JK to Grade 12; and**
- 3. That the First Nations School of Toronto be relocated to the site of Eastern Commerce Collegiate Institute at 16 Phin Avenue, Toronto, as early as September 2016, pending securing of funding sources to “Indigenize” and refurbish.**

STRATEGIC DIRECTION

Make every school an effective school
 Form strong and effective relationships and partnerships.
 Identify disadvantage and intervene effectively.

PURPOSE

To seek Board approval for the recommendations arising out of the Program Area Review Team (PART) process for First Nations School of Toronto (FNST).

RATIONALE

In 2012, a feasibility study was undertaken to examine “options for a re-envisioned FNST to better serve the needs of the city’s growing Indigenous population, including establishing a K-12 Aboriginal-themed school within TDSB.” Based on the results of that study, in January 2013, the Board Central Accommodation Team (CAT) approved a formal PART process, with a mandate to study and make recommendations on long-term pupil accommodation options for FNST, taking into consideration the needs of Aboriginal students across the system.

SUMMARY

Current estimates based on census data indicate that there are between 6000-7000 students of Aboriginal background in the Toronto District School Board, and this population is growing at a

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much faster rate than overall student numbers.

Research has revealed a persistent achievement gap for Aboriginal students when compared to same-aged peers across Ontario. At the same time, the positive impacts of inclusive curriculum and culturally responsive teaching practises on student achievement and well-being are clearly documented.

For nearly forty years, FNST has delivered programming grounded in the knowledge and traditions of First Nations peoples, within a learning environment that reflects Indigenous histories, experiences, cultures and understandings. The school is currently located at 935 Dundas Street East, where it shares the facility with Dundas Street PS. FNST has an enrolment of 80 students in grades JK to 8.

In 2011, the Opportunity Gap Action Plan called for a feasibility study to “relocate or significantly improve the physical site” of FNST as well as “examine the needs of Aboriginal students across the district.” The feasibility study was undertaken in 2012, examining “options for a re-envisioned FNST to better serve the needs of the city’s growing Indigenous population, including establishing a K-12 Aboriginal-themed school within TDSB.”

Based on that study, a formal PART process was launched in August 2013, to make recommendations regarding long-term pupil accommodation options for FNST. The PART Committee includes representatives of the FNST Parent Council and the Aboriginal Community Advisory Committee, along with a Community Elder, York University Urban Aboriginal scholar, Dr. Susan Dion, the Trustee for Ward 15, and TDSB staff from the Aboriginal Education Centre.

The PART held consultation meetings with both the FNST community and the larger Toronto Aboriginal community, and input was also gathered through an on-line survey, to identify stakeholders’ priorities and concerns. The community strongly supported the idea of an expanded JK to Grade 12 school with programming grounded in Aboriginal knowledge. Key priorities included: a transit-accessible downtown location; an Indigenous facility with sufficient space to accommodate traditional cultural practices and community participation; the availability of “wrap-around” student supports; and the integration of community resources.

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Using criteria based on this community input, the PART Committee worked with Planning Department staff to identify and evaluate potential relocation options to accommodate a culturally appropriate JK-12 school with a future projected enrolment of 600 students. The space modeling also assumed incorporation of the Aboriginal Education Centre, a childcare and community resource providers within the facility.

NEXT STEPS

Working within the policies and procedures of the Board, experts in Aboriginal architecture and design will be retained. In collaboration with parents and community, they will co-construct the design of the proposed site. This will enable cost estimates to be made and additional funding sources to be identified. This process will include the appropriate engagement of the Board's Central Accommodation Team and the Planning and Priorities Committee of the Board.

RESOURCES

For this initiative to come to fruition, the Board must establish partnerships with government and community partners. As preliminary cost estimates are arrived at, the Board will be reengage the Ministry of Education, the Ministry of Aboriginal Affairs and the Ministry of Children and Youth Services to further discuss funding opportunities.

IMPLEMENTATION AND REVIEW

Implementation timelines are contingent upon securing appropriate funding. Going forward, staff will work through the appropriate mechanisms to seek Board approval as required at each stage of implementation.

APPENDICES

- Appendix A: *First Nations School of Toronto Program Area Review Team Final Report*
- Appendix B: *FNST PART Community Consultation Summary*
- Appendix C: *FNST PART Selected Planning Materials*

FROM

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**APPENDIX A:
FIRST NATIONS SCHOOL OF TORONTO
PROGRAM AREA REVIEW TEAM
FINAL REPORT**

2 JUNE 2015



Equity and Inclusive Schools

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I. VISION AND RECOMMENDATIONS

VISION

The First Nations School of Toronto (FNST) will welcome all TDSB students from Junior Kindergarten through Grade 12, who seek a unique learning environment grounded in Indigenous ways of knowing and being, where students are supported to be confident, critical thinkers and engaged learners. It will be a school that provides high quality education, holds the highest expectations of success for every student, and supports Aboriginal students in realizing their full potential, through to the transition to post-secondary education.

The Aboriginal Education Centre (AEC) will be incorporated within the FNST campus creating an innovative Centre of Excellence in Urban Aboriginal Education that will contribute to the growth of knowledge and demonstrate leadership in the field of Urban Aboriginal Education. This Centre will be dedicated to increasing cultural capacity across TDSB through the implementation of inclusive curriculum, enhanced professional learning, and innovative program partnerships.

The FNST/AEC will support and actively engage participation by parents and members of the Aboriginal community. Consequently, the school will not only be welcoming of the community but also responsive to the community's needs. Partnerships with Aboriginal service providers, post-secondary institutions and arts and culture organizations will be a priority.

RECOMMENDATIONS

The FNST Program Area Review Team (PART) believes that, taken together, this package of recommendations offers a practical, integrated approach for addressing identified educational needs within the FNST community while also supporting the achievement and well-being of Aboriginal students across the system and the needs of the city's growing Indigenous population generally.

- i) That the First Nations School of Toronto (FNST) be expanded to a JK-12 school, to begin as a JK-8 school expanding by one grade each year thereafter, to a projected full enrollment of 600 students.**
- ii) That the school be relocated to the site of Eastern Commerce Collegiate Institute, and that the facility be Indigenous to accommodate the needs of the expanded school.**
- iii) That curricula be grounded in Aboriginal knowledge, that the program value and recognize student learning which takes place in the context of Aboriginal community**

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participation, and that teaching staff and support staff have expertise in the field of Aboriginal Education;

- iv) That traditional cultural practices, "wrap around" student supports and community resources be integrated within the school to foster positive Aboriginal identity, academic success and overall well-being;**
- v) That the Aboriginal Education Centre and community support services be embedded in the FNST campus; and**
- vi) That the Board seek out partners to support the proposed relocation, expansion and Indigenization of FNST.**

II. RATIONALE

Academic achievement data collected over the last decade reveals a significant, persistent gap in educational outcomes for Aboriginal students, with graduation rates below expected levels when compared to those of their non-aboriginal peers across the province. We recognize that this gap is rooted in the destructive events and histories of colonization.

Currently, a growing body of research points to the positive impact on student achievement of culturally relevant and responsive pedagogy (CRRP). At the First Nations School of Toronto (FNST), CRRP has been the foundation of teaching and learning for nearly forty years. With educational programming grounded in the knowledge and traditions of First Nations peoples, and a learning environment that reflects their histories, experiences, cultures and understandings, FNST has offered the children of Toronto's Aboriginal community an alternative to mainstream schooling.

In 2011, the authors of the Final Report of the Toronto Aboriginal Research Project (TARP) reported that,

“Many TARP youth respondents pointed to the value of the Native Learning Centre and the First Nations School and the hope for more schools in Toronto with an Aboriginal focus, including an Aboriginal high school similar to the Afro-centric schooling initiatives that are presently underway...The First Nations School was identified as important and needed by participants. First Nations School is one of the few culturally specific educational institutions available in Toronto.”¹

¹ McCaskill, D., FitzMaurice, K. & Cidro, J., *Toronto Aboriginal Research Project Final Report*, Toronto Aboriginal Support Services Council, 2011. p. 112

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III.

IV. BACKGROUND & CONTEXT

FIRST NATIONS SCHOOL OF TORONTO (FNST)

In 1976, members of the city's Aboriginal community approached the Toronto Board of Education proposing a, "Native way school that stressed heritage, spiritual and cultural aspects of native life."² The Wandering Spirit Survival School, originally housed within the Winchester School Annex in Cabbagetown, was recognized as an *Alternative School* by the Toronto Board of Education (TBE) in 1977. In 1983, the school was redesignated as a *Cultural Survival School* and, in 1998, was renamed First Nations School of Toronto (FNST).

When the TBE was incorporated into the newly formed Toronto District School Board in 1999, attendance at FNST was opened to students across the District. Currently, FNST is housed at 935 Dundas Street East, where it shares the school building with Dundas Junior PS. FNST enrolment for the 2014-2015 school year is 80 students ranging from junior kindergarten to Grade 8.

TORONTO'S ABORIGINAL COMMUNITY

*"Expressions of Aboriginal cultures and identities are complex, dynamic, and related to factors such as treaties, land displacement, the Indian Act, physical appearance, language, and spiritual/cultural practices. For Aboriginal people living in Toronto, the urban centre can become "the setting where the most extreme levels of dislocation exists [sic] among its Aboriginal population and the site where Native people as a whole are the most invisible." Aboriginal identity within an urban context is even more bound with contention where multiple Aboriginal groups meet that have different languages and cultures."*³

In terms of cultural diversity, Toronto's Indigenous community mirrors the city as a whole, with a population that includes different First Nations, Metis and Inuit individuals, as well as a growing number of those with mixed heritage.

² Shuttleworth, Dale Edwin. *Schooling for Life: Community Education and Social Enterprise*, University of Toronto Press, 2010

³ McCaskill, D., FitzMaurice, K. & Cidro, J., *Toronto Aboriginal Research Project Final Report*, Toronto Aboriginal Support Services Council, 2011. p. 112

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The City of Toronto estimates that there are “between **35,000** and **70,000** Aboriginal people living in Toronto. (Anishinaabe, Haudenosaunee, Metis, Cree, Mi'kmaq, Inuit and more.)”⁴ Based on census data and information from various agencies working with the Aboriginal community, it is estimated that between 6000-7000 students of Aboriginal heritage are currently enrolled in TDSB schools.

PROVINCIAL POLICY FRAMEWORK

In 2007, the Ontario Ministry of Education published *The Ontario First Nation, Métis, and Inuit Education Policy Framework*⁵ outlining the province’s Aboriginal Education vision. In 2014, reiterating that, “Aboriginal education remains a key priority for the ministry,”⁶ the Province released an updated *Implementation Plan, Ontario First Nation, Métis, and Inuit Education Policy Framework*.

Under the *Framework*, school boards are expected to:

- increase the capacity of the education system to respond to the learning and cultural needs of First Nations, Métis and Inuit students;
- provide quality programs, services and resources to help create learning opportunities for First Nations, Métis and Inuit students that support improved academic achievement and identity building;
- provide a curriculum that facilitates learning about contemporary and traditional First Nations, Métis and Inuit cultures, histories and perspectives among all students, and that also contributes to the education of school board staff, teachers and elected trustees; and
- develop and implement strategies that facilitate increased participation by First Nations, Métis and Inuit parents, students, communities and organizations in working to support academic success.

PAST REVIEWS AND INITIATIVES

In 2008, as part of [On the Road to Health, A Final Report on School Safety](#), the School Community Safety Advisory Panel made several recommendations related to culturally appropriate programming and supports for FNMI students, including the following:

⁴ City of Toronto Children’s Services, *Service Plan 2015-2019*, Toronto, 2015

⁵ *The Ontario First Nation, Metis, and Inuit Education Policy Framework*, Aboriginal Education Office, Ministry of Education, Queen’s Printer of Ontario, 2007. p. 7

⁶ [Implementation Plan, Ontario First Nation, Metis, and Inuit Education Policy Framework](#). Aboriginal Education Office, Queen’s Printer for Ontario, 2014

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“Recommendation 108: The Toronto District School Board should move the First Nations School of Toronto into its own building, so that it need not share space with another school.”⁷

In 2010, the findings of a report on Aboriginal Education in the Toronto District School Board, *Decolonizing Our Schools*⁸, included the following recommendations:

- Aboriginal education must be recognized as a priority by the Board and must be actively supported at all levels.
- Attention to Aboriginal students’ well-being and the meaningful and appropriate incorporation of Aboriginal subject material across the curriculum must be made a priority.
- Establishing and maintaining respectful and reciprocal relationships between the TDSB and community organizations is essential for creating a safe teaching, learning, and work environment for Aboriginal staff and community members.

In November 2011, the TDSB adopted the *Opportunity Gap Action Plan (OGAP)*. This four-year strategic framework outlined three concrete goals for the Board to, “address disparities and gaps in the achievement of different groups of students,” along with related actions. The first of these goals was to: “*Visibly demonstrate Aboriginal Education is a priority of the Toronto District School Board.*”

In November 2013, the TDSB adopted a 4-year strategic framework, the [Years of Action \(YOA\)](#), which articulates a commitment to, “Champion Aboriginal Education and advance achievement.” The YOA provides for:

- Increased supports for self-identification, including the appreciation of Aboriginal perspectives, values and cultures by staff, students, and Trustees;
- Effective advocacy and increased resources to improve success for Aboriginal students.

These actions are aimed at achieving the following by 2017:

- 100% increase in the number of FNMI students that self-identify; and
- Increased success rates for Aboriginal students by 15% in provincial reading, writing and mathematics.

FNST FEASIBILITY STUDY

⁷ [On the Road to Health, A Final Report on School Safety](#), School Community Safety Advisory Panel, Toronto District School Board, 2008. p. 536

⁸ Dion, Susan D, Krista Johnston & Carla M Rice, *Decolonizing Our Schools Aboriginal Education in the Toronto District School Board*. Toronto, 2010.

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Among the action items set out in the 2011 *Opportunity Gap Action Plan* (OGAP) was a commitment to, “*Complete a feasibility study to relocate or significantly improve the physical site of the elementary First Nations School, and examine the needs of Aboriginal students across the district, including Eastview Jr. PS.*”

School staff and parent council members at FNST were asked to provide input regarding the design of the feasibility study. Pointing to the significant body of existing research on Aboriginal education in general and Aboriginal educational needs and gaps in the GTA specifically, they reiterated the following four key priorities identified by community stakeholders in a 2011/12 FNST Needs Assessment.⁹

- a) tradition/culture
- b) native language/immersion
- c) a safe and caring school environment
- d) academic performance

The feasibility study was carried out during the fall of 2012, with the objective of “examining options for a reinvisioned First Nations School of Toronto to better serve the needs of the city’s growing Indigenous population, including establishing a K-12 Aboriginal-themed school within TDSB.” Based on the results of that study, a formal Program Area Review Team (PART) process was approved by the TDSB Central Accommodation Team (CAT) in January 2013.

V. FNST PROGRAM AREA REVIEW

A Program Area Review Team (PART) is a community-based process typically initiated to look at what programs are offered within a community or grouping of schools and identify where program gaps or space needs may exist. The team may consider a range of options to increase access to programming, including the establishment of new schools, the introduction of new specialized programs, or possible changes to grade configurations of a school. In accordance with the Ministry of Education’s [Revised Pupil Accommodation Guideline](#), the PART assumes an advisory role, making recommendations that will inform final decisions made by the Board of Trustees.

⁹ During the 2011/12 school year, a Needs Assessment Study was carried out by the FNST Parent Council. Two stakeholder groups were surveyed: 1) parents, caregivers, and Aboriginal community members directly involved in the school, with a focus on establishing key priorities and future directions for FNST; and 2) children and youth enrolled at FNST, asking which elements of their school the students most enjoyed, and how they envisioned an ideal Aboriginal school. Results of the two surveys were well aligned, with the majority of respondents overall identifying the following key priorities: tradition/culture (80%); native language/immersion (74%); a safe and caring school environment (71%); academic performance (68%).

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TERMS OF REFERENCE

Mandate

The First Nations School of Toronto (FNST) Pupil Accommodation Review Team (PART) will study, report, and make recommendations on long-term pupil accommodation options regarding First Nations School of Toronto.

- In developing its recommendations, the PART will look holistically at Aboriginal Education across the TDSB, and insights gained will be woven into future planning for Aboriginal Education in the TDSB.
- The PART shall submit a final written report including recommendations to the Director of Education. Once this has been done, the committee shall be dissolved.

Guiding Understanding

In establishing the process and setting the Terms of Reference for the FNST PART, it is recognized that the Aboriginal Community works in a way that is distinct from the Board decision-making process, coming to the same end but in a different way.

- Accordingly, the structure of this local PART process reflects the unique nature of Toronto's Aboriginal community and the needs of TDSB's First Nations, Metis and Inuit students, while respecting the principles outlined in the policies and procedures of the Board.¹⁰
- It is anticipated that the FNST PART process will serve as a model for adapting future PART processes to meet the unique needs of other communities within the Board.

Committee Membership (* = voting members)

FNST Principal

FNST Parent Council Representative*

Aboriginal Community Advisory Committee Representative*

Community Liaison, TDSB Aboriginal Education Centre

Central Co-coordinating Principal Aboriginal Education TDSB

Executive Superintendent, Equity and Inclusive Schools,

Elder and Knowledge & Wisdom Keeper, TDSB Aboriginal Education Centre*

Family of Schools Superintendent, WR10

Trustee Ward 15

Dr. Susan D. Dion, Professor, York University (Designated Researcher)*

¹⁰ P068: Accommodation Review and PR598: Pupil Accommodation Review

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Research Assistant, York University

PART PROCESS

The PART committee met on the following dates: 29 August and 17 October 2013; 14 February, 21 March, 25 April and 17 November 2014; and 6 January and 3 February 2015. The committee process included the following activities:

Identification of needs:

- Research review and environmental scan
- Community consultation

Identification of potential relocation sites:

- Preliminary review of site options

Refinement of priorities, program objectives and facility requirements:

- Development of specific evaluation criteria
- Evaluation of proposed options

Research and Community Consultation

The PART reviewed academic research on Aboriginal education, including best practices and innovative programs in other jurisdictions, along with population and enrolment projections, provincial and federal policy directions, and potential funding opportunities.

The PART held two separate consultation meetings to solicit input from community stakeholders regarding their priorities and concerns.

- 16 October 2013: consultation with the FNST Community
- 30 October 2013: consultation with the Aboriginal Community Advisory Committee

On both occasions, discussion was thoughtful and spirited, as participants sought clarity regarding options under consideration, potential impact on students, and implications for the community. Further stakeholder input was gathered through an online survey circulated via social media to the Toronto Aboriginal community.

The PART community consultations revealed a broad consensus within the FNST community and among members of Toronto's wider Aboriginal community, with four elements seen as critical to a successful Aboriginal-focused K–Grade 12 school: a) location and physical space; b) curriculum content and teaching staff; c) community resources; and d) support from TDSB (see *Appendix B: FNST PART Community Consultation Summary*).

Identification of Programming Needs

Integrating the results of the research review with community perspectives, priorities and concerns identified through the consultations, the PART identified key objectives and

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requirements for a reinvisioned FNST. These were then used to develop criteria for evaluating potential site options.

Facility and site:

- A safe and secure environment
- Space to accommodate smudging, drumming and other ceremonies
- Spaces to accommodate (a) after-school programming, (b) gymnasium, (c) cafeteria, (d) science lab, (e) computer lab
- Office space for community organizations
- Outdoor green space, including ceremonial space and play structures (garden space is also desirable)

Programs and services:

- Aboriginal Education Centre (AEC) to work in partnership with teachers/educators/parents
- Council Fire program (as a viable after-school program—Little Embers)
- Elder apprenticeships (mentorships between students and elders)
- After-school community kitchen (for parent drop-in and social events)

Staffing:

- Priority hiring of Aboriginal people for all school staff positions

Identification of Potential Relocation Sites

Concurrently, the TDSB Planning Department carried out a preliminary needs analysis and environmental scan looking at current space utilization at FNST and the Aboriginal Education Centre. Based on that data, a provisional first-pass list of existing sites was developed for consideration by the PART.

As a starting point, a set of minimum rudimentary space availability parameters of 200 pupil places was applied to secondary schools in W rds 10, 14 and 15. Criteria related to location and physical space, as determined through the community consultations, were used as a framework for developing a potential shortlist of schools that might be able to accommodate the relocation of a K-12 First Nations school. Based on this methodology, the following schools were shortlisted:

- Central Commerce CI
- Central Technical School
- Danforth C&TI
- Eastern Commerce CI (including Subway I)
- Monarch Park

Refinement of priorities and evaluation of proposed options

In light of positive community response to the proposed vision of a reimagined FNST, the PART Committee determined that initial space assumptions based on the school's current enrolment trends likely underestimated its potential for future enrolment growth. The Committee proposed an incremental expansion model in which the school would begin as JK-8, and grow by one grade

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per year to a projected full enrollment of 600 students by 2029. Accordingly, the space parameters were revised to accommodate anticipated changes to enrolment as the program vision for FNST JK-12 rolls out from 2016 through 2019, 2024 and 2029 (see *Appendix C, FNST PART Selected Planning Materials*).

Eastern Commerce CI was the only one of the shortlisted site options with enough available space to accommodate the expanded JK-12 FNST envisioned by the PART Committee. In April 2014, the PART Committee visited this proposed relocation site, and the following issues and concerns were noted with respect to the facility.

- Physical state of the building; need for both internal and external repairs.
- Lack of green space: how will children and youth access green space?
- Childcare space: how will daycare staff and clients access the outdoor space?
- Parents have requested community garden space.
- Parents have requested a Sweat Lodge space.
- Safety and Security; how will space be shared between k-8 students and students in grades 9-12?

Subsequently, the PART Committee met with staff to explore how these issues might be addressed and to explore various funding opportunities for a Centre of Excellence in Urban Aboriginal Education.

APPENDIX B: FNST PART COMMUNITY CONSULTATION SUMMARY

Community Perspectives

Responses from the community are organized into four areas:

- **Location and Physical Space**
- **Curriculum Content and Teaching Staff**
- **Community Resources**
- **Support from TDSB**

1. Location and Physical Space

Location and physical space priorities address key concerns with regard to increasing accessibility. If the school is located on the subway line and in a downtown – or just east of downtown – location close to Aboriginal Service providers where many parents are employed this will make it easier for families to take advantage of and support the school. However community members are concerned that the TDSB may use increased subway access as a reason to cut off the provision of bussing, which is concerning as younger students will continue to require bussing. Physical space requirements are in service of capacity to deliver quality Aboriginal programming and the creation of a community-gathering place.

Location

- **Accessible via Subway:** Access to the school is a key priority; parents are concerned that while subway access is key for older students, younger elementary students will continue to require transportation;
- **Downtown Location –** close to other Aboriginal agencies where parents are employed;
- **Access to Resources:** neighbouring secondary schools that offer an expanded course selection, particularly trades and technology courses, public library, swimming pool.

Physical Space

- **The space must accommodate smudging,** not in a single room but throughout the building. Consideration must also be given to a space for drumming and a community gathering space for ceremonies;
- **Green Space:** Access to green space is necessary to support teachings and an outdoor gathering space for community events, including an annual pow wow;
- **Safety:** some community members are not in favour of sharing space but would prefer separate buildings so as to maintain safety and security; while many see advantages in bringing together older and younger students, some have concerns about safety of these two groups interacting;
- **Gymnasium/Auditorium:** for sporting and artistic activities;

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- Drama and dance space;
- Maintain Day Care Center/Head Start Program;
- Parent Resource Center;
- Relocate the Aboriginal Education Centre to support the sharing of resources;
- Lecture Hall;
- Cafeteria – traditional foods;
- Elementary Grades on one floor, second floor for secondary classes;
- Update wiring (technology/high speed);
- Security system;

2. Curriculum Content and Teaching Staff

The community identified priorities in teaching and learning that focus primarily on ensuring the delivery of exemplary Aboriginal content. Community members recognize the need for curriculum grounded in Aboriginal knowledge, for teaching and support staff who have expertise in the field of Aboriginal Education, and a program that values and gives students credit for learning completed in and through Aboriginal community participation.

Curriculum Content

- Ensure the infusion of Aboriginal content while maintaining high academic standards;
- A focus on Aboriginal student well-being in support of high academic achievement;
- Ensure students can attend ceremonies/cultural events with family when necessary; create a program whereby students who don't get these opportunities can also go out of the city to participate;
- Advocate for credits to be earned by attending traditional teachings/ceremonies (fasting, maple sap, hunting, fishing, archery);
- Organize curriculum around seasons/feasts/fasting/harvesting/teaching cycles as opposed to 2-months-off summer schedules;
- Rather than treating the subjects as separate periods, integrate based on seasons and associated teachings;
- Honour different cultures within schools – i.e. FNST is Ojibway centric; however, many other nations are represented within student body;
- Powwow – teachings, dance, and how to construct regalia;
- Ensure that First Nations, Métis and Inuit writers/literature are used.

Teaching & Administrative Staff

- Ensure that all teaching staff have had some professional development to support their knowledge and understanding of Aboriginal Education; provide ongoing professional development;
- Provide Vice Principal support, mentor experienced Aboriginal teachers into positions of responsibility;

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All Staff

- Work toward an all FNMI staff including caretakers, office admin, social workers, child and youth workers, lunchroom supervisors, etc.;
- Ensure that all staff have had some professional development to support their knowledge and understanding of Aboriginal Education; provide ongoing professional development

3. Community Resources

There is an expressed commitment within the community to create a school that is informed by an Aboriginal approach to education. This requires community participation and consequently the school must not only be welcoming of the community but also responsive to the community's needs. Partnerships with Aboriginal service providers, post-secondary institutions and arts and culture organizations are a priority. The community is determined to create a school that provides high quality education and supports Aboriginal students through to the transition to post-secondary education. There is also a recognized desire to contribute to knowledge in the field of Urban Aboriginal Education.

Community Resources

- Model – medicine wheel approach – whereby Aboriginal agencies are brought in to address different quadrants of the medicine wheel – so all areas of the wheel are addressed;
- Health services/mental health supports/dental/immunizations in building – issues with permitting and hours of operation – issue of “who covers what”;
- Social Space – community based – where parents/community feel they can be present;
- Miziwe Biik – establish a grade 10-12 trades program through the new school;
- Partner with post-secondary to support programming and research in Indigenous Education & Pedagogy;
- Partner with College Programs to support secondary school students moving into trades;
- Nurture Relationship with OCAD;
- Resource Centre: bring together a team of people and material resources that support Aboriginal Education across the TDSB.

4. Support from the TDSB

Aboriginal community members ask that the TDSB provide time, patience, and faith. The focus group discussion surfaced a strong message of confidence in this endeavor. People believe that if we create an *Aboriginal Centre of Excellence*, enrolment will increase. Improved relationships: solid trusting relationships take time. Attention to the priorities outlined above will contribute to the creation of an exceptional school, the building of trusting relationships between the urban Aboriginal community and the Toronto District School Board, and ultimately positive educational experiences for Aboriginal students in TDSB schools.

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APPENDIX C: FNST PART SELECTED PLANNING MATERIALS

Identification of potential relocation sites

As a starting point, a set of minimum rudimentary space availability parameters of 200 pupil places was applied to secondary schools in Wards 10, 14 and 15, meaning mainly schools with a minimum capacity of 1000 pupil places and a utilization rate below 80% based on 10 years of enrolment projections.

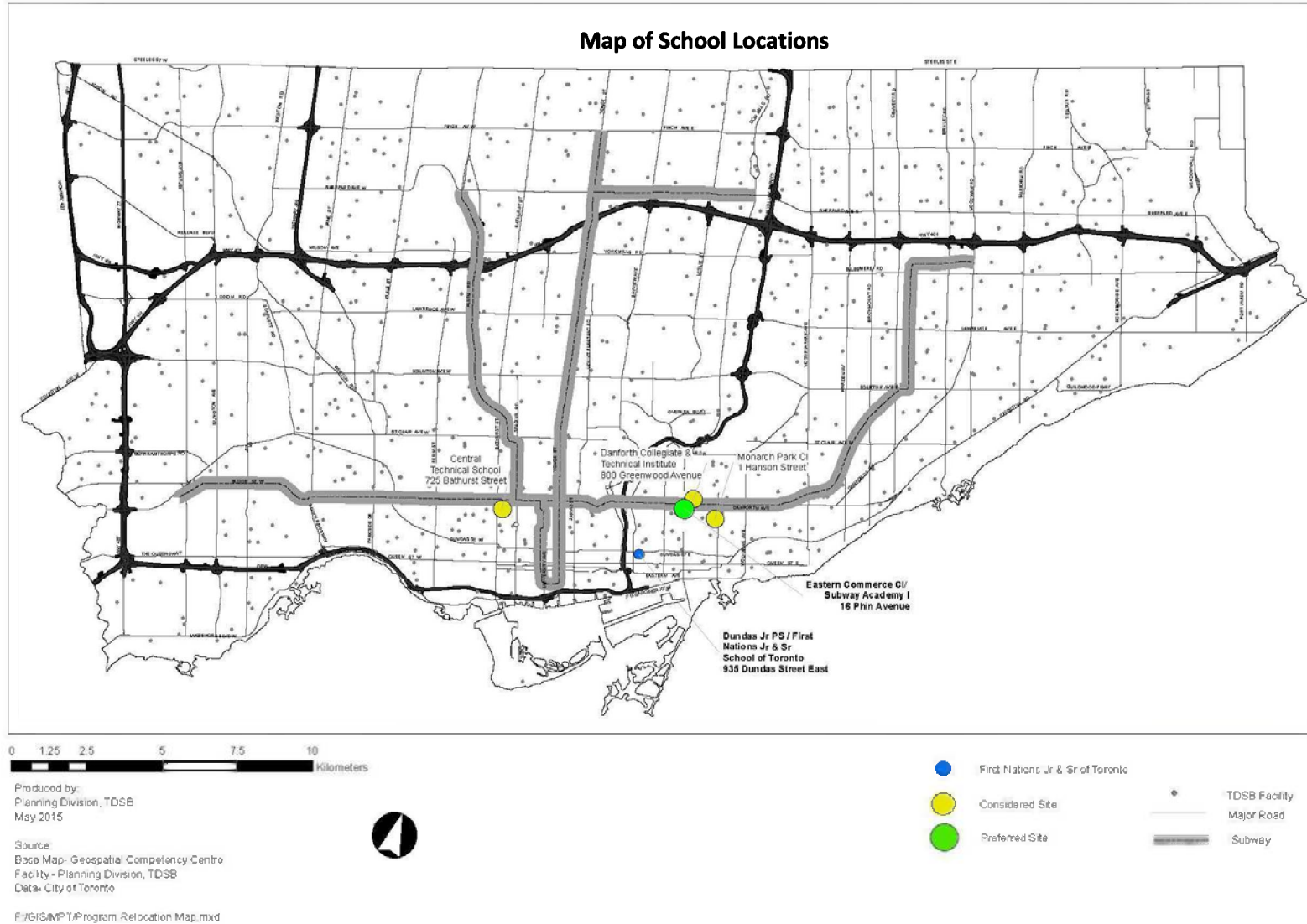
Potential Existing Space per Preliminary Analysis

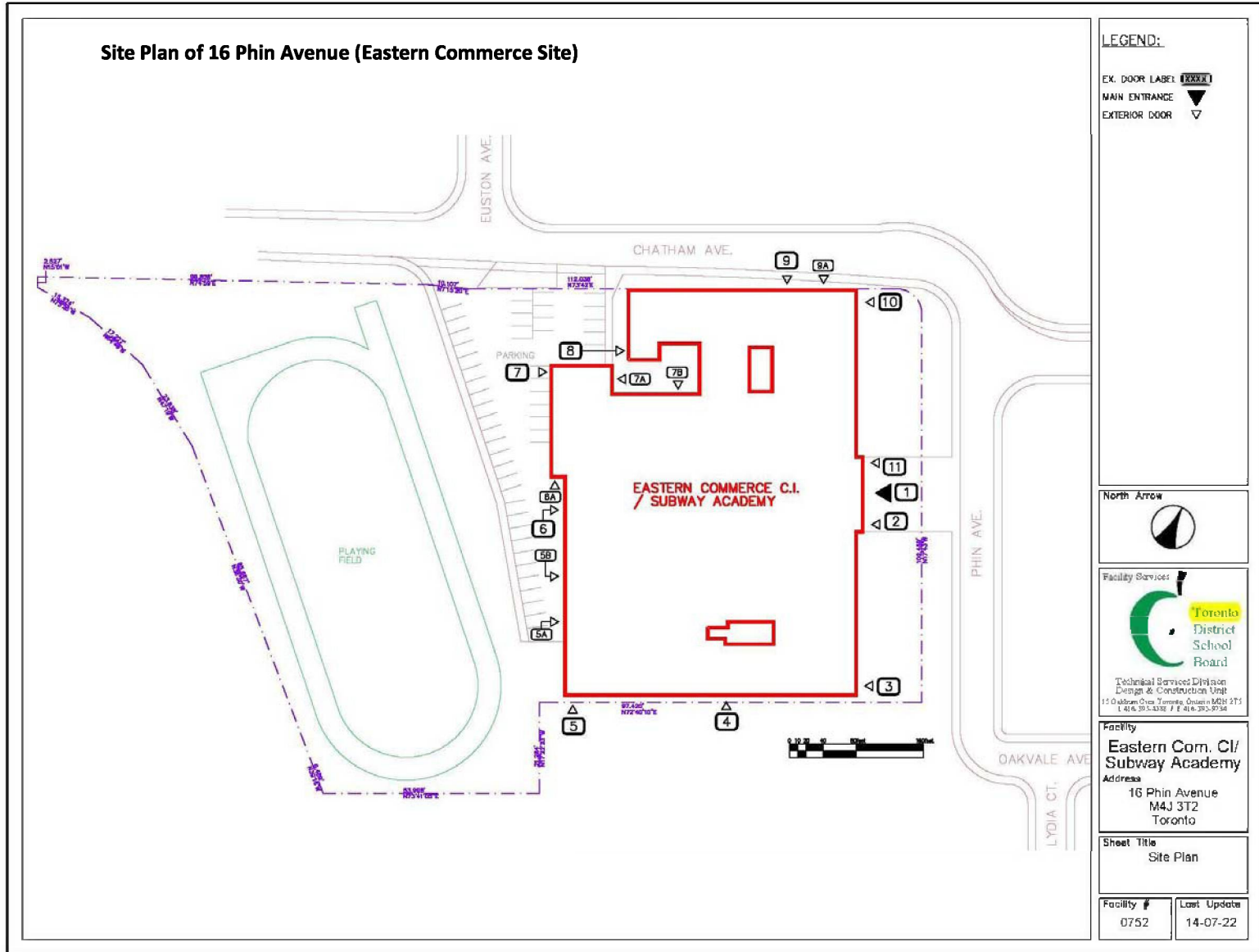
Physical Space Available	Eastern Commerce CI	Central Commerce CI	Central TS	Danforth C&TI	Monarch Park CI
Classrooms	30	3	20	14	11
Resource centre (library)	1		1	1	1
Gymnasium	3		1	3	4
Auditorium	1		1	1	1
Cafeteria	1	1	1	1	1

Criteria related to location and physical space, as determined through the community consultations, were used as a framework for developing a potential shortlist of schools that might be able to accommodate the relocation of a K-12 First Nations school. Community feedback had indicated that a K-12 school in a downtown location, with access to subway, with access to resources such as expanded course selection at neighbouring secondary schools (particularly trades and technology), public library and swimming pool, as well as green space to support teaching and outdoor gatherings, would be most appropriate. For the purposes of this exercise, "downtown" was generally defined as within the boundaries of TDSB Wards 10, 14 and 15.

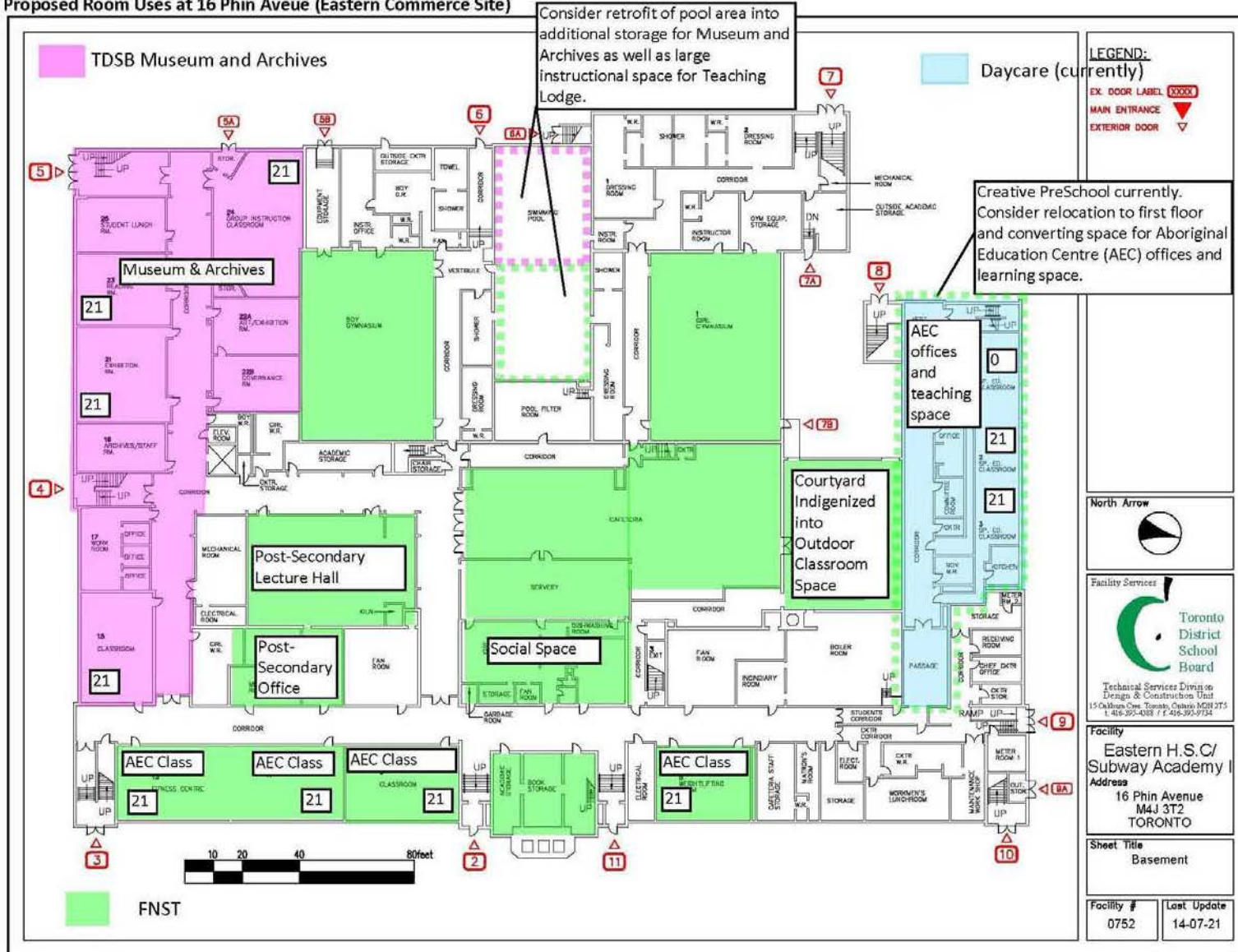
Criteria Applied to Sites with Potential Space

Criteria		Criteria Applied to Sites with Potential Space				
Attribute	Indicator	Eastern Commerce CI	Central Commerce CI	Central TS	Danforth C&TI	Monarch Park CI
Accessible via subway	within 1 km of subway stop	Yes	Yes	Yes	Yes	Yes
Downtown location	within Wards 10, 14 & 15	Yes	Yes	Yes	Yes	Yes
Access to resources (neighbouring SS with expanded course selection, trades and tech, public library, swimming pool, etc.)	resources on-site or within 1 km	<ul style="list-style-type: none"> • Danforth C&TI programming • on-site swimming pool 	<ul style="list-style-type: none"> • on-site swimming pool (non-operational) 	<ul style="list-style-type: none"> • on-site swimming pool 	<ul style="list-style-type: none"> • on-site trades and technology programming • on-site swimming pool 	<ul style="list-style-type: none"> • on-site swimming pool
Access to green space (outdoor teaching and gathering space)	description of green space	<ul style="list-style-type: none"> • on-site track and playfield • adjacent City park 	<ul style="list-style-type: none"> • on-site track and playfield 	<ul style="list-style-type: none"> • on-site track and playfield 	<ul style="list-style-type: none"> • on-site track and playfield 	<ul style="list-style-type: none"> • on-site track & playfield • adjacent City park

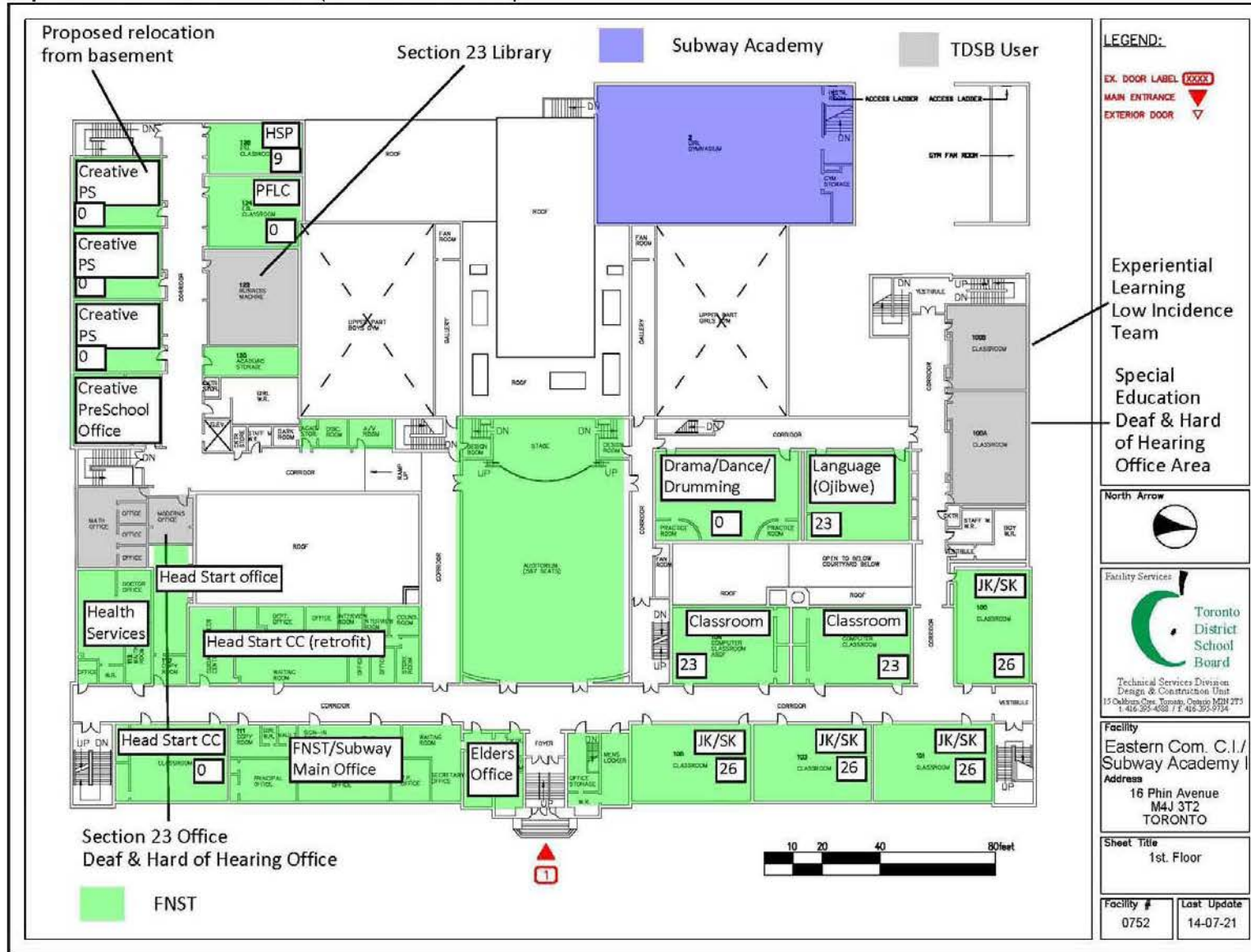




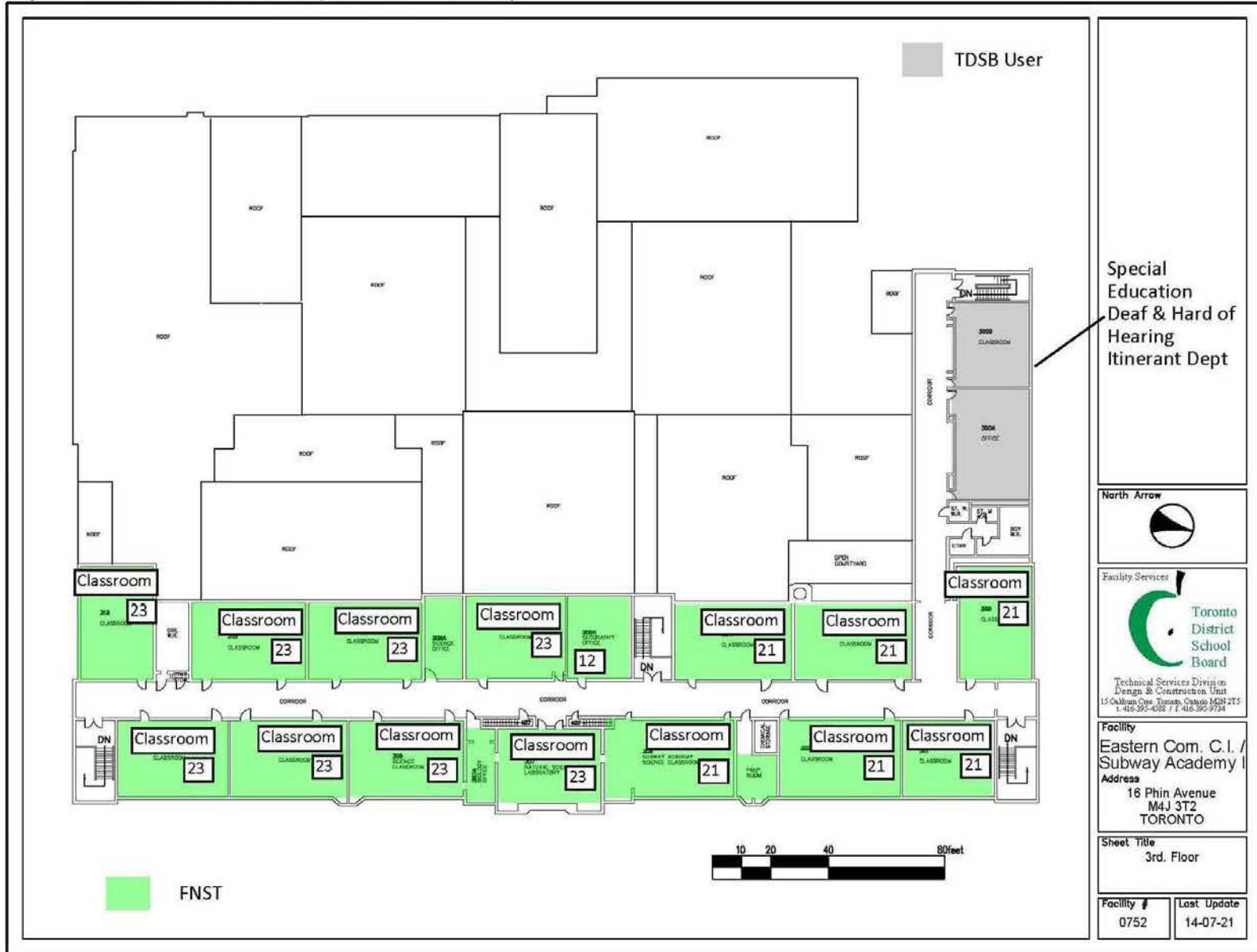
Proposed Room Uses at 16 Phin Avenue (Eastern Commerce Site)



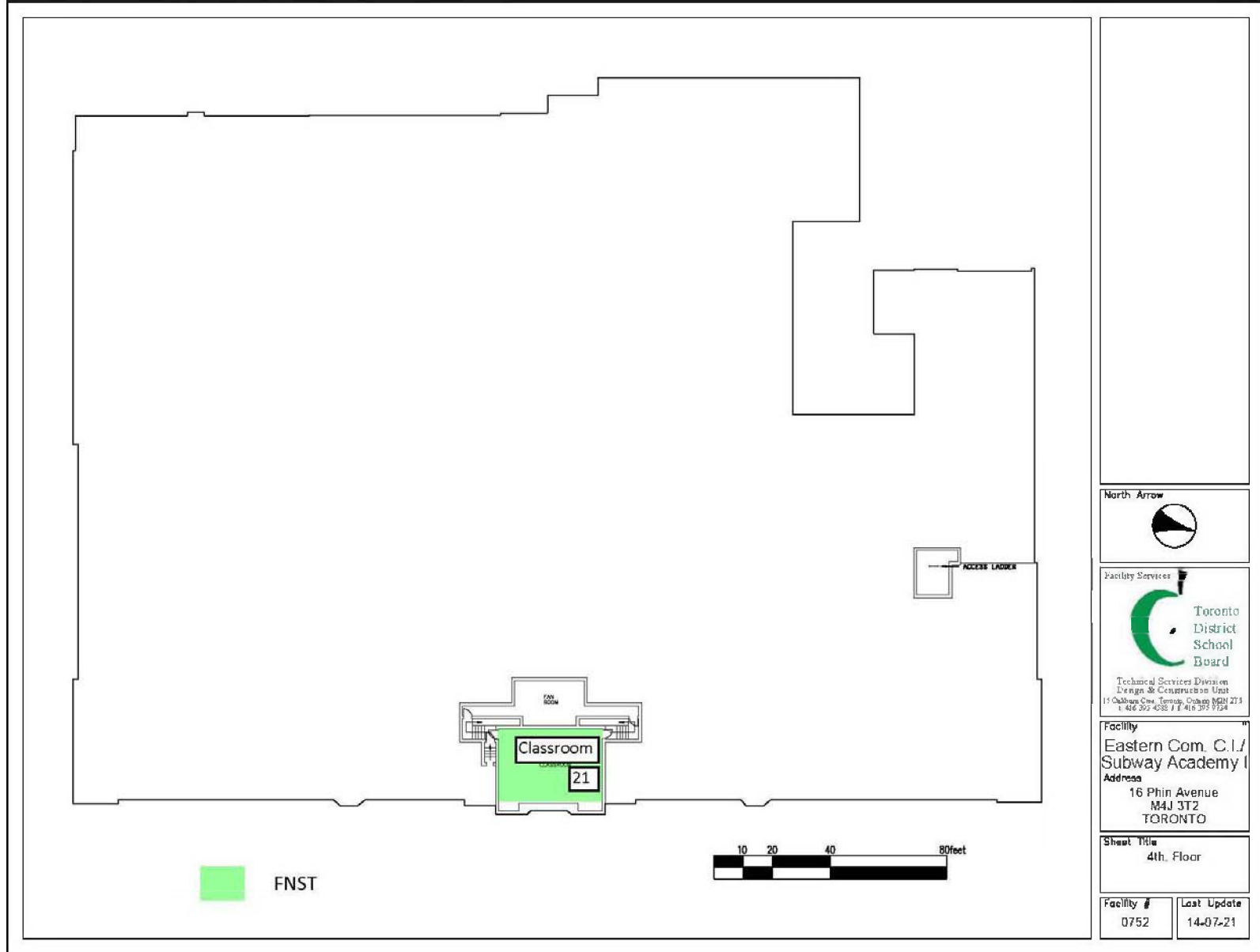
Proposed Room Uses at 16 Phin Avenue (Eastern Commerce Site)



Proposed Room Uses at 16 Phin Avenue (Eastern Commerce Site)



Proposed Room Uses at 16 Phin Avenue (Eastern Commerce Site)



FNST PART: Space Requirements at Eastern Commerce CI

User Group	Long-Term Model Enrolment	Number of Spaces	Capacity
First Nations School of Toronto			
Classroom-sized space			
Elementary			
Kindergarten	92	4	104
Primary/Junior/Intermediate	368	16	368
HSP		2	18
Drama/Dance		1	0
Language (Ojibwe)		1	23
Day Care Centre/Head Start Program		3	0
Parent Resource Centre		1	0
Secondary			
First Nations School of Toronto	190	9	189
Aboriginal Education Centre		6	126
Post Secondary Partner - Lecture Hall (large space)		1	0
Total:	650	44	828
Office/Other Space			
Aboriginal Education Centre - Offices		7	0
Day Care Centre/Head Start Program - Office		1	0
Resource Centre (Library)		1	0
Gymnasium		1	21
Auditorium		1	0
Cafeteria		1	0
Teaching Lodge (large space)		1	0
Staff room		1	0
Post Secondary Partner Office		1	0
Health Services		1	0
Social Space		1	0
Elders Office(s)		1	0

User Group	Long-Term Model Enrolment	Number of Spaces	Capacity
Museum & Archives			
Classroom-sized space		4	84
Office space		5	0
Additional storage/warehouse (large space)		1	0
Subway Academy			
Classroom-sized space	200	8	168
Administrative Office space		1	0
Resource Centre (Library)		1	0
Gymnasium		1	21
Secondary - Staff room		1	0
Creative Preschool Child Care			
Classroom-sized space		3	0
Office space		2	0
Kitchen		1	0
Experiential Learning Low Incidence Team			
Classroom-sized space		1	21
Deaf & Hard of Hearing			
Classroom-sized space		1	21
Office Space		1	0
Section 23 Library			
Classroom-sized space		1	21
Office Space		1	0
Total Enrolment, Classrooms and Capacity:	850	62	1185
Total Other Space:		32	

This table shows space requirements for the entire Eastern Commerce building inclusive of the fully implemented JK-12 First Nations School and all other users of space currently at Eastern Commerce.

**FNST PART: Implementation – Enrolment and Space Requirements
2016 through 2019, 2024 and 2029**

User Group	2016		2017		2018		2019		2024		2029	
	JK-9		JK-10		JK-11		JK-12		JK-12		JK-12	
	Enrolment	Number of Spaces	Enrolment	Number of Spaces	Enrolment	Number of Spaces	Enrolment	Number of Spaces	Enrolment	Number of Spaces	Enrolment	Number of Spaces
First Nations School of Toronto												
Classroom-sized space												
Elementary												
Kindergarten	36	2	56	2	65	3	75	3	92	4	92	4
Primary/Junior/Intermediate	79	4	79	5	94	6	116	7	279	12	368	16
HSP		2		2		2		2		2		2
Drama/Dance		1		1		1		1		1		1
Language (Ojibwe)		1		1		1		1		1		1
Day Care Centre/Head Start Program		3		3		3		3		3		3
Parent Resource Centre		1		1		1		1		1		1
Secondary												
First Nations School of Toronto	28	2	63	3	109	5	155	8	190	9	190	9
Aboriginal Education Centre		6		6		6		6		6		6
Total:	143	22	198	24	268	28	346	32	561	39	650	43
Office/Other Space												
Aboriginal Education Centre - Offices		7		7		7		7		7		7
Day Care Centre/Head Start Program - Office		1		1		1		1		1		1
Resource Centre (Library)		1		1		1		1		1		1
Gymnasium		1		1		1		1		1		1
Auditorium		1		1		1		1		1		1
Cafeteria		1		1		1		1		1		1
Teaching Lodge (large space)		1		1		1		1		1		1
Elementary - Staff room		1		1		1		1		1		1
Secondary - Staff room		1		1		1		1		1		1
Post Secondary Partner - Lecture Hall (large space)		1		1		1		1		1		1
Post Secondary Partner Office		1		1		1		1		1		1
Health Services		1		1		1		1		1		1
Social Space		1		1		1		1		1		1
Elders Office(s)		1		1		1		1		1		1
Total Enrolment/Classrooms:	143	22	198	24	268	28	346	32	561	39	650	43
Total Other:		20		20		20		20		20		20

This table shows enrolment and space changes as the FNST JK-12 vision rolls out (2016 through 2029). 2016 would be the year of the first grade 9 cohort, rolling forward to grade 10 in 2017, grade 11 in 2018 and grade 12 in 2019 (with possible consideration of offering courses through a satellite secondary school until such time as a critical secondary student mass exists at FNST.) The model enrolment is built on 100% retention of a 2 class JK entry of 46 students. The JK entry cohorts are modelled as growing over time; starting at 26 JK in 2016, 30 JK in 2017, 35 JK in 2018, 40 JK in 2019 and 46 JK in 2020. These 46 JKs reach grade 8 in 2029. The secondary enrolment is also modelled to grow through recruitment at grade 9 entry and assumes 28 grade 9s in 2016, 35 grade 9s in 2017 and 46 grade 9s in 2019. Note that recruitment is intended to accelerate filling out the secondary enrolment or achieving a critical enrolment mass sooner. If the model were to assume flow through from the elementary grades, there would not be a 46-student grade 8 feeder pool entering grade 9 until 2030.

APPENDIX B: RECLAIMING ORIGINAL NAME OF FIRST NATIONS SCHOOL

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Report No. 10-16-2922

TORONTO DISTRICT SC BOARD

**RELOCATION OF THE FIRST NATIONS SC OF TORONTO TO EASTERN
COMMERCE COLLEGIATE INSTITUTE**

TO Planning and Priorities Committee 5 October 2016

RECOMMENDATION **IT IS RECOMMENDED** that the relocation of the First Nations School of Toronto to Eastern Commerce Collegiate Institute, between January to 31 March 2017, be approved with the understanding that:

- a) all current users are to remain in the Eastern Commerce CI building until the First Nations School of Toronto (FNST) enrolment increases to the point where it requires additional space in the building;
- b) over time, indigenization of the space can occur subject to the availability of funds;
- c) the First Nations School of Toronto and the Aboriginal Education Centre be permanently housed at Eastern Commerce CI; and
- d) the Eastern Commerce CI building undergo all appropriate Health and Safety/building inspections to ensure the building is age appropriate and ready for a K-12 school.

- STRATEGIC DIRECTION**
- Make every school an effective school;
 - Build leadership within a culture of adaptability, openness and resilience; and
 - Form strong and effective relationships and partnerships.

CONTEXT These recommendations are consistent with the outcomes of the 15 September 2016, meeting with parents/guardians and community members from the FNST who voted unanimously in favour of the move to Eastern Commerce CI.

Below is a summary of the chronology of events that led to these recommendations, starting with the June 2015 Program Area

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Review Team (PART) Report.

In June 2015 the Board approved the following recommendations from the Program Area Review Team (PART) Report: First Nations School of Toronto (Appendix A):

- a) **That the work of the Aboriginal communities that have contributed to the report, as presented be acknowledged;**
- b) **That the First Nations School of Toronto be expanded to serve students from Junior Kindergarten to Grade 12; and**
- c) **That the First Nations School of Toronto be relocated to the site of Eastern Commerce Collegiate Institute at 16 Phin Avenue, Toronto, as early as September 2016, pending securing of funding sources to Indigenize and refurbish.**

The original site selection of Eastern Commerce CI was made by the PART Steering Committee within the context of the PART process, based on high-level parameters. These parameters included the availability of sufficient space, access to green space, a centrally located property and access to higher-order transit. Acceptance of the Eastern Commerce CI site as the future home of the Urban Indigenous Education Centre of Excellence (UIECE) was contingent upon the availability of capital funding for indigenization of the site. Subsequent studies were undertaken to understand the steps necessary to indigenize the existing space at Eastern Commerce CI in order to create a suitable learning environment, which are described below.

The Aboriginal Education Centre component of the UIECE building program creates the environment for group gatherings and celebrations to be an important part of the teaching and learning on the site. Staff professional learning would also take place at the AEC. The AEC would effectively become a community hub within the school.

The Eastern Commerce CI site is 4.97 acres in size and accommodates a 197,000 square foot secondary school constructed

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in 1924. The Eastern Commerce CI building was designed and constructed to meet the needs of an education system in the early 1900's. A preliminary review of the building by *Two Row* architects, an experienced Indigenous architecture firm retained to provide guidance in this process, suggested that a significant amount of work would need to be undertaken to achieve a level of indigenization. This team liaised with and presented concepts to:

- the *Aboriginal Steering Committee*, which was established to provide guidance in the development of the *UIECE* and consists of the FNST Principal, the School Council Chair, elders, members of the ACAC, TDSB staff and community members; and
- the FNST parent community, students and TDSB staff.

Two Row provided design scenarios for discussion and evaluation.

Indigenizing the building would have included significant alterations to the existing facade of the building, demolition of large parts of the existing structure, reconstruction of significant building elements like the gymnasium, deep internal renovations to establish greater amounts of natural light, the creation of cultural celebration and gathering areas, reengagement of the decommissioned pool and auditorium among many other elements. This led the Board to consider options for new construction.

Aboriginal Education Centre Relocation from Brockton

The AEC was accommodated in the Brockton building located at 90 Croatia Street. User groups within the Brockton building were relocated from the site in order for the Bloor CI capital project to commence.

The AEC was moved into the Eastern Commerce CI building until a decision on the permanent location of the *UIECE* could be determined. To accommodate the AEC in the Eastern Commerce CI building minor investments were made to provide the spaces necessary for the next 4-5 years. The investments are primarily

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related to moving costs, cleaning up vacant rooms and offices and minor cosmetic upgrades. The move has been fully completed and the AEC has settled into their new environment.

Alternative Site Consideration

The Toronto District School Board (TDSB) also consulted with the community about a site called Block 9 – a 1.9 acre parcel of land reserved for the Board within the West Donlands area. Redevelopment in this community is well underway and the total build out potential of 6,600 residential units justifies the reservation of an elementary school site. This alternative site would have required a new build.

In consultation with parents/guardians, the FNST community and Indigenous Elders, it became clear that relocating the FNST out of the Dundas Street location was an urgent priority. A new build was seen as a longer term consideration.

In addition, very specific concerns were voiced about the about Block 9 site including:

- current and future access to transit for students and parents;
- proximity to the railway line and the wall that would need to separate the school from the railway line;
- time it would take for the project's completion; and
- cultural considerations relating specifically to the geographical location of the site.

Direction from Members of the First Nations School of Toronto, the Aboriginal Steering Committee and the Aboriginal Community Advisory Committee

Over the summer period of 2016, the Director met with Members of the FNST and the Elders from First Nations communities to better understand the issues concerning the First Nations School K-12 school. It became increasingly clear that relocating the

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FNST K-8 school out of the Dundas School location was an urgent priority for the parents of the school. It also became clearer that parents were less focused on challenges with indigenizing Eastern Commerce CI than they were about moving permanently to Eastern Commerce CI as soon as possible. Staff recognized the need to act sooner and to clarify what could be expected with the move to Eastern Commerce CI.

On Thursday, 15 September 2016, TDSB staff and the local Trustee met with parents/guardians from the FNST. The purpose of the meeting was to discuss and hear from parents/guardians about the potential move of the FNST from its current location at Dundas JPS into Eastern Commerce CI.

More than 70 parents/guardians, staff and students attended the meeting, which was facilitated by the new Principal of the FNST and the Superintendent of Education for LN24.

The conversation centred around Eastern Commerce CI for two key reasons; Eastern Commerce CI was named as the relocation site for FNST in the June 2015 Board motion that also supported the expansion of the school to include students from Kindergarten – Grade 12; and, an urgency from parents for the Board motion to be acted upon given the September 2016 date listed in the motion for the move.

During the meeting, parents/guardians shared their hopes and visions for the school, asked questions about logistics, secondary school programming, the condition of the facilities at Eastern Commerce CI and timelines.

Many also expressed frustration at how long the process has taken to get them into a new site and had questions around transparency throughout the process.

The meeting concluded with a vote about whether parents / guardians supported the move to Eastern Commerce CI. All who were present voted in favour of the move.

During the meeting, staff made it clear to the parents/guardians of

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the FNST that:

- all existing user groups will remain in the building;
- over time, indigenization of the space can occur subject to the availability of funds – but the indigenization will not involve major construction;
- FNST could move into the Eastern Commerce CI building, under these conditions, for as early as January - March 2017;
- an appropriate kindergarten space could be provided within this time period, including an outdoor play area; and
- the Eastern Commerce CI building already “feels different” and has started the process of indigenization because of the relocation of the AEC into it.

Relocation of Other Service Partners

At the Aboriginal Community Advisory Committee (ACAC) meeting of 20 September 2016, members of the ACAC as well as the Aboriginal Steering Council further endorsed the Eastern Commerce CI as the permanent location for the FNST and the Aboriginal Education Centre (AEC). Services supporting the FNST parents and their families may also be relocated to Eastern Commerce CI pending consultation with the school community and the agencies.

APPENDICES Appendix A: Program Area Review Team Report: First Nations School of Toronto [2624] - Presented at the Planning and Priorities Committee Meeting, 10 June 2015

FROM Carla Kisko, Associate Director, Finance at Operations at carla.kisko@tdsb.on.ca or at 416-397-3188.
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Report No. 06-15-2624

TORONTO DISTRICT SCHOOL BOARD

**PROGRAM AREA REVIEW TEAM REPORT –
 FIRST NATIONS SCHOOL OF TORONTO**

TO Planning and Priorities Committee 10 June 2015

RECOMMENDATION **IT IS RECOMMENDED:**

1. That the Board recognize and acknowledge the work of the Aboriginal communities that have contributed to this report.
2. That the First Nations School of Toronto be expanded to serve students from JK to Grade 12; and
3. That the First Nations School of Toronto be relocated to the site of Eastern Commerce Collegiate Institute at 16 Phin Avenue, Toronto, as early as September 2016, pending securing of funding sources to “Indigenize” and refurbish.

STRATEGIC DIRECTION Make every school an effective school
 Form strong and effective relationships and partnerships.
 Identify disadvantage and intervene effectively.

PURPOSE To seek Board approval for the recommendations arising out of the Program Area Review Team (PART) process for First Nations School of Toronto (FNST).

RATIONALE In 2012, a feasibility study was undertaken to examine “options for a re-envisioned FNST to better serve the needs of the city’s growing Indigenous population, including establishing a K-12 Aboriginal-themed school within TDSB.” Based on the results of that study, in January 2013, the Board Central Accommodation Team (CAT) approved a formal PART process, with a mandate to study and make recommendations on long-term pupil accommodation options for FNST, taking into consideration the needs of Aboriginal students across the system.

SUMMARY Current estimates based on census data indicate that there are between 6000-7000 students of Aboriginal background in the Toronto District School Board, and this population is growing at a

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much faster rate than overall student numbers.

Research has revealed a persistent achievement gap for Aboriginal students when compared to same-aged peers across Ontario. At the same time, the positive impacts of inclusive curriculum and culturally responsive teaching practises on student achievement and well-being are clearly documented.

For nearly forty years, FNST has delivered programming grounded in the knowledge and traditions of First Nations peoples, within a learning environment that reflects Indigenous histories, experiences, cultures and understandings. The school is currently located at 935 Dundas Street East, where it shares the facility with Dundas Street PS. FNST has an enrolment of 80 students in grades JK to 8.

In 2011, the Opportunity Gap Action Plan called for a feasibility study to “relocate or significantly improve the physical site” of FNST as well as “examine the needs of Aboriginal students across the district.” The feasibility study was undertaken in 2012, examining “options for a re-envisioned FNST to better serve the needs of the city’s growing Indigenous population, including establishing a K-12 Aboriginal-themed school within TDSB.”

Based on that study, a formal PART process was launched in August 2013, to make recommendations regarding long-term pupil accommodation options for FNST. The PART Committee includes representatives of the FNST Parent Council and the Aboriginal Community Advisory Committee, along with a Community Elder, York University Urban Aboriginal scholar, Dr. Susan Dion, the Trustee for Ward 15, and TDSB staff from the Aboriginal Education Centre.

The PART held consultation meetings with both the FNST community and the larger Toronto Aboriginal community, and input was also gathered through an on-line survey, to identify stakeholders’ priorities and concerns. The community strongly supported the idea of an expanded JK to Grade 12 school with programming grounded in Aboriginal knowledge. Key priorities included: a transit-accessible downtown location; an Indigenized facility with sufficient space to accommodate traditional cultural practices and community participation; the availability of “wrap-around” student supports; and the integration of community resources.

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Using criteria based on this community input, the PART Committee worked with Planning Department staff to identify and evaluate potential relocation options to accommodate a culturally appropriate JK-12 school with a future projected enrolment of 600 students. The space modeling also assumed incorporation of the Aboriginal Education Centre, a childcare and community resource providers within the facility.

NEXT STEPS

Working within the policies and procedures of the Board, experts in Aboriginal architecture and design will be retained. In collaboration with parents and community, they will co-construct the design of the proposed site. This will enable cost estimates to be made and additional funding sources to be identified. This process will include the appropriate engagement of the Board's Central Accommodation Team and the Planning and Priorities Committee of the Board.

RESOURCES

For this initiative to come to fruition, the Board must establish partnerships with government and community partners. As preliminary cost estimates are arrived at, the Board will be reengage the Ministry of Education, the Ministry of Aboriginal Affairs and the Ministry of Children and Youth Services to further discuss funding opportunities.

IMPLEMENTATION AND REVIEW

Implementation timelines are contingent upon securing appropriate funding. Going forward, staff will work through the appropriate mechanisms to seek Board approval as required at each stage of implementation.

APPENDICES

- Appendix A: *First Nations School of Toronto Program Area Review Team Final Report*
- Appendix B: *FNST PART Community Consultation Summary*
- Appendix C: *FNST PART Selected Planning Materials*

FROM

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APPENDIX B

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**APPENDIX A:
FIRST NATIONS SCHOOL OF TORONTO
PROGRAM AREA REVIEW TEAM
FINAL REPORT**

2 JUNE 2015



Equity and Inclusive Schools

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I. VISION AND RECOMMENDATIONS

VISION

The First Nations School of Toronto (FNST) will welcome all TDSB students from Junior Kindergarten through Grade 12, who seek a unique learning environment grounded in Indigenous ways of knowing and being, where students are supported to be confident, critical thinkers and engaged learners. It will be a school that provides high quality education, holds the highest expectations of success for every student, and supports Aboriginal students in realizing their full potential, through to the transition to post-secondary education.

The Aboriginal Education Centre (AEC) will be incorporated within the FNST campus creating an innovative Centre of Excellence in Urban Aboriginal Education that will contribute to the growth of knowledge and demonstrate leadership in the field of Urban Aboriginal Education. This Centre will be dedicated to increasing cultural capacity across TDSB through the implementation of inclusive curriculum, enhanced professional learning, and innovative program partnerships.

The FNST/AEC will support and actively engage participation by parents and members of the Aboriginal community. Consequently, the school will not only be welcoming of the community but also responsive to the community's needs. Partnerships with Aboriginal service providers, post-secondary institutions and arts and culture organizations will be a priority.

RECOMMENDATIONS

The FNST Program Area Review Team (PART) believes that, taken together, this package of recommendations offers a practical, integrated approach for addressing identified educational needs within the FNST community while also supporting the achievement and well-being of Aboriginal students across the system and the needs of the city's growing Indigenous population generally.

- i) **That the First Nations School of Toronto (FNST) be expanded to a JK-12 school, to begin as a JK-8 school expanding by one grade each year thereafter, to a projected full enrollment of 600 students.**
- ii) **That the school be relocated to the site of Eastern Commerce Collegiate Institute, and that the facility be Indigenous to accommodate the needs of the expanded school.**
- iii) **That curricula be grounded in Aboriginal knowledge, that the program value and recognize student learning which takes place in the context of Aboriginal community**

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participation, and that teaching staff and support staff have expertise in the field of Aboriginal Education;

- iv) That traditional cultural practices, "wrap around" student supports and community resources be integrated within the school to foster positive Aboriginal identity, academic success and overall well-being;
- v) That the Aboriginal Education Centre and community support services be embedded in the FNST campus; and
- vi) That the Board seek out partners to support the proposed relocation, expansion and Indigenization of FNST.

II. RATIONALE

Academic achievement data collected over the last decade reveals a significant, persistent gap in educational outcomes for Aboriginal students, with graduation rates below expected levels when compared to those of their non-aboriginal peers across the province. We recognize that this gap is rooted in the destructive events and histories of colonization.

Currently, a growing body of research points to the positive impact on student achievement of culturally relevant and responsive pedagogy (CRRP). At the First Nations School of Toronto (FNST), CRRP has been the foundation of teaching and learning for nearly forty years. With educational programming grounded in the knowledge and traditions of First Nations peoples, and a learning environment that reflects their histories, experiences, cultures and understandings, FNST has offered the children of Toronto's Aboriginal community an alternative to mainstream schooling.

In 2011, the authors of the Final Report of the Toronto Aboriginal Research Project (TARP) reported that,

"Many TARP youth respondents pointed to the value of the Native Learning Centre and the First Nations School and the hope for more schools in Toronto with an Aboriginal focus, including an Aboriginal high school similar to the Afro-centric schooling initiatives that are presently underway...The First Nations School was identified as important and needed by participants. First Nations School is one of the few culturally specific educational institutions available in Toronto."¹

¹ McCaskill, D., FitzMaurice, K. & Cidro, J., *Toronto Aboriginal Research Project Final Report*, Toronto Aboriginal Support Services Council, 2011. p. 112

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III.
 IV. BACKGROUND & CONTEXT

FIRST NATIONS SCHOOL OF TORONTO (FNST)

In 1976, members of the city's Aboriginal community approached the Toronto Board of Education proposing a, "Native way school that stressed heritage, spiritual and cultural aspects of native life."² The Wandering Spirit Survival School, originally housed within the Winchester School Annex in Cabbagetown, was recognized as an *Alternative School* by the Toronto Board of Education (TBE) in 1977. In 1983, the school was redesignated as a *Cultural Survival School* and, in 1998, was renamed First Nations School of Toronto (FNST).

When the TBE was incorporated into the newly formed Toronto District School Board in 1999, attendance at FNST was opened to students across the District. Currently, FNST is housed at 935 Dundas Street East, where it shares the school building with Dundas Junior PS. FNST enrolment for the 2014-2015 school year is 80 students ranging from junior kindergarten to Grade 8.

TORONTO'S ABORIGINAL COMMUNITY

*"Expressions of Aboriginal cultures and identities are complex, dynamic, and related to factors such as treaties, land displacement, the Indian Act, physical appearance, language, and spiritual/cultural practices. For Aboriginal people living in Toronto, the urban centre can become "the setting where the most extreme levels of dislocation exists [sic] among its Aboriginal population and the site where Native people as a whole are the most invisible." Aboriginal identity within an urban context is even more bound with contention where multiple Aboriginal groups meet that have different languages and cultures."*³

In terms of cultural diversity, Toronto's Indigenous community mirrors the city as a whole, with a population that includes different First Nations, Metis and Inuit individuals, as well as a growing number of those with mixed heritage.

² Shuttleworth, Dale Edwin. *Schooling for Life: Community Education and Social Enterprise*. University of Toronto Press, 2010

³ McCaskill, D., FitzMaurice, K. & Cidra, J., *Toronto Aboriginal Research Project Final Report*, Toronto Aboriginal Support Services Council, 2011. p. 112

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The City of Toronto estimates that there are “between 35,000 and 70,000 Aboriginal people living in Toronto. (Anishinaabe, Haudenosaunee, Metis, Cree, Mi’kmaq, Inuit and more.)”⁴ Based on census data and information from various agencies working with the Aboriginal community, it is estimated that between 6000-7000 students of Aboriginal heritage are currently enrolled in TDSB schools.

PROVINCIAL POLICY FRAMEWORK

In 2007, the Ontario Ministry of Education published *The Ontario First Nation, Métis, and Inuit Education Policy Framework*⁵ outlining the province’s Aboriginal Education vision. In 2014, reiterating that, “Aboriginal education remains a key priority for the ministry,”⁶ the Province released an updated *Implementation Plan, Ontario First Nation, Métis, and Inuit Education Policy Framework*.

Under the *Framework*, school boards are expected to:

- increase the capacity of the education system to respond to the learning and cultural needs of First Nations, Métis and Inuit students;
- provide quality programs, services and resources to help create learning opportunities for First Nations, Métis and Inuit students that support improved academic achievement and identity building;
- provide a curriculum that facilitates learning about contemporary and traditional First Nations, Métis and Inuit cultures, histories and perspectives among all students, and that also contributes to the education of school board staff, teachers and elected trustees; and
- develop and implement strategies that facilitate increased participation by First Nations, Métis and Inuit parents, students, communities and organizations in working to support academic success.

PAST REVIEWS AND INITIATIVES

In 2008, as part of *On the Road to Health, A Final Report on School Safety*, the School Community Safety Advisory Panel made several recommendations related to culturally appropriate programming and supports for FNMI students, including the following:

⁴ City of Toronto Children’s Services, *Service Plan 2015-2019*, Toronto, 2015
⁵ *The Ontario First Nation, Metis, and Inuit Education Policy Framework*, Aboriginal Education Office, Ministry of Education, Queen’s Printer of Ontario, 2007. p. 7
⁶ *Implementation Plan, Ontario First Nation, Metis, and Inuit Education Policy Framework*, Aboriginal Education Office, Queen’s Printer for Ontario, 2014

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*"Recommendation 108: The Toronto District School Board should move the First Nations School of Toronto into its own building, so that it need not share space with another school."*⁷

In 2010, the findings of a report on Aboriginal Education in the Toronto District School Board, *Decolonizing Our Schools*⁸, included the following recommendations:

- Aboriginal education must be recognized as a priority by the Board and must be actively supported at all levels.
- Attention to Aboriginal students' well-being and the meaningful and appropriate incorporation of Aboriginal subject material across the curriculum must be made a priority.
- Establishing and maintaining respectful and reciprocal relationships between the TDSB and community organizations is essential for creating a safe teaching, learning, and work environment for Aboriginal staff and community members.

In November 2011, the TDSB adopted the *Opportunity Gap Action Plan* (OGAP). This four-year strategic framework outlined three concrete goals for the Board to, "address disparities and gaps in the achievement of different groups of students," along with related actions. The first of these goals was to: *"Visibly demonstrate Aboriginal Education is a priority of the Toronto District School Board."*

In November 2013, the TDSB adopted a 4-year strategic framework, the *Years of Action* (YOA), which articulates a commitment to, "Champion Aboriginal Education and advance achievement." The YOA provides for:

- Increased supports for self-identification, including the appreciation of Aboriginal perspectives, values and cultures by staff, students, and Trustees;
- Effective advocacy and increased resources to improve success for Aboriginal students.

These actions are aimed at achieving the following by 2017:

- 100% increase in the number of FNMI students that self-identify; and
- Increased success rates for Aboriginal students by 15% in provincial reading, writing and mathematics.

FNST FEASIBILITY STUDY

⁷ *On the Road to Health: A Final Report on School Safety*, School Community Safety Advisory Panel, Toronto District School Board, 2008. p. 536

⁸ Dion, Susan D, Krista Johnston & Carla M Rice, *Decolonizing Our Schools Aboriginal Education in the Toronto District School Board*. Toronto, 2010.

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Among the action items set out in the 2011 *Opportunity Gap Action Plan (OGAP)* was a commitment to, "Complete a feasibility study to relocate or significantly improve the physical site of the elementary First Nations School, and examine the needs of Aboriginal students across the district, including Eastview Jr. PS."

School staff and parent council members at FNST were asked to provide input regarding the design of the feasibility study. Pointing to the significant body of existing research on Aboriginal education in general and Aboriginal educational needs and gaps in the GTA specifically, they reiterated the following four key priorities identified by community stakeholders in a 2011/12 FNST Needs Assessment.⁹

- a) tradition/culture
- b) native language/immersion
- c) a safe and caring school environment
- d) academic performance

The feasibility study was carried out during the fall of 2012, with the objective of "examining options for a reinvisioned First Nations School of Toronto to better serve the needs of the city's growing Indigenous population, including establishing a K-12 Aboriginal-themed school within TDSB." Based on the results of that study, a formal Program Area Review Team (PART) process was approved by the TDSB Central Accommodation Team (CAT) in January 2013.

V. FNST PROGRAM AREA REVIEW

A Program Area Review Team (PART) is a community-based process typically initiated to look at what programs are offered within a community or grouping of schools and identify where program gaps or space needs may exist. The team may consider a range of options to increase access to programming, including the establishment of new schools, the introduction of new specialized programs, or possible changes to grade configurations of a school. In accordance with the Ministry of Education's *Revised Pupil Accommodation Guideline*, the PART assumes an advisory role, making recommendations that will inform final decisions made by the Board of Trustees.

⁹ During the 2011/12 school year, a Needs Assessment Study was carried out by the FNST Parent Council. Two stakeholder groups were surveyed: 1) parents, caregivers, and Aboriginal community members directly involved in the school, with a focus on establishing key priorities and future directions for FNST; and 2) children and youth enrolled at FNST, asking which elements of their school the students most enjoyed, and how they envisioned an ideal Aboriginal school. Results of the two surveys were well aligned, with the majority of respondents overall identifying the following key priorities: tradition/culture (80%); native language/immersion (74%); a safe and caring school environment (71%); academic performance (68%).

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TERMS OF REFERENCE

Mandate

The First Nations School of Toronto (FNST) Pupil Accommodation Review Team (PART) will study, report, and make recommendations on long-term pupil accommodation options regarding First Nations School of Toronto.

- In developing its recommendations, the PART will look holistically at Aboriginal Education across the TDSB, and insights gained will be woven into future planning for Aboriginal Education in the TDSB.
- The PART shall submit a final written report including recommendations to the Director of Education. Once this has been done, the committee shall be dissolved.

Guiding Understanding

In establishing the process and setting the Terms of Reference for the FNST PART, it is recognized that the Aboriginal Community works in a way that is distinct from the Board decision-making process, coming to the same end but in a different way.

- Accordingly, the structure of this local PART process reflects the unique nature of Toronto's Aboriginal community and the needs of TDSB's First Nations, Metis and Inuit students, while respecting the principles outlined in the policies and procedures of the Board.¹⁰
- It is anticipated that the FNST PART process will serve as a model for adapting future PART processes to meet the unique needs of other communities within the Board.

Committee Membership (* = voting members)

FNST Principal
 FNST Parent Council Representative*
 Aboriginal Community Advisory Committee Representative*
 Community Liaison, TDSB Aboriginal Education Centre
 Central Co-coordinating Principal Aboriginal Education TDSB
 Executive Superintendent, Equity and Inclusive Schools,
 Elder and Knowledge & Wisdom Keeper, TDSB Aboriginal Education Centre*
 Family of Schools Superintendent, WR10
 Trustee Ward 15
 Dr. Susan D. Dion, Professor, York University (Designated Researcher)*

¹⁰ P058: Accommodation Review and PR598: Pupil Accommodation Review

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Research Assistant, York University

PART PROCESS

The PART committee met on the following dates: 29 August and 17 October 2013; 14 February, 21 March, 25 April and 17 November 2014; and 6 January and 3 February 2015. The committee process included the following activities:

Identification of needs:

- Research review and environmental scan
- Community consultation

Identification of potential relocation sites:

- Preliminary review of site options

Refinement of priorities, program objectives and facility requirements:

- Development of specific evaluation criteria
- Evaluation of proposed options

Research and Community Consultation

The PART reviewed academic research on Aboriginal education, including best practices and innovative programs in other jurisdictions, along with population and enrolment projections, provincial and federal policy directions, and potential funding opportunities.

The PART held two separate consultation meetings to solicit input from community stakeholders regarding their priorities and concerns.

- 16 October 2013: consultation with the FNST Community
- 30 October 2013: consultation with the Aboriginal Community Advisory Committee

On both occasions, discussion was thoughtful and spirited, as participants sought clarity regarding options under consideration, potential impact on students, and implications for the community. Further stakeholder input was gathered through an online survey circulated via social media to the Toronto Aboriginal community.

The PART community consultations revealed a broad consensus within the FNST community and among members of Toronto's wider Aboriginal community, with four elements seen as critical to a successful Aboriginal-focused K-Grade 12 school: a) location and physical space; b) curriculum content and teaching staff; c) community resources; and d) support from TDSB (see *Appendix B: FNST PART Community Consultation Summary*).

Identification of Programming Needs

Integrating the results of the research review with community perspectives, priorities and concerns identified through the consultations, the PART identified key objectives and

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requirements for a reinvisioned FNST. These were then used to develop criteria for evaluating potential site options.

Facility and site:

- A safe and secure environment
- Space to accommodate smudging, drumming and other ceremonies
- Spaces to accommodate (a) after-school programming, (b) gymnasium, (c) cafeteria, (d) science lab, (e) computer lab
- Office space for community organizations
- Outdoor green space, including ceremonial space and play structures (garden space is also desirable)

Programs and services:

- Aboriginal Education Centre (AEC) to work in partnership with teachers/educators/parents
- Council Fire program (as a viable after-school program—Little Embers)
- Elder apprenticeships (mentorships between students and elders)
- After-school community kitchen (for parent drop-in and social events)

Staffing:

- Priority hiring of Aboriginal people for all school staff positions

Identification of Potential Relocation Sites

Concurrently, the TDSB Planning Department carried out a preliminary needs analysis and environmental scan looking at current space utilization at FNST and the Aboriginal Education Centre. Based on that data, a provisional first-pass list of existing sites was developed for consideration by the PART.

As a starting point, a set of minimum rudimentary space availability parameters of 200 pupil places was applied to secondary schools in Wards 10, 14 and 15. Criteria related to location and physical space, as determined through the community consultations, were used as a framework for developing a potential shortlist of schools that might be able to accommodate the relocation of a K-12 First Nations school. Based on this methodology, the following schools were shortlisted:

- Central Commerce CI
- Central Technical School
- Danforth C&T
- Eastern Commerce CI (including Subway I)
- Monarch Park

Refinement of priorities and evaluation of proposed options

In light of positive community response to the proposed vision of a reimagined FNST, the PART Committee determined that initial space assumptions based on the school's current enrolment trends likely underestimated its potential for future enrolment growth. The Committee proposed an incremental expansion model in which the school would begin as JK-8, and grow by one grade

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per year to a projected full enrollment of 600 students by 2029. Accordingly, the space parameters were revised to accommodate anticipated changes to enrolment as the program vision for FNST JK-12 rolls out from 2016 through 2019, 2024 and 2029 (see *Appendix C, FNST PART Selected Planning Materials*).

Eastern Commerce CI was the only one of the shortlisted site options with enough available space to accommodate the expanded JK-12 FNST envisioned by the PART Committee. In April 2014, the PART Committee visited this proposed relocation site, and the following issues and concerns were noted with respect to the facility.

- Physical state of the building; need for both internal and external repairs.
- Lack of green space: how will children and youth access green space?
- Childcare space: how will daycare staff and clients access the outdoor space?
- Parents have requested community garden space.
- Parents have requested a Sweat Lodge space.
- Safety and Security; how will space be shared between k-8 students and students in grades 9-12?

Subsequently, the PART Committee met with staff to explore how these issues might be addressed and to explore various funding opportunities for a Centre of Excellence in Urban Aboriginal Education.

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**APPENDIX B:
FNST PART COMMUNITY CONSULTATION SUMMARY**

Community Perspectives

Responses from the community are organized into four areas:

- **Location and Physical Space**
- **Curriculum Content and Teaching Staff**
- **Community Resources**
- **Support from TDSB**

1. Location and Physical Space

Location and physical space priorities address key concerns with regard to increasing accessibility. If the school is located on the subway line and in a downtown – or just east of downtown – location close to Aboriginal Service providers where many parents are employed this will make it easier for families to take advantage of and support the school. However community members are concerned that the TDSB may use increased subway access as a reason to cut off the provision of bussing, which is concerning as younger students will continue to require bussing. Physical space requirements are in service of capacity to deliver quality Aboriginal programming and the creation of a community-gathering place.

Location

- **Accessible via Subway:** Access to the school is a key priority; parents are concerned that while subway access is key for older students, younger elementary students will continue to require transportation;
- **Downtown Location** – close to other Aboriginal agencies where parents are employed;
- **Access to Resources:** neighbouring secondary schools that offer an expanded course selection, particularly trades and technology courses, public library, swimming pool.

Physical Space

- **The space must accommodate smudging, not in a single room but throughout the building.** Consideration must also be given to a space for drumming and a community gathering space for ceremonies;
- **Green Space:** Access to green space is necessary to support teachings and an outdoor gathering space for community events, including an annual pow wow;
- **Safety:** some community members are not in favour of sharing space but would prefer separate buildings so as to maintain safety and security; while many see advantages in bringing together older and younger students, some have concerns about safety of these two groups interacting;
- **Gymnasium/Auditorium:** for sporting and artistic activities;

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- Drama and dance space;
- Maintain Day Care Center/Head Start Program;
- Parent Resource Center;
- Relocate the Aboriginal Education Centre to support the sharing of resources;
- Lecture Hall;
- Cafeteria – traditional foods;
- Elementary Grades on one floor, second floor for secondary classes;
- Update wiring (technology/high speed);
- Security system;

2. Curriculum Content and Teaching Staff

The community identified priorities in teaching and learning that focus primarily on ensuring the delivery of exemplary Aboriginal content. Community members recognize the need for curriculum grounded in Aboriginal knowledge, for teaching and support staff who have expertise in the field of Aboriginal Education, and a program that values and gives students credit for learning completed in and through Aboriginal community participation.

Curriculum Content

- Ensure the infusion of Aboriginal content while maintaining high academic standards;
- A focus on Aboriginal student well-being in support of high academic achievement;
- Ensure students can attend ceremonies/cultural events with family when necessary; create a program whereby students who don't get these opportunities can also go out of the city to participate;
- Advocate for credits to be earned by attending traditional teachings/ceremonies (fasting, maple sap, hunting, fishing, archery);
- Organize curriculum around seasons/feasts/fasting/harvesting/teaching cycles as opposed to 2-months-off summer schedules;
- Rather than treating the subjects as separate periods, integrate based on seasons and associated teachings;
- Honour different cultures within schools – i.e. FNST is Ojibway centric; however, many other nations are represented within student body;
- Powwow – teachings, dance, and how to construct regalia;
- Ensure that First Nations, Métis and Inuit writers/literature are used.

Teaching & Administrative Staff

- Ensure that all teaching staff have had some professional development to support their knowledge and understanding of Aboriginal Education; provide ongoing professional development;
- Provide Vice Principal support, mentor experienced Aboriginal teachers into positions of responsibility;

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All Staff

- Work toward an all FNMI staff including caretakers, office admin, social workers, child and youth workers, lunchroom supervisors, etc.;
- Ensure that all staff have had some professional development to support their knowledge and understanding of Aboriginal Education; provide ongoing professional development

3. Community Resources

There is an expressed commitment within the community to create a school that is informed by an Aboriginal approach to education. This requires community participation and consequently the school must not only be welcoming of the community but also responsive to the community's needs. Partnerships with Aboriginal service providers, post-secondary institutions and arts and culture organizations are a priority. The community is determined to create a school that provides high quality education and supports Aboriginal students through to the transition to post-secondary education. There is also a recognized desire to contribute to knowledge in the field of Urban Aboriginal Education.

Community Resources

- Model – medicine wheel approach – whereby Aboriginal agencies are brought in to address different quadrants of the medicine wheel – so all areas of the wheel are addressed;
- Health services/mental health supports/dental/immunizations in building – issues with permitting and hours of operation – issue of “who covers what”;
- Social Space – community based – where parents/community feel they can be present;
- Miziwe Biiik – establish a grade 10-12 trades program through the new school;
- Partner with post-secondary to support programming and research in Indigenous Education & Pedagogy;
- Partner with College Programs to support secondary school students moving into trades;
- Nurture Relationship with OCAD;
- Resource Centre: bring together a team of people and material resources that support Aboriginal Education across the TDSB.

4. Support from the TDSB

Aboriginal community members ask that the TDSB provide time, patience, and faith. The focus group discussion surfaced a strong message of confidence in this endeavor. People believe that if we create an *Aboriginal Centre of Excellence*, enrolment will increase. Improved relationships: solid trusting relationships take time. Attention to the priorities outlined above will contribute to the creation of an exceptional school, the building of trusting relationships between the urban Aboriginal community and the Toronto District School Board, and ultimately positive educational experiences for Aboriginal students in TDSB schools.

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APPENDIX C: FNST PART SELECTED PLANNING MATERIALS

Identification of potential relocation sites

As a starting point, a set of minimum rudimentary space availability parameters of 200 pupil places was applied to secondary schools in Wards 10, 14 and 15, meaning mainly schools with a minimum capacity of 1000 pupil places and a utilization rate below 80% based on 10 years of enrolment projections.

Potential Existing Space per Preliminary Analysis

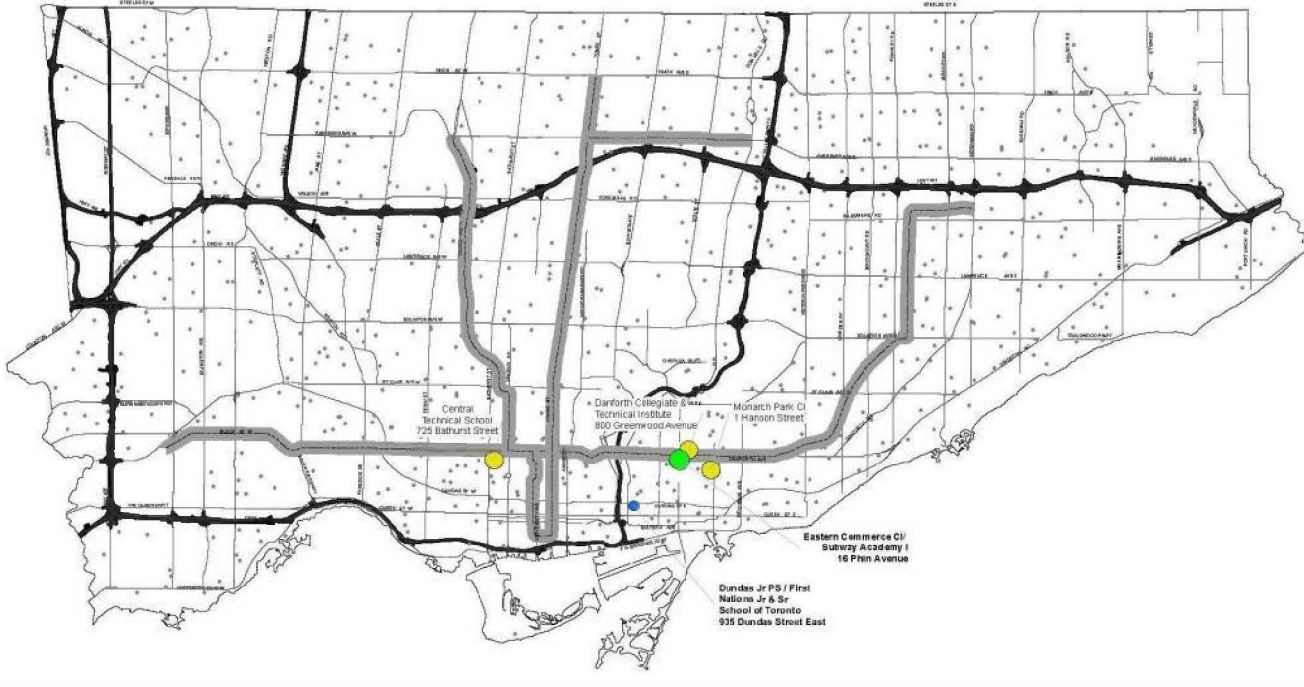
Physical Space Available	Eastern Commerce CI	Central Commerce CI	Central TS	Danforth C&TI	Monarch Park CI
Classrooms	30	23	20	14	11
Resource centre (library)	1	1	1	1	1
Gymnasium	3	2	1	3	4
Auditorium	1	1	1	1	1
Cafeteria	1	1	1	1	1

Criteria related to location and physical space, as determined through the community consultations, were used as a framework for developing a potential shortlist of schools that might be able to accommodate the relocation of a K-12 First Nations school. Community feedback had indicated that a K-12 school in a downtown location, with access to subway, with access to resources such as expanded course selection at neighbouring secondary schools (particularly trades and technology), public library and swimming pool, as well as green space to support teaching and outdoor gatherings, would be most appropriate. For the purposes of this exercise, "downtown" was generally defined as within the boundaries of TDSB Wards 10, 14 and 15.

Criteria Applied to Sites with Potential Space

Criteria		Criteria Applied to Sites with Potential Space				
Attribute	Indicator	Eastern Commerce CI	Central Commerce CI	Central TS	Danforth C&TI	Monarch Park CI
Accessible via subway	within 1 km of subway stop	Yes	Yes	Yes	Yes	Yes
Downtown location	within Wards 10, 14 & 15	Yes	Yes	Yes	Yes	Yes
Access to resources (neighbouring SS with expanded course selection, trades and tech, public library, swimming pool, etc.)	programs & resources on-site or within 1 km	<ul style="list-style-type: none"> • Danforth C&TI programming • on-site swimming pool 	<ul style="list-style-type: none"> • on-site swimming pool (non-operational) 	<ul style="list-style-type: none"> • on-site swimming pool 	<ul style="list-style-type: none"> • on-site trades and technology programming • on-site swimming pool 	<ul style="list-style-type: none"> • on-site swimming pool
Access to green space (outdoor teaching and gathering space)	description of green space	<ul style="list-style-type: none"> • on-site track and playfield • adjacent City park 	<ul style="list-style-type: none"> • on-site track and playfield 	<ul style="list-style-type: none"> • on-site track and playfield 	<ul style="list-style-type: none"> • on-site track and playfield 	<ul style="list-style-type: none"> • on-site track & playfield • adjacent City park

Map of School Locations



Produced by:
Planning Division, TDSB
May 2015

Source:
Base Map- Geospatial Competency Centre
Facility- Planning Division, TDSB
Data- City of Toronto

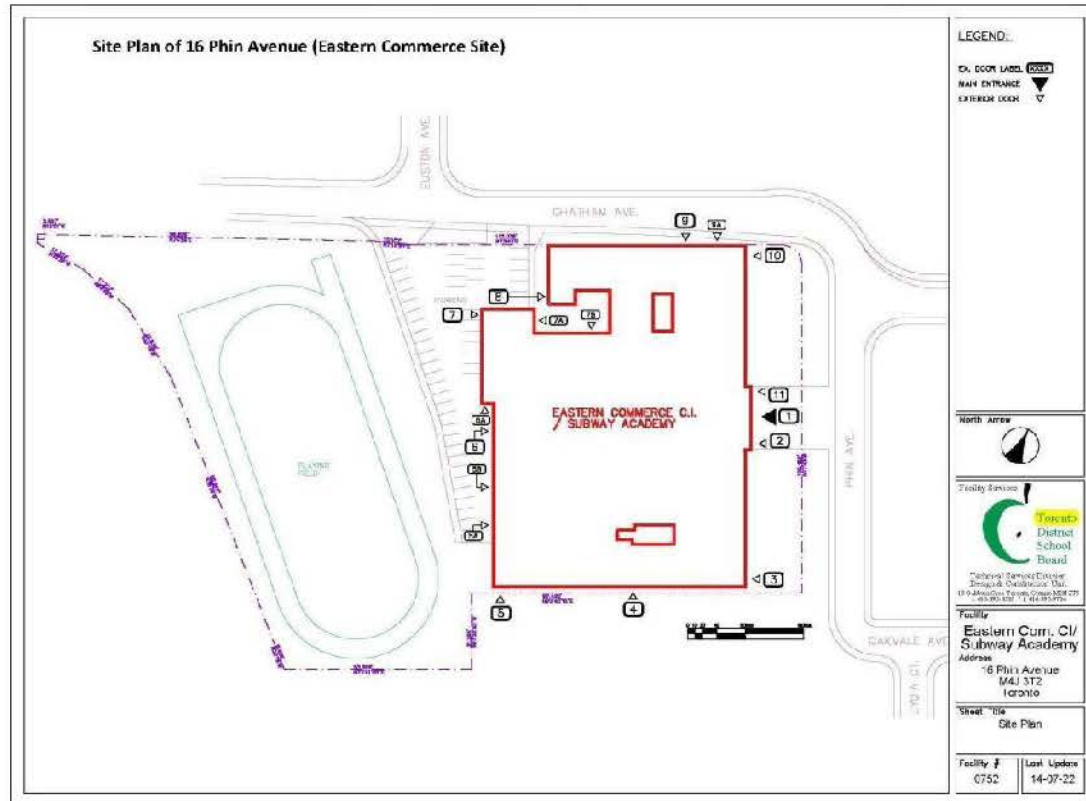
F:\GIS\MPT\Frogman Relocation Map.rxd



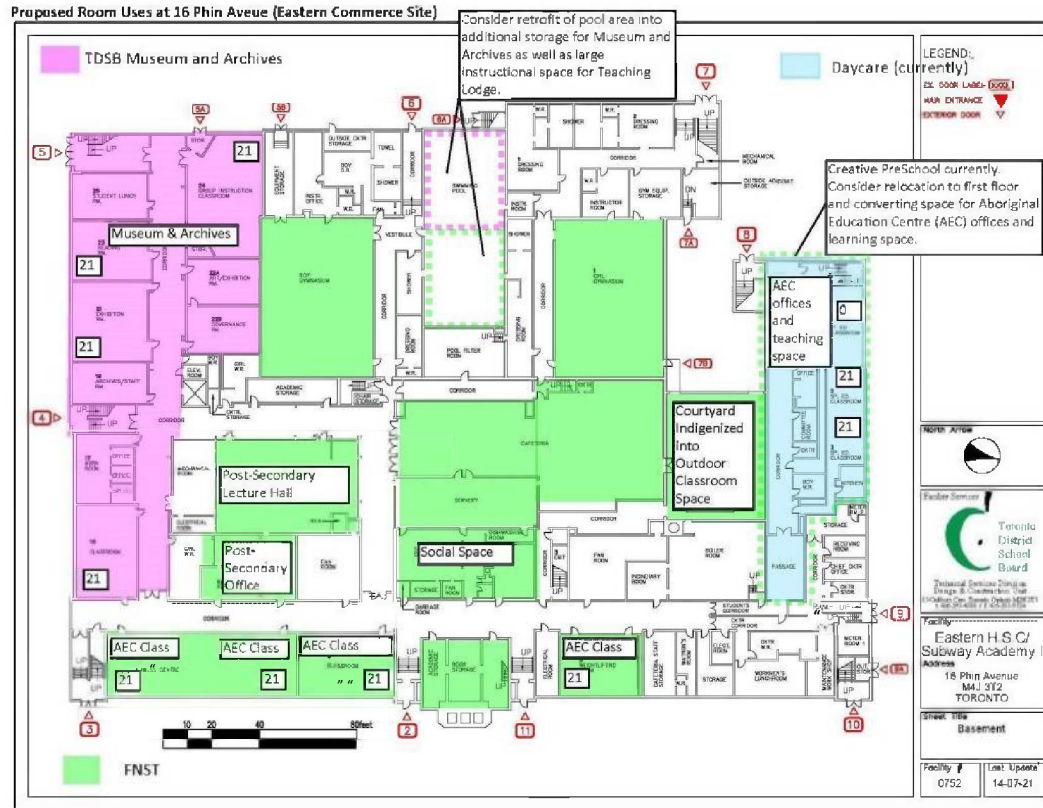
- First Nations Jr & Sr of Toronto
- Considered Site
- Preferred Site
- TDSB Facility
- Major Road
- Subway

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	27	PPC:066A Agenda Item 5.

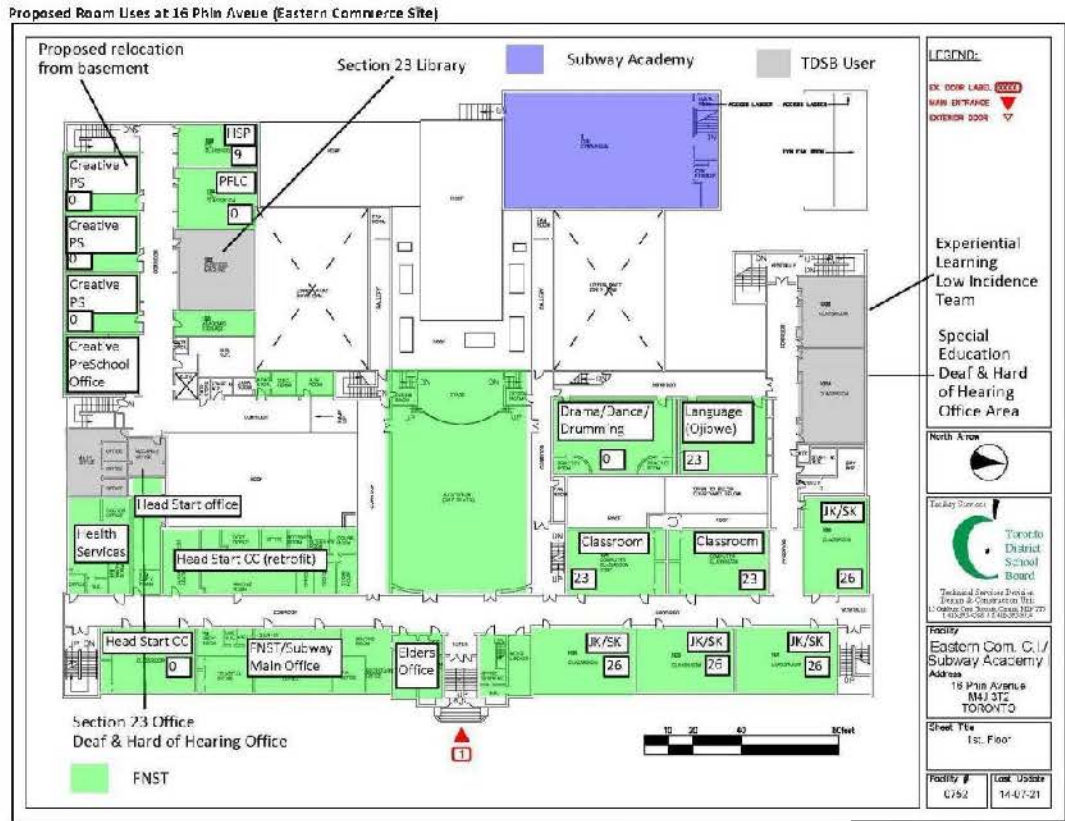
Planning and Priorities Committee June 10, 2015	Page	Board Services Agenda Record
	183	PPC:057A Agenda Item 15



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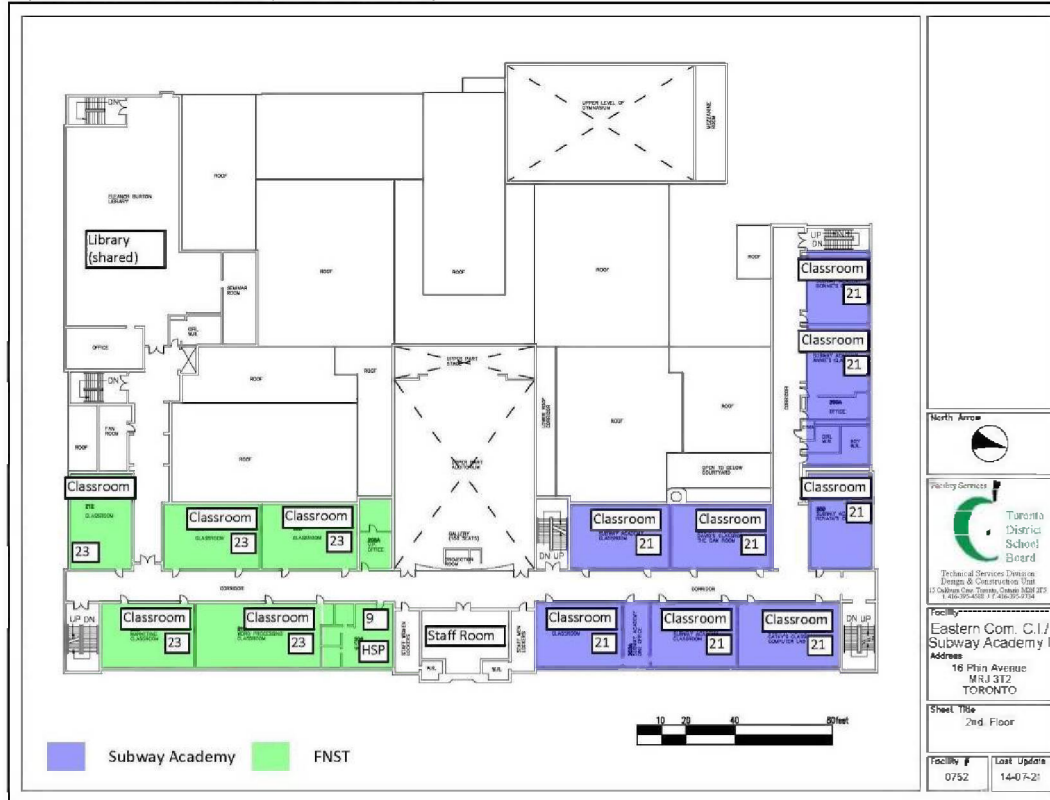


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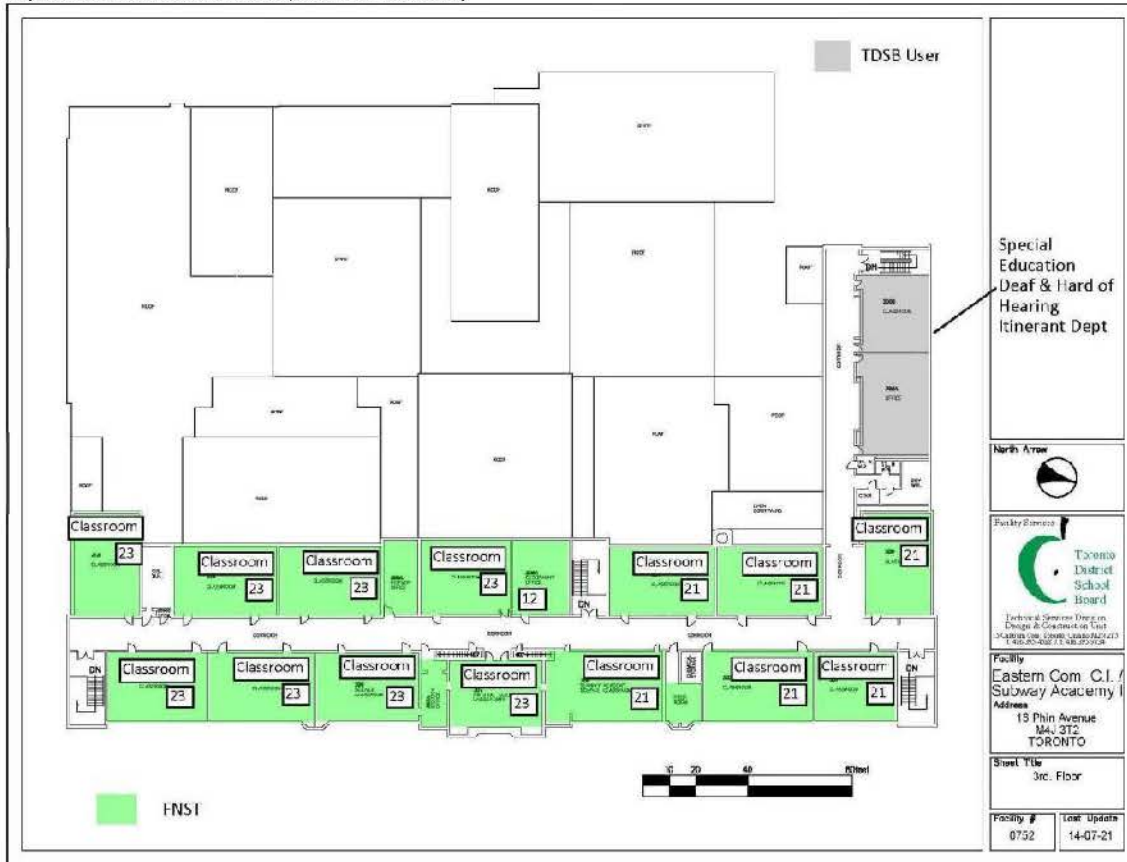
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Proposed Room Uses at 16 Phin Avenue (Eastern Commerce Site)



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Proposed Room Uses at 16 Phin Avenue (Eastern Commerce Site)



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Proposed Room Uses at 16 Phin Avenue (Eastern Commerce Site)



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FNST PART: Space Requirements at Eastern Commerce CI

User Group	Long-Term Model Enrolment	Number of Spaces	Capacity
First Nations School of Toronto			
Classroom-sized space			
Elementary			
Kindergarten	92	4	104
Primary/Junior/intermediate	368	26	368
HSP		2	18
Drama/Dance		1	0
Language (Ojibwe)		1	23
Day Care Centre/Head Start Program		3	0
Parent Resource Centre		1	0
Secondary			
First Nations School of Toronto	190	9	189
Aboriginal Education Centre		6	126
Post Secondary Partner - Lecture Hall (large space)		1	0
Total:	650	44	828
Office/Other Space			
Aboriginal Education Centre - Offices		7	0
Day Care Centre/Head Start Program - Office		1	0
Resource Centre (Library)		1	0
Gymnasium		1	21
Auditorium		1	0
Cafeteria		1	0
Teaching Lodge (large space)		1	0
Staff room		1	0
Post Secondary Partner Office		1	0
Health Services		1	0
Social Space		1	0
Elders Office(s)		1	0

User Group	Long-Term Model Enrolment	Number of Spaces	Capacity
Museum & Archives			
Classroom-sized space		4	84
Office space		5	0
Additional storage/warehouse (large space)		1	0
Subway 1 Academy			
Classroom-sized space	200	8	168
Administrative Office space		1	0
Resource Centre (Library)		1	0
Gymnasium		1	21
Secondary - Staff room		1	0
Creative Preschool Child Care			
Classroom-sized space		3	0
Office space		2	0
Kitchen		1	0
Experiential Learning Low Incidence Team			
Classroom-sized space		1	21
Deaf & Hard of Hearing			
Classroom-sized space		1	21
Office Space		1	0
Section 23 library			
Classroom-sized space		1	21
Office Space		1	0
Total Enrolment, Classrooms and Capacity:	850	62	1185
Total Other Space:		32	

This table shows space requirements for the entire Eastern Commerce building inclusive of the fully implemented JK-12 First Nations School and all other users of space currently at Eastern Commerce.

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**FNST PART: Implementation – Enrolment and Space Requirements
2016 through 2019, 2024 and 2029**

User Group	2016		2017		2018		2019		2024		2029	
	JK-9	JK-10	JK-10	JK-11	JK-11	JK-12	JK-12	JK-12	JK-12	JK-12	JK-12	JK-12
	Enrolment	Number of Spaces	Enrolment	Number of Spaces	Enrolment	Number of Spaces	Enrolment	Number of Spaces	Enrolment	Number of Spaces	Enrolment	Number of Spaces
Elementary												
First Nations School of Toronto												
Classroom-sized space												
Kindergarten	36	2	56	2	65	3	75	3	92	4	92	4
Primary/Junior/Intermediate	79	4	79	5	94	6	116	7	279	12	368	16
HSP	2		2		2		2		2		2	
Drama/Dance	1		1		1		1		1		1	
Language (Ojibwe)	1		1		1		1		1		1	
Day Care Centre/Head Start Program	3		3		3		3		3		3	
Parent Resource Centre	1		1		1		1		1		1	
Secondary												
First Nations School of Toronto	28	2	63	3	109	5	155	8	190	9	190	9
Aboriginal Education Centre		6		6		6		6		6		6
Total:	143	22	198	24	268	28	346	32	561	39	650	43
Office/Other Space												
Aboriginal Education Centre - Offices		7		7		7		7		7		7
Day Care Centre/Head Start Program - Office		1		1		1		1		1		1
Resource Centre (Library)		1		1		1		1		1		1
Gymnasium		1		1		1		1		1		1
Auditorium		1		1		1		1		1		1
Cafeteria		1		1		1		1		1		1
Teaching Lodge (large space)		1		1		1		1		1		1
Elementary - Staff room		1		1		1		1		1		1
Secondary - Staff room		1		1		1		1		1		1
Post-Secondary Partner - Lecture Hall (large space)		1		1		1		1		1		1
Post-Secondary Partner Office		1		1		1		1		1		1
Health Services		1		1		1		1		1		1
Social Space		1		1		1		1		1		1
Bidders Office(s)		1		1		1		1		1		1
Total Enrolment/Classrooms:	143	22	198	24	268	28	346	32	561	39	650	43
Total Other:		20		20		20		20		20		20

This table shows enrolment and space changes as the FNST JK-12 vision rolls out (2016 through 2029). 2016 would be the year of the first grade 9 cohort, rolling forward to grade 10 in 2017, grade 11 in 2018 and grade 12 in 2019 (with possible consideration of offering courses through a satellite secondary school until such time as a critical secondary student mass exists at FNST.) The model enrolment is built on 100% retention of a 2 class JK entry of 46 students. The JK entry cohorts are modelled as growing over time; starting at 26 JK in 2016, 30 JK in 2017, 35 JK in 2018, 40 JK in 2019 and 46 JK in 2020. These 46 JKs reach grade 8 in 2029. The secondary enrolment is also modelled to grow through recruitment at grade 9 entry and assumes 28 grade 9s in 2016, 35 grade 9s in 2017 and 46 grade 9s in 2019. Note that recruitment is intended to accelerate filling out the secondary enrolment or achieving a critical enrolment mass sooner. If the model were to assume flow through from the elementary grades, there would not be a 46-student grade 8 feeder pool entering grade 9 until 2030.

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