

# SIX NATIONS OF THE GRAND RIVER LANGUAGE LEARNING CENTRE FEASIBILITY STUDY

FINAL REPORT

APRIL 2020



**In Association with Jason Brouwer, Architect, and  
First Nations Engineering Services Ltd.**

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## Executive Summary

Six Nations of the Grand River is a large First Nation community located approximately 25 km southwest of City of Hamilton between the City of Brantford, and the Towns of Caledonia and Hagersville. The First Nation is bounded by Brant County, Haldimand County, and the Mississauga of the New Credit First Nation. Physical boundaries of the Reserve include Brant County to the north; Regional Road #20 to the south; Oneida Road/CN railway tracks to the east; and Bateman Line to the west.

Six Nations of the Grand River has the largest population of all First Nations in Canada. According to the Six Nations of the Grand River website, the total band membership is 27,559, with 12,892 living within the First Nation, as of December 31, 2019. The population within the community is spread fairly evenly and conforms to a general dispersed settlement pattern, except for the dense population pattern in the Village of Ohsweken. Based upon a housing occupancy density of 4.2 people per household, the number of houses on Six Nations is estimated at 3,069.

The Six Nations / New Credit Business Directory lists 314 private business operations, and 7 business related community organizations which are currently operating on Six Nations. Private business operations include craft stores, gas station & convenience stores, restaurants, construction companies, and professional services companies, including architectural, engineering, law, and accounting services.

The majority of private businesses are operated from individual facilities designed to meet the single business purpose requirements. There are 9 multi-purpose commercial buildings being operated within Six Nations of the Grand River. Leasable space is very limited with vacancies primarily composed of small retail or office areas.

## Identification of Need

There are more than 70 First Nation languages across 12 language groups currently spoken in Canada. In 2016, an estimated 260,550 people were able to speak their First Nation language. Although the overall number of First Nation language speakers has grown by 3.1 percent in the last 10 years, only 1 in 3 Elders and 1 in 10 children speak a First Nation language as their mother tongue. It is noted that of Canada's approximately 1.5 million First Nation people, only 15 per cent speak their First Nation languages at home.

The fragile state of many of Canada's First Nation Languages has been well documented. The UNESCO Atlas of the World's Languages in Danger project reports that three-quarters of the nation's First Nation languages are "definitely," "severely" or "critically" endangered. The remainder are classified as "vulnerable/unsafe." Only the Cree, Inuktitut and Ojibwa languages are believed to have enough speakers to be sustained on an on-going basis.

The loss of First Nation languages has been attributed to residential schools, which actively discouraged the use of First Nation languages, the reserve system, and other colonial policies which divided communities from others with shared languages and traditions.

The Truth and Reconciliation Commission of Canada, resultant of the Indian Residential Schools Settlement Agreement, spent 6 years travelling to all parts of Canada hearing from more than 6,500

witnesses, creating a historical record of the residential schools system, and hosting 7 national events to engage the Canadian public, educate people about the history and legacy of the residential schools system. In June 2015, the TRC released the executive summary of the findings contained in its multi-volume final report, including 94 "calls to action" to further reconciliation between Canadians and First Nation peoples.

The Calls to Action contained 6 recommendations directly addressing First Nation language, and culture as follows:

10. We call on the federal government to draft new Aboriginal education legislation with the full participation and informed consent of Aboriginal peoples. The new legislation would include a commitment to sufficient funding and would incorporate the following principles:
  - i. Providing sufficient funding to close identified educational achievement gaps within one generation.
  - ii. Improving education attainment levels and success rates.
  - iii. Developing culturally appropriate curricula.
  - iv. Protecting the right to Aboriginal languages, including the teaching of Aboriginal languages as credit courses.
  - v. Enabling parental and community responsibility, control, and accountability, similar to what parents enjoy in public school systems.
  - vi. Enabling parents to fully participate in the education of their children.
  - vii. Respecting and honouring Treaty relationships.
12. We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.
13. We call upon the federal government to acknowledge that Aboriginal rights include Aboriginal language rights.
14. We call upon the federal government to enact an Aboriginal Languages Act that incorporates the following principles:
  - i. Aboriginal languages are a fundamental and valued element of Canadian culture and society, and there is an urgency to preserve them.
  - ii. Aboriginal language rights are reinforced by the Treaties.
  - iii. The federal government has a responsibility to provide sufficient funds for Aboriginal-language revitalization and preservation.
  - iv. The preservation, revitalization, and strengthening of Aboriginal languages and cultures are best managed by Aboriginal people and communities.
  - v. Funding for Aboriginal language initiatives must reflect the diversity of Aboriginal languages.
15. We call upon the federal government to appoint, in consultation with Aboriginal groups, an Aboriginal Languages Commissioner. The commissioner should help promote

Aboriginal languages and report on the adequacy of federal funding of Aboriginal-languages initiatives.

16. We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal languages.

## First Nations Cultural Education Centres

First Nation Cultural Education Centres have an active role in community-based language programs, in both the education system and in community affairs. In the education system, Cultural Education Centres serve as support for education related programs including curriculum development for First Nation and provincial schools; teacher training; language classes; language acquisition; resource support to schools; presentations, workshops relating to the preservation of culture and language; life skills development; audio/visual resources, internet web pages; and the production of materials for teachers, museums, archives, resource centres, libraries and post secondary schools. Within the community, Cultural Education Centres develop and deliver programs and services including summer camps; traditional sweat lodges and ceremonies; outdoor skills; cultural tourism; community language classes; traditional healing; protection of Elders teachings and traditional knowledge; adult language lessons; ceremonial and cultural celebrations; link contemporary technologies to traditional skills; and delivery of cultural awareness programs to the public. The website noted that Cultural Centres function as ambassadors through the transmission of accurate accounts of First Nation history, nurturing cultural awareness, and thereby addressing racism.

Cultural Education Centres have been successful in utilizing technology to make First Nations language and culture current, dynamic and relevant to the youth within the communities , which is essential given the current concentration on technology and social media.

Cultural Education Centres play a prominent and important role in collecting, documenting, and preserving language and culture, which is imperative, in view of the fact that many First Nation languages are critically endangered or on the verge of extinction.

## Six Nations of the Grand River

All six of the First Nation languages (Mohawk, Cayuga, Onondaga, Oneida, Seneca, and Tuscarora), at, Six Nations of the Grand River, have been noted as critically endangered with less than 50 speakers of each language within the community. In response, Six Nations of the Grand has established organizations to develop a coordinated approach to the revitalization and preservation of the First Nation languages within the community.

The Six Nations Language Commission was established in 2007 to revitalize all six Iroquoian languages. The Commission currently accesses funding through various programs and from Six Nations Elected Council to fund adult programs for the Mohawk, Cayuga and Onondaga languages. The main goal of the SNLC is to create a critical mass of language speakers within the Six Nations of the Grand River.

Six Nations of the Grand River established the Lifelong Learning Task Force (LLTF), in 2018. Reporting to the Six Nations Elected Council and the community as a whole, the LLTF is mandated to explore options

and make recommendations on a world-class lifelong learning (education) system that is based on language and culture for Six Nations of the Grand River.

#### Life Long Learning Task Force Language & Culture Final Report

Life Long Learning Task Force Language & Culture Final Report, prepared by Onkwakara Communications & Consulting Inc., November 2018, provided a background summary, operating cost estimates, and capital funding requirements, for language programs operating within Six Nations of the Grand River. The study recommended the development of Language Centre to serve the three existing programs, Mohawk, Cayuga, and Onondaga. The facility would provide areas for curriculum development, resource, research, and adult education. The centre would serve as a language hub providing an education facility, with common gathering space, while allowing the language programs to remain autonomous. The centre would also allow the sharing of resources, collaboration between programs, and development of best practices for language development.

#### Six Nations Community Plan

The Six Nations Community Plan 2019 was developed in consultation with community members, including youth and elders; community departments; organizations; and leadership to serve as a guiding document toward a healthy, happy, and thriving future.

The Community Plan has set priority and goals which directly support the development of a language centre within the Six Nations of the Grand River. The development of a community based holistic lifelong education approach has been set as a goal within the Employment & Education priority. Preservation and enhancement of the Haudenosaunee languages and celebration of their Haudenosaunee identity through culture & tradition have been set as goals within the Culture priority. Developing a connection with off-reserve members to strengthen retention in employment and education has also been set as a goal within the Employment & Education priority.

Specific Goals which have been identified within the Culture & Tradition area of the Community Plan which would be addressed by the Language Learning Centre include:

- Develop a ceremonial speakers' list and procedure
- Develop a learners mentoring program

Specific Goals which have been identified within the Preserve and Enhance Haudenosaunee Languages area of the Community Plan which would be addressed by the Language Learning Centre include:

- Create a language speaker monitoring program
- Explore new technologies to expand language
- Focus on adult learners and creating teachers
- Adapt existing language programs to be incremental
- Document and archive Haudenosaunee Languages for ongoing and future revitalization efforts
- Expand language nest initiative
- Highlight language learner success stories
- Enhance Language instruction in neighbouring high schools

- On reserve language high school
- Require employees of public organizations to learn a language

## Proposed Development

The Six Nations of the Grand River propose to develop the Six Nations of the Grand River Language Learning Centre as an institution dedicated to the preservation and revitalization of the Languages of the Six Nations, Mohawk, Cayuga, Onondaga, Oneida, Seneca, and Tuscarora.

The Six Nations of the Grand River Language Learning Centre is proposed to:

- Serve as a central repository for educational materials pertaining to language learning of the Six Nations;
- Collaborate with learning institutions in the development of curricula, instructional, and resource material for Six Nations culture and language instruction including the full continuum of lifelong learning;
- Coordinate development of an accredited language instructor's training program;
- Assist the Six Nations in influencing the development of policy and legislation in support of the preservation and revitalization of the languages of the Six Nations; and
- Provide instruction / education in support of the preservation and revitalization of the languages of the Six Nations.

The vision is for the Language Learning Centre to eventually include adult immersion programs, a childcare centre, and a language nest and accommodations for students and speakers.

### Operations

The Six Nations of the Grand River Language Learning Centre is proposed to be composed of administration department to administer operation of the building and programs; repository for educational materials; production department for the development of curricula, instructional, and resource material; and educational programs in support of the preservation and revitalization of the languages of the Six Nations.

### Administration

Administration staff will consist of the Learning Centre Director and Learning Centre Executive Assistant.

The Administration staff will be responsible for the financial administration of the facility; overseeing the operation and maintenance of the facility including scheduling of room access and rentals; overseeing the development of curricula, instructional, and resource material; overseeing the operation of central repository for educational materials; overseeing the development and administration of an accredited language instructor's training program; and assist in the administration of educational programs in support of the preservation and revitalization of the languages of the Six Nations.



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### Production Department

The Production Department is proposed to be comprised of 6 Writers/Publishers – 2 for each language program; 3 Writers/Publishers Support -1 for each language; a Production Assistant; Sound & Video Specialist (2); and Sound & Video Assistant (1). The department will work in collaboration with Language Teachers, and Academics in the development of curricula, instructional, and resource material, in print, video, and audio formats for the full continuum of lifelong language learning.

### Language Programs

The centre will Provide instructional / educational space in support of the three existing language programs operating within Six Nations, Mohawk, Onondaga, and Cayuga, including office and classrooms. The Language Instruction Programs will consist of 9 Language Instructors, 3 for each language; 9 Language Instructor Assistants, 1 for each language; 3 Program Coordinators, 1 for each language; and 3 Administrative Assistants, 1 for each language.

### Hours of Operation

The facility will be in operation 7 days per week. The administration and production departments will maintain regular office hours from 8:30 a.m. to 4:30 p.m., Monday to Friday throughout the year. The repository department will maintain regular office hours from 8:30 a.m. to 4:30 p.m., Monday to Friday throughout the year, with extended evening and weekend hours should demand warrant. The facility will also be open for community events during the evenings and weekends.

The educational programs will operate the adult language programs utilizing a school calendar year of September to May, with class hours occurring from 8:30 a.m. to 4:30 p.m., Monday to Friday. Additional language classes will be offered throughout the year, including some evening, weekend, and summer courses.

## **Building Requirements**

Due to area requirements and lack of leasable space within the Six Nations of the Grand River, a new facility will need to be constructed to house the Language Learning Centre. The Language Learning Centre is proposed to be comprised of a single-story 41,500 sq. ft. institutional facility containing office; instructional; meeting; recreational; kitchen; cafeteria; and production space.

### Administration Office Area

The Administration Office Area is proposed to provide areas for reception; 2 small meeting rooms for up to 8 people; a boardroom; office space for the Learning Centre Director; office space for the Learning Centre Executive Assistant; work area; washroom; and office storage.

### Instructional Areas

The Language Learning Centre will require three separate instructional areas. One for each of the Language Instruction Programs currently being provided within the community which are Mohawk, Onondaga, and Cayuga. It was noted that provision should be made in design for the expansion of the

facility to provide three separate instructional areas for the Language Instruction Programs in Tuscarora, Seneca, and Oneida, if they were to be developed in the future.

Each Instructional Area is proposed to provide areas for 3 classrooms to accommodate up to 20 students each; a live-in learning area to accommodate use of language in a casual social environment; a small meeting room for up to 8 people; office space for the Language Instructors; office space for the Language Program Administration; work area; washroom; and office storage.

#### Multimedia Production Area

The Language Learning Centre will require a production area to develop resource materials for the language programs. The Production Area is proposed to provide areas for 6 Writers/Publishers – 2 for each language; 3 Writers/Publishers Support -1 for each language; and a Production Assistant; a production area; and a resource area.

The Language Learning Centre will require an audio / video area to develop resource materials for the language programs. The audio / video area will require areas for Sound & Video Specialist (2); Sound & Video Assistant (1); and a sound / video production and editing area.

#### Recreation Area

The Language Learning Centre will require a gymnasium and stage area to provide cultural related sports training; allow for language-based sporting events; allow for language-based theatre productions; and allow for general assembly. The gymnasium will require space for community events to host up to 300 individuals.

#### Cafeteria / Kitchen

The Language Learning Centre will require a cafeteria / kitchen area to provide eating area for up to 100 people on a daily basis. An adjoining activity area will provide space for smaller assembly groups, as well as allow for cultural or language-based cooking instruction.

Jason Brouwer, Architect, was retained to provide conceptual floorplans for the facility. The table below shows the total proposed size of the Language Learning Centre by area.

**Proposed Language Learning Centre  
Floor Area**

Description	Area (Sq. Ft.)	Area (m2)
<b><u>Instructional Area</u></b>		
Mohawk Adult Immersion (west)		
Classroom 1 (top)	917	85.2
Classroom 2 (bottom left)	917	85.2
Classroom 3 (bottom right)	940	87.3
Administration Office	332	30.8
Instructors Office	168	15.6
Live-in Learning	932	86.6

Description	Area (Sq. Ft.)	Area (m2)
Meeting Space	139	12.9
Washrooms	99	9.2
Work Area	78	7.2
Cayuga Adult Immersion (north)		
Classroom 1 (top left)	917	85.2
Classroom 2 (bottom left)	940	87.3
Classroom 3 (right)	917	85.2
Administration Office	332	30.8
Instructors Office	168	15.6
Live-in Learning	919	85.4
Meeting Space	139	12.9
Washrooms	98	9.1
Work Area	78	7.2
Onondaga Adult Immersion (west)		
Classroom 1 (top left)	940	87.3
Classroom 2 (top right)	917	85.2
Classroom 3 (bottom)	917	85.2
Administration Office	332	30.8
Instructors Office	168	15.6
Live-in Learning	930	86.4
Meeting Space	139	12.9
Washrooms	99	9.2
Work Area	78	7.2
<b><u>Recreation Area</u></b>		
Large Gymnasium	4,240	393.9
Stage	649	60.3
Storage	417	38.7
Green Room	360	33.4
Men's Washroom Change Room	360	33.4
Women's Washroom / Change Room	394	36.6
Universal Washroom / Change Room	72	6.7
Activity Room	1,612	149.8
Kitchen	674	62.6
Cafeteria	2,356	218.9
Men's Washrooms	2,168	201.4
Women's Washrooms	2,130	197.9
<b><u>Administration Area</u></b>		
Reception	694	64.5
Director	335	31.1
Executive Assistant	335	31.1

Description	Area (Sq. Ft.)	Area (m2)
Board Room	698	64.8
Washroom	82	7.6
Storage	50	4.6
Work Area	79	7.3
<b><u>Multimedia Production Area</u></b>		
Resource	964	89.6
Production	569	52.9
Audio / video Department	693	64.4
Library	1,574	146.2
Common Area	6,450	599.2
<b>Total</b>	<b>41,500</b>	<b>3,855</b>

## Alternative Site Analysis

The Six Nations of the Grand River has identified two properties for consideration in the location of the Language Learning Centre, Alternative I -Lot 6-21-1 Concession 5, Tuscarora Township, and Alternative II - Lot 14-20 Concession 4, Tuscarora Township.

Alternative I - Lot 6-21-1 Concession 5, Tuscarora Township, contains approximately 2.1 hectares (5.25 acres). The property is located on the north side of 4th Line, approximately 1 km east of Chiefswood Rd., in the Village of Ohsweken. The site is currently occupied by A6N, a First Nation controlled construction company. The lot currently contains an office/garage building and vehicle parking /staging area. Plans are for the property to be vacated by the construction company, which would provide the opportunity for development of the Language Learning Centre. Surrounding uses include residential areas to the south and west, forested area to the north, and agricultural field to the east.

Alternative II - Lot 14-20 Concession 4, Tuscarora Township, contains approximately 4 hectares (9.8 acres). The property is located on the south side of 4th Line, approximately 1.9 km east of Chiefswood Rd., in the Village of Ohsweken, and approximately 1/3 to mid-way through the concession. The site is currently an agricultural field. Surrounding uses include institutional areas to the north, forested and agricultural areas to the west, forested area to the south, and agricultural field to the east. Figure 5.3 shows the location of Lot 14-20 Concession 4, Tuscarora Township. The area currently houses similar developments with Six Nations Polytechnic located to the northwest, and the planned development of Kawenni:io/Gaweni:yo School on Lot 13-12 Concession 4, Tuscarora Township, which fronts directly on to Tuscarora Rd. to the east of the proposed development site.

The study has noted that the shape of the Lot 6-21-1 Concession 5, Tuscarora Township, has resulted in the preliminary site plan situating the parking area and a portion of the building on the edge on the 100 Year Hurricane Hazel Flood Level. This would require the finished floor elevation to be raised above the flood level which resulted in additional cost of approximately \$400,000. However, Lot 6-21-1 Concession 5, Tuscarora Township, is located on the north side of 4th Line, approximately 1 km east of Chiefswood

Rd., in the Village of Ohsweken. As a result, the property has access to the communal water distribution and wastewater collection systems which are located along 4th line within 130m of the proposed building. This has resulted in lower water and wastewater servicing costs and total site development costs (\$3,021,469), in comparison to site development costs for Lot 14-20 Concession 4, Tuscarora Township, using either the communal wastewater system (\$3,840,469 ) or the onsite Peatland wastewater system (\$3,915,469). In consideration of the lower cost for site development, Lot 6-21-1 Concession 5, Tuscarora Township, is recommended as the preferred location for the Six Nations of the Grand River Language Learning Centre.

## Construction Budget

Budget requirements have been prepared for the Six Nations of the Grand River Language Learning Centre based upon the recommended location of the building on Lot 6-21-1 Concession 5, Tuscarora Township. The budget provides for site develop costs, construction of a 1-story structure containing 41,500 sq. ft., as well as equipment requirements identified for the operation of the language programs and the administration, repository, and production departments.

Language Learning Centre Proposed Construction Budget			
FUNDING		COSTS	
		Land	\$100,000
<b>Owner Equity</b>		<b>Construction</b>	
Land	\$100,000	Building	\$12,450,000
Cash	\$1,781,475	Water Servicing	\$95,625
		Wastewater Servicing	\$50,750
		Storm Water Drainage (Allowance)	\$200,000
		Site Works	\$2,070,800
		Furnishings / Equipment	\$674,800
Bank Loan	\$4,140,114	<b>Sub Total</b>	<b>\$15,641,975</b>
Federal / Provincial Grant	\$11,843,181	<b>Design &amp; Contingency</b>	
		Contingency	\$864,219
		Design	\$1,358,576
		<b>Sub Total</b>	<b>\$2,222,795</b>
<b>Total Funding</b>	<b>\$17,864,770</b>	<b>Total Costs</b>	<b>\$17,864,770</b>

## 1.0 Background Information

### 1.1 Location

Six Nations of the Grand River is a large First Nation community located approximately 25 km southwest of City of Hamilton between the City of Brantford, and the Towns of Caledonia and Hagersville. The First Nation is bounded by Brant County, Haldimand County, and the Mississauga of the New Credit First Nation. Physical boundaries of the Reserve include Brant County to the north; Regional Road #20 to the south; Oneida Road/CN railway tracks to the east; and Bateman Line to the west.

The First Nation is classified as Zone 1, by INAC's geographic classification systems which notes that the First Nation is located within 50 km of the nearest service centre to which it has year-round road access. The First Nation has an INAC Environmental Index rating of A, signifying that its geographic location is less than 45 degrees latitude.

### 1.2 Transportation Routes

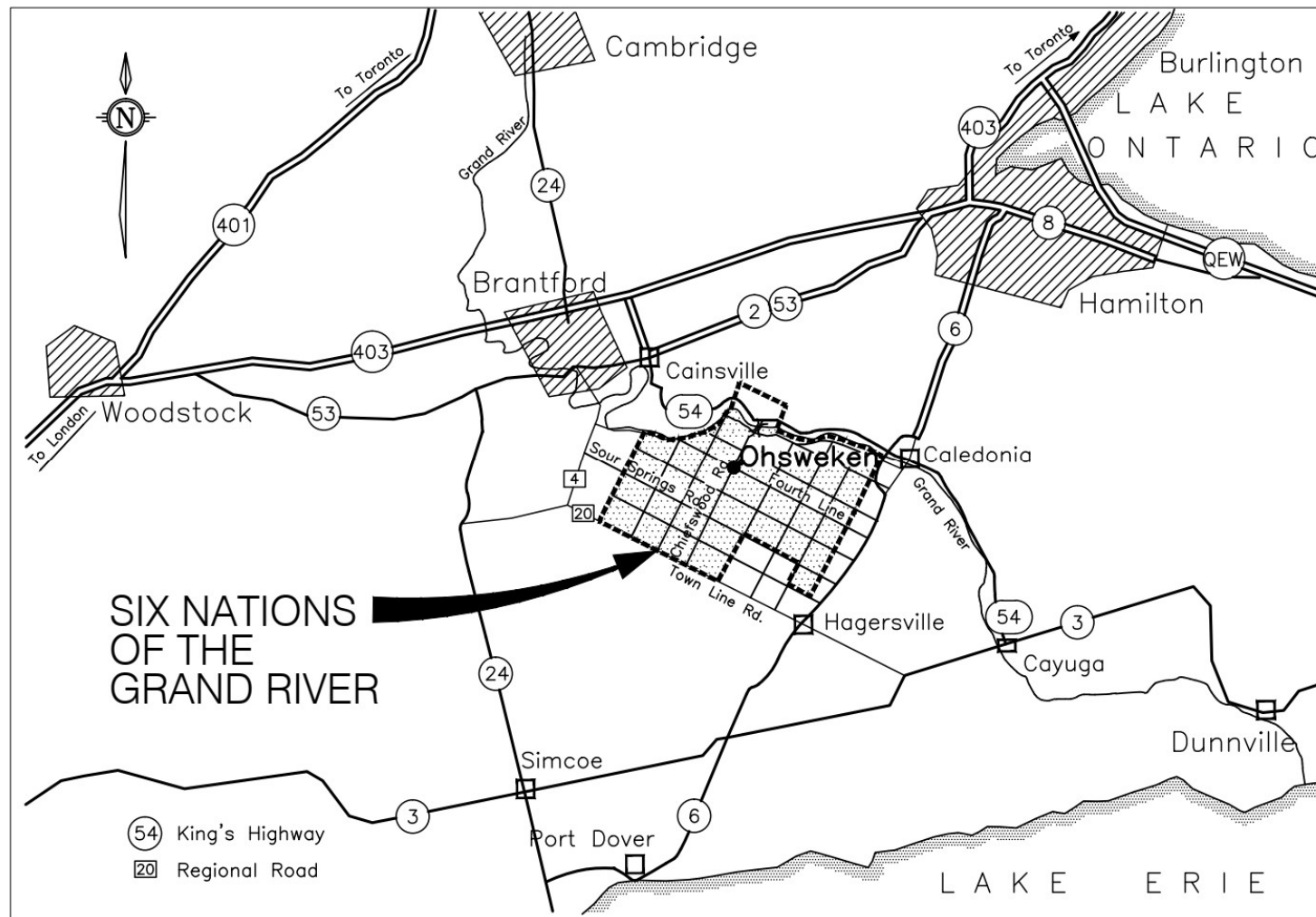
Six Nations of the Grand River is accessible via the Cockshutt Road (County Road 4) to the west, Town Line Road (Regional Road 20 to the south, Highway 6 to the east, and Highway 54 to the north. Highway 6 and Highway 54 also provide access to the Province of Ontario 400 Series of highways and the larger centre areas of the Greater Toronto Area, London, Hamilton, St. Catharines, and Buffalo, New York.

Figure 1.1: Location illustrates the location of Six Nations of the Grand River

### 1.3 Land Base

The Six Nations of the Grand River consists of approximately 18,000 hectares of land. A small portion of the land is held by the First Nation, while the majority of the land is held by individual members through Certificates of Possession.

Figure 1.1  
Six Nations of the Grand River  
Location Plan



## 1.4 Governance

The Six Nations of the Grand River government is based on an elective system in accordance with the Six Nations Election Code 2019. and is comprised of one (1) Chief and nine (9) Councillors. The First Nation Council receives administrative support from the Six Nations Administration. The Administration is responsible to maintain administrative operations according to the programs, policies, criteria, and funding determined by Council.

Six Nations Administration consists of 13 Departments which provide services within the areas of:

- Economic Development - Housing Authority
- Finance
- Fire Department
- Health Department
- Human Resources Department
- Information Technology Department
- Lands and Resources Department
- Lands/Membership Department
- Parks and Recreation Department
- Public Works Department
- Social Services Department
- Welfare Department
- Lifelong Learning

## 1.5 Population

Six Nations of the Grand River has the largest population of all First Nations in Canada. According to the Six Nations of the Grand River website, the total band membership is 27,559, with 12,892 living within the First Nation, as of December 31, 2019. The population within the community is spread fairly evenly and conforms to a general dispersed settlement pattern, except for the dense population pattern in the Village of Ohsweken. Based upon a housing occupancy density of 4.2 people per household, the number of houses on Six Nations is estimated at 3,069.

## 1.6 Local Economy

### 1.6.1 Existing Business Operations

The Six Nations / New Credit Business Directory compiled by Two Rivers Community Development Centre on annual basis, lists 314 private business operations, and 7 business related community organizations which are currently operating on Six Nations. Private business operations include craft stores, gas station & convenience stores, restaurants, construction companies, and professional services companies, including architectural, engineering, law, and accounting services.

The majority of private businesses are operated from individual facilities designed to meet the single business purpose requirements. There are 9 multi-purpose commercial buildings being operated within Six Nations of the Grand River.

The Eagles Nest Complex is located on Six Nations land adjacent to the City of Brantford at 188 Mohawks St. The Eagles Nest Complex is a professional office complex owned and operated by the Six Nations Council, as part of their commercial leasing operations. The building is currently occupied by Staats Law, GoodMinds.com, and the OI Group.

The Iroquois Village Plaza is located at 1721 Chiefswood Road in Ohsweken. The Iroquois Village Plaza is owned and operated by the Six Nations Council, as part of their commercial leasing operations. The



building contains a combination of retail, service, and office space. Current occupants include Six Nations Lands & Resources Department, Erlind's Restaurant, T N T Fast Food & Ice Cream, CKRZ Radio Station, Ohsweken Eye Care, Canada Post, Royal Bank of Canada, and Ancestral Voices Healing Centre.

White Pines Business Complex is located at 1745 Chiefswood Road in Ohsweken. The White Pines Business Complex is owned and operated by the Six Nations Council, as part of their commercial leasing operations. Six Nations Health Services is the primary occupant.

The GREAT Building is owned and operated by Grand River Employment and Training, as a commercial leasing operation. The building contains a combination of retail, service, and office space. Current occupants include Grand River Employment and Training, Two Rivers Community Development Centre, Ogwehoweh Skills and Trades Training Centre, Montour Law, Haudenosaunee Development Institute, and Java Joe's Catering.

Six Nations of the Grand River also contains a number of privately operated multi-purpose commercial buildings including Chiefswood Plaza, Sour Spring's Plaza, Skye's Plaza, Parkway Plaza, and Middleport Plaza. The plazas have been developed privately and primarily house family-owned business.

Leasable space is very limited with vacancies primarily composed of small retail or office areas.

## 1.7 Community Infrastructure Services

### 1.7.1 Communal Water System

The communal water system was constructed in 2013. The communal water system includes a water supply intake to the Grand River, low lift station, a 47 L/s membrane filtration water treatment plant with conventional pre-treatment, biological polishing filters and ultraviolet / hydrogen peroxide advanced oxidation process, SCADA systems. The existing daily demand is approximately 11.5 L/sec. The water distribution consists of consists of 400mm, 300mm, 250mm, 200mm and 150mm diameter watermain which primarily services the Villages of Ohsweken with servicing provided to O.M. Smith School and

Most residents not connected to the communal water distribution system are served by individual wells or cisterns.

### 1.7.2 Wastewater Servicing

Most homes and facilities in the rural areas have individual septic tank systems while the residential and community facilities in the Village of Ohsweken are connected to facultative lagoons for sewage treatment and disposal. Other alternatives used in the rural areas are holding tanks and bio filters.

There is wastewater pump station located approximately 900m west of Tuscarora Rd. the pump station currently serves an elders' subdivision on 4th Line has a gravity sewer and sewage pump station (PS6), that conveys sewage through a 50 mm diameter forcemain to the lagoon sewage pump station (PS5) upstream maintenance hole. The Elders' Subdivision Lift Station services the 12 homes in the development, the Six Nations Polytechnic School, the Scott Smith property sewage pump station (PS7) on the north side of Fourth Line opposite the Elders Subdivision, and the Six Nations Police Station which has

a sewage holding tank hydraulically connected to the Elders' Subdivision Sewage Pump Station. The pump station (PS7) is located approximately 900m west of Tuscarora Rd.

### 1.7.3 Electricity

The community is on the Hydro One Grid System, which distributes single phase and three-phase power to the area.

## 1.8 Identification of Need

### 1.8.1 First Nation Language

There are more than 70 First Nation languages across 12 language groups currently spoken in Canada. In 2016, an estimated 260,550 people were able to speak their First Nation language. Although the overall number of First Nation language speakers has grown by 3.1 percent in the last 10 years, only 1 in 3 Elders and 1 in 10 children speak a First Nation language as their mother tongue.<sup>1</sup> The fragile state of many of Canada's First Nation Languages has been well documented. The UNESCO Atlas of the World's Languages in Danger project reports that three-quarters of the nation's First Nation languages are "definitely," "severely" or "critically" endangered. The remainder are classified as "vulnerable/unsafe." Only the Cree, Inuktitut and Ojibwa languages are believed to have enough speakers to be sustained on an on-going basis.<sup>2</sup>

The loss of First Nation languages has been attributed to residential schools, which actively discouraged the use of First Nation languages, and the reserve system and other colonial policies which divided communities from others with shared languages and traditions. It is noted that of Canada's approximately 1.5 million First Nation people, only 15 per cent speak their First Nation languages at home.<sup>3</sup>

All six of the First Nation languages (Mohawk, Cayuga, Onondaga, Oneida, Seneca, and Tuscarora), at Six Nations of the Grand River, have been noted as critically endangered with less than 50 speakers of each language within the community.<sup>4</sup> The Six Nations Language Commission has noted that First Language Speakers for Mohawk are less than 5, less than 8 for Onondaga and less than 40 for Cayuga and that there are no Oneida, Tuscarora or Seneca First Language Speakers within the community.

The state of the First Nation languages at Six Nations is supported by the study First Nation Languages in Canada which found the number of mother-tongue Haudenosaunee or Iroquoian speakers in Canada are limited, as shown in Table 1.1.

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<sup>1</sup> McIvor, O. (2018). Indigenous languages in Canada: What you need to know. Ottawa, ON, Canada: CCUNESCO

<sup>2</sup> Walker, Nick (2017). Mapping Indigenous languages in Canada. [www.canadiangeographic.ca/article/mapping-indigenous-languages-canada](http://www.canadiangeographic.ca/article/mapping-indigenous-languages-canada)

<sup>3</sup> Ibid.

<sup>4</sup> Green, Jeremy (217). Pathways to Creating Onkwehonwehnéha Speakers at Six Nations of The Grand River Territory. Ohsweken, On, Canada: Six Nations Polytechnic.

**Table 1.1**  
**Mother-Tongue Haudenosaunee**  
**Speakers In Canada**

Language	Mother-tongue Speakers In Canada
Onöndowá'ga:' (Seneca)	2-3
Onqda'géga'/Onoñda'géga' (Onondaga)	7
Goyogohó:nq' (Cayuga)	30-50
Oniyota'a:ka/Oniyota'a-ka (Oneida)	180
Kanien'kéha/Kanyen'kéha (Mohawk)	545

The study noted that the table excluded Tuscarora, a distinct Iroquoian language, of which mother-tongue speakers had since passed away.<sup>5</sup>

### 1.8.2 Truth and Reconciliation Commission of Canada: Calls to Action

The Indian Residential Schools Settlement Agreement resultant of the largest class-action settlement in Canadian history, began to be implemented in 2007. One element of the agreement was the establishment of the Truth and Reconciliation Commission of Canada to facilitate reconciliation among former students, their families, their communities, and all Canadians. Between 2007 and 2015, the Truth and Reconciliation Commission of Canada spent 6 years travelling to all parts of Canada hearing from more than 6,500 witnesses, creating a historical record of the residential schools system, and hosting 7 national events, to engage the Canadian public, and educate people about the history and legacy of the residential schools system.

In June 2015, the TRC released the executive summary of the findings contained in its multi-volume final report, including 94 "calls to action" to further reconciliation between Canadians and First Nation peoples.

The Calls to Action contained 6 recommendations directly addressing First Nation language, and culture as follows:

10. We call on the federal government to draft new Aboriginal education legislation with the full participation and informed consent of Aboriginal peoples. The new legislation would include a commitment to sufficient funding and would incorporate the following principles:
  - viii. Providing sufficient funding to close identified educational achievement gaps within one generation.
  - ix. Improving education attainment levels and success rates.
  - x. Developing culturally appropriate curricula.

<sup>5</sup> Flynn, Darin (2018). Indigenous Languages in Canada. Calgary, AB Canada: University of Calgary.

- x. Protecting the right to Aboriginal languages, including the teaching of Aboriginal languages as credit courses.
  - xi. Enabling parental and community responsibility, control, and accountability, similar to what parents enjoy in public school systems.
  - xii. Enabling parents to fully participate in the education of their children.
  - xiii. Respecting and honouring Treaty relationships.
12. We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.
13. We call upon the federal government to acknowledge that Aboriginal rights include Aboriginal language rights.
14. We call upon the federal government to enact an Aboriginal Languages Act that incorporates the following principles:
  - vi. Aboriginal languages are a fundamental and valued element of Canadian culture and society, and there is an urgency to preserve them.
  - vii. Aboriginal language rights are reinforced by the Treaties.
  - viii. The federal government has a responsibility to provide sufficient funds for Aboriginal-language revitalization and preservation.
  - ix. The preservation, revitalization, and strengthening of Aboriginal languages and cultures are best managed by Aboriginal people and communities.
  - x. Funding for Aboriginal language initiatives must reflect the diversity of Aboriginal languages.
15. We call upon the federal government to appoint, in consultation with Aboriginal groups, an Aboriginal Languages Commissioner. The commissioner should help promote Aboriginal languages and report on the adequacy of federal funding of Aboriginal-language initiatives.
16. We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal languages.

On 5 February 2019, the Canadian government tabled the Indigenous Languages Act, which seeks to protect and revitalize Indigenous languages in Canada.

### 1.8.3 Lifelong Learning Task Force

Six Nations of the Grand River established a Lifelong Learning Task Force (LLTF), in 2018. Reporting to the Six Nations Elected Council and the community as a whole, the LLTF is mandated to explore options and make recommendations on a world-class lifelong learning (education) system that is based on language and culture for Six Nations of the Grand River. The LLTF builds on previous activity in this area and works with community members, internal entities and external partners to:

- review the current education system,
- review and refine the draft model and costing developed in an Education Study,
- conduct research on areas where little or no baseline information is currently available,
- establish a plan to work towards a future lifelong learning system that meets the needs of our learners and the community as a whole.

The LLTF includes representation from all facets of the community including, but not limited to:

- Representation from all schools (federal and non-federal)
- Six Nations Elected Council
- Six Nations Polytechnic
- Six Nations Lands and Resources
- Six Nations Languages Commission
- Six Nations community representatives
- Six Nations Social Services
- Six Nations Health Services
- Six Nations Community Planning
- Grand River Employment and Training
- Ogwehhoweh Skills and Trades Training Centre
- Grand River Post Secondary Education Office

#### 1.8.4 Six Nations Language Commission

The Six Nations Language Commission was established in 2007 to revitalize all six Iroquoian languages. The Commission currently accesses funding through various programs and from Six Nations Elected Council to fund adult programs for the Mohawk, Cayuga and Onondaga languages. The main goal of the SNLC is to create a critical mass of language speakers within the Six Nations of the Grand River.

## 2.0 Industry Overview

### 2.1 First Nation Cultural Education Centres

First Nations Confederacy of Cultural Education Centres is a non-profit national organization comprising of over fifty Cultural Education Centres which are located in every part of the country and represents the language and cultural diversity among First Nations.

According to the First Nations Confederacy of Cultural Education Centres (FNCCEC) website, First Nation Cultural Education Centres have an active role in community-based language programs, in both the education system and in community affairs. In the education system, Cultural Education Centres serve as support for education related programs including curriculum development for First Nation and provincial schools; teacher training; language classes; language acquisition; resource support to schools; presentations, workshops relating to the preservation of culture and language; life skills development; audio/visual resources, internet web pages; and the production of materials for teachers, museums, archives, resource centres, libraries and post secondary schools. Within the community, Cultural Education Centres develop and deliver programs and services including summer camps; traditional sweat lodges and ceremonies; outdoor skills; cultural tourism; community language classes; traditional healing; protection of Elders teachings and traditional knowledge; adult language lessons; ceremonial and cultural celebrations; link contemporary technologies to traditional skills; and delivery of cultural awareness programs to the public. The website noted that Cultural Centres function as ambassadors through the transmission of accurate accounts of First Nation history, nurturing cultural awareness, and thereby addressing racism.

The site has noted that Cultural Education Centres have been successful in utilizing technology to make First Nations language and culture current, dynamic and relevant to the youth within the communities , which is essential given the current concentration on technology and social media.

It also noted that Cultural Education Centres play a prominent and important role in collecting, documenting and preserving language and culture, which is imperative in view of the fact that many First Nation languages are critically endangered or on the verge of extinction.

The FNCCEC has noted their expertise in language immersion, curriculum development, teachers training, historical archiving, curatorship, cross cultural awareness, networking, multimedia technology, language learning, fluent speakers acquisition, the collection and archiving of oral histories, production of language resources. The FNCCEC has also noted the Cultural Education Centres' role in addressing the legacies of Indian Residential Schools, inheriting a mandate to develop and deliver healing programs to meet the historical, cultural, social and educational needs relating to the loss of language and culture caused by residential schools. In the beginning days, cultural revival was a priority issue for Cultural Education Centres' to heal the effects of residential schools which has grown to include the mandate for language protection and fluent speaker acquisition.

First Nation Cultural Education Centres are profiled in the following sections including a summary of their mandate; governance structure; programs and services; and staffing.

### 2.1.1 En'owkin Centre

The En'owkin Centre was established in 1981 to serve the seven bands of the Okanagan Nation Alliance Lower Similkameen Indian Band; Okanagan Indian Band; Osoyoos Indian Band; Penticton Indian Band; Upper Nicola Indian Band; Upper Similkameen Indian Band; and Westbank First Nation.

The seven bands of the Okanagan Nation Alliance nominate and appoint the OIERS Board of Directors. The Board has 16 members comprised for 2 members from each First Nation; a representative from the Okanagan Nation Alliance, and an elder appointed from one of the seven bands. The President, Vice-President, and Secretary / Treasurer are appointed from the members of the Board.

The En'owkin Centre has stated its mandate as:

In consideration of sacred responsibilities given to us by the Creator, upheld through our culture and continues Nsyilxcen Language class through our Elders, we are committed to:

**PROVIDE** the educational needs and programs of the Indigenous people with full participation by the Elders, the parents and the community.

**ENHANCE** the mental, physical, emotional, spiritual and social needs of our people by preserving and reinforcing Indigenous culture, practice and teachings.

**DEVELOP** and implement community based education programs, which focus on the needs of the Indigenous community and are controlled and monitored at the community level.

**RESTORE** the Okanagan language to its rightful place as the communicator of the culture, under the guidance of the Elders.

Table 2.1 provides a summary of the programs offered by the En'owkin Centre.

**Table 2.1**  
**En'owkin Centre**  
**Programs**

Program	Description
National Aboriginal Professional Artist Training (NAPAT) Program	A two year professional artist training certificate program designed to protect and preserve Indigenous world-view and arts expressions in a traditional heritage format utilizing interdisciplinary works with contemporary practice.
Nsyilxcen Language Studies	Accredited with Nicola Valley Institute of Technology (NVIT) and UBCO the Nsyilxcen suite of language and culture courses are transferable across a number of public post secondary institutions and programs.
Foundations In Indigenous Fine Arts	This is a program in the Faculty of Fine Arts in cooperation with the University of Victoria's Cultural Resources Management Program. This is the first year in a 4-year program leading to a Bachelor of Fine Arts degree.

Program	Description
College Readiness Program/ BC Adult Graduation Diploma	This program, in affiliation with Nicola Valley Institute of Technology (NVIT), is designed to validate cultural aspirations and identity as well as to motivate academic excellence.

The En'owkin Centre has a staff of 8 shown in Table 2.2.

**Table 2.2**  
**En'owkin Centre**  
**Staff**

Staff Title
Executive Secretary
Human Resources and Restorative Justice Manager
Manager - Arts, Culture & Adult Higher Learning
Language Director
Academic Liaison
Marketing
Ecommunity Place Program Director
Corrections Liaison

### 2.1.2 Saskatchewan Indigenous Cultural Centre (SICC)

The Saskatchewan Indigenous Cultural Centre (SICC) was established in 1972 as the primary cultural institution of the 74 First Nations of Saskatchewan. The SICC is the leading institution of the First Nations of Saskatchewan mandated for the preservation of their languages, cultures, traditions and heritage. The SICC was the first First Nation controlled educational institution developed to provide services at the provincial level.

The SICC Board of Governors consists of 13 one appointed member from each of the 9 regional tribal councils; one member appointed from the independent First Nations; one member appointed from the Saskatchewan First Nations Women's Commission; one Senator appointed from the Federation of Sovereign Indigenous Nations and the Chief of the Federation of Sovereign Indigenous Nations, as an ex-officio member.

The SICC is mandated to maintain the cultural identity of First Nations cultures who inhabit the province of Saskatchewan including Plains Cree, Swampy Cree, Woodlands Cree, Dene, Saulteaux, Dakota, Nakoda and Lakota. Goals and objectives of the SICC are:

- To assist in developing traditional and contemporary cultural skills of First Nations people;
- To promote cross cultural awareness of First Nations people's historic and current role in Canadian society;



- To provide a First Nations resource base for bands and school systems to draw upon so that First Nations children may accurately inherit the values and traditional of their heritage;
- To conduct and facilitate research on First Nations heritage and culture;
- To advocate the preservation of First Nations languages, cultures, traditional arts and history;
- To advocate First Nations control and management of First Nations cultural resources; and,
- Above all, to respect and promote the Inherent Sovereignty of First Nations and their governments, as recognized by the Royal Proclamation of 1763, confirmed by Treaties 4, 5, 6, 8, 10 and Constitutional relationships.

Table 2.3 provides a summary of the programs offered by the Saskatchewan Indigenous Cultural Centre (SICC).

**Table 2.3**  
**Saskatchewan Indigenous Cultural Centre (SICC)**  
**Programs**

Program	Description
Cultural Resource Management	<p>The operational objectives and activities pf the department include:</p> <ul style="list-style-type: none"> <li>• To facilitate policy development and other initiatives which guard against expropriation and/or exploitation of Saskatchewan First Nations languages, traditions, ceremonial practices, cultural resources, traditional arts and history while ensuring that research, other study and usage is undertake in an ethically and culturally appropriate manner;</li> <li>• To advocate for the preservation of First Nations Treaty, historic, sacred, traditional usage and other sites of a special nature and to facilitate policy development and other initiatives required to ensure the preservation of sites of significance;</li> <li>• To facilitate the repatriation of human remains, sacred object, objects of cultural patrimony, historic documents and other Saskatchewan First Nations cultural properties that are maintained in government, non-government and private collections and to facilitate policy development and initiatives required to ensure repatriation and appropriate stewardship of repatriated items; and,</li> <li>• To serve as a central repository for objects pertaining to the languages, traditions, ceremonial practices, cultural resources, arts and history of Saskatchewan First Nations and to manage the collection of the SICC.</li> </ul>

Program	Description
Languages Department	<p>The operational objectives and activities of the department include:</p> <ul style="list-style-type: none"> <li>• To create project opportunities for community-based strategic planning and implementation;</li> <li>• To support and increase the rate of intergenerational language retention, fluency and transmission through developing materials and training;</li> <li>• To maintain a 'networked' First Nations research function for primary and secondary education that utilizes partnerships for First Nations language and culture research;</li> <li>• Support the standardization of the written forms of Standard Roman Orthography (SRO), Modified Roman Orthography (MRO) and syllabics for resource materials and documentation;</li> <li>• Develop and implement First Nations language and cultural resources and bibliographies for teachers and the general public in partnership with the libraries, archives and First Nations institutions and make these available on the SICC and partner websites;</li> <li>• Schedule an annual conference for language professionals and cultural specialists;</li> <li>• Translate existing and new resource books and materials into various Saskatchewan First Nations languages;</li> <li>• Maintain a list of Elders to assist with translations, curriculum development and instructional resource support;</li> <li>• Collaborate with other federal and provincial departments and learning institutions for the enhancement of SICC organizational goals and objectives; and,</li> <li>• Promote and advocate First Nations Language Law within the inherent sovereignty of First Nations and their governments, as recognized by the Royal Proclamation of 1763 and affirmed and entrenched in the numbered Treaties and the Constitution Act of Canada.</li> </ul>
Collection Department	<p>The library began operations in the fall of 1973 and houses one of the most comprehensive collections on the Indigenous</p>

Program	Description
	<p>peoples of the Americas. The library serves as a central source of information for the First Nations of Canada. It also provides non-First Nations people with pertinent information that promotes cross-cultural understanding, and fosters awareness about the uniqueness of First Nations.</p> <p>The library lends assistance and support to First Nations schools. The library staff responds to requests for information on library procedure and software training via telephone, fax, email and face-to-face visits.</p> <p>The SICC Library is a member of the Library Services for Saskatchewan Aboriginal Peoples Committee (LSSAP). This committee was created for information sharing on issues relating to library services for Aboriginal peoples in Saskatchewan. LLSAP meets on a quarterly basis. The Library is also a member of the Aboriginal Advisory Committee formed by the Saskatoon Public Library. The objective of this committee is to serve as a consultative body to the Saskatoon Public Library on improving services to the Aboriginal people of Saskatoon.</p> <p>The operational objectives and activities of the department include:</p> <ul style="list-style-type: none"> <li>• Library administration;</li> <li>• User programs and services;</li> <li>• Oral history archives;</li> <li>• Language curriculum center;</li> <li>• Professional development; and,</li> <li>• Partnership initiatives.</li> </ul>
SICC Birds of Prey Program	<p>The Birds of Prey Program allows for the distribution of feathers and other items from birds of prey, (i.e. Eagles, Hawks) to Saskatchewan First Nations, on annual basis for ceremonial and spiritual purposes. Applications are reviewed and recommendations are made by the SICC Elders Council.</p>
SICC Short Story Writing Contest	<p>The SICC launched an annual Short Story Writing Contest in 2011 to encourage First Nation children to write in their First Nation languages. This contest promotes First Nation language development, revitalization and retention, and is open for students from grades K to 12.</p>
Online Retail Store	<p>The SICC maintains an online store providing books, posters, CD's, DVD's and flash cards related to the languages and culture of its member First Nations.</p>

The Saskatchewan Indigenous Cultural Centre has a staff of 15 shown in Table 2.4.

**Table 2.4**  
**Saskatchewan Indigenous Cultural Centre**  
**Staff**

Staff Title
President
Director of Finance & Administration
Senior Finance Officer
Indigenous Knowledge Systems Researcher
Community Education & Language Specialist
Community Education & Language Technician
Manager AV Services
Graphic Artist
AV Technician
Resource Technician
Field Support Officer
Assistant Curator
Library Assistant
Special Projects Coordinator
Office Manager

### 2.1.3 Oneida Language Committee

The Oneida Language Committee formed around 1981 to respond to a growing demand for Oneida language instruction and development of language resource materials. The committee was initially a community-based volunteer organization supported through fundraising which was supplemented by modest government grants. The Committee was provided support by the Oneida Nation Council through the use of the premises formerly known as Oneida No. 3 School, in 1990. The Oneida Language & Cultural Centre became a program under Council's administration, shortly thereafter.

Oneida Nation of the Thames was originally a founding member of the Woodlands Cultural Centre, in Brantford, and the First Nation's share of federal cultural education dollars was allocated to the centre. By July 1992, Oneida Nation of the Thames had withdrawn as a member from the Woodland Cultural Centre and arranged for the First Nations' portion of cultural education funds to be transferred to the First Nations Confederacy of Cultural Education Centres. The Oneida Language & Cultural Centre, operated with its first budget as a department of Council in the 1997-98 fiscal year and continues as a member of the First Nations Confederacy of Cultural Education Centres. Core funding, currently at \$109,655, is provided by the Cultural Education Centres Program funded by Indigenous Services Canada. Grants are sought out annually to supplement the budget.

The Oneida Language and Cultural Education Centre is part of the Life Long Learning Department. The Director of the centre reports to the Life Long Learning Administrator who is responsible to the Director

of Operations who is responsible to Council. The program is steered by our table of experts, ten Master Speakers who meet regularly to provide direction on language for various projects, programming, and developing models for Oneida ways of thinking, being and doing.

Table 2.5 provides a summary of the programs offered by the Oneida Language & Cultural Centre (OLCC)

**Table 2.5**  
**Oneida Language & Cultural Centre (OLCC)**  
**Programs**

Program	Description
Research	To research and document the historical background of the Oneida name, Oneida cultural symbols and other history relevant to Oneida people and distribute such information to the community;
Language Instruction	To provide Oneida language instruction for teachers and teaching assistants, community members, parents of students, administration staff and community service providers;
Curriculum & Resource Material Development	To assist teachers with language translation for course curriculum, and provide teaching materials and multimedia resource support.

The Oneida Language & Cultural Centre (OLCC) has a staff of 2 shown in Table 2.6.

**Table 2.6**  
**Oneida Language & Cultural Centre (OLCC)**  
**Staff**

Staff Title
Director
Graphic Artist

## 3.0 Previous Studies

### 3.1 Comprehensive Community Plan

The Six Nations Community Plan 2019 was developed in consultation with community members, including youth and elders; community departments; organizations; and leadership to serve as a guiding document toward a healthy, happy, and thriving future. The community plan has identified eight community priorities which are Mother Earth; Culture; Governance; Community; Built Environment; Employment & Education; Wealth & Economy; and Wellbeing.

The community plan has noted that the priorities are interconnected and have symbolized the priorities as a tree. Wellbeing is at the top of the tree noting that it is the goal of all that the community does with growth in all other priorities, building the community's wellbeing. Culture is represented as the trunk of the noting that it is central to all that the community does and what makes the community Haudenosaunee. Employment & Education and Wealth & Economy have been noted as branches which provide shade and protection on the community's path to self-sufficiency and sustainability. It is noted that Employment, Education, Wealth and Economy must be strongly connected to the community's culture to ensure they reflect the identity of the community. Mother Earth, Governance, Community, and the Built Environment are represented as the roots of the tree that keep the community strong. It is noted that a healthy relationship with mother earth, strong and accountable leadership, a safe and connected community and an adequate built environment (such as housing and infrastructure) are required to keep the community strong and grounded as it pursues Wellbeing.

The Six Nations Community Plan 2019 has set priority and goals which are directly related to the development of the Six Nations of the Grand River Language Learning Centre. The development of a community based holistic lifelong education approach has been set as a goal within the Employment & Education priority. Develop our connection with off-reserve to strengthen retention in employment and education has also been set as a goal within the Employment & Education priority. Preserve and enhance our Haudenosaunee languages and celebrate our Haudenosaunee identity through culture & tradition have been set as goals within the Culture priority.

#### 3.1.1 Culture & Tradition

The objectives that have been identified within Community Plan 2019, in regard Culture and Tradition which would be supported by the development of the Six Nations of the Grand River Language Learning Centre are shown in Table 3.1.

**Table 3.1**  
**Culture & Tradition**  
**Objectives**

<b>SHORT TERM</b> (2019-2024)	Develop a <b>ceremonial speakers' list</b> and procedure	Organizations looking to integrate more culture in meetings and events often seeking speakers but need clear list of who can provide this service, and how they should be respectfully compensated.
	Develop a <b>learners mentoring program</b>	Pairing up learners to meet up with one another, share and learn from each other to reduce stigma of being new to the culture.

The Community Plan noted the key challenges and concerns with respect to culture were:

- Colonization has forced an external culture on us and hindered our own. Trying to keep up with expectations can slowly distance us from our Haudenosaunee identity.
- Fewer in the community hold the knowledge of our principles and how they are meant to guide us.
- Legacy of cultural genocide has made those that know the culture protective of it; those seeking to reconnect with their identity can feel excluded or embarrassed instead of supported and loved.
- Some organizations are publicizing cultural values on paper but not living them.
- Funding often focuses on basic needs of housing, water, etc. If we neglect culture it will be lost with time then when basic needs of the community are satisfied there will be no culture left to make us who we are

The Community Plan noted that progress could be measured as :

- Reconnecting with our past in modern ways
- More knowledge of the principles that guide us all
- Greater ability to connect with culture in workplaces
- Individuals feel secure in their identity
- Inclusivity for all Onkwehon:we who may be learning about their identity.
- Increased traditional social celebrations and capacity for singers to share

### 3.1.2 Preserve and Enhance Haudenosaunee Languages

The objectives that have been identified within Community Plan 2019, in regard to Preserve and Enhance Haudenosaunee Languages which would be supported by the development of the Six Nations of the Grand River Language Learning Centre are shown in Table 3.2.

**Table 3.2**  
**Preserve and Enhance Haudenosaunee Languages**  
**Objectives**

<b>SHORT</b> (2019-2024)	Create a language <b>speaker monitoring program</b>	Woodland Cultural Centre did a speaker list in 2014 but was only 1st language speakers. Needs to start monitoring progress and growth of new learners.
	Explore new <b>technologies to expand language</b>	Opportunity to embrace technology instead of seeing it as opposing our culture. Polytech has an introductory app in Mohawk and Cayuga.
	Focus on <b>adult learners and creating teachers</b>	Language Commission is making adult learners its focus to create speakers that will teach at home. Once critical mass is developed, focus on early years learning. Polytech beginning a 3 year program to create Cayuga speakers.
	Adapt existing <b>language programs to be incremental</b>	Language Commission has developed standards to ensure language learners build on skills, has not reached the programs in schools yet.
	<b>Document and archive</b> Haudenosaunee Languages for ongoing and future revitalization efforts	Robust and quality documentation will be vital to the overall language preservation and revitalization effort. Indigenous Knowledge Centre has initiated archiving to achieve this.
<b>MEDIUM</b> (2025-2029)	Expand <b>language nest</b> initiative	One in place which exposes youth at very early age but need more space, teachers and resources to expand.
	Highlight <b>language learner success stories</b>	Highlight successes of graduates from immersion programs and of regular families committing and succeeding to learn the language.
	<b>Enhance Language instruction</b> in neighbouring high schools	Language instruction is available, but not held to a standard of succession over years. Need to explore advocacy to exempt our students from competing requirements.
<b>LONG</b> (2030-2039)	On reserve <b>language high school</b>	Emerging as a priority of the lifelong learning education to have an on- reserve high school with a substantial immersion component, to build upon the immersion high school offered through Kawenní:io.
	Require <b>employees of public organizations to learn a language</b>	Will require long term support, time and resources so that services can be provided in the languages.



### 3.2 Life Long Learning Task Force Language & Culture Final Report

Life Long Learning Task Force Language & Culture Final Report, Onkwakara Communications & Consulting Inc., November 2018, provided a background summary, operating cost estimates, and capital funding requirements, for language programs operating within Six Nations of the Grand River. The language program summary and needs were identified through a number of meetings held with:

- Six Nations Language Commission & Adult Programs
- Six Nations Schools Second Language & Culture Committee
- Kawenniiio/Gaweniyo Teachers & Board of Directors
- Everlasting Tree School Teachers
- Rick Monture

Life Long Learning Task Force Language & Culture Final Report identified three adult language programs and 2 language immersion schools being operated within Six Nations of the Grand River.

The 2 language immersion schools being operated within Six Nations of the Grand River were noted as the Everlasting Tree School and Kawenniiio/Gaweniyo School. The Everlasting Tree School was noted within the study to have opened in 2010 and existed as a community effort. The school has been supported by a community benefactor, parent volunteers, and fundraising efforts. It was noted that the school is largely staffed from graduates of the Onkwawenna Kentyohkwa program. The study noted that the unique nature of the school resulted in needs which differentiated from the regular school system. These needs were reflected in the budget presented for the ongoing operation of the school. Kawenniiio/Gaweniyo was noted as coming to fruition as a result of efforts by the parents of the first group of students to attend the school. The study noted that the school did not receive formal funding at the beginning of operations. Teachers were obtained on a volunteer basis, parent volunteers cleaned the school, supplies were donated, and donations were received from people around the world. It was noted that the school has been in operation for 30 years but still did not have a permanent school facility.

The study did not provide a great amount of detail on the operation of Everlasting Tree School and Kawenniiio/Gaweniyo School within the study. Kawenniiio/Gaweniyo School offers classes in Mohawk and Cayuga from JK to 12. Kawenniiio/Gaweniyo School is currently being operated within leased space at the Iroquois Lacrosse Arena. The Everlasting Tree School is an alternative school delivering Kanyen'keha (Mohawk Language) and Rotinohsonni (Haudenosaunee) culture programming through a Waldorf Education template.

The study presented the operating requirements for the Everlasting Tree School and the Kawenniiio/Gaweniyo School. However, the school are separate operations from the focus of this study.

The three adult language programs identified by the study as operating within the community included Onondaga, Mohawk, and Cayuga. The Onondaga Adult Immersion was noted as being in operation for about 10 years. The Onkwawenna Kentyohkwa (Mohawk) program was noted as being in its 20th year of operation. It was noted that the Onkwawenna program currently has 2 years of programming available. A 3rd year program, which operated when funding had been available, provided students the opportunity to become Advanced and Superior level speakers, readers and writers. The Advanced and

Superior level speakers were then able to teach and develop curricula and other needed support materials.

The study noted that the Federal government had not provided the adult language programs with funding for operations on an ongoing basis. The programs have operated from funding which they have sourced and obtained on annual basis. It was noted that language teachers had been unpaid or underpaid since the commencement of the programs, and that the majority of equipment (i.e. furniture, computers) and classroom materials had been borrowed or donated. The three adult language programs were noted as receiving funding for operations from the Six Nations Language Commission.

The study identified the need for “second language teachers & academics” to be viewed as important parts of community language development. The study noted that second language teachers & academics need to be able to focus on language and language should not be treated as a tertiary subject. The study noted that this would require dedicated classrooms where the language and culture are the focus.

The study provided the classroom and staffing requirements for each of the three existing programs, Mohawk, Cayuga, and Onondaga. Each program was noted as having three classrooms, Novice, Intermediate, and Advanced, with a maximum of 20 students per classroom. Each of the three adult education programs would require one coordinator, three instructors, three language assistants & one admin assistant in the office.

Table 3.3 provides the operating budget for each Language Program as contained in the study.

**Table 3.3**  
**Operating Budget per Adult Language Program**  
**(Life Long Learning Task Force Language & Culture Final Report)**

	<b>Explanation</b>	<b>Cost</b>
<b>Salaries</b>		
Coordinator	1 (@ \$70,000 annually	\$70,000.00
Instructors	3 @ 60,000 00 annually	\$180,000.00
Language Assistant	3 (@ 50,000.00 annually	\$150,000.00
Admin Assistant	1(@ \$40,000 annually	\$40,000.00
Pension & Benefits	20% of salaries	\$ 88,000.00
<b>Office Costs</b>		
Rent	\$1400/month/Classroom & Office	\$50,400.00
Internet/WIFI	\$100/month	\$1,200.00
Computers/Printers	2 office, 3 student	\$5,000.00
Paper	instructors/students	\$500.00
Classroom Supplies	papers, ink, markers etc.	\$1,500.00
Classroom & Office Furniture		
Classroom	Desks, Chairs, Worktables, etc.	
	3 classrooms	\$130,000.00
Postage		\$1,200.00
Copier \$300/month		\$3,600.00
ACTFL Training		\$5,000.00
Travel & Conferences		\$10,000.00
<b>Technology</b>		
Mac Computers, Printers 3(S)	\$1,800.00	\$6,000.00
Software		\$3,000.00
Computer Supplies		\$3,600.00
Student Stipends \$700/wk x 40wks x 60 students		\$1,680,000.00
<b>Total Cost for one Adult Immersion Revitalization Year</b>		<b>\$2,429,000.00</b>

The study notes that the standardization of computers was recommended due to the availability of Iroquoian Language Font Sets in those running Mac OS.

The study recommended the development of Language Centre to serve the three existing programs, Mohawk, Cayuga, and Onondaga. The facility would provide areas for curriculum development, resource, research, and adult education. The centre would serve as a language hub providing an education facility, with common gathering space, while allowing the language programs to remain autonomous. The centre would allow the sharing of resources, collaboration between programs, and development of best practices for language development. The cost of operation of the facility, including staffing and utilities,

and cost of construction were combined as one budget within the study. Construction cost for the facility was estimated at a cost of \$325 per square foot. The operating budget and construction cost of the Language Centre as contained in the study is shown in Table 3.4.

**Table 3.4**  
**Language Centre Construction Cost Estimate & Operating Budget**  
**(Life Long Learning Task Force Language & Culture Final Report)**

Mohawk Adult Immersion - 3 classrooms & an office	\$1,238,000.00
Cayuga Adult Immersion - 3 classrooms & an office	\$1,238,000.00
Onondaga Adult Immersion - 3 classrooms & an office	\$1,238,000.00
Language Centre Admin/Board Room, Meeting Rooms	\$903,000.00
Development Space, Library, Resource/Production Area	\$1,722,500.00
Facility Shared Cafeteria	\$1,500,000.00
Small Gymnasium	\$620,000.00
Large Gymnasium	\$1,395,000.00
Public Hallways & Entrance CM	\$1,550,000.00
Language Centre	
Staffing	
Coordinator	\$80,000.00
Executive Assistant	\$40,000.00
Writers/Publishers (6 - 2 each language)	\$336,000.00
Writers/Publishers Support (3-1each language)	\$150,000.00
Production ~T Assistant	\$40,000.00
Sound & Video Specialist (2)	\$120,000.00
Sound & Video Assistant	\$40,000.00
O&M	
Janitorial Staff (2)	\$100,000.00
Heat for entire facility	\$14,000.00
Lights for entire facility	\$10,000.00
Phones system for entire facility	\$12,000.00
Internet (Language Centre)	\$12,000.00
Repair Contingency	\$50,000.00
Language Centre Building	<u>\$15,000,000.00</u>
	<b>\$27,408,500.00</b>

## 4.0 Proposed Development

The Six Nations of the Grand River propose to develop the Six Nations of the Grand River Language Learning Centre as an institution dedicated to the preservation and revitalization of the Languages of the Six Nations, Mohawk, Cayuga, Onondaga, Oneida, Seneca, and Tuscarora.

The Six Nations of the Grand River Language Learning Centre is proposed to:

- To serve as a central repository for educational materials pertaining to language learning of the Six Nations;
- Collaborate with learning institutions in the development of curricula, instructional, and resource material for Six Nations culture and language instruction including the full continuum of lifelong learning;
- Coordinate development of an accredited language instructor's training program;
- Assist the Six Nations in influencing the development of policy and legislation in support of the preservation and revitalization of the languages of the Six Nations; and
- Provide instruction / education in support of the preservation and revitalization of the languages of the Six Nations.

The vision is for the Language Learning Centre to eventually include adult immersion programs, a childcare centre, and a language nest and accommodations for students and speakers.

### 4.1 Operations

The Six Nations of the Grand River Language Learning Centre is proposed to be composed of administration department to administer operation of the building and programs; repository for educational materials; production department for the development of curricula, instructional, and resource material; and educational programs in support of the preservation and revitalization of the languages of the Six Nations.

Administration will be responsible for the operation and maintenance of the facility; overseeing the development of curricula, instructional, and resource material; overseeing the operation of central repository for educational materials; overseeing the development and administration of an accredited language instructor's training program; and assist in the administration of educational programs in support of the preservation and revitalization of the languages of the Six Nations.

The production department will be responsible for the development of curricula, instructional, and resource material for the full continuum of lifelong language learning, in collaboration with Language Teachers, and Academics. Language Teachers and Academics would include these at the primary, secondary, and post secondary level, and included those within and outside the Six Nations community.

Repository for educational materials would provide physical and electronic storage of curricula, instructional, and resource material materials related to the languages of the Six Nations. The repository would provide public access to materials, and assist Six Nation Members; Teachers, and Academics in research and accessing the language archive.

The centre will Provide instructional / educational space in support of the three existing language programs operating within Six Nations, Mohawk, Onondaga, and Cayuga, including office and classrooms.

#### 4.1.1 Staffing

##### Administration

Administration staff will consist of the Learning Centre Director and Learning Centre Executive Assistant.

The Learning Centre Director will be responsible for the financial administration of the facility; overseeing the operation and maintenance of the facility including scheduling of room access and rentals; overseeing the development of curricula, instructional, and resource material; overseeing the operation of central repository for educational materials; overseeing the development and administration of an accredited language instructor's training program; and assist in the administration of educational programs in support of the preservation and revitalization of the languages of the Six Nations.

The Learning Centre Executive Assistant will provide support to the Learning Centre Director and provide receptionist duties.

##### Production Department

The Production Department is proposed to be comprised of 6 Writers/Publishers – 2 for each language program; 3 Writers/Publishers Support -1 for each language; a Production Assistant; Sound & Video Specialist (2); and Sound & Video Assistant (1). The department will work in collaboration with Language Teachers, and Academics in the development of curricula, instructional, and resource material, in print, video, and audio formats for the full continuum of lifelong language learning.

##### Language Programs

The centre will Provide instructional / educational space in support of the three existing language programs operating within Six Nations, Mohawk, Onondaga, and Cayuga, including office and classrooms. The Language Instruction Programs will consist of 9 Language Instructors, 3 for each language; 9 Language Instructor Assistants, 1 for each language; 3 Program Coordinators, 1 for each language; and 3 Administrative Assistants, 1 for each language.

#### 4.1.2 Hours of Operation

The facility will be in operation 7 days per week. The administration and production departments will maintain regular office hours from 8:30 a.m. to 4:30 p.m., Monday to Friday throughout the year. The repository department will maintain regular office hours from 8:30 a.m. to 4:30 p.m., Monday to Friday throughout the year, with extended evening and weekend hours should demand warrant.

The educational programs will operate the adult language programs utilizing a school calendar year of September to May, with class hours occurring from 8:30 a.m. to 4:30 p.m., Monday to Friday. Additional language classes will be offered throughout the year, including some evening, weekend, and summer courses.

The facility will also be open for community events during the evenings and weekends.

## 5.0 Infrastructure Requirements

### 5.1 Building

Due to area requirements and lack of leasable space within the Six Nations of the Grand River, a new facility will need to be constructed to house the Language Learning Centre. The Language Learning Centre is proposed to be comprised of a single-story institutional facility containing office; instructional; meeting; recreational; kitchen; cafeteria; and production space.

The Six Nations of the Grand River Lifelong Learning Task Force has identified the need for the Language Learning Centre to incorporate space for central administration offices; instructional areas; recreational areas; kitchen; cafeteria; and production space. The following outlines the requirements for each area.

#### Administration Office Area

The Administration Office Area is proposed to provide areas for reception; 2 small meeting rooms for up to 8 people; a boardroom; office space for the Learning Centre Director; office space for the Learning Centre Executive Assistant; work area; washroom; and office storage.

#### Instructional Areas

The Language Learning Centre will require three separate instructional areas. One for each of the Language Instruction Programs currently being provided within the community which are Mohawk, Onondaga, and Cayuga. It was noted that provision should be made in design for the expansion of the facility to provide three separate instructional areas for the Language Instruction Programs in Tuscarora, Seneca, and Oneida, if they were to be developed in the future.

Each Instructional Area is proposed to provide areas for 3 classrooms to accommodate up to 20 students each; a live-in learning area to accommodate use of language in a casual social environment; a small meeting room for up to 8 people; office space for the Language Instructors; office space for the Language Program Administration; work area; washroom; and office storage.

#### Multimedia Production Area

The Language Learning Centre will require a production area to develop resource materials for the language programs. The Production Area is proposed to provide areas for 6 Writers/Publishers – 2 for each language; 3 Writers/Publishers Support -1 for each language; and a Production Assistant; a production area; and a resource area.

The Language Learning Centre will require an audio / video area to develop resource materials for the language programs. The audio / video area will require areas for Sound & Video Specialist (2); Sound & Video Assistant (1); and a sound / video production and editing area.

#### Recreation Area

The Language Learning Centre will require a gymnasium and stage area to provide cultural related sports training; allow for language-based sporting events; allow for language-based theatre productions; and

allow for general assembly. The gymnasium will require space for community events to host up to 300 individuals.

#### Cafeteria / Kitchen

The Language Learning Centre will require a cafeteria / kitchen area to provide eating area for up to 100 people on a daily basis. An adjoining activity area will provide space for smaller assembly groups, as well as allow for cultural or language-based cooking instruction.

Jason Brouwer, Architect, was retained to provide conceptual floorplans for the facility. Table 5.1 below shows the total proposed size of the Language Learning Centre by area.

**Table 5.1**  
**Proposed Language Learning Centre**  
**Floor Area**

Description	Area (Sq. Ft.)	Area (m2)
<b><u>Instructional Area</u></b>		
Mohawk Adult Immersion (west)		
Classroom 1 (top)	917	85.2
Classroom 2 (bottom left)	917	85.2
Classroom 3 (bottom right)	940	87.3
Administration Office	332	30.8
Instructors Office	168	15.6
Live-in Learning	932	86.6
Meeting Space	139	12.9
Washrooms	99	9.2
Work Area	78	7.2
Cayuga Adult Immersion (north)		
Classroom 1 (top left)	917	85.2
Classroom 2 (bottom left)	940	87.3
Classroom 3 (right)	917	85.2
Administration Office	332	30.8
Instructors Office	168	15.6
Live-in Learning	919	85.4
Meeting Space	139	12.9
Washrooms	98	9.1
Work Area	78	7.2
Onondaga Adult Immersion (west)		
Classroom 1 (top left)	940	87.3
Classroom 2 (top right)	917	85.2
Classroom 3 (bottom)	917	85.2
Administration Office	332	30.8
Instructors Office	168	15.6



Description	Area (Sq. Ft.)	Area (m2)
Live-in Learning	930	86.4
Meeting Space	139	12.9
Washrooms	99	9.2
Work Area	78	7.2
<b><u>Recreation Area</u></b>		
Large Gymnasium	4,240	393.9
Stage	649	60.3
Storage	417	38.7
Green Room	360	33.4
Men's Washroom Change Room	360	33.4
Women's Washroom / Change Room	394	36.6
Universal Washroom / Change Room	72	6.7
Activity Room	1,612	149.8
Kitchen	674	62.6
Cafeteria	2,356	218.9
Men's Washrooms	2,168	201.4
Women's Washrooms	2,130	197.9
<b><u>Administration Area</u></b>		
Reception	694	64.5
Director	335	31.1
Executive Assistant	335	31.1
Board Room	698	64.8
Washroom	82	7.6
Storage	50	4.6
Work Area	79	7.3
<b><u>Multimedia Production Area</u></b>		
Resource	964	89.6
Production	569	52.9
Audio / video Department	693	64.4
Library	1,574	146.2
Common Area	6,450	599.2
<b>Total</b>	<b>41,500</b>	<b>3,855</b>

A conceptual first floor plan for the facility is shown in Figure 5.1.

Figure 5.1  
Proposed Language Learning Centre Floor Plan



## 5.2. Servicing Requirements

### 5.2.1 Wastewater Servicing Requirements

#### 5.2.1.1 Wastewater Generation Rates

The Language Learning Centre has been designed with 9 classrooms able to serve a daily enrolment of 180 students. Staffing for the facility have been projected to include 3 administrative personnel, 9 writer / publishers and assistants, 1 production assistant, 3 sound and video staff, 3 language program coordinators, 3 language program administrative assistants, 9 instructors, and 9 instructor assistants.

MECP Design Guidelines for Sewage Works 2008 (MECP-DGSW) was used to develop average day wastewater generation rates. It is assumed that teaching staff generate the same amount of wastewater as the students with maintenance staff using more due to the cleaning activities. Event visitors have been estimated using 20 L per day per visitor. The following table outlines the wastewater calculations.

**Table 5.2**  
**Language Learning Centre Projected**  
**Projected Wastewater Generation (MECP)**

Item	Quantity	Unit Flow (L/d)	MECP-DGSW Range (L/d)	Flow (L/d)
Students	180	100	(70-140)	18,000
Staff	40	100	(70-140)	4,000
Maintenance Staff	3	140	(70-140)	420
Event Visitors	300	20		6,000
<b>Average Day Generation (L/d)</b>				<b>28,420</b>
<b>Average Day Generation (L/s)</b>				<b>0.33</b>

The Ontario Building Code assigns a value of 30 L/day per student which is inclusive of teachers, and 50 L/day for non-teaching staff. Including the Community Event visitors and assuming the kitchen will provide food service, the unit rate for an Assembly Hall is 36 L/day, which would result in the following:

**Table 5.3**  
**Language Learning Centre Projected**  
**Projected Wastewater Generation (OBC)**

Item	Quantity	Unit Flow	Flow
		(L/d)	(L/d)
Students	180	30	5,400
Non-teaching Staff	25	50	1,250
Event Visitors	300	36	10,800
<b>Average Day Generation (L/d)</b>			<b>17,450</b>
<b>Average Day Generation (L/s)</b>			<b>0.20</b>

#### 5.2.1.2 Recommended Wastewater Generation Rate

School wastewater systems within Six Nations have recorded flow rates which have resulted in per student flow rates of 15 to 20 L/day. This would suggest that the OBC calculations would be a better approach to estimating wastewater generation. Therefore, the typical average day wastewater generation is estimated at 6,650 L/day, but during Community events with kitchen service, the sewage generation rate would be 17,450 L/day.

#### Peak Flow

Average day flow rates estimate the total volume of sewage generated over a 24-hour period. Actual generation rates will occur over the time in which the facility is open. Peak flows will occur during specific high usage times in that period. The DGSW indicates that institutional peaking factors for sewage flows from individual establishments will be similar to the relative peak water usage rates. It then refers to the Design Guidelines for Drinking Water which suggests a fixture unit approach for estimating peak flows. The following tables show the calculations for the peak flow based on the current plumbing layout of the Language Learning Centre.

**Table 5.4**  
**Language Learning Centre**  
**OBC Fixture Unit Calculation for Peak Sewage Flow**

Fixtures	Fixture Unit Value	Quantity	Sub-Total
Clothes Washer	4	1	4
Dishwasher	1.4	1	1.4
Drinking Fountain	0.25	4	1
Floor Drain	4	12	48
Shower	4	8	32
Sink	2	23	46
Kitchen Sink	4	2	8
Mop Sink	3	3	9
Urinal	4	5	20
Water Closet with Tank	2.2	23	50.6
<b>Total Fixture Units</b>			<b>220</b>

Using Table A-7.4.10.5 of the Ontario Building Code, 220 fixture units converts to 75 USgpm or a peak flow of 4.7 L/s. Assuming that the peak flow occurs for 15 minutes during lunch before students return to class, then this volume would be 15 min x 4.7 L/s x 60 s/min = 4,230 L.

## 5.2.2 Water Servicing Requirements

### *Potable Water Demands*

The wastewater generation rate has used the OBC method as the recommended average day generation rate. the same value will be used for the average day water demands (6,650 L/day).

The MECP Design Guidelines for Drinking Water Systems identify “schools generally do not exhibit large maximum day to average day ratios and a factor of 1.5 will generally cover this variation.” As a result, the maximum day demand for the Language Learning Centre would be 9,975 L/day.

The peak flow would be based on the fixture unit approach as outlined previously for wastewater generation, or 4.7 L/s.

#### 5.2.2.1 Water Pressures, Fire and Sprinkler Flows

The Fire Underwriters Survey (FUS), Water Supply for Public Fire Protection 1999, is the recommended guideline for fire protection INAC’s Corporate Manual System. The FUS calculates the fire flow requirement in litres per minute using the following equation:

$$F = 220C\sqrt{A}$$

Where C is a coefficient related to the type of construction, and A is the net floor area (m<sup>2</sup>) after allowable reductions based on factors outlined in the 1999 FUS document.

The construction coefficient is selected as 0.8 as it has masonry construction, with steel trusses and a non-combustible roof.

The Language Learning Centre is proposed to be designed with fire walls, which will have a fire rating of 2 hours, separating the three wings of the facility. This will essentially separate the Language Learning Centre building into three separate areas containing classroom, library, production area (899 m<sup>2</sup>); classroom, gymnasium, kitchen, and activity room area (1,825 m<sup>2</sup>); and classroom, administration, and lobby area (1,130m<sup>2</sup>) for the purpose of fire flow calculations.

As identified in the FUS document” *In determining floor areas, a fire wall that meets or exceeds the requirements of the current edition of the National Building Code of Canada (provided this necessitates a fire resistance rating of 2 or more hours) may be deemed to subdivide the building into more than one area or may, as a party wall, separate the building from an adjoining building.*

*Normally for any unpierced party wall considered to form a boundary when determining floor areas may warrant up to a 10% exposure charge.”*

As the separation would be a fire wall, there would be no exposure charge for a party wall.

There is one building within 45m of the proposed building on Lot 16-21-1. It is assumed that the building will be torn down as part of the project and no exposure charge for the building will be applied. If the building is not torn down, additional fire flow calculations will need to be undertaken.

There are no buildings within 45m of the proposed building on Lot 14-20.

As per the National Building Code, a sprinkler system is required for this type of building. It is assumed that the system will be a fully supervised system designed to meet NFPA 13 and other NFPA sprinkler standards and the water supply is standard for both the system and fire department hose lines required. This warrants a 50% reduction in the fire flows based on the FUS guide.

As the building is a school, the FUS document classifies this as a low hazard occupancy. Since there are no shops or chemical laboratories included in the design, a fire flow reduction of 25% will be utilized in the calculation.

The following is the FUS calculation for the largest portion of the building, which is the classroom, gymnasium, kitchen, and activity room area (1,825 m<sup>2</sup>) of the Language Learning Centre.

**Table 5.5**  
**Language Learning Centre**  
**FUS Fire Flow Calculation**

Item		
Area (m <sup>2</sup> )	1,825	
C (construction coefficient)	0.8	
Fire Flow (L/min)	7,519	
Fire Flow Rounded (L/min)	8,000	
Occupancy Reduction (L/min)	-25%	(2,000)
Fire Flow After Occupancy Reduction	6,000	
Automatic Sprinkler Reduction (L/min)	-50%	(3,000)
Exposure Charge (L/min)	0%	0
Final Fire Flow (L/min)	3,000	
<b>Final Fire Flow Rounded (L/min)</b>	<b>3,000</b>	
<b>Final Fire Flow Rounded (L/hour)</b>	<b>180,000</b>	
<b>Final Fire Flow Rounded (L/sec)</b>	<b>50</b>	
Duration (hours)	1.25	
<b>Fire Storage Requirement (litres)</b>	<b>225,000</b>	

### 5.3 Alternative Site Analysis

The Six Nations of the Grand River has identified two properties for consideration in the location of the Language Learning Centre, Alternative I -Lot 6-21-1 Concession 5, Tuscarora Township, and Alternative II - Lot 14-20 Concession 4, Tuscarora Township.

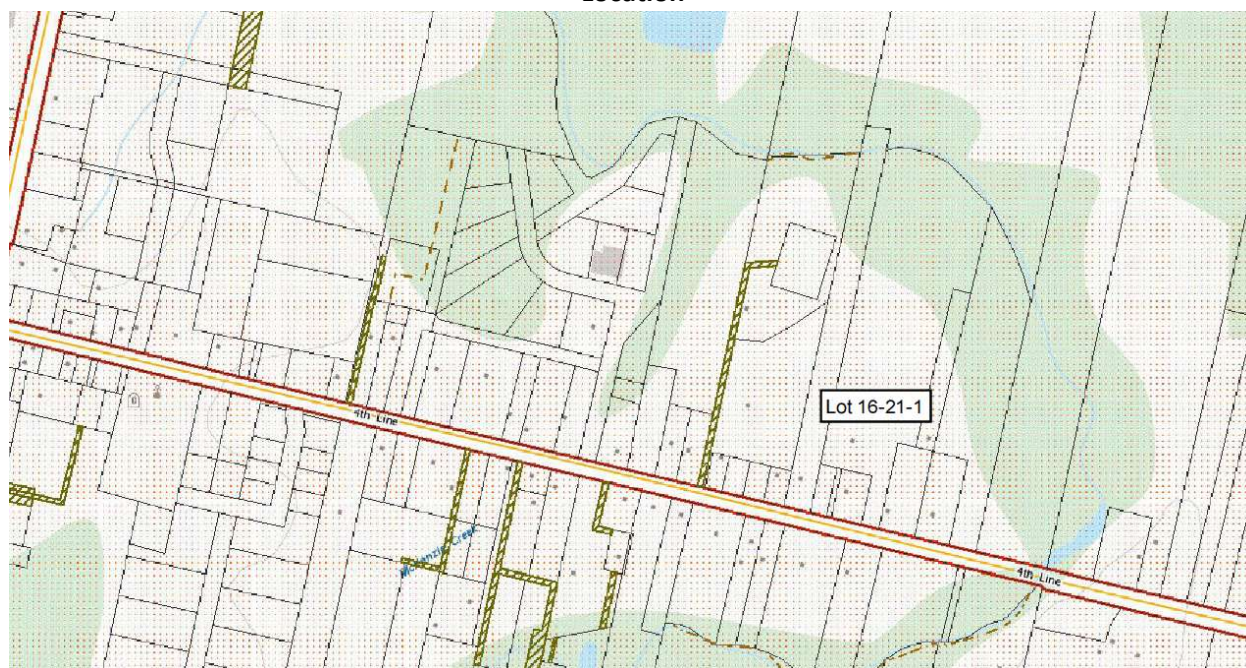
#### 5.3.1 Alternative I

Lot 6-21-1 Concession 5, Tuscarora Township, contains approximately 2.1 hectares (5.25 acres). The property is located on the north side of 4<sup>th</sup> Line, approximately 1 km east of Chiefswood Rd., in the Village of Ohsweken. The site is currently occupied by A6N, a First Nation controlled construction company. The lot currently contains an office/garage building and vehicle parking /staging area. Plans are for the property to be vacated by the construction company, which would provide the opportunity for



development of the Language Learning Centre. Surrounding uses include residential areas to the south and west, forested area to the north, and agricultural field to the east. Figure 5.2 Shows the location of Lot 6-21-1 Concession 5, Tuscarora Township.

**Figure 5.2**  
**Lot 6-21-1 Concession 5, Tuscarora Township**  
**Location**



#### 5.3.1.1 Entrance / Exit

The main entrance and exit to the Language Learning Centre are proposed to be comprised of the existing combined one lane entrance and one lane exit onto Fourth Line, located on the south portion of the property.

#### 5.3.1.2 Parking Lot

The parking lot for the Language Learning Centre is proposed to comprise of 220 parking spaces based upon the following space allocations:

**Table 5.6**  
**Proposed Parking Space Allocations**

Description	Parking
Administration Staff	5
Language Program Staff	25
Production / Audio / Visual Staff	15
Language Program Participant	100
Community Event / Visitor	75
<b>Total</b>	<b>220</b>



#### *5.3.1.3 Wastewater Collection and Disposal*

The typical average day wastewater generation rate for the facility is estimated at 6,650 L/day, with a maximum of 17,450 L/day, during community events with kitchen service. Peak flow rates have been estimated at 4.7L/s. Wastewater servicing for the Language Learning Centre Site Alternative I is proposed to be provided via the communal treatment system via the existing gravity collection system along 4th Line. This option would consist of constructing a 130m sanitary service from the Language Learning Centre school to the existing gravity collection system along 4th Line.

It should be noted that recent interim upgrades to the lagoon system have been completed to increase the capacity of the treatment system, therefore the wastewater generated at the Language Centre can be accommodated. Furthermore, the long-term goal of the community is to eventually construct a large scale wastewater treatment plant to replace the lagoon system.

#### *5.3.1.4 Water Supply*

Water servicing of the Language Learning Centre is proposed to be provided via the communal water service currently servicing the community. Access is proposed to be via extending the water line service from Fourth Line. As such, water servicing of the facility will require coordination with the Six Nations Public Works Department. A 225m extension of watermain has been allotted within the cost estimate.

The existing distribution system was modeled using EPA Net 2.0 to identify the available flows. The existing distribution system is a 250mm diameter watermain along 4th Line in front of the property. A 150mm water line was modeled from Fourth Line to the Language Centre site. The Fire Underwriters Survey (FUS) identifies the water supply system should not fall below 150 kPa (21.8psi) in the distribution system during a fire event.

It was determined that a fire flow of 50 L/s was available at the Learning Centre at a pressure of 213 kPa (31 psi) using a 225m long 150mm diameter water service. The remainder of the distribution system was above 150 kPa (21.7psi) during the analysis.

#### *5.3.1.5 Electrical Servicing*

Electrical service for the Language Learning Centre is proposed to be provided by Hydro One through existing three phase power servicing. Access is proposed to be via extending a line to Fourth Line.

#### *5.3.1.6 Stormwater Management*

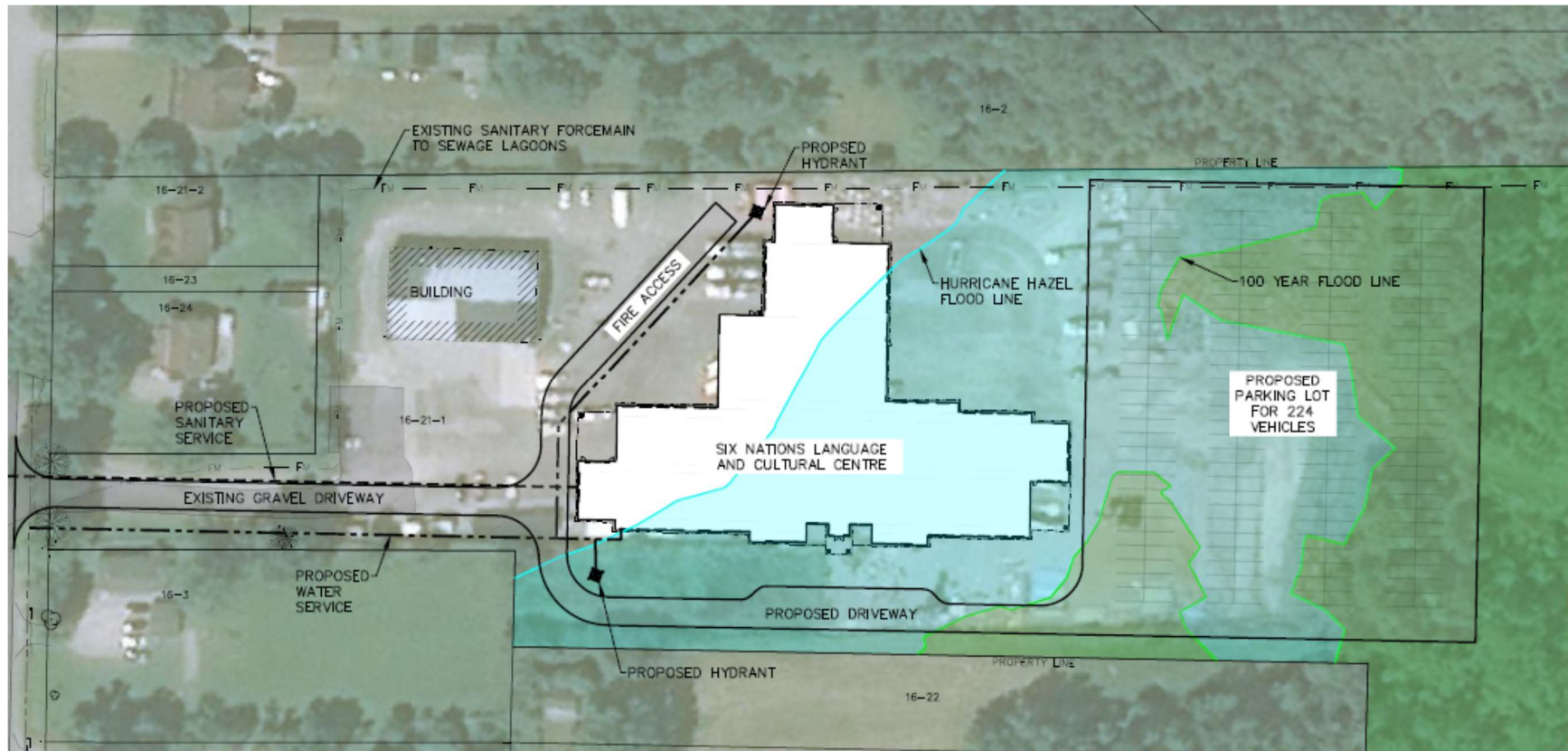
The Language Learning Centre represents a significant development which will require a formal stormwater management plan. An allowance of \$200,000 has been carried within the cost estimate for stormwater infrastructure.

It should be noted that the parking area and rear of the building is on the edge on the 100 Year Hurricane Hazel Flood Level. If this is the preferred site, the finished floor elevation will need to be constructed above the flood level to ensure building does not flood. Discussions with the project team will also be required to determine if the parking lot would also need to be constructed above this level. Costing to raise the grade above the flood level has been include in this alternative.

#### *5.3.1.7 Site Plan*

Figure 5.3 shows a preliminary site plan for the Language Learning Centre – Alternative I Site.

**Figure 5.3**  
**Alternative I**  
**Lot 6-21-1 Concession 5, Tuscarora Township**  
**Site Plan**

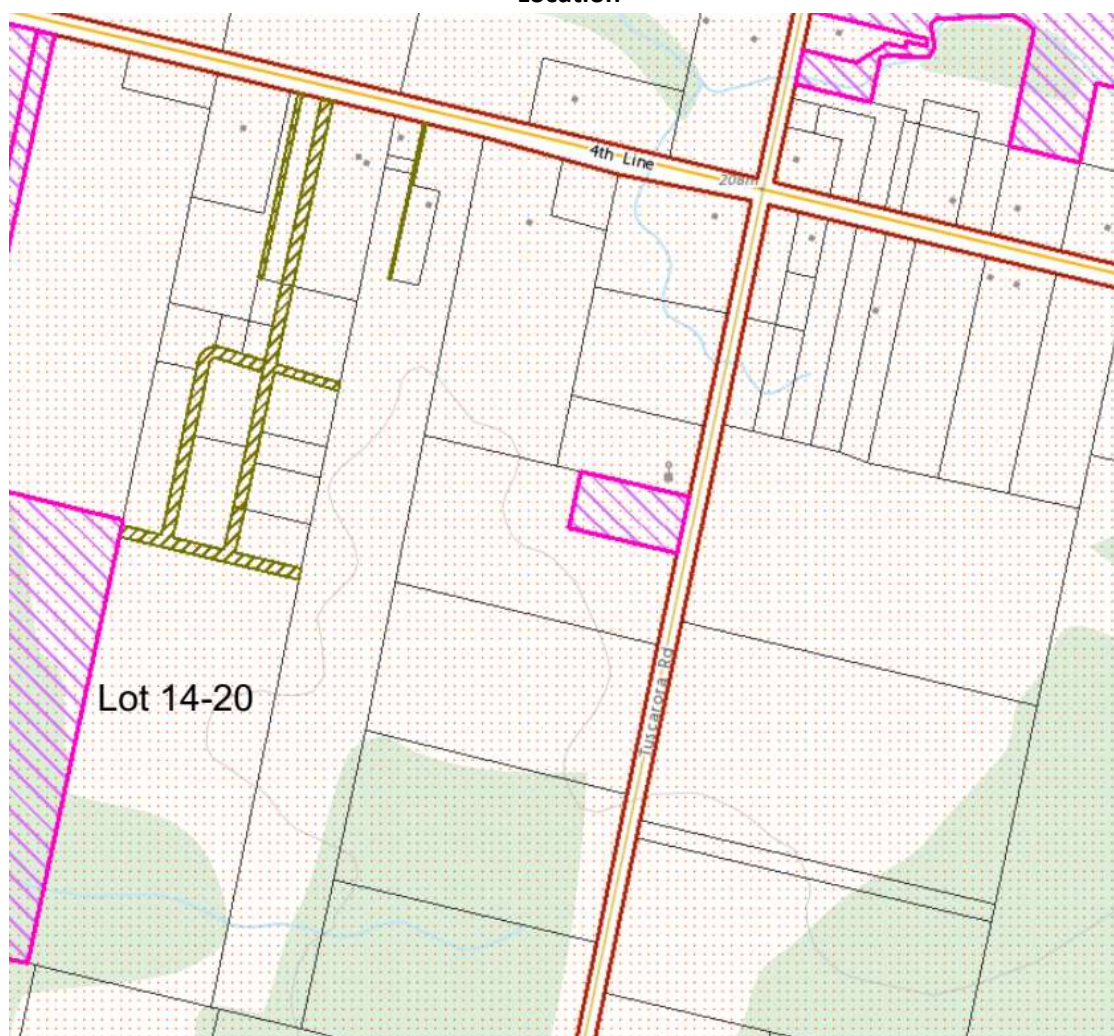


### 5.3.2 Alternative II

Lot 14-20 Concession 4, Tuscarora Township, contains approximately 4 hectares (9.8 acres). The property is located on the south side of 4th Line, approximately 1.9 km east of Chiefswood Rd., in the Village of Ohsweken, and approximately 1/3 to mid-way through the concession. The site is currently an agricultural field. Surrounding uses include institutional areas to the north, forested and agricultural areas to the west, forested area to the south, and agricultural field to the east. Figure 5.3 shows the location of Lot 14-20 Concession 4, Tuscarora Township. The area currently houses similar developments with Six Nations Polytechnic located to the northwest, and the planned development of Kawenni:io/Gaweni:yo School on Lot 13-12 Concession 4, Tuscarora Township, which fronts directly on to Tuscarora Rd. to the east of the proposed development site.

Figure 5.4 shows the location of Lot 14-20 Concession 4, Tuscarora Township.

**Figure 5.4**  
**Lot 14-20 Concession 4, Tuscarora Township**  
**Location**





#### 5.3.2.1 Entrance / Exit

The main entrance and exit to the Language Learning Centre is proposed to be comprised of a combined 90m one lane entrance and one lane exit roadway to be constructed in the north central area of the property, connecting to the existing roadway located on a right-of-way through lots 13-17; 14-9-1; 14-9-2,14-11-14-12; 14-10-1; 14-10-2;14-10-3;14-10-4; 14-10-5; 14-18; 14-17; and 14-16 to the north of the property.

#### 5.3.2.2 Parking Lot

The parking lot for the Language Learning Centre is proposed to comprise 220 parking spaces based upon the following space allocations:

**Table 5.7**  
**Proposed Parking Space Allocations**

Description	Parking
Administration Staff	5
Language Program Staff	25
Production / Audio / Visual Staff	15
Language Program Participant	100
Community Event / Visitor	75
<b>Total</b>	<b>220</b>

#### 5.3.2.3 Wastewater Collection and Disposal

The typical average day wastewater generation rate for the facility is estimated at 6,650 L/day, with a maximum of 17,450 L/day, during community events with kitchen service. Peak flow rates have been estimated at 4.7 L/s. Connection to the communal treatment system via connection to the existing Elders' Subdivision sewage pump station PS6 and the gravity collection system along 4<sup>th</sup> Line in front of the Six Nations Polytechnical School, would be able to accommodate the wastewater generated at the facility.

As previously mentioned, recent upgrades to the lagoon system will allow for the wastewater generated at the Language Centre to be accommodated in the communal treatment system.

##### 5.3.2.3.1 Option 1: Connect to Existing Collection System

Connect to the existing Communal wastewater Collection and Treatment System via the existing Elders' Subdivision Elders' Sewage Pump Station PS6 is an option for wastewater collection and treatment system. The capacity of the existing communal wastewater collection and disposal system to accommodate the facility's projected flow rate is detailed in the following sections.

The following table calculates the volume of sewage discharged per day from the Elders' Subdivision based upon the Pump Station PS6 existing pump capacity of 3.35 L/s.

**Table 5.8**  
**Elders' Sewage Pump Station PS6**  
**Run Times & Flow Data**

Date		Run time Meter	Pump time (min)				Total Run Time	Volume Pumped (litres)
October-13	Day	P1	P2	P1	P2	P1+P2		
23	Wednesday	1461.18	1472.53					
24	Thursday	1461.76	1472.53	34.8	0	34.8		6995
25	Friday	1461.76	1472.53	0	0	0		0
26	Saturday	1461.76	1473.27	0	44.4	44.4		8924
27	Sunday	1462.37	1473.27	36.6	0	36.6		7357
28	Monday	1462.37	1473.99	0	43.2	43.2		8683

The preceding table suggests that a single 3.35 L/s pump is activated once per day. Assuming both pumps operate at the same flow rate, the range of volumes pumped over the 6-day period is between 7000 to 9000 L/day, assuming that Friday was an anomaly when the start float was not reached until the Saturday. This is for the lift station that services the Elders' Subdivision, Six Nations Polytechnic, and the Police Station. The average day sewage generation for the Elders' Subdivision was 18,900 L/day. Data for average day design sewage generation rates for the Six Nations Polytechnic or the Police Station is not available.

Scott Smith Sewage Pump Station PS7 - run times & flow data were not available. This forcemain is connected to the Elders' Pump Station forcemain and PS7 is not allowed to operate when PS6 is activated.

The Elders' Subdivision Pump Station has been modified to provide flow attenuation for the Police Station connection. MOE design guidelines suggest that a pump should be activated once every 30 minutes to minimize chances of it going septic, unless flow attenuation is being provided. The Police Station balancing tank results in one pump operating once a day for 35 to 45 minutes, pumping approximately 7000 to 9000 liters per day. Connecting the new Language Learning Centre with an average day flow of 6,650 liters per day would result in the station being activated twice per day. Should a Community event occur, one might expect that the lift station may operate three times during the day. The calculated peak flow from the Language Learning Centre, should it ever occur, would only be for a short time frame, and would be attenuated by the balancing tank.

Connection to the existing Communal wastewater Collection and Treatment System via the existing Elders' Subdivision Elders' Sewage Pump Station PS6 would require constructing a sanitary service from the Language Learning Centre to a pumping station located in the southeast corner of the lot. A 700 m forcemain would be constructed from the pumping station to 4th Line. The forcemain would then be extended 300m along the right-of-way to an existing maintenance hole between the Elders Development and the Polytech entrance driveway.

Due to the length of forcemain, odour control measures would be required to contain any odours which may develop. There are different options available for the odour control including a charcoal carbon canister type at the receiving maintenance hole or chemical injection at the pumping station.

#### 5.3.2.3.2 *Option 2: Onsite Sewage System*

This option consists of an onsite sewage treatment and disposal system. Large standard raised field beds have not functioned properly at Six Nations due to the low percolation rates associated with clay soils. Constructed wetland treatment with sub-surface disposal systems have been used successfully at other similar sized facilities. A Peatland Treatment System with sub-surface disposal through a constructed wetland would be recommended. It includes a pre-treatment using a septic tank, followed by a lift station that would pump to the peat filter medium with subsequent gravity discharge to the wetland.

This option would require additional maintenance on the system as the peat filter would need to be replaced after 10-15 years of use.

Due to the higher capital cost and higher maintenance cost associated with option 2, the recommended option for wastewater servicing would be Option 1 - Connect to Existing Collection System.

#### 5.3.2.4 *Water Supply*

Water servicing of the Language Learning Centre is proposed to be provided via the communal water service currently servicing the community. Access is proposed to be via extending the water line service from Fourth Line. As such, water servicing of the facility will require coordination with the Six Nations Public Works Department. A 750m extension of watermain has been allotted within the cost estimate.

The existing distribution system was modeled using EPA Net 2.0 to identify the available flows. The existing distribution system is a 250mm diameter watermain along 4th Line in front of the property. The Fire Underwriters Survey (FUS) identifies the water supply system should not fall below 150 kPa (21.8psi) in the street main during flow from a hydrant.

It was determined that a fire flow of 50 L/s at was available at the Learning Centre at a pressure of 227 kPa (33 psi) using a 750m long, 250mm diameter water service. Appropriate pressures were not attainable using a 150mm or 200mm diameter service.

#### 5.3.2.5 *Electrical Servicing*

Electrical service for the Language Learning Centre is proposed to be provided by Hydro One through existing three phase power servicing. Access is proposed to be via extending the electrical service line located along the existing right-of-way and connecting to the electrical service line on Fourth Line.

#### 5.3.2.6 *Stormwater Management*

The Language Learning Centre represents a significant development which will require a formal stormwater management plan. An allowance of \$160,000 has been carried within the cost estimate for stormwater infrastructure.

#### 5.3.2.7 *Site Plan*

Figure 5.5 shows a preliminary site plan for the Language Learning Centre – Alternative II Site.

Figure 5.5  
Alternative II  
Lot 14-20 Concession 4, Tuscarora Township  
Site Plan



## 5.2 Cost Estimates

### 5.2.1 Building Cost Estimate

The Six Nations of the Grand River Lifelong Learning Task Force has identified the need for the Language Learning Centre to incorporate space for central administration offices; instructional areas; recreational areas; kitchen; cafeteria; and production space. Preliminary design of the Language Learning Centre has resulted in a building comprised of a single-story institutional facility containing 41,500 sq.ft.

The cost estimate has assumed that the project will be competitively bid and that the awarded contractor and all subcontractors will be required to pay prevailing wage rates. A design contingency has been included at 10%, and construction contingency has been included at 10%. The estimate is meant to reflect the projected market value for the construction of the project and is not a prediction of low bid.

**Table 5.9**  
**Language Learning Centre**  
**Construction Class D Cost Estimate**

DESCRIPTION	TOTAL
<b>BUILDING</b>	
1. SUBSTRUCTURE	\$886,735
2. SHELL	\$4,491,810
3. INTERIORS	\$2,611,140
4. SERVICES	\$4,460,315
<b>Sub-Total Building Construction Cost</b>	<b>\$12,450,000</b>
5% Construction Contingency	622,500
Non-Construction @8%	996,000
<b>TOTAL BUILDING COST</b>	<b>\$14,068,500</b>

### 5.2.2 Site Cost Estimates

The Six Nations of the Grand River has identified two properties for consideration in the location of the Language Learning Centre, Alternative I -Lot 6-21-1 Concession 5, Tuscarora Township, and Alternative II - Lot 14-20 Concession 4, Tuscarora Township.

#### 5.2.2.1 Alternative 1

Lot 6-21-1 Concession 5, Tuscarora Township, contains approximately 2.1 hectares (5.25 acres). The property is located on the north side of 4th Line, approximately 1 km east of Chiefswood Rd., in the Village of Ohsweken. As noted, the shape of the lot has resulted in the preliminary site plan situating the parking area and a portion of the building on the edge on the 100 Year Hurricane Hazel Flood Level. The finished floor elevation will require the floor elevation to be raised above the flood level. Cost to raise the grade above the flood level has been included within the cost estimate.

Table 5.10 provides a Class D cost estimate for site development Alternative I- Lot 6-21-1 Concession 5, Tuscarora Township.



**Table 5.10**  
**Alternative I – Lot 6-21-1 Concession 5, Tuscarora Township**  
**Site Development**  
**Class D Cost Estimate**

Item	Amount
Environmental Protection	\$22,500
Site Grading, Parking and Access	\$1,625,800
Wastewater System	\$50,750
Watermain and Water Service	\$95,625
Stormwater Drainage	\$200,000
Landscaping and Designated Areas	\$310,000
Site Lighting	\$112,500
<b>Subtotal Estimated Construction Cost</b>	<b>\$2,417,175</b>
Contingency @ 10%	\$241,718
Non-Construction@ 15%	\$362,576
<b>Total Construction and Non-Construction</b>	<b>\$3,021,469</b>

#### 5.2.2.2 *Alternative II*

Lot 14-20 Concession 4, Tuscarora Township, contains approximately 4 hectares (9.8 acres). The property is located on the south side of 4th Line, approximately 1.9 km east of Chiefswood Rd., in the Village of Ohsweken, and approximately 1/3 to mid-way through the concession. In view of the distance of the site from the 4<sup>th</sup> Line, 2 options were considered for wastewater servicing within the site, connection to the existing communal wastewater treatment system, and the construction of an onsite Peatland Treatment System. As a result, 2 cost estimates have been prepared for servicing the site.

Table 5.11 and 5.12 provide a Class D cost estimate for site development Alternative II - Lot 14-20 Concession 4, Tuscarora Township.

**Table 5.11**  
**Alternative II - Lot 14-20 Concession 4, Tuscarora Township**  
**Site Development – Using Communal Wastewater System**  
**Class D Cost Estimate**

Item	Amount
Environmental Protection	\$22,500
Site Grading, Parking and Access	\$1,308,000
Wastewater System	\$706,875
Watermain and Water Service	\$375,000
Storm Sewer	\$200,000
Landscaping and Designated Areas	\$310,000
Site Lighting	\$150,000
<b>Subtotal Estimated Construction Cost</b>	<b>\$3,072,375</b>
Contingency @ 10%	\$307,238
Non-Construction@ 15%	\$460,856
<b>Total Construction and Non-Construction</b>	<b>\$3,840,469</b>

**Table 5.12**  
**Alternative II - Lot 14-20 Concession 4, Tuscarora Township**  
**Site Development – Using Peatland Wastewater System**  
**Class D Cost Estimate**

Item	Unit Price	Amount
Environmental Protection		\$22,500
Site Grading, Parking and Access		\$1,308,000
Wastewater System		\$766,875
Watermain and Water Service		\$375,000
Storm Sewer		\$200,000
Landscaping and Designated Areas		\$310,000
Site Lighting		\$150,000
<b>Subtotal Estimated Construction Cost</b>		<b>\$3,132,375</b>
Contingency @ 10%		\$313,238
Non-Construction@ 15%		\$469,856
<b>Total Construction and Non-Construction</b>		<b>\$3,915,469</b>

### 5.2.2.3 Recommendation

As noted, the shape of the Lot 6-21-1 Concession 5, Tuscarora Township, has resulted in the preliminary site plan situating the parking area and a portion of the building on the edge on the 100 Year Hurricane Hazel Flood Level. The finished floor elevation will require the floor elevation to be raised above the flood level. This resulted in additional cost of approximately \$400,000. However, Lot 6-21-1 Concession 5, Tuscarora Township, is located on the north side of 4th Line, approximately 1 km east of Chiefswood Rd., in the Village of Ohsweken. As a result, the property has access to the communal water distribution and wastewater collection systems which are located along 4th line within 130m of the proposed building. This has resulted in lower water and wastewater servicing costs and total site development costs (\$3,021,469), in comparison to site development costs for Lot 14-20 Concession 4, Tuscarora Township, using either the communal wastewater system (\$3,840,469 ) or the onsite Peatland wastewater system (\$3,915,469). In consideration of the lower cost for site development, Lot 6-21-1 Concession 5, Tuscarora Township, is recommended as the preferred location for the Six Nations of the Grand River Language Learning Centre.

### 5.2.3 Furnishing & Equipment Cost Estimate

The cost estimate for furniture and appliances for the Six Nations of the Grand River Language Learning Centre are shown in Table 5.13. The cost estimate is for furnishings and equipment, only. The costs estimate does not include linens, utensils, individual service items, or cooking.

**Table 5.13**  
**Language Learning Centre**  
**Equipment Cost Estimate**

Item	Quantity	Unit	Unit Price	Amount
<b>Language Program Areas</b>				
<b>Classrooms</b>				
Teacher Desk	9	each	\$800.00	\$7,200.00
Teacher Chair	9	each	\$300.00	\$2,700.00
Mackbook Pro	9	each	\$1,700.00	\$15,300.00
Projection Screen	9	each	\$2,700.00	\$24,300.00
Student Desks	180	each	\$450.00	\$81,000.00
Student Chair	180	each	\$250.00	\$45,000.00
Shelves	28	each	\$350.00	\$9,800.00
			<b>Sub-total</b>	<b>\$185,300.00</b>
<b>Living Learning Area</b>				
Couch	6	each	\$1,200.00	\$7,200.00
Chair	12	each	\$550.00	\$6,600.00
End Table	6	each	\$440.00	\$2,640.00
TV Stands / Mount	3	each	\$400.00	\$1,200.00
40" TV	3	each	\$400.00	\$1,200.00
Table	9	each	\$300.00	\$2,700.00

Item	Quantity	Unit	Unit Price	Amount
Chairs	36	each	\$250.00	\$9,000.00
Microwave	3	each	\$300.00	\$900.00
Fridge	3	each	\$950.00	\$2,850.00
Stove	3	each	\$850.00	\$2,550.00
Dishwasher	3	each	\$800.00	\$2,400.00
			<b>Sub-total</b>	<b>\$21,600.00</b>
<b>Office Area</b>				
Desks	2	each	\$800.00	\$1,600.00
Desk Chair	6	each	\$300.00	\$1,800.00
Mackbook Pro	6	each	\$3,000.00	\$18,000.00
Printers	4	each	\$500.00	\$2,000.00
Shelves / Filling Cabinets	12	each	\$350.00	\$4,200.00
Table	3	each	\$300.00	\$900.00
Chairs	12	each	\$250.00	\$3,000.00
			<b>Sub-total</b>	<b>\$31,500.00</b>
<b>Administration Area</b>				
Desks	3	each	\$1,000.00	\$3,000.00
Workstations	12	each	\$900.00	\$10,800.00
Reception Desk	1	each	\$2,000.00	\$2,000.00
Desk Chair	16	each	\$300.00	\$4,800.00
Mackbook Pro	16	each	\$3,000.00	\$48,000.00
Printers	6	each	\$500.00	\$3,000.00
Shelves / Filling Cabinets	36	each	\$350.00	\$12,600.00
Table	8	each	\$300.00	\$2,400.00
Chairs	20	each	\$250.00	\$5,000.00
Boardroom Table	1	each	\$1,500.00	\$1,500.00
Boardroom Chairs	12	each	\$300.00	\$3,600.00
			<b>Sub-total</b>	<b>\$96,700.00</b>
<b>Library / Resource Area</b>				
Desks	3	each	\$1,000.00	\$3,000.00
Workstations	10	each	\$450.00	\$4,500.00
Desk Chair	13	each	\$300.00	\$3,900.00
Mackbook Pro	10	each	\$3,000.00	\$30,000.00
Printers	4	each	\$500.00	\$2,000.00
Shelves / Filling Cabinets	36	each	\$350.00	\$12,600.00
Table	8	each	\$300.00	\$2,400.00
Chairs	20	each	\$250.00	\$5,000.00
			<b>Sub-total</b>	<b>\$63,400.00</b>
<b>Production Area</b>				
Table	4	each	\$300.00	\$1,200.00

Item	Quantity	Unit	Unit Price	Amount
Chairs	4	each	\$250.00	\$1,000.00
Workstations	4	each	\$450.00	\$1,800.00
Production Equipment Allowance	1	ls	\$20,000.00	\$20,000.00
		<b>Sub-total</b>		<b>\$24,000.00</b>
<b>Kitchen Area</b>				
Tables	2	each	\$300.00	\$600.00
Microwave	1	each	\$500.00	\$500.00
Fridge	2	each	\$6,000.00	\$12,000.00
Refrigerator Display	1	each	\$5,400.00	\$5,400.00
Freezer	1	each	\$6,000.00	\$6,000.00
Stove	2	each	\$1,900.00	\$3,800.00
Deep Fryer	2	each	\$1,800.00	\$3,600.00
Warming Table	4	each	\$3,000.00	\$12,000.00
Sundry Equipment	1	ls	\$25,000.00	\$10,000.00
Dishwasher	1	each	\$7,000.00	\$7,000.00
Sink w Drain Tray	1	each	\$900.00	\$900.00
Washer	1	each	\$900.00	\$900.00
Dryers	1	each	\$900.00	\$900.00
		<b>Sub-total</b>		<b>\$63,600.00</b>
<b>Cafeteria</b>				
Tables	15	each	\$400.00	\$6,000.00
Chairs	90	each	\$250.00	\$22,500.00
		<b>Sub-total</b>		<b>\$28,500.00</b>
<b>Activity Area</b>				
Tables	8	each	\$400.00	\$3,200.00
Chairs	48	each	\$250.00	\$12,000.00
Equipment (Allowance)	1	ls	\$10,000.00	\$10,000.00
		<b>Sub-total</b>		<b>\$25,200.00</b>
<b>Gymnasium</b>				
Tables	50	each	\$400.00	\$20,000.00
Chairs	300	each	\$250.00	\$75,000.00
Athletic Equipment (Allowance)	1	ls	\$20,000.00	\$20,000.00
		<b>Sub-total</b>		<b>\$115,000.00</b>
Janitorial Equipment / Common Area Furniture				\$20,000.00
<b>Estimated Total Cost</b>				<b>\$674,800.00</b>

## 6.0 Budget Requirements

Budget requirements have been prepared for the Six Nations of the Grand River Language Learning Centre based upon at the recommended location of the building on Lot 6-21-1 Concession 5, Tuscarora Township. The budget provides for site develop costs, construction of a 1-story structure containing 41,500 sq. ft., as well as equipment requirements identified for the operation of the language programs and the administration, repository, and production departments.

### 6.1 Construction Budget

The proposed budget for the financing of the design and construction of the Language Learning Centre construction of a 1-story structure containing 41,500 sq. ft. located on Site Alternative 1 is contained in Table 6.1.

**Table 6.1**  
**Language Learning Centre**  
**Proposed Construction Budget**

FUNDING		COSTS	
		Land	\$100,000
<b>Owner Equity</b>		<b>Construction</b>	
Land	\$100,000	Building	\$12,450,000
Cash	\$1,781,475	Water Servicing	\$95,625
		Wastewater Servicing	\$50,750
		Storm Water Drainage (Allowance)	\$200,000
		Site Works	\$2,070,800
		Furnishings / Equipment	\$674,800
Bank Loan	\$4,140,114	<b>Sub Total</b>	<b>\$15,641,975</b>
Federal / Provincial Grant	\$11,843,181	<b>Design &amp; Contingency</b>	
		Contingency	\$864,219
		Design	\$1,358,576
		<b>Sub Total</b>	<b>\$2,222,795</b>
<b>Total Funding</b>	<b>\$17,864,770</b>	<b>Total Costs</b>	<b>\$17,864,770</b>

Six Nations equity investment in the project has been shown at \$100,000 for land and \$1,781,475 cash investment representing 10% of the total design and construction costs for the building, site development, and equipment costs (\$17,764,770).

Provincial and Federal contributions for the design, construction, and associated site development costs of the Language Learning Centre have been shown at (\$11,483,181) representing 2/3 of total building, infrastructure, and equipment costs of \$17,674,770

## 6.2 Operating Requirements

Table 6.2 provides the projected operating budget for the Six Nations of the Grand River Language Learning Centre.

**Table 6.2**  
**Language Learning Centre**  
**Proposed Operating Budget**

Description	Amount
Director	\$90,000
Executive Assistant	\$60,000
Writers/Publishers (6 @ \$60,000)	\$360,000
Writers/Publishers Support (3 @ \$50,000)	\$150,000
Production Assistant	\$50,000
Sound & Video Specialists (2 @ \$70,000)	\$140,000
Sound & Video Assistant	\$50,000
Language Coordinators (3 @ \$70,000)	\$210,000
Language Instructors (9 @ \$60,000)	\$540,000
Language Assistants (9 @ \$55,000)	\$495,000
Administrative Assistant (3 @ \$50,000)	\$150,000
Janitorial Staff (2 @ \$40,000)	\$80,000
Benefits @ 15%	\$356,250
Office Supplies	\$30,000
Language Program Supplies	\$125,000
Maintenance	\$39,600
Utilities	\$167,000
Audit / Legal Fees	\$5,000
Insurance	\$4,000
Lease Production Equipment	\$20,000
Travel / Conference	\$50,000
<b>Total</b>	<b>\$3,171,850</b>

## 7.0 Financial Projections

### 7.1 Notes to Projected Financial Statements

Language Learning Centre 10 Year Financial Projections including Cashflow, Income Statement, and Balance Sheet for follow.

Notes to Financial Projections:

First Nation Equity Investment	- Six Nations of the Grand River equity investment in the project has been shown at \$100,000 for land and \$1,781,475 cash investment representing 10% of the total design and construction costs for the building, site development, and equipment costs (\$17,764,770).
Federal Provincial Grant	- Provincial and Federal contributions for the design, construction, and associated site development costs of the Language Learning Centre have been shown at (\$11,483,181) representing 2/3 of total building, infrastructure, and equipment costs of \$17,674,770.
Bank Loan	- Based upon a loan of \$4,140,14 amortized over 20 years @ 3.75%.
First Nation Contribution	- Projected at 10% of the operating costs.
Federal and Provincial Contributions	- Projected at 90% of operating costs.
Donations	- Estimated.
Salaries	- Based upon the Language Learning Centre Staff Salaries as listed in the operating budget.
Benefits	- Based upon 15% of staff salary costs.
Office Supplies	- Estimated.
Language Program Supplies	- Estimated.
Maintenance	- Based upon the \$34,500 being allocated for repair replacement of building components and \$5,100 for grounds maintenance including snowplowing
Utilities	- Estimated.
Audit / Legal Fees	- Estimated.
Insurance	- Estimated.
Lease Production Equipment	- Estimated.
Travel / Conference	- Estimated.
Loan Repayment (P & I)	- Based upon a loan of \$4,140,14 amortized over 20 years @ 3.75%.



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Land	- Estimated value of 5.25 acres of land.
Building	- Estimated as per budget.
Land Improvements / Servicing	- Estimated as per budget.
Depreciation Equipment	- Furnishings / Appliances valued at \$674,800 has been depreciated over a 10 year period.
Depreciation (Building)	- Building depreciation has not been included as a consideration. The Language Learning Centre will be a operated as a non-profit.

Six Nations of the Grand River  
Language Learning Centre  
Feasibility Study



Six Nations of the Grand River  
Language Learning Centre  
Projected Cashflow

2022 to 2031

	Start-Up	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	Total
<b>Receipts</b>												
Equity Investment	1,881,475											1,881,475
Bank Loan	4,140,114											4,140,114
First Nation Contribution		158,593	317,185	317,185	317,185	317,185	317,185	317,185	317,185	317,185	317,185	3,013,258
Donations		147,278	294,555	294,555	294,555	294,555	294,555	294,555	294,555	294,555	294,555	2,798,273
Federal / Provincial Grant	<u>11,843,181</u>	<u>1,427,333</u>	<u>2,854,665</u>	<u>2,854,665</u>	<u>2,854,665</u>	<u>2,854,665</u>	<u>2,854,665</u>	<u>2,854,665</u>	<u>2,854,665</u>	<u>2,854,665</u>	<u>2,854,665</u>	<u>38,962,499</u>
<b>Total Receipts</b>	<b>17,864,770</b>	<b>1,733,203</b>	<b>3,466,405</b>	<b>3,466,405</b>	<b>3,466,405</b>	<b>3,466,405</b>	<b>3,466,405</b>	<b>3,466,405</b>	<b>3,466,405</b>	<b>3,466,405</b>	<b>3,466,405</b>	<b>50,795,618</b>
<b>Disbursements</b>												
Salaries		1,187,500	2,375,000	2,375,000	2,375,000	2,375,000	2,375,000	2,375,000	2,375,000	2,375,000	2,375,000	22,562,500
Benefits @ 15%		178,125	356,250	356,250	356,250	356,250	356,250	356,250	356,250	356,250	356,250	3,384,375
Office Supplies		15,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	285,000
Language Program Supplies		62,500	125,000	125,000	125,000	125,000	125,000	125,000	125,000	125,000	125,000	1,187,500
Maintenance		19,800	39,600	39,600	39,600	39,600	39,600	39,600	39,600	39,600	39,600	376,200
Utilities		83,500	167,000	167,000	167,000	167,000	167,000	167,000	167,000	167,000	167,000	1,586,500
Audit / Legal Fees		2,500	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	47,500
Insurance		2,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	38,000
Lease Production Equipment		10,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	190,000
Travel / Conference		25,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	475,000
Loan Repayment ( P & I)		147,278	294,555	294,555	294,555	294,555	294,555	294,555	294,555	294,555	294,555	2,798,273
Land	100,000											100,000
Equipment	674,800											674,800
Land Improvements / Servicing	2,417,175											2,417,175
Building (Including Design & Contingency)	<u>14,672,795</u>											<u>14,672,795</u>
<b>Total Disbursements</b>	<b>17,864,770</b>	<b>1,733,203</b>	<b>3,466,405</b>	<b>3,466,405</b>	<b>3,466,405</b>	<b>3,466,405</b>	<b>3,466,405</b>	<b>3,466,405</b>	<b>3,466,405</b>	<b>3,466,405</b>	<b>3,466,405</b>	<b>50,795,618</b>
<b>Net Change</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Beginning Cash</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Ending Cash</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

Six Nations of the Grand River  
Language Learning Centre  
Feasibility Study



Six Nations of the Grand River  
Language Learning Centre  
Projected Income Statement  
2022 to 2031

	Start-Up	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	Total
<b>Income</b>												
First Nation Contribution		158,593	317,185	317,185	317,185	317,185	317,185	317,185	317,185	317,185	317,185	3,013,258
Donations		147,278	294,555	294,555	294,555	294,555	294,555	294,555	294,555	294,555	294,555	2,798,273
Federal / Provincial Grant		<u>1,427,333</u>	<u>2,854,665</u>	<u>2,854,665</u>	<u>2,854,665</u>	<u>2,854,665</u>	<u>2,854,665</u>	<u>2,854,665</u>	<u>2,854,665</u>	<u>2,854,665</u>	<u>2,854,665</u>	27,119,318
<b>Total Receipts</b>		<b>1,733,203</b>	<b>3,466,405</b>	<b>3,466,405</b>	<b>3,466,405</b>	<b>3,466,405</b>	<b>3,466,405</b>	<b>3,466,405</b>	<b>3,466,405</b>	<b>3,466,405</b>	<b>3,466,405</b>	<b>32,930,848</b>
<b>Expenditures</b>												
Salaries		1,187,500	2,375,000	2,375,000	2,375,000	2,375,000	2,375,000	2,375,000	2,375,000	2,375,000	2,375,000	22,562,500
Benefits @ 15%		178,125	356,250	356,250	356,250	356,250	356,250	356,250	356,250	356,250	356,250	3,384,375
Office Supplies		15,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	285,000
Language Program Supplies		62,500	125,000	125,000	125,000	125,000	125,000	125,000	125,000	125,000	125,000	1,187,500
Maintenance		19,800	39,600	39,600	39,600	39,600	39,600	39,600	39,600	39,600	39,600	376,200
Utilities		83,500	167,000	167,000	167,000	167,000	167,000	167,000	167,000	167,000	167,000	1,586,500
Audit / Legal Fees		2,500	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	47,500
Insurance		2,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	38,000
Lease Production Equipment		10,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	190,000
Travel / Conference		25,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	475,000
Loan Interest		76,875	150,570	144,670	138,951	133,015	127,194	120,467	113,825	106,930	100,039	1,212,536
Depreciation (Equipment)		67,480	67,480	67,480	67,480	67,480	67,480	67,480	67,480	67,480	67,480	674,800
Depreciation (Building)		<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<b>Expenditures</b>		<b><u>1,730,280</u></b>	<b><u>3,389,900</u></b>	<b><u>3,384,000</u></b>	<b><u>3,378,281</u></b>	<b><u>3,372,345</u></b>	<b><u>3,366,524</u></b>	<b><u>3,359,797</u></b>	<b><u>3,353,155</u></b>	<b><u>3,346,260</u></b>	<b><u>3,339,369</u></b>	<b><u>32,019,911</u></b>
<b>Net Income (Loss)</b>		<b>2,922</b>	<b>76,505</b>	<b>82,405</b>	<b>88,124</b>	<b>94,060</b>	<b>99,881</b>	<b>106,608</b>	<b>113,250</b>	<b>120,145</b>	<b>127,036</b>	<b>910,937</b>



Six Nations of the Grand River  
Language Learning Centre  
Feasibility Study



Six Nations of the Grand River  
Language Learning Centre  
Projected Balance Sheet  
2022 to 2031

	Start-Up	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
<b>ASSETS</b>											
<b>Current Assets</b>											
Cash	0	0	0	0	0	0	0	0	0	0	0
<b>Total Current Assets</b>	0	0	0	0	0	0	0	0	0	0	0
<b>Fixed Assets</b>											
Land	100,000	100,000	100,000	100,000	100,000	100,000	100,000	100,000	100,000	100,000	100,000
Equipment	674,800	674,800	674,800	674,800	674,800	674,800	674,800	674,800	674,800	674,800	674,800
Land Improvements / Servicing	2,417,175	2,417,175	2,417,175	2,417,175	2,417,175	2,417,175	2,417,175	2,417,175	2,417,175	2,417,175	2,417,175
Building	14,672,795	14,672,795	14,672,795	14,672,795	14,672,795	14,672,795	14,672,795	14,672,795	14,672,795	14,672,795	14,672,795
Depreciation		(67,480)	(134,960)	(202,440)	(269,920)	(337,400)	(404,880)	(472,360)	(539,840)	(607,320)	(674,800)
<b>Total Fixed Assets</b>	17,864,770	17,797,290	17,729,810	17,662,330	17,594,850	17,527,370	17,459,890	17,392,410	17,324,930	17,257,450	17,189,970
<b>TOTAL ASSETS</b>	<u>17,864,770</u>	<u>17,797,290</u>	<u>17,729,810</u>	<u>17,662,330</u>	<u>17,594,850</u>	<u>17,527,370</u>	<u>17,459,890</u>	<u>17,392,410</u>	<u>17,324,930</u>	<u>17,257,450</u>	<u>17,189,970</u>
<b>LIABILITIES AND EQUITY</b>											
<b>Current Liabilities</b>											
Accounts Payable											
Current Portion of Long Term Debt		143,985	149,885	155,604	161,540	167,361	174,088	180,730	187,625	194,516	202,204
<b>Total Current Liabilities</b>											
<b>Long Term Debt</b>	4,140,114	3,925,727	3,775,841	3,620,238	3,458,697	3,291,336	3,117,248	2,936,518	2,748,893	2,554,377	2,352,173
<b>Total Current Liabilities and Long Term Debt</b>	<u>4,140,114</u>	<u>4,069,712</u>	<u>3,925,727</u>	<u>3,775,841</u>	<u>3,620,238</u>	<u>3,458,697</u>	<u>3,291,336</u>	<u>3,117,248</u>	<u>2,936,518</u>	<u>2,748,893</u>	<u>2,554,377</u>
<b>Equity</b>											
Owner's Equity	1,881,475	1,881,475	1,881,475	1,881,475	1,881,475	1,881,475	1,881,475	1,881,475	1,881,475	1,881,475	1,881,475
Federal Provincial Contribution	11,843,181	11,843,181	11,843,181	11,843,181	11,843,181	11,843,181	11,843,181	11,843,181	11,843,181	11,843,181	11,843,181
Net Income / Loss (Cumulative)	0	2,922	79,427	161,833	249,956	344,017	443,898	550,506	663,756	783,901	910,937
<b>Total Equity</b>	<u>13,724,656</u>	<u>13,727,578</u>	<u>13,804,083</u>	<u>13,886,489</u>	<u>13,974,612</u>	<u>14,068,673</u>	<u>14,168,554</u>	<u>14,275,162</u>	<u>14,388,412</u>	<u>14,508,557</u>	<u>14,635,593</u>
<b>Total Liabilities and Equity</b>	<u>17,864,770</u>	<u>17,797,290</u>	<u>17,729,810</u>	<u>17,662,330</u>	<u>17,594,850</u>	<u>17,527,370</u>	<u>17,459,890</u>	<u>17,392,410</u>	<u>17,324,930</u>	<u>17,257,450</u>	<u>17,189,970</u>

