



Building Bridges to Success for First Nation, Métis and Inuit Students

Developing Policies for Voluntary,
Confidential Aboriginal Student Self-Identification:
Successful Practices for Ontario School Boards



2007

ABORIGINAL EDUCATION OFFICE • MINISTRY OF EDUCATION

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for First Nation,
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Aboriginal Student Self-Identification:
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Une publication équivalente est disponible en français sous le titre suivant : *Les chemins de la réussite pour les élèves des Premières nations, Métis et Inuit. Élaboration de politiques pour une auto-identification volontaire et confidentielle des élèves autochtones. Pratiques réussies à l'intention des conseils scolaires de l'Ontario.*

This publication is available on the Ministry of Education's website, at www.edu.gov.on.ca.

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About This Guide

Ontario educators share a commitment to ensuring that all students have the opportunity to achieve to their highest potential, both in school and in later life. Fulfilling this commitment requires a recognition that effective strategies must be developed to meet the particular educational needs of First Nation, Métis and Inuit students.

The availability of data on Aboriginal student achievement in Ontario's provincially funded school system is a critical foundation for the development, implementation, and evaluation of programs to support the needs of First Nation, Métis, and Inuit students.

VISION

First Nation, Métis, and Inuit students in Ontario will have the knowledge, skills, and confidence they need to successfully complete their elementary and secondary education or training and/or to enter the workforce. They will have the traditional and contemporary knowledge, skills, and attitudes required to be socially contributive, politically active, and economically prosperous citizens of the world. All students in Ontario will have knowledge and appreciation of contemporary and traditional First Nation, Métis, and Inuit traditions, cultures and perspectives.

*Ontario First Nation, Métis, and
Inuit Education Policy Framework
January 2007*



Building Bridges to Success for First Nation, Métis, and Inuit Students was designed to help Ontario school boards¹ develop effective policies and practices for voluntary, confidential Aboriginal student self-identification.

In it, you will find:

- **Background information** on the self-identification process and its relationship to Ontario’s education policy framework for First Nation, Métis and Inuit students
- **A recommended process** for developing effective voluntary, confidential self-identification policies and practices
- **Case studies** illustrating successful practices in Ontario school boards
- **Practical tools** you can use to develop, implement, and communicate policies and practices
- **Reference information** on the collection and use of personal information, ministry contacts, and selected provincial and local Aboriginal organizations.

The development of effective self-identification policies by Ontario school boards is a significant step toward ensuring that First Nation, Métis, and Inuit students receive the highest possible quality of education, and that all Ontario students benefit from an appreciation of the richness of Aboriginal cultures, and the important contributions of First Nation, Métis, and Inuit communities to Ontario’s cultural, economic and social future.

WHERE TO GET HELP

The Aboriginal Education Office (AEO) of the Ministry of Education can provide you with help and guidance as you develop and implement self-identification policies. See Appendix B for important contact information.

1. In this document, the term *school boards* is used in reference to both district school boards and school authorities.

AT-A-GLANCE: THE POLICY DEVELOPMENT PROCESS

Step 1: Foundations

- Recognition of First Nation, Métis, and Inuit Peoples
- Consultation with legal counsel to guide the process and policy development

Step 2: Consultation

- Broad consultation with Aboriginal communities and other stakeholders
- Policy development in collaboration with stakeholders
- Communication to ensure broad understanding of the policy and its purpose

Step 3: Implementation

- Development of a data collection methodology
- Data gathering and ongoing communication



This resource document has been developed in cooperation with the Keewatin-Patricia District School Board, the Kenora Catholic District School Board, and the Toronto District School Board, as well as with First Nation and Métis representatives. Representatives of these organizations provided descriptions of their experiences in developing policies for voluntary, confidential Aboriginal student self-identification.

Why Self-Identification? Why Now?



The Ontario government is dedicated to excellence in publicly funded education for all students, including First Nation, Métis, and Inuit students. This position is reflected in Ontario's New Approach to Aboriginal Affairs, released by the government in June 2005, which envisions prosperous and healthy Aboriginal communities that will create a better future for Aboriginal children and youth.²

ABORIGINAL EDUCATION IS A KEY PRIORITY

Ontario and Aboriginal leaders recognize the importance of education in improving lifelong opportunities for First Nation, Métis, and Inuit children and youth. *Ontario's New Approach to Aboriginal Affairs* commits the government to working with Aboriginal leaders and organizations to improve education outcomes among Aboriginal students.

Acting on this commitment, the Ministry of Education has identified Aboriginal education as one of its key priorities, with a focus on meeting two primary challenges by the year 2016 – to improve achievement among First Nation, Métis, and Inuit students, and to close the gap between Aboriginal and non-Aboriginal students in the areas of:

- Literacy and numeracy
- Retention of students in school
- Graduation rates
- Advancement to postsecondary studies

2. The term *Aboriginal* includes First Nation, Métis, and Inuit peoples. First Nation, Métis, or Inuit students are referred to specifically where appropriate to the context.

ONTARIO'S ABORIGINAL EDUCATION STRATEGY

As a first step towards meeting these goals, the ministry developed the *Ontario First Nation, Métis, and Inuit Education Policy Framework*, released in January 2007. The framework provides the strategic policy context within which the ministry, school boards, and schools will work together to improve the academic achievement of Aboriginal students in provincially funded schools³ and to close the gap in academic achievement.

DIGGING DEEPER

For more in-depth information on Ontario's Aboriginal Education Strategy, visit the ministry website at: www.edu.gov.on.ca/eng/aboriginal.

DEFINING PERFORMANCE MEASURES

In addition to outlining a range of strategies, the framework sets out performance measures that will be used to assess the progress being made towards achieving these goals. The ministry is committed to providing progress reports every three years on the implementation of the framework.

THE CHALLENGE: DATA COLLECTION

The challenge facing the ministry in assessing progress is the absence of reliable student-specific data on the achievement of First Nation, Métis, and Inuit students across Ontario. The framework document describes how important it is to have accurate and reliable data in order to assess progress towards the goal of improving Aboriginal student achievement. Such data is also needed to support improvement planning and accountability, and to inform policy and funding decisions, measurement, and reporting.

THE SOLUTION: VOLUNTARY, CONFIDENTIAL SELF-IDENTIFICATION

For this reason, as stated in the framework, “*the ministry encourages boards to develop policies for voluntary, confidential Aboriginal student self-identification that would provide a basis for gathering the relevant information*”. The ministry is committed to working with school boards and supporting them in developing such policies, in partnership with local First Nation, Métis, and Inuit parents, families, and communities.⁴ Once school boards have their self-identification policies in place, the ministry will begin collecting the data from them.

3. According to the 2001 Census, more than 75 per cent of the Aboriginal population in Ontario live within the jurisdictions of provincially funded school boards.

4. Ministry of Education, *Ontario First Nation, Métis, and Inuit Education Policy Framework, 2007*, pp. 10, 11.

PILOTING THE DATA COLLECTION PROCESS

In December 2003, the Ministry of Education provided funding to the Northern Ontario Education Leaders (NOEL) to support a pilot project that involved developing a policy for voluntary, confidential Aboriginal student self-identification. As a result of the success of the NOEL pilot project, six school boards in northwestern Ontario developed a self-identification policy. The ministry also funded a pilot project with the Toronto District School Board for the development of such a policy. With self-identification policies in place, these boards are able to focus their efforts and resources on strategies for improving Aboriginal student achievement and evaluate the success of their efforts over time.

EQAO REPORTING

In March 2006, at the request of the ministry, the Education Quality and Accountability Office (EQAO) agreed to report on the achievement of Aboriginal students to boards that have a self-identification policy in place. The ministry received support for this arrangement from the Chiefs of Ontario, the Métis Nation of Ontario, and the Ontario Métis and Aboriginal Association. In his memo of March 21, 2006, to Directors of Education, the Assistant Deputy Minister for French-Language Education and Educational Operations encouraged boards to work directly with the EQAO to finalize plans for the separate reporting of results for First Nation, Métis, and Inuit students. (see Appendix A).

SUPPORTING ONTARIO SCHOOL BOARDS

The Aboriginal Education Office (AEO) of the Ministry of Education is dedicated to providing the support school boards need as they develop and implement self-identification policies. It also works to ensure capacity building with respect to Aboriginal education. School boards are encouraged to contact the AEO for any information or guidance they may require.

Developing a Self-Identification Policy

Developing a voluntary, confidential self-identification policy involves a number of key considerations, and follows an identifiable process. The following three-step process reflects the successful practices of school boards in Ontario, and the experiences of school boards that participated in pilot projects across the province.



Step 1: Foundations



RECOGNITION OF FIRST NATION, MÉTIS, AND INUIT PEOPLES

In keeping with the definition of Aboriginal peoples under the Constitution, all self-identification policies developed by school boards need to recognize and address the following four cohorts of Aboriginal students attending provincially funded schools in Ontario:

1. First Nation students who live in First Nation communities but attend provincially funded elementary or secondary schools under tuition agreements
2. First Nation students who live in the jurisdictions of school boards and attend provincially funded elementary or secondary schools
3. Métis students who attend provincially funded elementary or secondary schools
4. Inuit students who attend provincially funded elementary or secondary schools

INSIGHT

There is a fifth cohort of Aboriginal students in Ontario – those who live in First Nation communities and attend federally funded elementary and secondary schools in First Nation communities. These students, however, would not be represented in the self-identification policies developed by provincial school boards.

REFLECTING DIVERSITY

It is important to recognize the diversity of Aboriginal peoples in Ontario with respect to language, history, and culture, as well as the different learning needs and strengths of First Nation, Métis, and Inuit students. When developing self-identification policies for First Nation, Métis, and Inuit students, school boards should therefore take care to distinguish between these groups.

YOUR POLICY SHOULD REFLECT:

- First Nation students residing on reserve and paying a tuition fee
- First Nation students residing within the jurisdiction of the school board
- Métis students
- Inuit students

CONSULTATION WITH LEGAL COUNSEL

The Aboriginal and treaty rights of the Aboriginal peoples of Canada are recognized and affirmed in the Constitution Acts of 1867 to 1982 (section 35). Section 35(2) indicates that Aboriginal peoples of Canada include Indian, Inuit, and Métis peoples.

When developing and implementing policies for voluntary, confidential Aboriginal student self-identification, school boards must consider the application of the Ontario Human Rights Code, the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA), the Freedom of Information and Protection of Privacy Act (FIPPA), and the Education Act. The Canadian Charter of Rights and Freedoms and the Constitution are also relevant in the development of Aboriginal student self-identification policies. School boards are encouraged to consult with legal counsel and freedom of information coordinators to ensure the legal accuracy of the policies they are developing.

HUMAN RIGHTS

The Ontario Human Rights Commission’s *Guidelines for Collecting Data on Enumerated Grounds Under the Code*⁵ explains when it is permissible to collect and analyze data based on “enumerated grounds”, such as race, disability, or sex. The guidelines state that:

“A data collection program should clearly set out a Code-legitimate purpose: to monitor and evaluate potential discrimination, identify and remove

5. This Ontario Human Rights Commission document may be found on the commission’s website, at www.ohrc.on.ca. (See also the commission’s *Guidelines on Special Programs*.)

systemic barriers, ameliorate or prevent disadvantage and/or promote substantive equality for individuals identified by enumerated grounds.

Regardless of the method of data collection, the individuals on whom data is being collected, or the broader public in general, must be informed why such information is being collected and how the collection and use of such data will assist to relieve disadvantage or discrimination and achieve equal opportunity.” (pp. 2–3)

FREEDOM OF INFORMATION

Protection of personal privacy is a key element of any self-identification policy. School boards are subject to MFIPPA. The Education Quality and Accountability Office (EQAO) and the Ministry of Education are subject to FIPPA.

In developing and implementing self-identification policies, school boards must ensure that they meet the requirements of MFIPPA and its regulations, including those that pertain to:

- The authority to collect personal information (section 28(2) of the act)
- Collecting personal information directly from the individual to whom the information relates, with limited exceptions (section 29(1))
- Giving notice of the uses to be made of personal information (section 29(2))
- The authority to use personal information (section 31)
- The authority to disclose personal information to the ministry (section 32)

ABOUT FREEDOM OF INFORMATION LEGISLATION

The MFIPPA and FIPPA establish the legislative scheme by which school boards, the EQAO, and the ministry must protect an individual’s right to privacy when collecting, retaining, using, disclosing, and disposing of personal information. MFIPPA and FIPPA also establish the right of individuals to request access to information in the custody or under the control of school boards, the EQAO, and the ministry.

THE EDUCATION ACT

In addition to defining the uses that will be made of the personal information collected under a self-identification policy, a school board must understand its legal obligations with respect to disclosing the personal information to the Ministry of Education and the EQAO.

Section 8.1 of the Education Act gives the minister authority to collect personal information indirectly and to require a school board to disclose personal information that is reasonable and necessary for purposes set out in section 8.1(1), including administering the Education Act and its regulations, implementing policies and guidelines made under the act, planning services, allocating resources to the services, and evaluating or monitoring the services (see Appendix C).

Clause 4(1)(b) of the Education Quality and Accountability Act gives the EQAO the authority to require a school board to provide personal information to it to allow it to carry out its objectives.

Step 2: Consultation

BUILDING UNDERSTANDING AND SUPPORT

Success in developing a student self-identification policy depends on the support of Aboriginal students, parents, and communities. These individuals and groups need to understand, first of all, that student self-identification as First Nation, Métis, or Inuit is *voluntary*. Second, they need to know how Aboriginal children and youth will benefit from the collection of data. It is essential for school boards to communicate that the goal of the initiative is improvement in student achievement through



ESTABLISHING DIALOGUE

Consultations should be held with a broad range of First Nation, Métis, and Inuit families, communities, and organizations, including Native Friendship Centres and other local political and service delivery groups. A list of selected provincial and local Aboriginal organizations is provided in Appendix D of this guide.

more effective program planning, targeted initiatives, additional support, and the involvement of family and community in the life of the school.

CONSULTATION IS KEY

Boards that have developed self-identification policies indicate that ongoing discussions with families aimed at developing a clear understanding of the initiative were critical to their success. These boards also pointed out that it was only through extensive consultation that they were able to learn about and address the concerns families had about such policies.

IDENTIFYING CONCERNS

First Nation, Métis, and Inuit parents, families, and communities often have a range of concerns about Aboriginal student data collection. For example, the perspective of many First Nation peoples on the school system has been strongly influenced by residential school experiences, which have led to an “intergenerational” distrust of the education system.

Aboriginal peoples have also expressed concerns about the uses and possible misuses of their personal information and about the issue of security and the ability of institutions to protect the data they have collected. Such concerns are rooted in previous experiences involving the tracking of, and reporting on, Aboriginal peoples by governments and other organizations.

It is important that families be aware of the ways in which data on their children’s achievement may be used by outside organizations. For example, the Fraser Institute reports on Aboriginal student achievement in jurisdictions that collect Aboriginal student data, such as British Columbia. Such reports tend to bring attention to low student achievement, and can have a negative effect on First Nation, Métis, and Inuit students and communities.

COMMUNICATING HOW DATA WILL BE USED

It is important that boards have honest and open discussions with families in which they can respond to concerns about potential uses of data, including those by external organizations, and explain how they can protect and maintain a positive learning environment for Aboriginal students.

BUILDING AWARENESS

School boards will need to employ a variety of strategies to successfully raise awareness and understanding of the initiative among First Nation, Métis, and Inuit families and communities, and to gain their support. School boards should also ensure that board and school staff, particularly front-line staff, have a good understanding of the initiative and the issues and concerns related to it, so that they can respond informatively to questions from students' families.

DEEPENING YOUR KNOWLEDGE

A variety of effective strategies that boards may find helpful are described in the accounts of the policy development processes of three school boards and the perspectives of Aboriginal representatives presented on pages 16–25. In addition, relevant strategies are represented in some of the sample materials provided on pages 26–32.

Step 3: Implementation

ARTICULATING INTENDED USES OF THE DATA

In order to ensure success in implementing an Aboriginal student self-identification policy, it is critical that First Nation, Métis, and Inuit families and communities understand that self-identification is *voluntary and confidential*. It is also essential that they understand and support the ways in which school boards, the EQAO, and the Ministry of Education intend to use their personal information.



School boards will need to determine at the outset what the uses of the data will be, and communicate this information to families and communities through consultations with them. Boards should discuss the collection of data with their MISA leaders and information technology staff, as well as with the EQAO, at an early stage of the development process.

The Ministry of Education's *Ontario First Nation, Métis, and Inuit Education Policy Framework, 2007* includes specific quantitative and qualitative performance measures that will be used to assess the progress of the implementation of the framework. The ministry's framework implementation plan is to include specific targets connected with the performance measures to aid in assessing system effectiveness and First Nation, Métis, and Inuit student

achievement. School boards will implement the framework through their own school board planning, which will include locally developed targets.

PROVIDING INFORMATION ABOUT DISCLOSURE

School boards need to communicate how, and to whom, the information they collect will be disclosed. They must explain that they will disclose the information to the EQAO and the ministry, and that the EQAO and the ministry will in turn disclose it in their reporting of information to the public.

The Ministry of Education is committed to providing public reports every three years on the progress of the framework implementation. The reporting process will be developed as the framework is implemented.

Once the ministry starts collecting student data from school boards, it will be possible to report publicly on Aboriginal student achievement at an aggregate level. The ministry may report on matters such as:

- Enrolment
- EQAO results
- Course completion

It must be understood that all information held by the ministry, the EQAO, and school boards is also subject to requests by the public under FIPPA and MFIPPA. However, First Nation, Métis, and Inuit families and communities should be assured that personally identifiable data would be protected, unless otherwise required by law.

GIVING NOTICE OF COLLECTION

In implementing First Nation, Métis, and Inuit student self-identification policies, school boards will be required to give notice of the uses to be made of the personal information, in accordance with section 29(2) of MFIPPA.

The ministry's collection of Aboriginal student data from school boards will also be captured in the ministry's Notice of Indirect Collection, which will be posted on the ministry's website, in accordance with section 8.1(7)(a) of the Education Act.

Successful Practices for School Boards



With the support of the Ministry of Education, the Northern Ontario Education Leaders (NOEL) and the Toronto District School Board have completed pilot projects which have resulted in the establishment of self-identification policies in seven Ontario school boards. Their experiences provide valuable insights into successful practices for policy development and implementation.

Keewatin-Patricia and Kenora Catholic District School Boards

In December 2003, the Ministry of Education provided funding to support an Aboriginal student self-identification policy research project, an initiative of Northern Ontario Education Leaders (NOEL) and Northern Aboriginal Educational Circle (NAEC).

PROJECT OBJECTIVES

- Develop and approve a voluntary self-identification policy
- Involve Aboriginal educators, parents, students, and the Aboriginal community in the development of the self-identification policy
- Develop an understanding of the implications of a self-identification policy by Aboriginal educators, parents, students, and the Aboriginal community
- Continue respectful working relationships and promote additional partnerships with Aboriginal educators, parents, students, and the Aboriginal communities

The task of self-identification policy development was assigned as a shared responsibility of the Keewatin-Patricia District School Board (KPDSB) and Kenora Catholic District School Board (KCDSB), led in each case by the respective Director of Education.

The intent was that the two directors would develop a policy process and policy product that could eventually be used by other NOEL boards.

DEVELOPMENT PHASES

The self-identification policy was developed in three phases:

1. Review of literature and relevant legislation and preparation of preliminary materials and early draft
2. Consultations and revisions of the draft policy
3. Policy refinement and review by trustees, staff, and legal counsel, leading to board approval

CONSULTATION AND PARTNERSHIPS

The purpose of the consultations on the draft policy was to ensure that Aboriginal families and communities understood and were supportive of the initiative, and that they would self-identify on the school registration forms.

KPDSB and KCDSB worked with their partners at a number of levels. The boards worked with NAEC through NOEL, as well as through local groups, which included representatives associated with their tuition agreements.

INSIGHT

KPDSB and KCDSB encountered challenges in consulting directly with Chiefs and Councils of First Nation communities. They found they had more success working through the education policy officials within the political organizations, such as Grand Council Treaty #3, who gave their support. As a result, and at the recommendation of NAEC, the boards did not go directly into the First Nation communities but rather worked in partnership with First Nation organizations to reach out to First Nation parents and community members.

In addition, NOEL sought feedback on the self-identification initiative through two regional forums focused on Aboriginal education.

OUTREACH AND COMMUNICATION

The boards hosted three local public meetings with Aboriginal parents. They publicized the meetings through local newspapers, letters to parents, and communication to First Nation communities through their First Nation partners. The outreach was largely through the schools; however, board representatives also went to centres within the community, such as shopping centres, to talk to parents and hand out brochures explaining the meetings. Each of the public meetings attracted 30–40 Aboriginal parents.

CRITICAL SUCCESS FACTORS

1. KPDSB and KCDSB recommend that when boards begin the process of engaging First Nation communities, they work through their regional Provincial Territorial Organizations and/or Tribal Councils to seek their support and facilitate communication with their member First Nation communities. The boards also recommend working through other Aboriginal organizations within the local community, such as the Métis Nation of Ontario.
2. Consultations were critical to the implementation of the policy. Without serious intentional consultations, the policy will have limited success. Sharing how the data would be used and explaining the confidentiality of the data was very important in gaining support from Aboriginal parents. Developing Aboriginal parents and educators as advocates to help explain to other Aboriginal parents was very helpful, both in policy development and policy implementation. The brochure was a useful way to engage dialogue with parents. It also was something parents could take away with them. Two brochures were developed: one by KCDSB with NOEL; the second by a First Nation educator from NAEC.
3. The boards indicated that one of the keys to their success in implementing the policy was taking steps to train secretaries and other front-line administrative staff in schools, who fielded questions from parents, about the question that was included on the registration forms. It was important that staff understood the initiative, were sensitive to the concerns raised by parents, and could respond appropriately.

Overall, KPDSB and KCDSB have experienced great success in developing and implementing their Aboriginal student self-identification policy. KPDSB estimates that just under 100% of elementary and approximately 80% of secondary Aboriginal students have self-identified on school registration forms.

Grand Council Treaty #3

The self-identification pilot project led by NOEL included collaboration with several First Nation partners, including representatives of Grand Council Treaty #3, who provided their insights on the consultation and policy development process.

The approach taken by the boards involved in the NOEL project is considered a good model for boards to follow in their own policy development processes. Treaty 3 representatives had the following comments and suggestions to build on this model to ensure even greater success.

COMMUNICATION

Each individual stressed the importance of developing an all-encompassing communication strategy, using a variety of innovative approaches to meeting with First Nation parents and caregivers. Boards are encouraged to hold meetings in centres within the community such as malls and Friendship Centres. Boards should also advertise widely through First Nation radio stations and newspapers, in addition to sending newsletters home. There may also be opportunities to reach out to parents through events such as Treaty Days and Pow Wows.

OUTREACH

It was recommended that boards explore innovative ways to reach First Nation families in their communities, including sending letters to Chiefs and Councils and holding meetings with First Nation families, as well as calling families to explain the initiative. It is important, as well, to work with First Nation support organizations, such as Tribal Councils and child and family service agencies, in order to disseminate the information as broadly as possible, so that it will seem less mystifying to families and communities.

INTERNAL COMMUNICATION

Boards also need to ensure widespread understanding and support of the initiative among all board and school staff, as well as among trustees, as it is critical that all board representatives are able to provide accurate information about the initiative and respond appropriately to concerns raised by families and communities.

DATA REPORTING

One of the challenges faced by First Nation communities is the need for a process through which boards can communicate on a regular basis to First Nation families about the data being collected. It is important that families have access to statistics being collected by boards about their children's educational success. This is an issue that should be addressed in discussions with families and formalized in a protocol in conjunction with the policy.

Responses to the self-identification policy among First Nation families in Treaty 3 communities have been varied. However, boards will achieve greater success if they focus on grass-roots information sharing and if the focus of all discussions is on providing Aboriginal children with an education that is of the highest quality, as this is a common goal that will speak to all parents.

Toronto District School Board

In March 2005, the Ministry of Education provided funding to the Toronto District School Board (TDSB) in support of a pilot project to develop an Aboriginal student self-identification policy.

CONSIDERATIONS IN AN URBAN SETTING

The TDSB faced a very different set of circumstances than did the northern boards. Toronto is a large urban centre with diverse multicultural communities, and a great diversity of Aboriginal peoples dispersed throughout the city. The challenge was to find ways to reach out and gain the support of those communities. The board also indicated that it would have been beneficial if they had been able to collaborate with other boards in the region on this initiative, such as York region, and with the Catholic boards. This would have enabled them to pool their resources to reach out and raise awareness among the broader community, agencies, and other organizations.

ESTABLISHING AN ADVISORY COMMITTEE

At the outset of the process, the board established an Aboriginal Advisory Committee, which reported to the board. In order to demonstrate broad community commitment to the initiative, the committee brought community members with them when making their submissions and recommendations to the board. This enabled board members to speak with community members directly and increase their understanding of the issues. As a result, all submissions made were accepted unanimously by the board.

OUTREACH

The TDSB used a range of approaches to reach out to Aboriginal communities in Toronto. Approximately half a dozen full-day community sessions were held, which were open to all community members, including families and representatives of service delivery agencies. The board advertised the sessions through schools and Aboriginal agencies and organizations. Additionally, community newspapers featured some of the initiatives and promoted upcoming events.

INFORMATION SESSIONS

Sessions were held in different locations throughout the city, including Aboriginal community centres, schools, and the board office. It was noted, however, that meetings held at the board office attracted fewer participants, which emphasizes the importance of going into the communities. It was also important to respect Aboriginal traditions in those meetings by having a traditional opening and sitting in circles to give everyone an equal opportunity to speak. Board representatives also attended several other community events where they were able to discuss the initiative with community groups.

PARTNERSHIPS

The board collaborated with a number of different Aboriginal organizations to increase awareness about the initiative, such as the Aboriginal Peoples' Council of Toronto and Native Child and Family Services of Toronto. It is important to realize, however, that community and political organizations do not necessarily represent the perspectives of all Aboriginal peoples, therefore it was important to engage a broad range of organizations and service delivery providers.

CRITICAL SUCCESS FACTORS

1. Consultations enabled the board to increase understanding of the initiative and gain broad support. It was important to communicate the purpose of the initiative, and to seek feedback on the questions used in the data gathering process. Communities needed to see that the information being collected would be of value to them; therefore, questions were focused on the opportunities that will be available to Aboriginal students as a result of the data that is collected. For example, the questions include a section on Native Languages, which provides parents and students with the opportunity to indicate which language courses they would be interested in accessing. This information will enable the board to develop programming aligned with these needs.

ABOUT NATIVE LANGUAGES AND NATIVE STUDIES IN ONTARIO

Ontario's secondary school curriculum includes Native Language courses in Cayuga, Cree, Delaware, Mohawk, Ojibwe, Oji-Cree, and Oneida. Students can take a Native Language course in place of compulsory French. There are also 10 courses available in the Native Studies Curriculum, including:

- Expressing Aboriginal Cultures, Grade 9
- Aboriginal Peoples in Canada, Grade 10
- English: Contemporary Aboriginal Voices, Grade 11, University Preparation
- Current Aboriginal Issues in Canada, Grade 11
- Aboriginal Beliefs, Values, and Aspirations in Contemporary Society, Grade 11, College Preparation
- English: Contemporary Aboriginal Voices, Grade 11, College Preparation
- Aboriginal Beliefs, Values, and Aspirations in Contemporary Society, Grade 11, Workplace Preparation
- English: Contemporary Aboriginal Voices, Grade 11, Workplace Preparation
- Aboriginal Governance: Emerging Directions, Grade 12
- Issues of Indigenous Peoples in a Global Context, Grade 12

2. It was also recognized that the wording of the questions was important, as phrasing and language could impact on participants' willingness to respond. The board spent significant time consulting with communities on various drafts of the questions to develop something that would meet the needs and expectations of each community.

The TDSB's self-identification policy was in place as of October, 2006. The next phase of the initiative will be the development of protocols for sharing the information that is collected with the Aboriginal communities.

Aboriginal Peoples' Council of Toronto

The Aboriginal student self-identification project led by the Toronto District School Board included collaboration with a range of Aboriginal community and political representatives. The TDSB Aboriginal Advisory Committee included representatives such as private citizens, academics, service delivery agencies, Elders, and political representatives. One member of the Advisory Committee, representing the Aboriginal Peoples' Council of Toronto, commented on the TDSB self-identification initiative.

REFLECTING DIVERSITY

One of the key challenges in creating an Aboriginal Advisory Committee is ensuring that the committee is representative of the diversity of Aboriginal peoples in the community. The Advisory Committee member indicated

INSIGHT

One way the committee supported the self-identification process was to advise the board on clarification of language, so that it was reflective of the diversity of Aboriginal peoples. It is important for boards to understand the different dynamics of Aboriginal communities, as well as the diverse needs and aspirations of Aboriginal children and youth. Boards need to be aware of the reasons why some students may not complete their education and the types of supports they need to succeed, such as financial support, and culturally appropriate counseling.

that the TDSB was successful in building a committee that is inclusive, reflects the diversity of Aboriginal peoples, and is effective, and suggested that this committee is a good model for other school boards to consider.

BUILDING POSITIVE PARTNERSHIPS

It was felt that the board itself was very supportive of the initiative and that board representatives had a good understanding of the issues affecting Aboriginal students. The board also recognized that there were many issues that were common to many different groups of students. Therefore, while one approach may not be appropriate for all students, the board is able to identify and build on common issues across groups while still respecting the diversity of students across the district.

REACHING THE “SILENT MAJORITY”

One of the key challenges in consulting on an initiative such as this, particularly in a large urban centre, is reaching out to the large “silent majority” of Aboriginal families, those who may not necessarily come forward to self-identify and discuss the issues. The member indicated that the board was successful at reaching out and engaging in discussions with the broader Aboriginal community, but that it is difficult to know to what extent it was able to reach out to Aboriginal families.

CRITICAL SUCCESS FACTORS

Based on experience with the TDSB initiative, the member made the following recommendations for school boards to consider in developing their own Aboriginal student self-identification policies:

1. It was stressed that, when conducting the consultations, it is important that boards understand what consultation means to First Nation, Métis, and Inuit peoples. It is important that it be an open discussion and that boards be prepared to hear the comments and concerns of the participants, recognizing that one size does not fit all. As well, the consultations should be approached as an ongoing process, not just a meeting. Through this process, the board will be able to build trust with the communities, which is crucial to the success of the initiative.

2. It is important that the board administration and elected trustees have an understanding of the initiative, and are supportive of it, before they begin the process. This will ensure consistent messaging in communications to the public and will demonstrate the board's overall commitment to the initiative.
3. There may be instances when individuals come forward claiming to speak for a group of Aboriginal people, but in fact do not, or only speak for a select group of individuals. It is important that boards ensure they have a broad range of representation through their consultations, and have a good understanding of the individuals, groups, or organizations they are working with.
4. Boards may find it challenging to manage the politics of Aboriginal communities and organizations. It is important that those working on this initiative be aware of the dynamics of the various political organizations involved. It was noted that the lead coordinator of the TDSB initiative was very successful in this respect.

Tools You Can Use

The following collection of information tools was developed for use in the pilot projects led by the Northern Ontario Education Leaders (NOEL), and the Toronto District School Board, and may be freely adapted for use by public school boards across Ontario.

Newsletter/Brochure

NORTHERN ONTARIO EDUCATION LEADERS AND NORTHERN ABORIGINAL EDUCATION CIRCLE

Let's Talk about a Self-Identification Policy

A way to increase Aboriginal students' success by providing support and accountability.



Purpose

To provide information to assist in the discussion on the development of a self-identification policy with Aboriginal educators, parents and political representatives.

Some Background

A self-identification policy was first introduced to the NOEL/NAEC Joint Aboriginal Steering Committee at the October, 2003 Forum on Aboriginal Education. A policy is used in British Columbia as a mechanism to gather data, flow funding (\$950.00 for every

self-identified student) and negotiate agreements between Aboriginals and school boards.

Consequently, the NOEL/NAEC Joint Aboriginal Steering Committee requested funding from the Ministry of Education to proceed in developing such a policy. When funding was confirmed the task of self-identification policy development was assigned as a shared responsibility of the Kenora Catholic District School Board and the Keewatin-Patricia District School Board, led in each case by the respective Director of Education.

Why the Policy?

1. To obtain resources from the Ministry of Education in order to develop and implement programs that respond to the particular needs of Aboriginal students.
2. To direct resources to Aboriginal educational projects that:
 - Provide high-quality learning opportunities that directly address the needs of Aboriginal students experiencing gaps in their education.
 - Improve EQAO test scores for Aboriginal students.
 - Improve the retention rate of Aboriginal students in schools.
 - Increase graduation rates for Aboriginal students and help ensure entrance into postsecondary studies and the world of work.
3. To promote effective working relationships with the Aboriginal community and the boards of education through parent involvement.

Some Guiding Principles in Policy Development

- Collaborative
- Inclusive
- Results oriented
- Learner-centered
- Respect the privacy and dignity of our students and their families

Policy Implications

It is our hope that the self-identification process would provide data that would lead to increased funding for Aboriginal education. This money would be used to bring specific programs to schools to increase the success of Aboriginal students.

All data would be securely stored to respect privacy and used only as a means to enhance Aboriginal education programs. Data will be treated in the same manner as Ontario Student Records and protected and governed by the Freedom of Information Act. Individual data will not be communicated. The information gathered will be used in the aggregate only.

Northern Ontario Education Leaders
www.noelonline.ca
and
Northern Aboriginal Education Circle
<http://naec.7generations.org>



Aboriginal Student Self-Identification Policy

Kenora Catholic District School Board

POLICY: SELF-IDENTIFICATION

No. 706

SECTION: 700 SCHOOL ADMINISTRATION

Page 36 of 43

APPROVAL/REVISION

EFFECTIVE

REVIEW

DATE: December 14, 2004

DATE: December 14, 2004

DATE: December 2006

A. Policy Statement

It is the policy of the Kenora Catholic District School Board to provide programs as a way to help Aboriginal students who experience gaps in their education by putting into place measures that respond to particular needs. All Aboriginal students and their parents have the right to voluntarily self-identify so that they may receive supportive programming. The first such measure in recognizing this right is to establish a self-identification procedure to identify, collect and aggregate student achievement data for Aboriginal students.

Definition: Aboriginal identification refers to the definition in the Constitution Act, 1982, Section 35(2), in that “Aboriginal peoples” include “Indian, Inuit and Métis”.

B. Rationale

The learning aspirations and potentials of Aboriginal students can be realized through a responsive, transparent and accountable policy that focuses on improved programs and services and builds on strong partnerships with Aboriginal parents and their communities. Student achievement data needs to be collected and aggregated related to the performance of Aboriginal students. This is to determine whether programs currently delivered offer similar opportunities for success as for other students. Continued data collection and analysis will provide information for future decision-making surrounding Aboriginal student success.

C. Framework Goals

The Kenora Catholic District School Board has established the following goals for Aboriginal education within its jurisdiction.

- To provide high-quality learning opportunities that are responsive, flexible, and accessible to the learner.
- To continue to set high expectations for learner achievement in supported learning environments.
- To improve EQAO test scores for Aboriginal students.
- To increase the retention rate of Aboriginal students.
- To increase the graduation rates of Aboriginal students.
- To ensure that learners are well prepared for participation in post-secondary studies and the world of work.
- To promote effective, respectful working relationships and partnerships with Aboriginal parents and the general Aboriginal community.

D. Guiding Principles

This policy will evolve as the boards seek to improve achievement and program delivery for Aboriginal students. For implementation and future refinement of the policy, the following principles will continue to guide us:

- Transparency
- Inclusiveness
- Innovation
- Learner-centered
- Equitable
- Responsive
- Collaborative
- Respect individual privacy and dignity
- Results-oriented
- Acknowledge and reflect cultural diversity
- Contribute to the knowledge base through research

E. Security Protocol

- All data will be securely stored to respect privacy and used only as a means to enhance Aboriginal education programs within Kenora Catholic District School Board.
- Data will be treated in the same manner as Ontario Student Records and protected and governed by the Freedom of Information Act.
- Individual data will not be communicated. The information gathered will be used in the aggregate only and for the purpose of developing and implementing supportive programs.

F. Evaluation

- The policy will be reviewed annually for its effectiveness and need for continuation.
- The data collected as a result of this policy will be evaluated on an annual basis and the results reported to the Aboriginal Education Forum and Kenora Catholic District School Board.

Agenda from a Community Forum

Aboriginal Peoples' Council of Toronto



Community Forum on Aboriginal Education

AGENDA

Opening Prayer	Elder
Welcome and Introductions	Facilitator
Opening Remarks	<i>Aboriginal Peoples' Council of Toronto</i>
Greetings	<i>Toronto District School Board</i>

Session A:

The Need for Self-Identification of Aboriginal Students in the Toronto District School Board

Session B:

Educational Needs Assessment – Toronto District School Board and the GTA

Lunch

Session C:

Educational Needs Assessment – Toronto District School Board and the GTA
(continued)

Closing Remarks

Closing Prayer Elder

Guiding Questions

Community Forum on Aboriginal Education

Session A: The Need for Self-Identification of Aboriginal Students in TDSB

Facilitated by _____

What are the issues surrounding voluntary self-identification?

How can we address these issues in culturally appropriate ways in order to improve educational opportunities for Aboriginal students within the education system?

How should a voluntary self-identification process be implemented?
(e.g., types of data collected, format of questions, procedures for self-identification and purposes/application of tracking)

Session B: Educational Needs Assessment

Facilitated by _____

We will be discussing the questions listed below with consideration of the following four stages of the academic cycle:

- a) preschool and kindergarten,
- b) elementary school,
- c) high school, and
- d) postsecondary/lifelong learning.

1. *What is currently being provided to adequately support Aboriginal students throughout their academic career in Toronto/GTA schools?*
2. *What are the key strengths of these services – what are best practices or keys-to-success stories?*
3. *What are the gaps and/or concerns with the current academic system, in terms of adequately addressing the needs of Aboriginal students?*
4. *What do you see as key to formulating an alternative delivery model?*

Session C: Educational Needs Assessment (continued)

(Please refer to the set of questions from Session B above.)

Policy Developer's Checklist

Use this checklist to ensure that your policy and process align with the successful practices outlined in this guide. Should you need additional information or support, contact the Aboriginal Education Office.



Recognition of First Nation, Métis, and Inuit Peoples

- Options for self-identification within our policy include:
 - First Nation (residing on reserve and paying a tuition fee)
 - First Nation (residing within the jurisdiction of the school board)
 - Métis
 - Inuit

Consultation With Legal Counsel

- Our consultation with legal counsel and freedom of information coordinators has ensured that legal obligations are understood and met, particularly with respect to:
 - The Ontario Human Rights Code
 - The Municipal Freedom of Information and Protection of Privacy Act
 - The Freedom of Information and Protection of Privacy Act
 - The Education Act

Consultation with First Nation, Métis, and Inuit Families and Communities

- We have undertaken broad and thorough consultations with:
 - First Nation, Métis, and Inuit families and communities
 - Local political and service delivery organizations
 - Other individuals or groups that may contribute to or be affected by the policy
- We have organized information sessions with parents and communities, and communicated information about the purpose and nature of the policy.
- We have involved parents and communities in the development of the policy.
- We have ensured that Aboriginal educators, parents, students, and communities understand the implications of a self-identification policy.
- We have ensured that school board staff, particularly front line staff, understand the initiative and the issues surrounding it.

Implementation

- We have engaged in discussions about the collection of data with Managing Information for Student Achievement (MISA) leaders, information technology staff, and the EQAO.
- We have ensured that families and students are aware that self-identification is voluntary and confidential.
- We have clearly communicated the following to students, parents, educators, and communities:
 - The intended uses of the information collected under the policy
 - The intended disclosure of the information collected under the policy
- We have provided proper notice of collection, indicating the uses to be made of the personal information gathered, in accordance with section 29(2) of the Municipal Freedom of Information and Protection of Privacy Act.

Appendix A

Memo to Directors of Education Regarding EQAO Board and School Results for First Nation, Métis, and Inuit Students

Ministry of Education

900 Bay Street
Mowat Block
Toronto ON M7A 1L2

Ministère de l'Éducation

900, rue Bay
Édifce Mowat
Toronto ON M7A 1L2



MEMORANDUM TO: Directors of Education; Supervisory Officers of School Authorities; Director, Provincial Schools Branch; Supervisory Officer, Centre Jules-Léger

FROM: Dominic Giroux, Assistant Deputy Minister French-Language Education and Educational Operations Division

DATE: March 21, 2006

SUBJECT: EQAO board and school results for First Nations, Métis and Inuit students

As you know, the Ministry of Education's Strategic Direction consists of three key goals: improving student achievement; reducing the gaps in student achievement; and increasing public confidence in education. The emerging Aboriginal Education strategy is one of several gap reducing strategies.

In his January 2006 communication to Directors of Education, the Deputy Minister informed you of the establishment of the Aboriginal Education Office (AEO). We are thrilled that Keith Lickers has agreed to serve as Acting Manager of the AEO effective January 3, 2006. A nationwide search is underway for a permanent manager, while recruitment for First Nations, Métis and/or Inuit education officers in Thunder Bay, North Bay, Barrie and London is underway.

At the First Ministers Meeting in Kelowna in November 2005, the Prime Minister, Premiers and national Aboriginal leaders agreed on a common goal with respect to Aboriginal education of closing the gap in Aboriginal students' academic achievement within 10 years. To address that objective, the collection, analysis, and dissemination of valid and reliable data on the learning performance of Aboriginal students is necessary.

Ontario school boards do not currently benefit from separate reporting on achievement for their First Nations, Métis and Inuit students. The absence of such a baseline makes accountability for improvement very difficult.

The Ministry has been pleased to work with several school boards over the past year to support pilot projects to develop a local voluntary self-identification policy for First Nations, Métis and Inuit students. At this time, seven boards have formally approved such a policy, after extensive consultations with local Aboriginal leadership and communities.

We are pleased to report that arrangements have been made with the Education Quality and Accountability Office (EQAO) for upcoming provincial assessments, so that boards that have approved such a policy may request from EQAO that school and board reports within their jurisdiction contain separate reporting features for First Nations, Métis and Inuit students. A prerequisite is that the board's student database contains the necessary information, as student demographics for EQAO assessments are extracted from board's database.

Eligible boards are encouraged to contact directly Marguerite Jackson, Chief Executive Officer of EQAO, at (416) 325-2801 or marguerite.jackson@eqao.com to formalize the request and finalise logistics.

Boards interested in learning more about the development of voluntary self-identification board policies for First Nations, Métis and Inuit students may contact Keith Lickers at (416) 325-4404 or keith.lickers@edu.gov.on.ca.

Sincerely,



Dominic Giroux, Assistant Deputy Minister French-Language Education and Educational Operations Division

- c.c. Senior Management Team, Ministry of Education
Marguerite Jackson, CEO, EQAO
Michael Kozlow, Director, Data and Support Services, EQAO
Keith Lickers, Acting Manager, Aboriginal Education Office
Sue Durst, Director, Curriculum and Assessment Policy Branch
Don Young, Director, Information Management Branch
Kit Rankin, Director, Field Services Branch
- Regional Managers
Nelson Toulouse, Deputy Grand Chief, Education, Chiefs of Ontario
Tim Thompson, Education Policy Coordinator, Chiefs of Ontario
Jennifer St. Germain, Director of Education and Training, Métis Nation of Ontario
Carol Dunn, Administrative Assistant, Ontario Métis and Aboriginal Association

Appendix B

Ministry of Education Contacts

ABORIGINAL EDUCATION OFFICE

900 Bay Street, 12th Floor, Mowat Block
Toronto, ON M7A 1L2
Tel: 416-326-3561
Fax: 416-325-2517

REGIONAL OFFICES OF THE MINISTRY OF EDUCATION

Barrie Regional Office

20 Rose St., 2nd Floor
Barrie, ON L4M 2T2
Tel: 1-800-471-0713
Fax: 1-800-471-2584

London Regional Office

217 York St., Suite 207
London, ON N6A 5P9
Tel: 1-800-265-4221
Fax: 519-667-9769

Sudbury-North Bay Regional Office

North Bay Site:
447 McKeown Ave., Suite 211
North Bay, ON P1B 9S9
Tel: 1-800-461-9570
Fax: 705-497-6896

Sudbury Site:

199 Larch St., Suite 203
Sudbury, ON P3E 5P9
Tel: 1-800-461-9570
Fax: 705-564-4233

Ottawa Regional Office

1580 Merivale Road, Suite 504
Ottawa, ON K2G 4B5
Tel: 1-800-267-1067
Fax: 613-225-2881

Thunder Bay Regional Office

615 James St. South, 1st Floor
Thunder Bay, ON P7E 6P6
Tel: 1-807-474-2980
Fax: 807-475-1550

Toronto & Area Regional Office

3300 Bloor Street West – Clarica Centre
Suite 1610 – Centre Tower
Toronto, ON M8X 2X3
Tel: 1-800-268-5755
Fax: 416-325-4153

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY

900 Bay Street, 19th Floor, Mowat Block
Toronto, ON M7A 1L2
Tel: 416-325-0070
Fax: 416-327-1912



Appendix C

Section 8.1 of the Ontario Education Act: Collection and Use of Personal Information

8.1(1) The Minister may collect personal information, directly or indirectly, for purposes related to the following matters, and may use it for those purposes:

1. Administering this Act and the regulations, and implementing the policies and guidelines made under this Act.
2. Ensuring compliance with this Act, the regulations, and the policies and guidelines made under this Act.
3. Planning or delivering programs or services that the Ministry provides or funds, in whole or in part, allocating resources to any of them, evaluating or monitoring any of them or detecting, monitoring and preventing fraud or any unauthorized receipt of services or benefits related to any of them.
4. Risk management, error management or activities to improve or maintain the quality of the programs or services that the Ministry provides or funds, in whole or in part.
5. Research and statistical activities that relate to education and are conducted by or on behalf of the Ministry. 2006, c. 10, s. 1.

Limits on collection and use

- (2) The Minister shall not collect or use personal information if other information will serve the purpose of the collection or use. 2006, c. 10, s. 1.

Same

- (3) The Minister shall not collect or use more personal information than is reasonably necessary to meet the purpose of the collection or use. 2006, c. 10, s. 1.

Collection and use of personal information for research

(4) The collection or use of personal information for purposes related to research activities mentioned in paragraph 5 of subsection (1) is subject to any requirements and restrictions that may be prescribed. 2006, c. 10, s. 1.

Disclosure by educational and training institutions, etc.

(5) The Minister may require any of the following to disclose to him or her such personal information as is reasonably necessary for the purposes described in subsection (1):

1. Educational and training institutions that are prescribed for the purposes of sections 266.2 to 266.5.
2. Persons and entities that are prescribed for the purposes of subsection 266.3 (3). 2006, c. 10, s. 1.

Same

(6) The Minister may specify the time at which, and the form in which, the information must be provided. 2006, c. 10, s. 1.

Notice required by s. 39 (2) of *FIPPA*

(7) If the Minister collects personal information indirectly under subsection (1), the notice required by subsection 39 (2) of the *Freedom of Information and Protection of Privacy Act* is given by,

- (a) a public notice posted on the Ministry's website; or
- (b) any other method that may be prescribed. 2006, c. 10, s. 1.

Regulations

(8) The Lieutenant Governor in Council may make regulations for the purposes of this section,

- (a) prescribing requirements and restrictions for the purposes of subsection (4);
- (b) prescribing methods of giving the notice required by subsection 39 (2) of the *Freedom of Information and Protection of Privacy Act*. 2006, c. 10, s. 1.

Appendix D

Selected Provincial and Local Aboriginal Organizations

FIRST NATION ORGANIZATIONS⁶

Chiefs of Ontario Office

111 Peter Street, Suite 804
Toronto, ON M5V 2H1
Tel: 416-597-1266
(Toll-Free 1-877-517-6527)
Fax: 416-597-8365
Website: www.coo.org

PROVINCIAL/TERRITORIAL ORGANIZATIONS (PTOs)

Association of Iroquois and Allied Indians

387 Princess Avenue
London, ON N6B 2A7
Tel: 519-434-2761
Fax: 519-679-1653
Website: <http://www.aiai.on.ca>

Grand Council Treaty #3

P.O. Box 1720
Kenora, ON P9N 3X7
Tel: 807-548-4214
Fax: 807-548-5041
Website: <http://www.treaty3.ca>

Nishnawbe-Aski Nation

100 Back Street, Unit #200
Thunder Bay, ON P7C 4Z2
Tel: 807-623-8228
Fax: 807-623-7730
Website: www.nan.on.ca

Union of Ontario Indians

P.O. Box 711
North Bay, ON P1B 8J8
Tel: 705-497-9127
Fax: 705-497-9135
Website: www.anishinabek.ca

6. Information provided on the Chiefs of Ontario website, at www.coo.org.

TRIBAL COUNCILS AND DISTRICT CHIEFS

Anishnabeg of Kabapikotawangag Resource Council

P.O. Box 237
Sioux Narrows, ON P0X 1N0
Tel: 807-226-4445
Fax: 807-226-4459

Bimose Tribal Council

598 Lakeview Drive
Kenora, ON P9N 397
Tel: 807-468-5551
Fax: 807-468-3908

Fort Frances Chiefs Secretariat

Site 206 – 39, R.R. # 2
Fort Frances, ON P9A 3M3
Tel: 807-274-5899
Fax: 807-274-5949

Independent First Nations Alliance

98 King Street, Box 5010
Sioux Lookout, ON P8T 1K6
Tel: 807-737-1902
Fax: 807-737-3501

Keewaytinook Okimakanak Tribal Council

127 Mine Road, P.O. Box 340
Balmertown, ON P0V 1C0
Tel: 807-735-1381
Fax: 807-735-1383

Kenora Chiefs Advisory

P.O. Box 349
Kenora, ON P9N 3X4
Tel: 807-467-8144
Fax: 807-467-2656

Matawa First Nations Chiefs Management

233 Court Street South
Thunder Bay, ON P7B 2X9
Tel: 807-344-4575
Fax: 807-344-2977

Mushkegowuk Tribal Council

P.O. Box 370
Moose Factory, ON P0L 1W0
Tel: 705-658-4222
Fax: 705-658-4250

North Shore Tribal Council

Branch Office:

P.O. Box 2049
Industrial Park Rd. E.
Blind River, ON P0R 1B0
Tel: 705-356-1691
Fax: 705-356-1090

Head Office:

Serpent River First Nation
Hwy. 17 E. Box 28
Cutler, ON P0P 1B0
Tel: 705-844-2340
Fax: 705-844-2563

Ogemawahj Tribal Council

P.O. Box 46, Rama Rd.
Rama, ON L0K 1T0
Tel: 705-329-2511
Fax: 705-329-2509

Paawidigong First Nations Forum

Northern Region of Treaty No. 3 Territory
P.O. Box 326
Dryden, ON P9N 2Z1
Tel: 807-937-4618
Fax: 807-937-2025

Shibogama First Nations Council

81 King Street,
P.O. Box 449
Sioux Lookout, ON P8T 1A5
Tel: 807-737-2662
Fax: 807-737-1583

Southern First Nations Secretariat

11361 Austin Line
Bothwell, ON N0P 1G0
Tel: 519-692-5868
Toll-Free: 1-800-668-2609
Fax: 519-692-5976
Website: <http://sfns.on.ca>

United Chiefs and Councils of Manitoulin

Box 275
M'Chigeeng, ON P0P 1G0
Tel: 705-377-5307
Fax: 705-377-5309

Waabnoong Bemjiwang First Nations

General Delivery
Pickerel, ON P0G 1J0
Tel: 705-857-0442
Fax: 705-857-0447

Wabun Tribal Council

313 Railway St.
Timmins, ON P4N 2P4
Tel: 705-268-9066
Fax: 705-268-8554

Windigo First Nations Council

P.O. Box 299
Sioux Lookout, ON P8T 1A3
Tel: 807-737-1585
Toll-Free: 1-800-465-3621
Fax: 807-737-3133
Website: <http://www.windigo.on.ca>

MÉTIS ORGANIZATIONS

Métis Nation of Ontario (MNO)

500 Old St. Patrick Street, Unit 3
Ottawa, ON K1N 9G4
Tel: 613-798-1488
Fax: 613-722-4225
Website: www.metisnation.org

MNO COMMUNITY COUNCILS⁷

Region 1

Kenora Métis Community Council

598 Lakeview Drive
Kenora, ON P9N 3P7
Tel: 807-468-2034
Fax: 807-468-1979

Sunset Country Métis Council

P.O. Box 403
(426 Victoria Avenue P9A 2C3)
Fort Frances, ON P9A 3M7
Tel: 807-274-1386
Toll-Free: 888-793-3334
Fax: 807-274-1801

Northwest Métis Nation of Ontario Council

34A King Street
Dryden, ON P8N 1B4
Tel: 807-223-8082
Fax: 807-223-8083

7. Information provided on the Métis Nation of Ontario website, at www.metisnation.org.

Region 2

Thunder Bay Métis Council

226 May Street South
Thunder Bay, ON P7E 1B4
Tel: 807-624-5018
Toll-Free: 800-265-2595
Fax: 807-623-4311

Nipigon Métis Council

35 Kingsway
Schreiber, ON P0T 2S0
Tel: 807-824-3197

Greenstone Métis Council

PO Box 133
Geraldton, ON P0T 1M0
Tel: 807-854-2463
Fax: 807-954-0927

Marathon Métis Council

Box 640
Manitowadge, ON P0T 2C0
Tel: 807-238-1077

Region 3

Timmins Métis Council

347 Spruce St. South
Timmins, ON P4N 2N2
Tel: 705-264-3939
Toll-Free: 888-497-3939
Fax: 705-264-5468

Temiskaming Métis Council

P.O. Box 145
479 Ferguson Avenue
Haileybury, ON P0J 1K0
Tel: 705-672-2112
Fax: 705-672-2113

Chapleau Métis Council

Box 1575
Chapleau, ON P0M 1K0
Tel: 705-864-2946

Northern Lights Métis Council

PO Box 2108
Cochrane, ON P0L 1C0
Tel: 705-272-3883

Region 4

Historic Sault Ste. Marie Métis Council

26 Queen Street E.
Sault Ste. Marie, ON P6A 1Y3
Tel: 705-254-1768
Fax: 705-254-3515

St. Joseph's Island/Bruce Mines Community Council

1761 Lewellyn Street, Box 151
Richard's Landing, ON P0R 1J0
Tel: 705-246-1863
Fax: 705-246-0363

Thessalon Métis Council

R.R. #2
Thessalon, ON P0R 1L0
Tel: 705-842-3063
Fax: 705-842-3063

Region 5

Sudbury Métis Council

260 Alder Street – Upstairs
Sudbury, ON P3C 5P4
Tel: 705-671-9855
Fax: 705-671-9415

North Bay Métis Council

101 Worthington Street East, Unit 243
North Bay, ON P1B 1G5
Tel: 705-474-0393
Fax: 705-474-8154

Region 6

Baptiste Lake Métis Council

c/o RR 1
Maynooth, ON K0L 2S0
Tel: 613-338-2440
Toll-Free: 877-407-1180
Fax: 613-338-2844

Ottawa Regional Métis Council

36 Live Oak Cresc.
Ottawa, ON K2G 1R6
Tel: 613-825-1339
Fax: 613-825-8501

Region 7

Grey Owen Sound Métis Council

c/o 418543 Conc. A, RR 1
Owen Sound, ON N4K 5N3
Tel: 519-379-0036
Fax: 519-370-0436

Georgian Bay Métis Council

RR2, Box 50
9170 County Rd. W, Unit 301
Midland, ON L4R 4K4
Tel: 705-526-6335
Fax: 705-526-7537

Moon River Métis Council

c/o Box 29
Mactier, ON P0C 1H0
Tel: 705-746-4974
Fax: 705-746-7106

Saguingue Métis Council

Box 1582
Port Elgin, ON N0H 2C0
Tel: 519-797-2160
Fax: 519-832-2432

Northumberland Métis Council

140 Elder Rd. RR4
Roseneath, ON K0K 2X0
Tel: 905-352-3124

Region 8

MNO Region 8 Office

404-103 Richmond Street E.
Toronto, ON M5C 1N9
Tel: 416-977-9881
Toll-Free: 888-466-6684
Fax: 416-977-9911

Credit River Métis Council

56 Baccarat Cresc.
Brampton, ON L7A 1K8
Tel: 905-306-1348

Region 9

Métis Nation of Welland

21 Hellems Ave.
Welland, ON L3B 3A8
Tel: 905-714-9756
Fax: 905-735-1161

Hamilton-Wentworth Métis Council

445 Concession St.
Hamilton, ON L9A 1C1
Tel: 905-318-2336
Fax: 905-318-6512

Windsor/Essex Métis Council

145-600 Tecumseh Rd. E.
Windsor, ON N8X 4X9
Tel: 519-948-9908
Toll-Free: 800-459-8850
Fax: 519-948-1198

INUIT ORGANIZATION (ONTARIO)

Tungasuvvingat Inuit

118 Empress Avenue
Ottawa, ON K1R 7G2
Tél: 613-563-3546
Fax: 613-230-8925
Executive-Director@ontarioinuit.ca
Website: <http://www.ontarioinuit.ca>

FRIENDSHIP CENTRES⁸

Ontario Federation of Indian Friendship Centres (OFIFC)

219 Front Street East
Toronto, ON M5A 1E8
Tél: 416-956-7575
Fax: 416-956-7577
Website: www.ofifc.org

Atikokan Native Friendship Centre

307-309 Main Street
P.O. Box 1510
Atikokan, ON P0T 1C0
Tél: 807-597-1213
Fax: 807-597-1473

Barrie Native Friendship Centre

175 Bayfield Street
Barrie, ON L4M 3B4
Tél: 705-721-7689
Fax: 705-721-7418

Ininew Friendship Centre

190 Third Avenue
P.O. Box 1499
Cochrane, ON P0L 1C0
Tél: 705-272-4497
Fax: 705-272-3597

Dryden Native Friendship Centre

53 Arthur Street
Dryden, ON P8N 1J7
Tél: 807-223-4180
Fax: 807-223-7136

Fort Erie Native Friendship Centre

796 Buffalo Road
Fort Erie, ON L2A 5H2
Tél: 905-871-8931
Fax: 905-871-9655

United Native Friendship Centre

516 Portage Avenue
P.O. Box 752
Fort Frances, ON P9A 3N1
Tél: 807-274-3762
Fax: 807-274-4110

Thunder Bird Friendship Centre

301 Beamish Avenue West, PO Box 430
Geraldton, ON P0T 1M0
Tél: 807-854-1060
Fax: 807-854-0861

Hamilton Regional Indian Centre

712 Main Street East
Hamilton, ON L8M 1K8
Tél: 905-548-9593
Fax: 905-545-4077

8. Information provided on the Ontario Federation of Indian Friendship Centres website, at www.ofifc.org.

Kapuskasing Friendship Centre

24 Byng Street
Kapuskasing, ON P5N 1X5
Tel: 705-337-1935
Fax: 705-335-6789

Ne'Chee Native Friendship Centre

P.O. Box 241
Kenora, ON P9N 3X3
Tel: 807-468-5440
Fax: 807-468-5340

Katarokwi Friendship Centre

50 Hickson Avenue
Kingston, ON K7K 2N6
Tel: 613-548-1500
Fax: 613-548-1847

N'Amerind Friendship Centre

260 Colbourne Street
London, ON N6B 2S6
Tel: 519-672-0131
Fax: 519-672-0717

Georgian Bay Native Friendship Centre

175 Yonge Street
Midland, ON L4R 2A7
Tel: 705-526-5589
Fax: 705-526-7662

Moosonee Native Friendship Centre

31 Ferguson Street South,
P.O. Box 489
Moosonee, ON P0L 1Y0
Tel: 705-336-2808
Fax: 705-336-2929

Niagara Regional Native Centre

382 Airport Road
R.R. # 4
Niagara-on-The-Lake, ON L0S 1J0
Tel: 905-688-6484
Fax: 905-688-4033

North Bay Indian Friendship Centre

980 Cassells Street
North Bay, ON P1B 4A6
Tel: 705-472-2811
Fax: 705-472-5251

Odawa Native Friendship Centre

12 Stirling Street
Ottawa, ON K1Y 1P8
Tel: 613-722-3811
Fax: 613-722-4667

M'Wikwedong Native Cultural Resource Centre

1723 8th Avenue East
Owen Sound, ON N4C 3C2
Tel: 519-371-1147
Fax: 519-371-6181

Parry Sound Indian Friendship Centre

13 Bowes Street
Parry Sound, ON P2A 2K7
Tel: 705-746-5970
Fax: 705-746-2612

Red Lake Indian Friendship Centre

P.O. Box 244
Red Lake, ON P0V 2M0
Tel: 807-727-2847
Fax: 807-727-3253

Indian Friendship Centre

122 East Street
Sault Ste. Marie, ON P6A 3C6
Tel: 705-256-5634
Fax: 705-942-3227

Nishnawbe-Gamik Native Friendship Centre

P.O. Box 1299
Sioux Lookout, ON P8T 1B8
Tel: 807-737-1903
Fax: 807-737-1805

N'Swakamok Friendship Centre

110 Elm Street
Sudbury, ON P3C 1T5
Tel: 705-674-2128
Fax: 705-671-3539

Thunder Bay Native Friendship Centre

401 N. Cumberland Street
Thunder Bay, ON P7A 4P7
Tel: 807-345-5840
Fax: 807-344-8945

Timmins Native Friendship Centre

316 Spruce Street South
Timmins, ON P4N 2M9
Tel: 705-268-6262
Fax: 705-268-6266

Council Fire Native Cultural Centre

439 Dundas Street East
Toronto, ON M5A 1B1
Tel: 416-360-4350
Fax: 416-360-5978

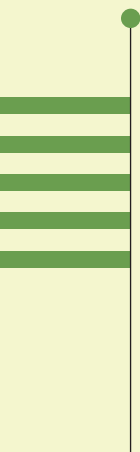
**Can Am Indian Friendship Centre
of Windsor**

1377 Ouellette Avenue
Windsor, ON N8X 1J8
Tel: 519-253-3243
Fax: 519-253-7876

Native Canadian Centre

(not affiliated with the OFIFC)

16 Spadina Road
Toronto, ON M5R 2S7
Tel: 416-964-9087
Fax: 416-964-9087



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