

Submitted by: _____ Mary Wabano, First Peoples' Centre, Canadore College _____

Date: ___April 7, 2017_____

New Build or Existing or Refurbished	Refurbished (West Ferris)	New Build (Chippewa site)
Grade Configurations <i>(ie. 7-12 or 9-12)</i>	7-12	7-12
Programs	Regular program Immersion programming, including Indigenous languages Special education Co-operative education STEAM, Tech focused Expanded programs Indigenous Culture based Co-curricular programs – include new designated space for Indigenous cultural based programs in school teaching/learning spaces for smudging and other cultural practices; outdoor space for ceremonial space including teaching lodges/sweatlodge that will support the culturally based academic and co-curricular programming	Regular program Immersion programming, including Indigenous languages Special education Co-operative education STEAM, Tech focused Expanded programs Indigenous Culture based Co-curricular programs – include new designated space for Indigenous cultural based programs in school teaching/learning spaces for smudging and other cultural practices; outdoor space for ceremonial space including teaching lodges/sweatlodge that will support the culturally based academic and co-curricular programming
Long Term Viability <i>(How is this solution sustainable?)</i>	Indigenous learner population is young and growing at a rate faster than any population; this increase is reflected in recent demographic statistics in the city and surrounding area (7% increase and continuing to increase) Current indigenous voluntary self-ID statistics collected within the NNDSB is underreported as there is no reliable data collection method being employed. For Indigenous based programming and services the NNDSB could explore and secure additional funds to provide ongoing curricular and pedagogical supports for this critical programming as Indigenous learners will represent a growing percentage in the school and are at increased risk of falling through the cracks due to systemic racism, under	Indigenous learner population is young and growing at a rate faster than any population; this increase is reflected in recent demographic statistics in the city and surrounding area (7% increase and continuing to increase) Current indigenous voluntary self-ID statistics collected within the NNDSB is underreported as there is no reliable data collection method being employed. For Indigenous based programming and services the NNDSB could explore and secure additional funds to provide ongoing curricular and pedagogical supports for this critical programming as Indigenous learners will represent a growing percentage in the school and are at increased risk of falling through the cracks due to systemic racism, under

	<p>representation or absence of Indigenous Knowledges, culture and histories in school curricula, programming, support services for Indigenous learners, cultural safety, teaching and support staff</p> <p>The inclusion of such strategic and targeted programming demonstrates the NNDSB'S commitment to responding to the Truth & Reconciliation Commissions Calls to Action in addressing a growing educational attainment gap of Indigenous learners and the rest of the population</p> <p>Scheduling – does the school year schedule make sense? Is it time to look at alternative scheduling for schools?</p>	<p>representation or absence of Indigenous Knowledges, culture and histories in school curricula, programming, support services for Indigenous learners, cultural safety, teaching and support staff</p> <p>The inclusion of such strategic and targeted programming demonstrates the NNDSB'S commitment to responding to the Truth & Reconciliation Commissions Calls to Action in addressing a growing educational attainment gap of Indigenous learners and the rest of the population</p> <p>Scheduling – does the school year schedule make sense? Is it time to look at alternative scheduling for schools?</p>
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Principles for Decision-Making Checklist:

- Expanded curricular offerings
- Expanded co-curricular offerings
- Enhanced safety for students (cultural safety)
- Supportive and respectful of all students at-risk
- Equity of access to programs
- Sustainable financially
- Smooth transitions for students
- Respects and promotes diversity in culture, language and heritage
- Special programs maintained
- Enhanced facilities (Indigenous spaces)
- Development of the whole child

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<p>New Build or Existing or Refurbished</p>	<p>New Build (Fricker Site)</p>	<p>Refurbished (Fricker, E.T. Carmichael, E.W. Norman) designated as Indigenous specific school with culturally based academic program, services, pedagogical supports and community outreach</p>
<p>Grade Configurations <i>(ie. 7-12 or 9-12)</i></p>	<p>K4-8</p>	<p>K4-8</p>
<p>Programs</p>	<p>Regular program STEAM Special Education Indigenous culture based education and co-curricular education – include new designated space for Indigenous cultural based programs in school teaching/learning spaces for smudging and other cultural practices; outdoor space for ceremonial space including teaching lodges/sweatlodge that will support the culturally based academic and co-curricular programming</p>	<p>Regular program STEAM focused programs based in Indigenous Knowledges Special Education Indigenous culture based education and co-curricular education – include new designated space for Indigenous cultural based programs in school teaching/learning spaces for smudging and other cultural practices; outdoor space for ceremonial space including teaching lodges/sweatlodge that will support the culturally based academic and co-curricular programming</p>
<p>Long Term Viability <i>(How is this solution sustainable?)</i></p>	<p>Indigenous learner population is young and growing at a rate faster than any population; this increase is reflected in recent demographic statistics in the city and surrounding area (7% increase and continuing to increase) Current indigenous voluntary self-ID statistics collected within the NNDSB is underreported as there is no reliable data collection method being employed. For Indigenous based programming and services the NNDSB could explore and secure partnership with an Indigenous community, seek out additional Ministry/Federal funds to provide ongoing curricular and pedagogical supports for this critical programming as Indigenous learners who will</p>	<p>Indigenous learner population is young and growing at a rate faster than any population; this increase is reflected in recent demographic statistics in the city and surrounding area (7% increase and continuing to increase) Current indigenous voluntary self-ID statistics collected within the NNDSB is underreported as there is no reliable data collection method being employed. For Indigenous based programming and services the NNDSB could explore and secure partnership with an Indigenous community, seek out additional Ministry/Federal funds to provide ongoing curricular and pedagogical supports for this critical programming as Indigenous learners who will</p>

	<p>represent a growing percentage in the school and are at increased risk of falling through the cracks due to systemic racism, under representation or absence of Indigenous Knowledges, culture and histories in school curricula, programming, support services for Indigenous learners, cultural safety, teaching and support staff; The inclusion of such strategic and targeted programming demonstrates the NNDSB'S commitment to responding to the Truth & Reconciliation Commissions Calls to Action in addressing a growing educational attainment gap of Indigenous learners and the rest of the population</p> <p>Scheduling – does the school year schedule make sense? Is it time to look at alternative scheduling for schools?</p>	<p>represent a growing percentage in the school and are at increased risk of falling through the cracks due to systemic racism, under representation or absence of Indigenous Knowledges, culture and histories in school curricula, programming, support services for Indigenous learners, cultural safety, teaching and support staff; The inclusion of such strategic and targeted programming demonstrates the NNDSB'S commitment to responding to the Truth & Reconciliation Commissions Calls to Action in addressing a growing educational attainment gap of Indigenous learners and the rest of the population</p> <p>Scheduling – does the school year schedule make sense? Is it time to look at alternative scheduling for schools?</p>
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