

Our Gifted Children

Ziigwan, Oshkayi'ii Wayeshkad Nanda-gikendan



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COVID-19, Special Education and moving forward: A perspective from the Special Education Support Technicians

For the wellbeing and safety of our children, teachers and support staff, on March 23 the Ontario government ordered the closure of all schools. These closures continue to be monitored and updated on two week intervals. At the time of this article the expected back to school date is May 31st, however this date will be determined and guided by the Chief Medical Officer of Health and Education Minister Stephen Lecce.

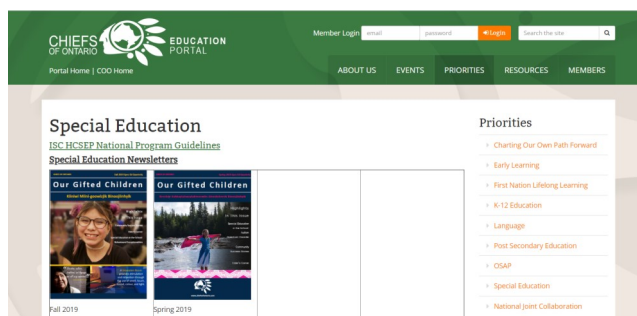
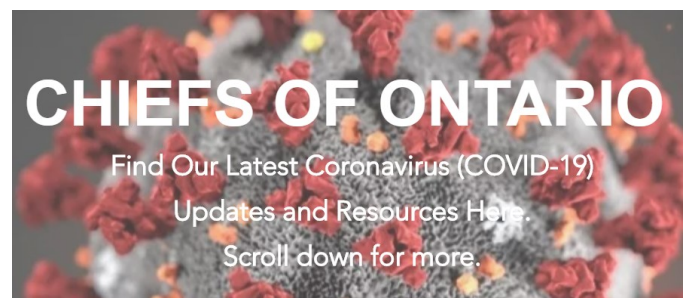
Under these unique circumstances many First Nation Education Authorities have had to initiate and utilize distance learning platforms, such as Seesaw, Google-classroom, and G-Suite thus creating the virtual classroom. Understandably there have been some challenges with this new learning environment, in addition to some issues with internet connectivity in the communities. For those First Nations experiencing connectivity difficulties, they have received hard copies of student learning packages, and other First Nations are

going back to natural land based education like goose and fish harvesting.

Parents and/or caregivers must now take the role of the teacher. This may be a stressful time as they try to juggle assisting their children with online assignments, and maintaining some sort of routine. For parents/caregivers a friendly reminder must be made that the idea of children being seen as a disruption to daily living was non-existent back in the day. Children were by our sides, watching, learning, living, and growing with us. For teachers this is an opportunity to get creative with live and/or pre-recorded lessons and assignments and adjust to a new way of coaching. Furthermore it is important to remember that when children do return to the classroom they all will be at various levels of their education and emotional wellbeing.

We encourage you to visit the Chiefs of Ontario's COVID-19 resources page and stay connected!

<http://www.chiefs-of-ontario.org/>



Special Education resources and tools

You can find many great resources on our **Education Portal**

<http://education.chiefs-of-ontario.org>

2020 Special Education Sharing Forum

Regretfully, the Education team at the Chiefs of Ontario had to postpone the Special Education Sharing Forum that was scheduled for April 21-22 in Toronto due to the COVID-19 pandemic. We are looking forward to hosting a Special Education Sharing Forum, optimistically in the fall of 2020. The Chiefs of Ontario Education sector will keep you informed as we await news that allows us to establish a new date.

Message from Chiefs of Ontario Director of Education

First and foremost, I extend my well-wishes for the health and safety of each and every one of you. As we continue to work diligently with government and education partners to keep everyone informed and to provide support, it is important to remember that we are all in this together.



I would like all of our partner communities to know that we are doing everything we can to assist you and your families as you learn, teach, and work from home. This is a challenging time, but our collaboration and cooperation will make all the difference in securing the best possible outcome. I am grateful for everyone's understanding and patience around the changing processes, and for your strength as we persevere through this pandemic in unity.

To contact Denise Lofstrom; Denise.lofstrom@coo.org
416-597-1266 (ext 242) | Direct cell – 647-227-9400

Who we are

The **Chiefs of Ontario** is a political forum and secretariat for collective decision-making, action, and advocacy for the 133 First Nations communities located in Ontario.

Guided by the Chiefs in Assembly, we uphold self-determination efforts of the Anishinaabek, Mushkegowuk, Onkwehon:we, and Lenape Peoples in protecting and exercising their inherent and Treaty Rights.

Keeping in mind the wisdom of our Elders, traditional knowledge keepers, and the future for our youth, we continue to create the path forward in building our Nations as strong, healthy Peoples respectful of ourselves, each other, and all creation.

Webinars

Since January 2020, the Chiefs of Ontario Education sector has hosted three Free Lunch and Learn webinars. They have been great educational opportunities for both teachers and support staff. We will continue to provide future opportunities based on the interest expressed by our community school teams. We appreciate everyone that took the time to fill out the questionnaire. We will strive to meet your current needs moving forward. Please keep an eye out for Upcoming Webinars!

Watch Now: Previous Webinars



Title: The Roles and Responsibilities of Educational Assistants

Host: Gwen Marsonet, Confederation College

Topic: What is the fastest and most reliable way to learn about your school and your students? Ask the Educational Assistant! Luckily, educational assistants are a common position in First Nations schools. In order to truly take advantage of having this other educator in the room, you need to have a clear understanding of their role and responsibilities. This session will begin with this groundwork before moving into discussing how to develop an effective working relationship.

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Title: Weird and WONDERFUL: Using diversity to solve behaviour and self-regulated learning problems

Host: Laurie Faith, OISE University of Toronto

Topic: We all have unique families, histories, cultures, experiences, cognitive skills, and learning strategies. Time to start using them in the classroom! In this webinar, you'll explore a specific and simple third path called "socially regulated learning." We'll talk about why the first path, "self-regulated learning," is so important and so hard to achieve, and why the second path, "authoritatively regulated learning," is such a shadowy and unproductive replacement. You will leave this online experience fully prepared with a simple, 5-minute teaching hack that truly honours the wisdom in each student. All are welcome. The "weirder" you are... the more wonderful!

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Title: Self-Care for Educators: Creating Awareness for Individual and Organization Wellbeing

Host: Patrik Lowen B.Ed MACP Chiefs of Ontario

Topic: Being an educator means caring for others and it is easy for educators to neglect their own wellbeing. The demands on educators are great, which sometimes can be overwhelming and lead to burnout. This webinar will look at some of the signs and symptoms of burnout and the importance of self-care. Individual and organizational (self) care strategies will be explored from an educational lens showing how we can incorporate educational practices into our own lives and/or organizations.

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Elder's Corner

Roland White, Naotkamegwanning First Nation



Roland has had a 30 year career at Baibombeh Anishinabe School located on Naotkamegwanning First Nation. The school offers a full curriculum for students from Junior Kindergarten to Grade 12; Roland teaches two high school level classes as well as Grades 7 & 8. His subject courses are Ojibwe Language and Native Studies/Arts. His classroom is filled with student artwork, word walls, and enthusiastic students who are eager to learn.

Roland considers education to be of high importance. He expressed that in the olden days people could live off of the land but in modern times that is no longer possible. Education is needed so that people can hold a good job, which is important to everyone's livelihood in a more modern world.

He strives to instill the Ojibwe culture, language, and traditions into the student community and boasts of the monthly Pow Wows that take place at the school. He's proud of the fact that these events utilize the local drumming group and

provide the students with an opportunity to wear their regalia.

In the classroom, he has what he calls a "Language Bowl" to assist with language acquisition. It is a locally developed flash-card based learning activity for the students to practice the Ojibwe language words for retention. When asked how he supports those students who may be struggling, he replied, "Give them extra support and more one on one time."

*"Give them extra support
and more one on one time."*



Roland strives to help the students be successful in all that they do on a daily basis.

Language retention is very important to Roland. He stated that the younger grades are doing well with their use of the Ojibwe language but notes that by the high school grades there is a decline. This concerns him and he speculates that it is partially due to outside influences and technology.

When asked for words of wisdom for the younger generation, Roland's advice is, "work hard in school, get a high school diploma, and pursue a post-secondary education."

Education should be a lifelong pursuit

Creating the virtual classroom

Special education is facing new challenges as distance teaching and learning become the new norm for K-12 classes during the Covid-19 pandemic. Delivering differentiated content in a well-equipped classroom can be difficult on a good day, but with schools closed, educators who work with special needs students must completely reinvent their approach to teaching.

One of the major roadblocks teachers are now battling is the fact that many of our First Nation communities do not have the infrastructure in place to support mass online learning initiatives. Therefore, teachers, parents, and students must work together as a team to develop alternative education and assessment tools to meet the present day needs of our students.

Some teachers and parents have collaborated to make a move to development in the areas of daily life skills and land-based activities. Incorporated into these activities are fishing, hunting, food preparation, laundry, hygiene, and physical activity. Planning and assessment methods have been created and adjusted accordingly based on the individual student's abilities and needs.

Initially, special education teachers found it difficult to plan and initiate effective online lessons. They expressed a lack of expertise in the area of online platforms and queried how to devise a program that would meet curriculum expectations. As we know, many of our special needs students are supported in school by the special education teacher, teacher aides and tutor escorts. Let's not forget the contributions by outsourced professionals; it is the norm that all staff have accessibility to manipulatives, technology, and in many cases, work in a hands-on sensory based environment with their students. Special education teachers had to develop a completely new set of tools to put into their toolbox for online teaching and learning.

Educators faced this difficulty head-on. They joined together to share ideas, connect, and expand their knowledge of online teaching and learning platforms

that include the highly utilized Google classroom, Zoom, and various educational web sites. They have supported each other through online webinars and blogs.

It is said that teachers are lifelong learners, and now, more than ever, they are determined to meet the challenges placed in front of them. They strive to improve their abilities, confidence, and the knowledge needed to make them more effective in the online environment.

Our special education teachers know that each of their students are unique and their needs vary. They know that strategies that would normally work within the classroom environment are not necessarily going to work online. That's why many educators teamed up to support each other and have developed online platforms to support their students.

Special education teachers across the province have developed a strong online communication network that is based on collaboration and cooperation. They have rallied to meet the challenges of teaching from home; producing quality educational activities in an online teaching and learning platform. All in an effort to plan and implement flexible and engaging educational experiences meant to meet the needs of our students while following curriculum guidelines.

A new Teacher's guide to Special Education

Who are our new teachers? Now that's a loaded question. A new teacher may be a teacher that is new to a community, new to the profession, a teacher who has had a change of assignment, or potentially a teacher returning to the profession after a leave. As you can see, there are many different definitions of "new" in the teaching profession and it's expected that they all have the ability to provide differentiated instruction and learning opportunities to students of all learning levels, including those students with special education needs.

Classrooms usually consist of a combination of students, some with Individualized Education Plans (IEP) and those

without. Therefore, all teachers need to have a basic understanding of Special Education laws, processes, and the various abilities that the students possess. Only then can they put in place the modifications and accommodations necessary to meet the individualized needs of each student within their class.

Let's talk about the key things that a classroom teacher should know about Special Education.

Know your students

- This will require looking through the Ontario Student Records (OSR) and taking notes
- What services is the student receiving and who is the service provider?
- Were there any recommendations in previous reports that can be utilized to better assist the student to move forward educationally?
- Create a point of contact with parents, guardians, and caregivers as they know their child best

Have a basic understanding of the Special Education process

• Pre-referral

- ⇒ Document the challenges, grades, performance, and behaviour exhibited by the student
- ⇒ Evaluate the effectiveness of current classroom accommodations
- ⇒ Review and utilize various teaching methods and instructional interventions

• Referral

- ⇒ Know your school's referral process, the paperwork necessary, and submission procedures

• Identification

- ⇒ Assessment is carried out
- ⇒ Multi-disciplinary teams become involved to determine the student's strengths and needs
- ⇒ Reports are created from the assessments that are used to determine eligibility, and the level, and type of supports that will be put in place for the student

Development of the Individualized Education Plans (IEP)

- ⇒ Team-based and includes parents, educators, administrators, and other specialists
- ⇒ Resources required by the student are identified, along with both short term and long term goals

Implementation and review

- The Special Education teacher takes a leadership role and provides guidance and support
- Accommodations and modifications are executed as outlined in the IEP
- Follow up is conducted to determine if the student is meeting their educational goals
- The IEP is reviewed and revisions are made in the event that the student is not meeting their goals; or they may be exceeding their goals, and new milestones are determined

The above outlines some very important information for teachers to know about the Special Education process, the team members involved, and the importance of setting and reviewing achievable, individualized goals necessary to support student success.

Teachers play a significant part in our children's daily lives and assume many roles of influence. They strive each day to encourage students to love learning, engage them in their pursuit of knowledge, all the while remaining lifelong learners themselves.

Source: Special Education in Ontario K-12 Policy & Resource Guide Draft 2017

Earth Day

Earth Day is an annual event celebrated around the world to demonstrate support for environmental protection and an appreciation of the Earth's natural environment. On April 22 we celebrated the **50th anniversary of Earth Day** under conditions no one could have imagined back in the 1970s when the day was set aside to appreciate how the world really works holistically.

This year's Earth Day was unique. We have seen what happens when humanity takes its foot off of the gas pedal for even a few weeks or months. It's almost as though the Earth is breathing easier once again and the frenetic pace of human activity has slowed.

This is a chance to reflect. It provides an opportunity to think about the importance of the environment to our health and wellbeing, and what we must do to protect it for future generations. Our personal contributions make a difference, now more than ever. It's impressive to see the ways that people are

striving to inspire and educate the youth of our First Nations. Families and educators work diligently to discuss the importance of protecting our planet. Some through personal storytelling and engaging in land-based activities, others by creating interactive online activities, engaging kids in the creation of homemade signs to show appreciation to frontline workers, and by providing free daily educational activities virtually that help growing minds stay connected with nature and wildlife while practicing

physical distancing.

Let's continue to educate our youth in ways they can protect their land, air, and water.

Together we can make our world a healthier place to live, learn,

work, and grow.



Supporting a young child's online educational journey

Boozhoo Kiinewayii, Ziigwan omii yawii (Greetings All, Spring is here!). I was asked to contribute to our seasonal newsletter and after a great deal of thought, I wanted to contribute a valuable learning experience I had with my four-year-old best friend Ms. Leigh-Anna who is in Junior Kindergarten.

She attends Lac Des Milles Lac Learning Centre in Thunder Bay. The centre is one of the first in the city to be independently operated by a First Nation community focusing on K-12 land-based learning and hands-on teaching. The school also provides language programs which include an Anishinabe/Ojibwe immersion class. I am very excited and proud of this positive step toward preserving our culture, traditions and foremost the emphasis of the return of our first language.

Due to the COVID-19 pandemic and school closures, Lac Des Milles Lac Learning Centre has come up with a creative approach to learning at home, utilizing the Educational Platform "SeeSaw." Ms. Leigh-Anna was eager to continue her daily education so we quickly determined we both needed to learn and understand the system together. Our first session was to read out the instructions of the program, after downloading and repeated sign-on attempts, we made it. Several times Ms. Leigh-Anna's contribution was her saying "here, let me try" as she handled the mouse and actually navigated to where we needed to go. As we both looked at each other she thought "oh no, I should not have done that," but my reaction was, "perfect you led the way!"

Seesaw Learning Platform is user friendly, on our first day of learning Ms. Leigh-Anna was able to see her teachers in a recorded lesson and she was given an assignment. Seeing all of her teachers was important, as she really missed them.

In the Ojibwe Lesson, her teacher would provide a word of the day and the student would repeat it 3 times, then

the student would record themselves saying the word and submit to the teacher for marking. She was then expected to complete a drawing of the word, take a picture and then send it in. The steps are easy to complete and follow.

Ms. Leigh-Anna looks forward to her school work each and every day; she also wants to complete school work on the weekends. I would like to thank the Lac Des Mille Lac Education Centre, Ms. Leigh-Anna's teachers Ms. Anita and Ms. Dawn for ensuring an enjoyable, on-going educational plan.

Education is important for our First Nations and their children. If you require help, reach out to your respective school and they will do their best to maintain continuity. We all look forward to returning to school. Our country and its First Nations will preserve and maintain the course to ensure our young generations have an opportunity for education and success, while incorporating our language, culture and traditions.

Ms. Leigh-Anna looks forward to her school work each and every day



Tips on how to support your children's learning at home

Establish a schedule

During uncertain times like these it is helpful for children to have consistency. There are a ton of examples of daily schedules that can be found online. In general, it is recommended to establish a predictable, structured plan for each week day which includes: 20 - 45 min time slots for academic lessons, physical exercise, creative activities (such as art and music), leisure time (especially outdoors) and breaks for nutritious lunches and snack times. It is also best to establish regular bedtimes and wake-ups, similar to when they are attending school, since it can be hard to get back on track. A great way of communicating this is to make a schedule with your child in a calendar format that can be displayed on a wall or on the fridge.

Create a designated learning space

If possible organize learning materials and designate a common area for learning for your children (free of as many distractions as possible). Depending on your home and layout, attempt to at least ensure the space selected is well lit, with comfortable seating and close to a power outlet if they are using their computer or tablet: avoiding having power cord across the floor, to prevent tripping. Additionally, learning will be more effective if the space includes all the things your child may need, such as workbooks, pencils, ruler, calculator, erasers, and paper.

Check in and check out

Start the day with a check in and end the day with a check out. This helps your child feel more secure and supports them to process the situation. Some questions you can ask: What are you learning today? What materials do you need? What did you enjoy learning today? What was challenging? How can I help?

Support your child's well-being

Keep in mind, children are more vulnerable in situations that disrupt their daily lives, and each child may react or display this differently. Some children may be irritable or clingy, some may just require a little more attention or additional support from trusted adults/caregivers. Be available if your child asks questions, and wants to talk about their concerns, or ask your child about their feelings and possible fears and provide them with age appropriate support. Please remember to be patient and understand that learning from home can be both stressful and difficult for children and parents.

Monitor communications from your child's teacher and school

Local schools and school boards will communicate with parents differently. Make sure you know how and when you can access communications. Call, email, or go to the school website for up to date information.



Your feedback is important to us!

**Feedback
Opportunities**

Our Special Education Sharing Forums have been well received and there have been consistent requests for these to continue. To date we have covered *Policy and Administration, Behaviour and Exceptionalities, Trauma, Mental Health, Drug related issues, Numeracy Strategies, Literacy Strategies, Learning Disabilities, Land-based programming, Dyslexia, Transition to Post-Secondary and much more.*

We are currently looking for suggestions and recommendations for future Special Education Sharing Information Forums and Webinars. Do you have an idea you want to share? Is there a practitioner or expert you would recommend? Is there a specific topic or theme that you would like to see featured?

Please send these recommendations to Patrik Lowen at patrik.lowen@coo.org

Ontario First Nation Special Education Working Group

In 2005, the Ontario First Nations Special Education Working group (OFNSEWG) was formed as a subcommittee to the First Nations Education Coordination Unit (FNECU). It is a joint technical and advisory body mandated by the FNECU to provide recommendations on issues and specific strategies for political review and/or approval for action. The OFNSEWG is made up of representatives from the First Nations Education Coordination Unit and Indigenous Service Canada.

Ontario First Nation Special Education Working Group	
Name	Organization
Denise Lofstrom	Chiefs of Ontario
Cherity Calder	Nishnawbe Aski Nation
Murray Waboose	Anishinabek Nation
TBD	Association of Iroquois Allied Indians
Yolanda Fobister	Grand Council Treaty #3
Debbie Terrance	Independent First Nations
Shelley Knott-Fife	Indigenous Services Canada

Educational resources

Here is a list of educational resources that may be useful for students, parents and educators. The list is not definite as there are many other resources available. Please be aware that many schools often have great licensed educational resources that students can access. Also, be mindful that not all households have access to technology and the internet; schools may be able to provide these homes with print materials or memory sticks containing educational resources that do not require internet access.

Resource	Description	Link
Scholastic Learn at Home	Free day-by-day resources for kindergarten through grade 9.	https://classroommagazines.scholastic.com/support/learnathome.html
Wordville	Literary short stories and informational texts from diverse cultures with questions to test comprehension and close reading skills.	https://wordville.com/ReadingComp/index.html
Reading Bear	The program teaches beginner readers or students below grade level vocabulary patterns and phonemic concepts.	https://www.readingbear.org/
ReadWorks	ReadWorks provide nonfiction and literary articles, along with reading comprehension and vocabulary lessons, formative assessments, and teacher/parent guidance.	https://about.readworks.org/parents_remote.html
Math Story Time	Using stories to explore simple math concepts, engage children in math and make learning at home fun.	http://www.mathstorytime.ca/en
TVO mPower	Free, award-winning online games that support the mastery of math concepts and bolster understanding of STEM and the social sciences.	https://mpower.tv.org/#/login/
TVO Mathify	Free, one-on-one online support provided by Ontario Certified Teachers, is available to help students improve their math skills.	https://www.tvomathify.com/students
Ontario High School Courses –Keep Up With Studies	Students can review, refresh and extend their learning. During this time of school closure, teacher-facilitated online courses are being temporarily adapted to allow for independent study (not for credit). You can begin when you like and work at your own pace.	https://lah.elearningontario.ca/

Resources	Description	Link
Beautiful Words from Turtle Island: An Ojibwe Colouring Book	This language learning colouring book is the first of a new series of resources developed with a commitment to supporting the preservation, promotion and revitalization of Indigenous languages.	https://www.princestrust.ca/wp-content/uploads/2019/09/BEAUTI1.pdf
CBC Kids Indigenous	Indigenous content based videos and activities.	https://www.cbc.ca/kidscbc2/explore/indigenous
National Film Board of Canada	Indigenous made films.	https://www.nfb.ca/indigenous-cinema/?&film_lang=en&sort=year:desc,title&year=1917..2019
Little Cree Books	The Little Cree books are intended to merge Indigenous stories with Cree language (Alberta based).	https://www.youtube.com/channel/UCdYNTpLXpTuo4g1MRgzl7jQ/playlists?disable_polymer=1
Doing Mathematics With Your Child	For Parents & Guardians. Find tips and activities to help keep your child thinking about math all year.	http://www.edu.gov.on.ca/eng/literacynumeracy/parentguidenumen.pdf
Connected North Connected@Home	Connected North providers are offering dozens of opportunities for students to connect to museums, zoos, artists, storytellers and other amazing organizations to offer unique learning experiences while students are at home.	http://www.connectednorth.org/athome/
Supporting Individuals with Autism through Uncertain Times	Tips and suggestions on how to support children on the Autistic Spectrum during uncertain times.	https://afirm.fpg.unc.edu/sites/afirm.fpg.unc.edu/files/covid-resources/Supporting%20Individuals%20with%20Autism%20through%20Uncertain%20Times%20Full%20Packet.pdf
PebbleGo	Over 1,000 science and social studies articles with vocabulary support and read-aloud features.	https://site.pebblego.com/modules
Guidance for COVID-19 prevention and control in schools	Guidance and ideas on how to handle COVID-19 from a school perspective by UNICEF.	https://www.unicef.org/media/66036/file/Key%20Messages%20and%20Actions%20for%20COVID-19%20Prevention%20and%20Control%20in%20Schools_March%202020.pdf?utm_source=EdCan+Network+Newsletters&utm_campaign=1d15ea4e52-Bulletin_ENGLISH_JULY_2019_COPY_01&utm_medium=email&utm_term=0_82bbb8cbfe-1d15ea4e52-447725361

The Special Education Technicians

What is a Special Education Support Technician (SEST)?

There are three SESTs providing support to the First Nations in Ontario. They are based out of the Kenora, Thunder Bay, and Southern Ontario. The role of the SESTs is to support and assist First Nations with:

- effective use of HCSEP funding;
- understanding and addressing capacity issues around Special Education;
- collection and analysis of information related to improving the First Nations Special Education programs;
- liaise and strengthen relationships with First Nations, Tribal Councils, Chiefs of Ontario, school boards and other organizations;
- identifying and addressing barriers and challenges in the delivery of Special Education services;
- support with policy development, and tuition service agreements;
- organize Special Education Sharing Forums across Ontario.

Special Education Support Technician Community Listing

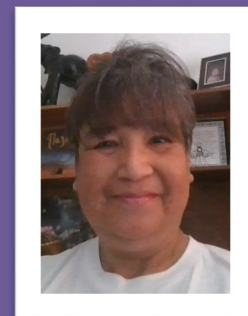
Aroland First Nation
 Attawapiskat First Nation
 Bearskin Lake First Nation
 Cat Lake First Nation
 Constance Lake First Nation
 Eabametoong First Nation
 Fort Albany First Nation
 Fort Severn First Nation
 Fort William First Nation
 Ginoogaming - Long Lac #77
 Kasabonika First Nation
 Kashechewan First Nation
 Kiashke Zaaging Anishinaabek - Gull Bay
 Kingfisher Lake First Nation
 Marten Falls First Nation
 Moose Cree First Nation
 Muskrat Dam First Nation
 Nibinamik First Nation
 Neskantaga - Lansdowne House
 North Caribou Lake
 Ojibways of Saugeen #258
 Pays Plat First Nation
 Red Rock First Nation

North Eastern Region

Patricia Magiskan

416-970-0521

Patricia.magiskan@coo.org

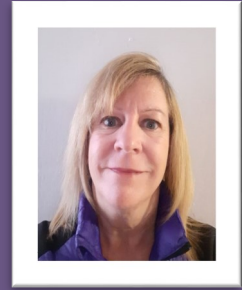


Sachigo First Nation
 Sandy Lake First Nation
 Shibogama First Nations Council
 Taykwa Tagamou Nation (New Post)
 Wawakapewin First Nation
 Webequie First Nation
 Weenusk First Nation
 Wahgoshig - Abitibi #70
 Whitesand First Nation
 Keewaytinook Okimakanak Tribal Council
 Independent First Nations Alliance-IFNA
 Northern Nishnawbe Ed Council (NNEC)
 Mattagami First Nation

Anishnaabe of Naongashing - Big Island
 Big Grassy First Nation
 Couchiching First Nation
 Deer Lake First Nation
 Eagle Lake First Nation
 Grassy Narrows First Nation
 Iskatewizaagegan #39
 Lac La Croix First Nation
 Lac Seul First Nation
 Keewaytinook Okimakanak
 Keewaywin First Nation
 Kitchenuhmaykoosib - Big Trout Lake
 Keewaywin First Nation
 Mishkeegogamang
 Mitaanjigaming First Nation
 Naicatchewenin First Nation
 Naotkamegwanning - Whitefish Bay
 Nibinamik First Nation
 Nicickousemenecaning Nigigoonsiminikaaning
 North Spirit Lake First Nation
 Northwest Angle #33 First Nation
 Northwest Angle #37 - Animakee Wa Zhing
 Obashkaandagang

North Western Region

Susan Deley
 807-407-6233
Susan.deley@coo.org



Ochiichagwe'babigo'ining
 Ojibways of Onigaming
 Pikangikum First Nation
 Poplar Hill First Nation
 Rainy River First Nation
 Seine River First Nation
 Shoal Lake #40
 Slate Falls First Nation
 Wabaseemoong First Nation
 Wabauskang First Nation
 Wabigoon Lake Ojibway
 Wapekeka First Nation
 Washagamis Bay
 Wauzhushk Onigum
 Wunnumin First Nation

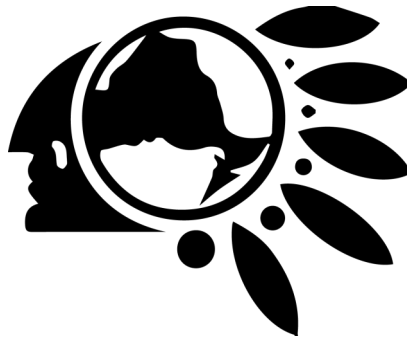
Alderville First Nation
 Algonquins of Pikwakanagan First Nation
 Batchewana First Nation
 Bkejwanong - Walpole Island
 Chippewas of Kettle & Stony Point
 Chippewas of Nawash - Cape Croker
 Chippewas of Saugeen First Nation
 Chippewas of the Thames
 Curve Lake First Nation
 Hiawatha First Nation
 Ketegaunseebee - Ojibways of Garden River
 Mattagami First Nation
 Mississauga #8
 Mississaugas of New Credit
 M'Chigeeng First Nation
 Mohawks of Akwesasne
 Mohawks of the Bay of Quinte
 Moravian of the Thames - Delaware Nation
 Oneida Nation of the Thames
 Sagamok First Nation
 Serpent River First Nation
 Shawanaga First Nation

South Central Region

Patrik Lowen
 519-717-0161
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Sheguiandah First Nation
 Six Nations of the Grand River
 Temagami First Nation
 Thessalon First Nation
 Wahta Mohawk Territory
 Wikwemikong Unceded
 United Chiefs and Councils of Mnidoo Mnising/
 KTEI
 Brunswick House First Nation
 Chapleau Cree First Nation
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