



Business Case:

Kapapamahchakwew - Wandering Spirit School and the Urban Indigenous Education Centre

Business Case for a new, standalone, and fully Indigenized facility to provide a truly decolonized environment for Indigenous students and Communities across Toronto

Toronto District School Board

February 25, 2022

United Nations Declaration on the Rights of Indigenous Peoples

Article 14

1. Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.
2. Indigenous individuals, particularly children, have the right to all levels and forms of education of the State without discrimination.
3. States shall, in conjunction with indigenous peoples, take effective measures, in order for indigenous individuals, particularly children, including those living outside their communities, to have access, when possible, to an education in their own culture and provided in their own language.

2022-23 Capital Priorities Program

Business Case – Written Component

School Board Name: 12 - Toronto DSB

Project Name: Kapapamahchakwew - Wandering Spirit School

Project Ranking: Special Consideration

Project Description: Standalone JK to Grade 12 Fully Indigenized School and Urban Indigenous Education Centre

Panel: Both

Municipality: Toronto

Project Category: Other

Project Type: New School

Child Care: No

If yes, CMSM / DSSAB Name and number:

City of Toronto - CMSM (211)

Joint-Use: No

EDC Eligible: No

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1.0 RATIONALE FOR ACCOMMODATION NEED

Preamble: Special Consideration

The new Indigenous school is being submitted to the Ministry of Education for special consideration due to the unique nature of the project. This project does not align with the narrow categories that define eligibility for funding laid out in the Ministry's capital priorities process. The funding previously allocated for the project in 2018 reflects the standard approach to capital priorities funding allocations whereby a set of strict benchmarks are applied. This project needs to be reviewed and thoughtfully considered through a lens that respects and honours the voice and self-determination of the Indigenous communities.

A standalone facility exclusively used by Indigenous programs and services is required to provide a truly decolonized environment where Indigenous programs can exist without the interference of other user groups with colonial practices.

Indigenizing and expanding the 16 Phin building is simply no longer an option. The recent uncovering of mass unmarked graves of Indigenous children subjected to the residential school system in this country has sparked a nation-wide reflection and discussion on our collective commitments to Truth and Reconciliation. The 16 Phin building was designed and constructed to meet the needs of a highly colonial education system in the early 1900's. As an imposing and expansive monolith, the building is not well suited in its current design, layout, or presence to serve as the permanent home for Kapapamahchakwew - Wandering Spirit School and the Urban Indigenous Education Centre. The uncanny resemblance of 16 Phin to the many residential schools that dotted the Canadian landscape until the mid 1990's doesn't provide for an environment that honors Indigenous voices and self determination. The image below juxtaposes the Kamloops Indian Residential School in British Columbia, where the unmarked graves of 215 Indigenous children were tragically discovered in May 2021, with the 16 Phin building.



**Kamloops Indian
Residential School**



**16 Phin Avenue
Building**

This business case outlines the board's proposal to construct a new, fully Indigenized standalone school to support Indigenous communities in the City of Toronto. This new building is planned to accommodate students in Grades JK-12 as well as the Urban Indigenous Education Centre (UIEC). The school and UIEC will be rooted in Indigenous teachings and community, as well as being a welcoming and inclusive environment for all students across the city.

This business case is intended to provide the Ministry of Education with an overview of the revised proposal, an understanding of the importance of this initiative, an overview of the rationale and to request the necessary capital funding to move this project forward together.

The vision is to integrate and be inclusive to the broader community in the teaching and learning approach, which will be designed to foster Indigenous values and culture; the intent will be to welcome all into the Indigenous context.

Part A: Project Rationale

In 2017, Kapapamahchakwew – Wandering Spirit School was relocated into the former Eastern Commerce CI building located at 16 Phin Avenue to provide the school with space to expand its grades from JK-8 to JK-12 and to co-locate with the Urban Indigenous Education Centre. A location map and aerial photograph of the 16 Phin Avenue site can be found in Appendix A.

At the time, the building also accommodated an alternative secondary school (Subway Academy I), the TDSB's museum and archives, a child care centre, and space for several TDSB administrative groups (Deaf and Hard of Hearing, Education and Community Partnerships Programs, Pay Equity, and Labour Relations).

A benchmark allocation was made in 2018 through the Capital Priorities process to support renovating and expanding 16 Phin. A total of \$11.52M was allocated, which included \$8.87M to support the aspect of the project associated with the school. This funding was allocated using a proxy new school of 300 pupil places as per Ministry benchmarks. The remaining funds were allocated to support the construction of a 3-room child care centre and EarlyON room.

In the design process, the Elders Council and the Indigenous communities expressed the need for a new, standalone facility that accommodates only Indigenous programs and services. A new facility is required because it is not possible to retrofit the 16 Phin Avenue building within the funds provided to create a fully Indigenized space. Additionally, and more importantly, the 16 Phin Avenue building was constructed in 1924 in a colonial style of architecture that resembles many residential schools.

To eliminate the association with residential schools and to provide instructional spaces suited for Indigenous ways of learning, the best solution is to build a new facility designed by Indigenous architects. A standalone facility exclusively used by Indigenous programs and services is required to provide a truly decolonized environment where Indigenous programs can exist without the interference of other user groups with colonial practices.

The 16 Phin site is the preferred location to build the standalone Indigenous facility. At 4.9 acres it is large enough to accommodate a new facility and a lacrosse field. It is located centrally within the city and has excellent access to public transit – the Donlands subway station is only 190 metres away.

A new facility could be built on the current sports field while Kapapamahchakwew continues to operate in the existing 16 Phin building. Once the new facility opens, the existing 16 Phin building would be demolished and turned into a sports field. The new facility would be designed to accommodate Kapapamahchakwew, the Urban Indigenous Education Centre, the Indigenous child care centre, and the Indigenous EarlyON Centre.

In response to the voice of the Indigenous communities, staff are currently in the process of moving the other user groups in the 16 Phin Avenue building to other locations. Additional funding is being sought to achieve the vision of a new, standalone Indigenous facility.

Demographic Overview

A growing body of research points to the positive impact on student achievement of Culturally Relevant and Responsive Pedagogy (CRRP). At Kapapamahchakwew – Wandering Spirit School, 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, the school has offered the children of Toronto’s Indigenous communities an alternative to mainstream schooling.

The City of Toronto estimates that there are between 35,000 and 70,000 Indigenous people living in Toronto. (Anishinaabe, Haudenosaunee, Métis, Cree, Mi'kmaq, Inuit and more). Based on census data and information from various agencies working with the Indigenous communities, it is estimated that between 6,000-7,000 students of Indigenous heritage are currently enrolled in TDSB schools. The census indicators identified and explained below suggest that the Indigenous population is large, rapidly growing and very present within urban communities such as the City of Toronto.

Increase in Population is Much Higher for the Indigenous Population

Statistics Canada reports that past censuses have emphasized two key characteristics of the Indigenous population: that Indigenous peoples are both young and growing in number. The 2016 Census reaffirmed these trends. (Source: <https://www150.statcan.gc.ca/n1/daily-quotidien/171025/dq171025a-eng.htm?indid=14430-1&indgeo=0>)

Between 2006 and 2016, the Indigenous population has grown by 42.5% across Canada. This is more than four times the growth rate of the non-Indigenous population over the same period. According to population projections, the number of Indigenous people will continue to grow quickly. In the next two decades, the Indigenous population is likely to exceed 2.5 million persons. According to Statistics Canada, there are two primary factors that have contributed to the growing Indigenous population.

- The first is natural growth, which includes increased life expectancy and relatively high fertility rates; and
- The second factor relates to changes in self-reported identification: more people are identifying as Indigenous on the census.

According to the 2016 census, the First Nations population—including both those who are registered or treaty Indians under the Indian Act and those who are not—grew by 39.3% from 2006 to reach 977,230 people in 2016.

- The Métis population (587,545) had the largest increase of any of the groups over the 10-year span, rising 51.2% from 2006 to 2016.
- The Inuit population (65,025) grew by 29.1% from 2006 to 2016.
- The number of First Nations people with Registered or Treaty status increased by 14%, while the number of First Nations people without Registered or Treaty status (Non-Status) increased by 61%.

Indigenous Population is Considerably Younger than the Non-Indigenous Population

As per the 2016 census the median age was much lower for the Indigenous population than for the non-Indigenous population. The average age of the Indigenous population was 32.1 years in 2016, nearly a decade younger than the non-Indigenous population (40.9 years). As reported in the 2011 census:

- Indigenous people and Inuit had higher fertility rates than the non- Indigenous population; and
- Métis had a slightly higher fertility rate than the non-Indigenous population.

Largest Indigenous Population Resides in Ontario

According to the 2016 census nearly a quarter (or 24.2%) of the total Indigenous population in Canada lived in Ontario; this was an increase of 2% from the 2011 census. Further, and for the first time, Ontario had the largest Métis population in Canada at 120,585, up 64.3% from 2006 and accounting for one-fifth (20.5%) of the total Métis population. Métis were also the most likely to live in a city, with 62.6% living in a metropolitan area.

Urban Indigenous Population is the Fastest Growing Segment of Canadian Society

The increase in the urban population of Indigenous peoples has been taking place for decades across Canada. The urbanization of Indigenous peoples in Canada is due to multiple factors—including demographic growth, mobility and changing patterns of self-reported identity.

In 2016, 867,415 Indigenous people lived in a metropolitan area of at least 30,000 people, accounting for over half (51.8%) of the total Indigenous population. From 2006 to 2016, the number of Indigenous people living in a metropolitan area of this size increased by 59.7%.

Facility Condition at the 16 Phin Building

16 Phin, the current location for Kapapamahchakwew - Wandering Spirit School, was constructed in 1924 to provide easier access to secondary education for students living east of the Don River. The program focus at the school was business and commercial studies.

The school is large, expansive, and complex. The school received 4 additions over the next 50 years, beginning in 1926 where 18 classrooms were added to the school. In 1930, another 6 classrooms, auditorium, swimming pool and 2 gyms were added. In 1961, 6 classrooms, a health centre and cafeteria were constructed. And finally, in 1966, a 3rd gymnasium, instruction room, data processing room and language lab were added. The total area of the building is approximately 197,000 ft².

The current renewal backlog at the 16 Phin building is \$24.6M. The total that is deemed to be 'high and urgent' is \$21.3, or 87% of the total backlog. The 5-year projected renewal backlog is \$26.4M, an increase of \$2M. The current Facility Condition Index (FCI) is 69%, projected to increase to 74% over the next 5 years.

Demolishing the existing 16 Phin building provides the Board with an opportunity to remove \$26.5M in renewal backlog from the system, while properly right sizing the facility to accommodate the indigenous school and UICE.

Part B: Alternative Accommodation Strategies

Funded Project

The proposed standalone Kapapamahchakwew - Wandering Spirit School and Urban Indigenous Education Centre is a unique project that should not be defined or analyzed in the same manner as other Capital Priority projects submitted by the Board.

In 2018, the school received funding from the Ministry through the Capital Priorities Program 2017-18 to right size, renovate and Indigenize the building. Through the Ministry's benchmark-based formula, the school was allocated a total grant of \$11.52M: \$8.87M to provide space for the school; \$2.12M to provide space for an Indigenous child care centre; and \$0.53M to provide space for an Indigenous EarlyON Centre. These funding benchmarks do not reflect or recognize the uniqueness of the project as it relates to design, space, and functionality.

The insurmountable issue is the resemblance of 16 Phin Avenue to a residential school. No amount of investment renovation or expansion will change the imposing presence of this facility or the impact that it has on those that pass through its doors each day. Photos of the 16 Phin Avenue façade and the façade of a residential school are provided in Appendix B. Further, there are elements of this project that may be considered 'community' and are intrinsically connected to the school and cannot be disconnected. The foundation of this project is rooted in connecting the broader Indigenous communities with the school. These community elements are not reflected within the colonial approach to benchmark funding allocations.

Vision

The vision for the Indigenous school and Urban Indigenous Education Centre was and is to create an innovative hub for Urban Indigenous Education that will contribute to the growth of knowledge and demonstrate leadership in the field of Urban Indigenous Education. This Centre will be dedicated to increasing cultural capacity across the Board through the implementation of inclusive curriculum, enhanced professional learning, and innovative program partnerships.

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

In 2017-18 the project was presented with two design concepts that were intended to address many of the same functional, instructional, and operational shortcomings that existed at 16 Phin Avenue. The first was referred to as the 'Base Plan' that attempted to align with Ministry construction benchmarks, space parameters and design approach. The second was referred to as the 'Vision Plan', which included the qualitative improvements that were intended to address the cultural requirements of the Indigenized space that are of utmost importance to the school and broader Indigenous communities.

In 2019 TDSB Design staff and the architect retained to lead the project undertook a costing exercise to estimate the full cost associated with the vision plan to Indigenize the 16 Phin building as per the vision. The estimate, attached to this business case as Appendix C, suggests that to achieve the vision at 16 Phin the total cost would be approximately \$40.8M.

This estimate suggests that the addition to the 16 Phin building would cost \$17.23M, which is substantially higher than the funded amount of \$8.87M associated with the school component of the allocation.

Further, the renovations required to fully Indigenize the facility to align with the vision plan at 16 Phin were estimated to cost an additional \$21.4M to undertake. These renovations were required across all floors of the existing school. These funds were not recognized in the allocated benchmark funding and would still not address the imposing façade of the 16 Phin building and its resemblance to a residential school.

The proposal for a new, fully Indigenized facility is a redress to the legacy of residential schools and pays honour to the Indigenous children who did not survive, and to the Indigenous communities who live with the intergenerational trauma of that system. Although the cost of a new standalone school is expected to exceed Ministry funding benchmarks, it may not be as high as the cost to renovate/expand the 16 Phin building to achieve the vision.

2.0 SCHOOL ENROLMENT AND CAPACITY OVERVIEW

The proposed capacity for the new Indigenous school is 533 pupil places. The capacity does not include spaces that will be used by the Urban Indigenous Education Centre, child care or EarlyON centre.

The current organization and use of the existing 16 Phin building results in a capacity of 924 pupil places. As per the current project proposal, approximately 33,400ft² of the existing facility would be demolished to allow the addition to be constructed onto the building. This area would include gymnasiums, swimming pool, classrooms, and associated spaces like washrooms, change rooms and cafeteria. The proposed changes to the facility, including the addition and planned renovations to the interior, would result in a capacity of 1,005 pupil places.

Enrolment at Kapapamahchakwew - Wandering Spirit School is currently 119 students in JK to Grade 8 and 48 students in Grade 9-12 for a total of 148 students. The model upon which the new standalone school is based is slightly larger than what was shared with the Ministry in 2017-18. The proposed capacity of the new school is 533 pupil places, 386 associated with the elementary portion and 147 with the secondary portion. The space associated with the Urban Indigenous Education Centre and community uses are not rated. A building program for the new school and UIEC can be found in Appendix D.

Like most schools across the TDSB, enrolment at Kapapamahchakwew - Wandering Spirit School has been impacted by the pandemic. Enrolment is expected to increase as society gradually returns to a state of normalcy post-pandemic.

3.0 PROPOSED SCOPE OF WORK

Part A: School Project Scope

To eliminate the association with residential schools and to provide instructional spaces suited for Indigenous ways of learning, knowing and being, the best solution is to build a new facility designed by Indigenous architects. A standalone facility exclusively used by Indigenous programs and services is required to provide a truly decolonized environment where Indigenous programs can exist without the interference of other user groups with colonial practices

The new Indigenous school would be constructed on the existing playfield of 16 Phin. The site is 4.97 acres and could support the construction of the new facility. The site is located centrally within the city and has excellent access to public transit – the Donlands subway station is only 190 metres away. The school accepts students from across the City of Toronto, making access to public transit an asset.

A new facility could be built on the current sports field while Kapapamahchakwew continues to operate in the existing 16 Phin building. Once the new facility opens, the existing 16 Phin building would be demolished and turned into a sports field and a space for cultural practices. The new facility would be designed to accommodate Kapapamahchakwew, the Urban Indigenous Education Centre, the Indigenous child care centre, and the Indigenous EarlyON Centre.

A new facility addresses all the challenges that the existing 16 Phin building presents; those that are cultural in nature (including the façade), and those that are more functional such as accessibility, mechanical systems, renewal backlog, ongoing maintenance expense and more. The new facility would provide for an opportunity to meaningfully reflect the qualitative design features that are required for a truly Indigenous space.

The vision for a new facility goes further to include aspects of the project that go beyond the utilitarian needs of a school and introduces items critical to the cultural values of the community and synergies with the Urban Indigenous Education Centre. The vision also acknowledges the unique role of families and community in the teaching and learning process and is intended to create a landmark facility with a unique identity.

Key considerations of the new facility include:

- Indigenous Culture is to be the inspiration for both the spaces and the unique activities that take place in them;
- Natural elements, materials and forms are to be used in a creative way to inspire further creativity;
- The building form, structure and materials are intended to support culture and communicate identity and;
- The building is to provide informal spaces for gathering and adds natural light & views to the outside.

The proposed building program for the new Indigenous school and UIEC is attached in Appendix D. This building program is intended to inform the Ministry of the scope of the project and provide additional perspective as to how the different components, or 'modules', are reflected. The proposed capacity of the new school is 533 pupil places and provides adequate space and square footage to meet the needs of the Indigenous JK to Grade 12 school. There are many integral and cultural elements that have been added to the building program that align with Indigenous pedagogy such as the Elders Lounge, large Teaching Kitchen, Sacred Room, and swimming pool.

The building program associated with the Urban Indigenous Education Centre is similar to what was shared with the Ministry in 2017-18. A copy can be found in Appendix D.

Estimated Project Cost

The estimated total square footage of the Indigenous school and UIEC is 97,836ft², of which 70,896 is net, and 26,940 is gross up to reflect walls, circulation, storage, washrooms etc. (at 38%). The estimated cost to construct the facility could be up to \$600 per square foot, which equates to a total estimated cost of approximately **\$58.7M**. The design process will be key to identifying how spaces could be made more flexible and adaptable to the organic uses within the school and will likely reduce the overall square footage of the facility.

Design concepts for a new standalone facility were shared with senior Ministry staff on February 4, 2022. These design concepts reflect the considerations described above and remove the evocative and culturally inappropriate presence of the existing 16 Phin building. These design concepts are attached in Appendix E, however, they do not represent the final proposal for the project. This would be subject to further engagement with Kapapamahchakwew - Wandering Spirit School, the Elders Council, and broader communities.

The new fully Indigenized school and UIEC would be designed and constructed in a way that respects and honours the voice and self-determination of the Indigenous communities. This cannot be achieved within the colonial approach to school design and construction process, which is driven in large part by space and funding benchmarks.

Part B: Child Care Project Scope, if applicable

Is the board requesting child care funding to support child care space with the Capital Priorities project request? **NO**

Funding for a 3-room child care has already been allocated to the project.

Part C: Site Selection and Acquisition

Does the school board already own a site for the requested project? Yes

Does the school board have an option agreement for the site? No

Is the project within an education development charge (EDC) eligible area? No

Will the school board be seeking Land Priorities funding for a site acquisition? No

Will the school board be seeking additional ministry funding for any unique site costs? No

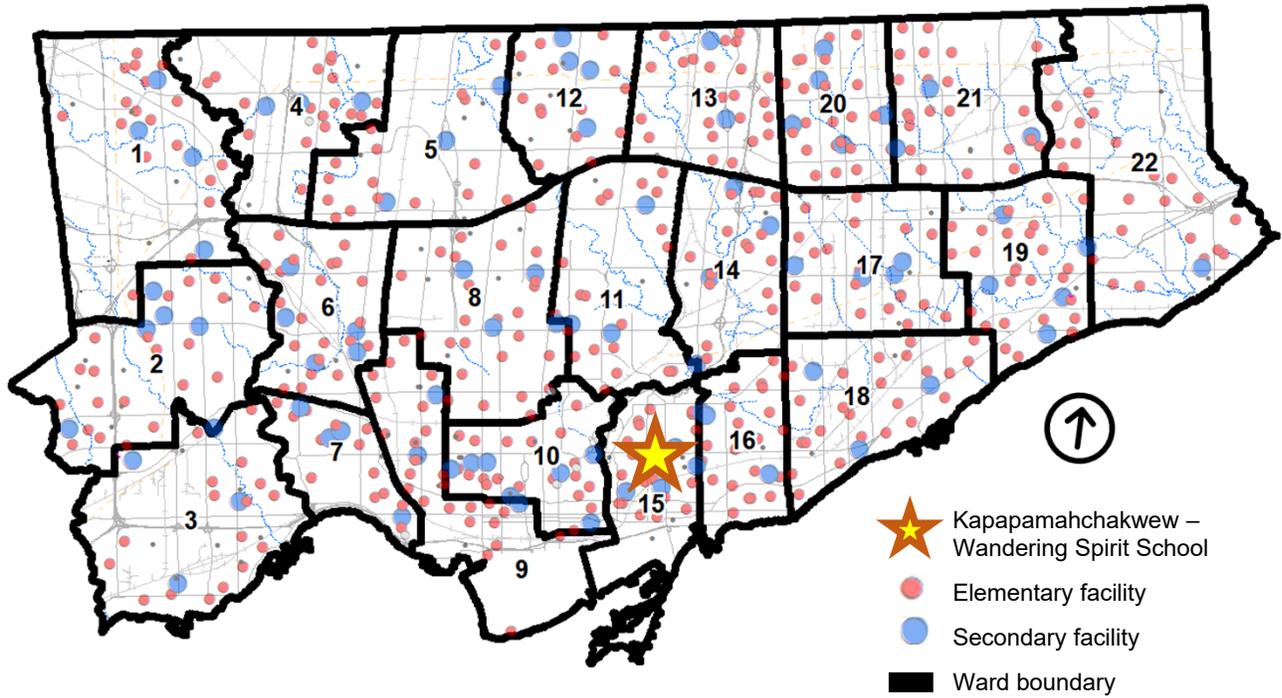
4.0 PILOT FOR MODULAR CONSTRUCTION BUILD

Is your board interested in participating in a pilot for Modular Construction Build for this project? 

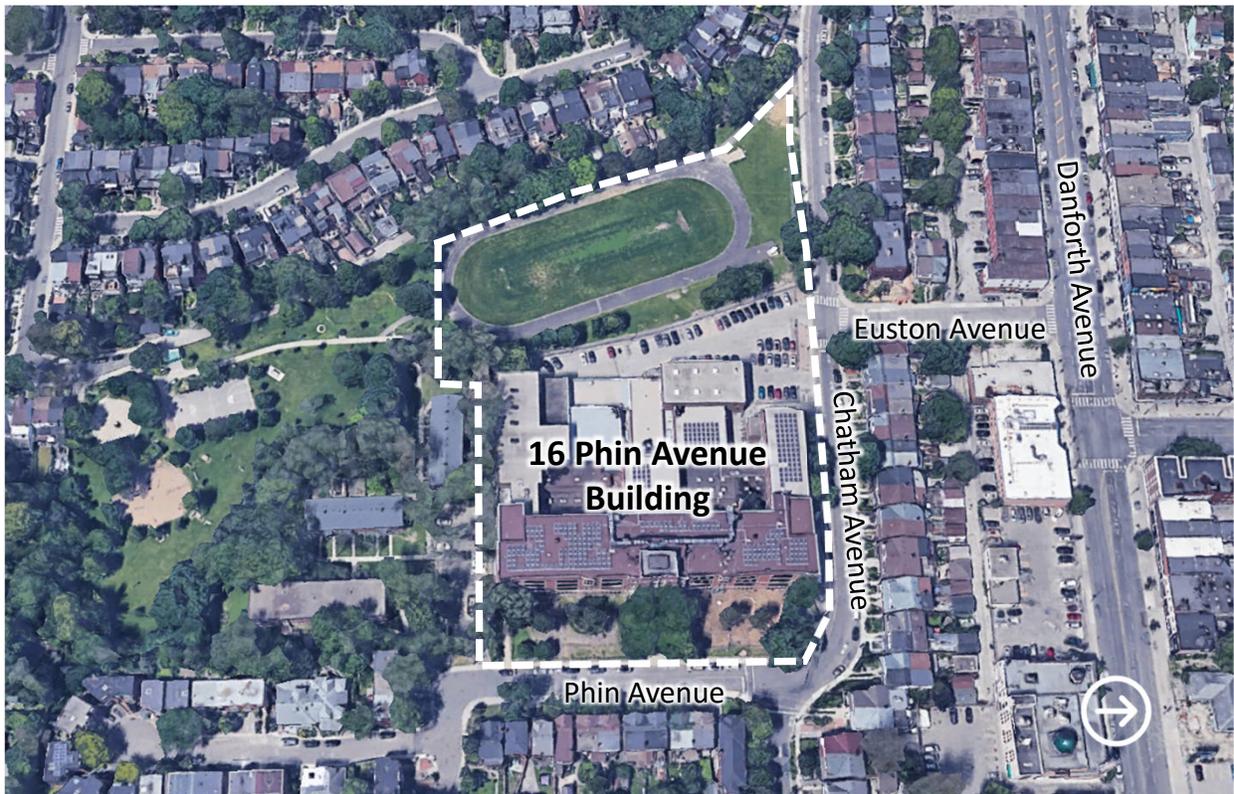
5.0 Joint-Use School Project Considerations

This project is not being considered for joint use with coterminous school boards.

Location of Kapapamahchakwew – Wandering Spirit School



Aerial Photo of Kapapamahchakwew – Wandering Spirit School



Façade of 16 Phin Avenue Building Compared to Façade of Kamloops Indian Residential School

16 Phin Avenue Building



Kamloops Indian Residential School



Concept Design - Order of Magnitude Construction Cost Estimate

MC Architects with Two Row Architects

	Addition	Renovation	Total Floor	Demolition	Addition	Renovation	Total	
Ground Floor								level -1.10m below grade
Area sq.ft.	25,150	48,440	73,590	19,140	includes pool			\$3.0M cost included.
Cost				\$440,400	\$10,317,500	\$6,547,600	\$17,305,500	
First Floor								level +2.35m above grade
Area sq.ft.	13,200	40,400	53,600	9,635				
Cost				\$180,000	\$3,960,000	\$6,464,000	\$10,604,000	
Second Floor								level +6.6m
Area sq.ft.	365	40,250	40,615.00		\$90,000.00	\$4,830,000	\$4,920,000	
Cost								
Third Floor								level +10.95m
Area sq.ft.	365	27,600	27,965.0		\$110,000	\$3,312,000	\$3,422,000	
Cost								
Fourth Floor								level +15.23m
Area sq.ft.		1,800	1,800			\$220,000	\$220,000	single room
Cost								
U/G Parking								level -3.2 below grade
Area sq.ft.	16,000		16,000					area included in total
Cost					\$2,750,000		\$2,750,000	City may request U/G
Site							\$660,000	hrd&sft land. & services
Abatem't Allowance							\$600,000	for Demolition portion
City Green Standards							\$400,000	Allowance
TOTALS	55,080	158,490	213,570	\$620,400	\$17,227,500	\$21,373,600	\$40,881,500	



**APPENDIX D: Urban Indigenous Education Centre
Building Program - (TDSB Planning July 12th, 2017; New
Build Reconciliation - Feb, 2019, Updated February 24,
2022)**

Module 1: TDSB School

Elementary Instructional Spaces	Count	Room Loading	Sq Ft	Total Capacity	Total Area
Classroom - Kindergarten - JK-SK	3	26	1,200	78	3,600
Classroom - Primary - Gr 1-3	4	23	750	92	3,000
Classroom - Junior - Gr 4-6	4	23	750	92	3,000
Classroom - Intermediate - Gr 7-8	3	23	750	69	2,250
Science / Tech Room	1	23	1,050	23	1,050
Art Room	1	23	1,050	23	1,050
Music / Drama / Dance Room	1	-	1,100	-	1,100
Language (Ojibwe)	1	-	750	-	750
Flexible Resource / Community Space	1	9	750	9	750
Total	19			386	16,550
Secondary Instructional Spaces	Count	Room Loading	Sq Ft	Total Capacity	Total Area
Classroom - Secondary - Gr 9-12	5	21	750	105	3,750
Science / Tech Room (multi-functional)	1	21	1,050	21	1,050
Art Room	1	21	1,050	21	1,050
Total	7			147	5,850
Ancillary Spaces	Count	Room Loading	Sq Ft	Total Capacity	Total Area
Resource Room - Unloaded	2	-	375	-	750
Seminar Room	2	-	300	-	600
Library Learning Commons	1	-	3,000	-	3,000
Double Gymnasium; Storage & Change Rms	1	-	4,800	-	4,800
Fitness Room	1		1,500	-	1,500
Pool (inc. change rooms and pump room)	1		12,000	-	12,000
Stage	1	-	700	-	700
Staff Room + Kitchenette	1	-	800	-	800
Elders Lounge + Kitchenette	1		800		800
Cafetorium	1		3,000		3,000
Teaching Kitchen	1	-	1,400	-	1,400
Guidance Centre	1	-	150	-	150
Sacred Room	1	-	400	-	400
Grand Total	26			533	29,900

Module 2: Child Care Centre and EarlyON

Child Care Centre Spaces	Count	Room Loading	Sq Ft	Total Capacity	Total Area
Three Rooms (1 Infant, 1 Toddler, 1 Preschool)	3	-	833	-	2500
EarlyON Centre	1	-	2,000	-	2000
Office	1	-	250	-	251

4,751

Module 3: Urban Indigenous Education Centre

UIEC Spaces	Count	Room Loading	Sq Ft	Total Capacity	Total Area
Separate entrance from school	-	-	-	-	
Standard Classroom (Flexible / adaptable)	7	21	750	-	5,250
Boardroom	1	-	750	-	750
Resource Room - Unloaded	1	-	375	-	375
Offices	13	-	100	-	1,300
Teaching Lodge	1	-	1,560	-	1,560
Cafetorium (to support gatherings)	1	-	2,500	-	2,500
Stage	1	-	700	-	700
Kitchenette	1	-	210	-	210
Debwewin art exhibit and gallery	1	-	1,200	-	1,200

13,845

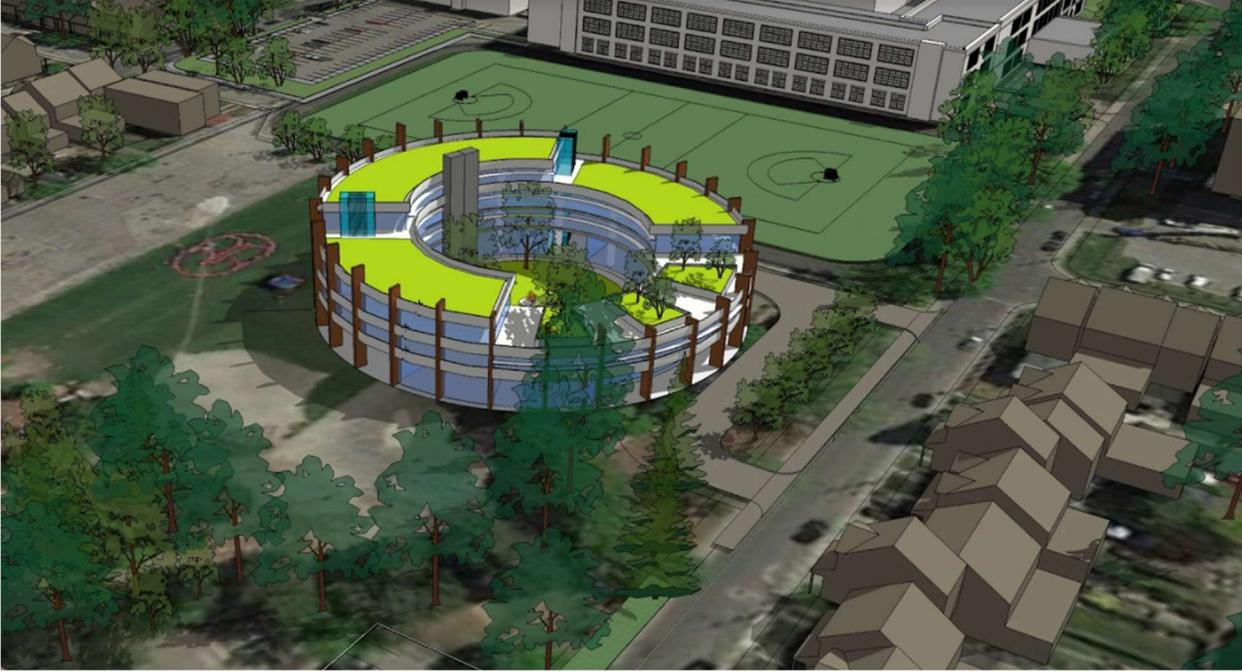
Total Net Area	70,896
Gross Up Factor	38%
Total Area	97,836

Other Site Needs

Lacrosse Field
Playground - Elementary
Playground - Early Years
Parking
Outdoor Gathering
Pavilion
Sweat Lodge
Sacred Fire Area
Medicine Garden
Community Garden
Rooftop Gardens
Greenhouse

Appendix E: Design Concepts for the New Standalone School and Urban Indigenous Education Centre

Design Concept #1



Design Concept #2

