

Our Gifted Children

Keechee Kahkaytahwaytahmoowiin Ahwahsheesh Binoojiinhyik



HIGHLIGHTS IN THIS ISSUE

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Message from Chiefs of Ontario Acting Director of Education

THANK YOU!

I want to thank all First Nations educators and administrators that have done their absolute best to support students through a very challenging school year. We are already a few months into 2021, and the current work environment and constant changes pitched upon us make it hard to keep track of the days, weeks, and months.

At Chiefs of Ontario, we are busy as always advocating for various education matters across provincial and federal jurisdictions. Our Special Education Task Team meets regularly to inform the Interim Funding Approach's development. The Special Education Task Team is committed to ensuring that special education needs and special education funding is a priority through the Interim Funding Approach. The task team looks at costing gaps under the current program and provides policy recommendations for to support the needs of special education. Chiefs of Ontario has also hosted many webinars throughout the year to further support educators across the province.

We are looking forward to the day when we can all meet in person and host Special Education Sharing Forums again. Feel free to reach out to one of our Special Education Technicians for support for anything special education related.

STAY SAFE AND BE WELL!



Murray Maracle, Acting Director of Education

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.



Boy, Have I Got a Kid for You!

Changing Attitudes for Special Education

Ten years ago, I would have heard this comment from numerous teachers during the first term of the school year. Invariably a teacher would stop me in the hallway, mid-September and utter those words. They would have a new student in their classroom who was testing below grade level, or they'd read an Ontario Student Record (OSR) that showed subpar grades. In either case, the teacher was not asking for help as much as they were requesting that the special education department take ownership for the student who did not fit the average student's mould. In the past, students who required special education support went into the special education room...and stayed there.

Since then, Quinte Mohawk School (QMS) teachers have changed their attitude toward special education for the better. We have embraced the philosophy that special education is a resource, not a room. We differentiate instruction and assessment in order to meet the needs of each student. We ask for support from each other and have become a team. Gone are the days when struggling students were shuffled off to a resource room to spend their school day. Today's philosophy is that special education delivers - it is not just dining in anymore. Quinte Mohawk School Vice Principal Kaleena Hanoski asserts that "...special education does not happen in isolation, it's a plan and a program that permeates the whole educational experience for our students."

The question is what can an effective special education team deliver to your classroom door?

At QMS, this philosophy is taken to heart by the classroom teachers. They work in conjunction with the special education team by asking for assistance in unravelling individual students' strengths and needs to understand what the student requires for their success. While they are measured against provincial standards to ascertain their current standing, personal goals are also set to progress the student along their path to become the best they can be. And they do that in the classroom with their peers as much as possible.

QMS has developed a process that facilitates open communication between classroom teachers, special education teachers, and administration. Principal Jennifer Westgate is confident that "the QMS staff continuously collaborate to ensure all students receive effective strategies that are geared to their individual needs and have access to relevant resources and continued support." How do we do this? We all take responsibility for the student's success. We become a team.

The QMS Process

It is critical to understand, that we follow each and every step of the special education process at this juncture. While we are resourceful in our planning for individual student success - we adhere strictly to a process. Deviation creates the potential for pockets of misinformation that may ultimately reduce the effectiveness of the outcome.

Step 1. Recognition, Reflection, Referral

The classroom teacher is at the grassroots of the process. The teacher has the first view of student behaviour and progress. They see what the administration or

the special education department does not. Is there a change in the student's behaviour, attendance, or performance? The classroom teacher is often the first to notice these changes. They are in contact with home as well. In fact, they are the first contact with the family and have already developed a relationship with parents. The classroom teacher is a veritable cache of information and the bridge to home. If you want to know how a student is doing - start with their teacher.

What we have done at QMS is formalize the method of communicating student concerns between team members. The special education referral form provides a means for teachers to share their information about a student to the team. The form is designed so that teachers need to be explicit in their identifying concerns, what actions have been undertaken to address it and the outcome of those actions. This ensures that not only has the teacher recognized that the student is struggling but that they have attempted to differentiate the instruction and assessment and reflected on the effectiveness of their solution. Amy Cook, a primary teacher at QMS, explained that the process of filling out the referral form once resulted in her identifying the student's specific struggle and ultimately addressing it on her own by differentiating her instruction and assessment to meet the student's needs.

The classroom teacher also makes the initial contact with the home to discuss their concerns. A hard and fast rule at Quinte Mohawk School is that the first call should never come from the special education team. It allows the family to have time to both process the information and gather information that is needed for the next step.

Step 2. Evaluation, Eligibility and Action Planning

Of course, there are times when classroom teachers need to bring in more support. That's ok! That's what we are here for! Upon receiving the referral form, the special education teacher and classroom teacher meet for the first of many discussions. The special education teacher acts as a second set of eyes by

coming into the classroom to observe. What are the student's strengths and needs? Is the student's eyesight a possible cause? Perhaps assistive technology may improve the student's performance? Do they need body breaks for hyperactivity? Or supports to maintain focus? Or perhaps more supports are needed, and we need to look at informal testing outside of the classroom such as the Woodcock Johnson IV, or classes such as the Levelled Literacy Program (LLI) in addition to regular classroom instruction.

The question of whether to begin an Individual Education Plan (IEP) occurs during this step. As a team, we discuss the necessity of accommodations or modifications to student programming. We also take into account the myriad of additional factors that may affect a student's progress, such as their mental and emotional wellbeing, or a change in family dynamics. Most importantly, we communicate regularly with home on what we are doing and our next steps. Parents receive ongoing communication and support by the special education team members, including continued regular contact with the classroom teacher.

The important takeaway from this step is that the classroom teacher and special education teacher are communicating regularly about the student. They are brainstorming and sharing resources to create a success criterion for the student that best suit their needs. Junior teacher Mike Booy believes that the special education staff not only provide direction and resources but are a good sounding board for brainstorming.

Step 3. Re-evaluation, Re-evaluation, Re-evaluation

While each step is critical, re-evaluation is perhaps the most crucial part of the special education process. Accessing special education services is not a one-time only action at QMS. Timely re-evaluation of accommodations and other programming changes are necessary to ensure continued success. At QMS, the special education team meets with teachers on a monthly basis to discuss student performance in

relation to the success criteria and learning expectations. During the re-evaluation meeting, we revisit goals, review the success of supports in place and discuss success criteria for the next month. If you were to imagine the special education process at QMS, it would not appear as a linear progression from beginning to end but rather more of an organic approach. As long as the classroom teacher and student require support, we are available.

The final ingredient of our special education team is our knowledge sharing. As a group, we are committed to keeping up to date on Ministry directives, we engage in professional development and are dedicated to ensuring that our services are accessible to all. We provide individual, divisional and school-wide professional development opportunities to ensure that all classroom teachers have the most current information as well as a solid understanding of literacy development.

A fellow special education team member, Laura Schwager, believes that, “our team is committed to empowering our students...we learned that we need to dedicate our time to the ongoing education and support of our classroom teachers.” Laura strongly believes that, “we truly have a community of learning.”

The change in philosophy from special education being a room to a school-wide set of services has made many positive changes at Quinte Mohawk School. Classroom teachers no longer feel isolated when working with students who are struggling. They feel more empowered to identify and make the necessary changes to programming through differentiated instruction than before. As a result, they have more of a vested commitment to student success. This is reflected in increased student achievement and improved student wellbeing.

For additional information on Quinte Mohawk School’s special education programs, please feel free to contact Special Education Coordinator, Tewathaha”kwa Jennifer Maracle at (613)966-6984 or jenniferm@quintemohawkschool.org.



Mental Health Resources



**Student
Mental Health
ACTION KIT**

School Mental Health Ontario has developed a **Student Mental Health Action Kit**. This Action Kit is available on the [School Mental Health Ontario website](#). The Action Kit has learning resources for educators and student-friendly tools that can help students.



**Sinai
Health**

The **Sinai Health** Department of Psychiatry has also developed resources for educators to help them manage stress and emotions during the pandemic. These resources are in a peer-to-peer video format aimed at offering practical tips and strategies that can help educators navigate the daily demands of working in a pandemic. Resources can be accessed at <https://www.sinaihealth.ca/school-educator-videos/>.

The Role of the Speech Language Pathologist in Supporting Children

About the Author

My name is Corina Murphy. I am co-manager of the Speech and Language Pathology (SLP) Department at Peel District School Board. For 29 years, I have worked as a SLP clinician providing assessment, treatment, and consultation to children and their families in Ontario.



Speech is a physical behaviour that involves breathing, voicing, and moving our jaw, lips and tongue. Speech disorders can occur when one or more of these systems falter, or fail to sync properly with one another. A SLP may be beneficial to a child if they are experiencing difficulty with articulation (saying sounds

correctly), voice problems (rough, scratchy, breathy voice and/or experiencing pain or discomfort while speaking), resonance issues (when the air a child uses to speak comes out of their nose instead of their mouth), and stuttering (repeating or lengthening certain sounds, inability to create sound, and speech that is not smooth).

Speech sound errors and disfluencies are completely normal for children at certain ages. A SLP can help identify speech disorders in children; and offer support to improve their speech through play and fun, targeted activities.

The consequences for a child who cannot articulate speech clearly or smoothly are often frustration and

0 - 18 months

- A child will communicate primarily through non-verbal reactions, including facial expressions (smiling, opening their mouth), showing excitement, gestures (pointing), and vocalizations.

18 months

- A child should understand roughly 300 words. At this time, the speech, sounds, and vocabulary are not expected to be completely developed.

2 years

- A child will begin exploring grammar and word order to convey meaning.

3 years

- A child will begin using short sentences with a higher level of grammatical usage.

5 years

- A child will begin to create more complex sentences.

anger at being misunderstood. This consistent miscommunication ostracizes the child from their peers and social network, often leading to teasing and rejection. There is a high correlation between speech disorders and aggressive behaviour.

The SLP can teach parents, early childhood educators, and teachers' strategies to better support the child.

Unlike speech, language is something that happens in the mind and brain. Language learning starts as children begin to understand and use words learned in their environment. Conversations in which caregivers model language and allow the child to take turns, either verbally or non-verbally (e.g., with facial expressions, gestures and vocalizations), are critical for vocabulary and grammar development.

A referral to a SLP can be made for a child who has not met targeted milestones. The SLP will discuss the child's needs, medical history, and developmental concerns with the caregiver. The SLP will then evaluate the child's language development, including non-verbal communication. The SLP will create and implement a Speech Therapy plan to achieve speech

and language goals, in collaboration with caregivers and educators.

While the targeted milestones are a helpful tool in determining the language and speech development of younger children, SLPs also work with older children and adults who exhibit similar language delays and difficulties. Some examples in older children and adults can include a diagnosis of Autism Spectrum Disorder, Down Syndrome, trauma, or stroke.

A Speech and Language Pathologist is a regulated health professional who provides intervention to individuals as part of an interdisciplinary team. This team can consist of psychologists, social workers, occupational therapists, doctors, or educators.

For more information, see the links below:

www.children.gov.on.ca/htdocs/English/earlychildhood/speechlanguage/index.aspx

www.caslpo.com www.oafccd.com



Elder's Corner

Daniel Magiskan

What is the importance of education?

Education has always been a part of my life, at an early age we start learning, learning how to eat, talk, walk and engage with family. One of the first names you learn is either your mom or your father's or even yours. You have started your lifelong learning career your language is a part of learning. Knowing how to speak your nation's language is vital to your personal success. Learning your culture and traditions provide a foundation for you. You are grounded to mother earth knowledge, and it vital to the Nishnawbe way of life. You will also gain teachings from various sources from your family, parents, grandparents, uncles, aunts, traditional healers, elders, the land and all it holds a lot like her animals, plants, even the tiny life of insects. This environment holds teachings, a classroom with no walls. As a Nishnawbe, you must know who you are before moving into the world beyond home or even the nation. We live in two worlds ours and theirs. To successfully function in both worlds you must learn the two systems our and theirs. To effectively respect both ways is key. They are both equally as important as the other. This is gained through your early years teachings as known as the **Seven Grandfather Teachings**. The teachings are specific to the various times in your life when you are a child you learn the Seven Grandfather Teachings. As a youth, a female will have teachings for her life as a female just like a male will have teachings for his life, all in preparation for life. This will continue as an adult all the way thru to an elder. This is important to create a base that will assist you in the modern way of education. Always remember to keep your self-identity and this will become somewhat of a human



compass and become grounded as life provides many learning lessons. Becoming educated in the non-native system will give you the modern tools our nation requires to bring home to give help to your nation and its' people. Understanding the importance of education is respecting you. You call this the circle of life to bring your natural gifts to help your people.

How important is the connection to success in education and your culture, traditions and language?

As discussed in my introduction, the language, culture, and traditions are the human compass to **“Mino Bimaadizwin” to lead a good life**. To me, the three are going to keep you on track



Love



Truth



Bravery



Honesty



Humility



Respect



Wisdom

to become successful, if you know who you are, the goals become clear. You will gain traction so to speak to honour the teachings and to remember them when you are away from home, getting educated. Upon graduation you will return home to help or you will stay away and still provide help to those who need assistance. Remember where you come from and honour your life goals.

How can we support and promote Special Education and its' success in our first nation territories?

For me, the supports for children, youth and young adults who are deemed Special Learners requires priority, understanding and promoting awareness. To pave the way for learning where the environment is welcoming and where there are less barriers. Schooling is hard enough in itself. Create a roadmap for the special learners to give them the guidance and supports they need to make education fun and build the student's special learning skills into the learning class. Remember the special learner is a part of our nation. Each member of our nation is required to move our nation forward, this includes the Special Learner also brings their personal gifts in order for the nation to function in a healthy manner.

What would you say to a student who is struggling with a class, fellow student or personal conflict?

There is nothing wrong in asking for help as a matter of fact, the school and its learning is a lot different these days. There are more opportunities available when needed. If you are struggling in a lesson or just can't understand what is being taught reach out. Talk to someone who will give you the help you need. The teacher may pair you up with a tutor or another service. It may not even be with the class it may be missing home if you are away or trouble with peers. Whatever the case reach out to parents, teaching staff or a counsellor and they will always guide you in the best way they can.

Final thought - What advice would you give someone pursuing their education goals?

Personally, in thinking back, I am 75 yrs. old. My education goals were life changing and the opportunity for a good life was easier. You must take every day and treat it with respect set small goals until you have combined them all you have completed your year of learning. It takes time to get through a school year, give it your best shot and be kind to yourself and others. Never forget who you are and always use your best foot moving forward. Reach out for support when you need to. Go home and give back.

Kindergarten Readiness for Deaf and Hard of Hearing Learners

Hearing Levels and Equipment

- Work with your School Support Team to plan for equipment management (hearing station, FM/DM system), and noise management considerations.
- Encourage full-time hearing technology use, self-advocacy skills and foster positive attitudes to support student self-esteem.

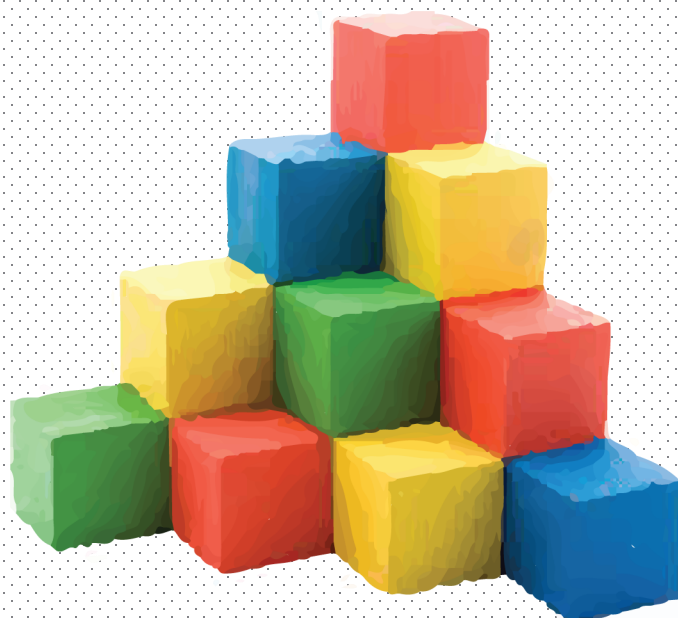
Belonging and Contributing

- Prepare your child ahead by driving by school and making personal connections e.g., “This is your new school!”
- Continue to arrange play dates
- Dramatize books and talk about behaviours of the characters
- Provide toys that encourage sharing and turn-taking
- Allow your child to help problem solve—”Uh Oh! What should we do?”

To make a referral to Provincial
Demonstration School Branch visit PDSB
Dash (pdsbnet.ca) or contact:
Kristi.Stano@ontario.ca or
Amy.King@ontario.ca

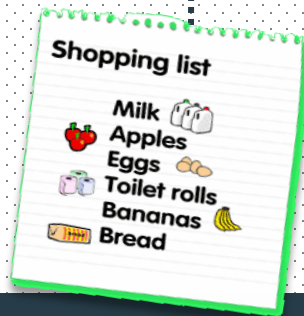
Self-Regulation and Well-Being

- Model how to ask a friend to play
- Make faces in a mirror to identify a wide array of emotions
- Model taking turns and sustaining play
- Increase attention for longer tasks (e.g. stories, puzzles)



Demonstrating Literacy and Mathematics Behaviours

- Make reading fun!
- Introduce new words
- Words and Movement help with counting
- Build an awareness of time — “It only took 2 minutes to clean up.”
- Use games to help your child learn shapes—Going on a shape hunt, I Spy.



Problem Solving and Innovating

- Incorporate simple chores into daily routines—matching socks
- Work on a project from beginning to end – talk about food you need, make a list, go grocery shopping.
- Always ask questions like: “What do we do next?” “What do we need?” “What should you do?”
 - Play games like What’s missing? What Doesn’t Belong? Sequencing Games—(first, then, last)



More Ideas to Support the 4 Frames of Kindergarten

- Sing action songs—Head and Shoulders, If You’re Happy and You Know It
- Promote self-help skills—toileting, zippers, buttons and boots
- Encourage your child to ask questions by modeling language
- Provide an area to display your child’s work to be enjoyed by family and friends



Adapted from: T2S Transition to School Guidebook for parents and caregivers. Ministry of Education—PDSB- Resource

Professional Learning Opportunity !

In collaboration with the Ontario Ministry of Education, Chiefs of Ontario has secured funding for First Nations educators to access the **Ontario Educator Online Autism Training Program** by the Geneva Centre for Autism

The objectives of this program are to increase the understanding of Autism Spectrum Disorder and Applied Behavior Analysis methods, enhance the delivery of programming to students with ASD, and improve their educational, social, communication and behavioral outcomes in your school and community.

The following courses are available at no cost before March 31, 2021 for this school year. We have also received a commitment to offer courses for the 2021-22 school year.

Charting a Path to Success in your Classroom	Introductory 8 Modules
Supporting Children with ASD in an Inquiry and Play-Based Learning environment	Intermediate 5 Modules
ABA for Educators Level I	Advanced 12 Modules
ABA for Educators Level II: Practical Applications of Reinforcement and Prompting in the Classroom	Advanced 6 Modules
Registered Behaviour Technician™ Course for Educators (2nd Edition)	Advanced 20 Modules
Functional Behavioural Assessment Certificate Course	Technical 6 Modules

For more information please contact Patrik Lowen and Patrik.lowen@coo.org

How to engage the learner online

“ In love with learning... online! Ten Keys to delight, persistence, and attention in an online space.”

On March 12 Chiefs of Ontario hosted a webinar featuring Laurie Faith, Brittany Burek (OISE) and Taisley Isaac (TDSB). During this In this engaging presentation the presenters explored key research on engagement and motivation. Participants were provided with **Ten Keys** tool for tweaking an online lessons, and create space for participants to use the keys to start unlocking a frustrating previous experience. Universal design principles were discussed that are good for all learners, especially for those student with exceptionalities.

Link to webinar:

<https://youtu.be/vaSUj5Ov1EA>

THE TEN KEYS TO ENGAGEMENT AND MOTIVATION

5 mins

COMPETENCE (I can do things)

- A chance to succeed
- Knowing effective strategies to solve problems
- Predictability and routines

BELONGING (I belong)

- A way to show off their originality
- A way to socially connect with classmates
- A sense that their teacher knows them

AUTONOMY (I can choose what matters to me)

- A good explanation for WHY they have to do things
- Being encouraged/empowered to solve problems
- Choices for how to do things
- Flexibility in the final product

Additional resources

1. The Keys Handout on Google and in PDF

<https://drive.google.com/file/d/1d5SQTVFX2jKV3mLcAuvJO7KAE2ZjSPdj/view?usp=sharing>

2. Taisley's virtual classroom:

<https://docs.google.com/presentation/d/e/2PACX-1vSS6r4YVFFkkt0hrDydzQ363XFTyhnN1FlmfWoHjdiqrRusAIFhIDICvZbbcBv4t31vh2dsmB1E/pub?start=false&loop=false&delayms=3000>

3. Taisley's choice board:

https://youtu.be/s-P_WdQWPc8

4. A copy of Taisley's classroom, a little cleaned out and ready to use!

<https://docs.google.com/presentation/d/1YFygfCFoZMgTz4ZP4-UF3bXkccVUYAW17t25siF-c4/copy>

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
Murray Maracle (Interim)	Chiefs of Ontario
Sherry Britton	Nishnawbe Aski Nation
Mindy Taylor (Interim)	Anishinabek Nation
Kyla Stonefish	Association of Iroquois Allied Indians
Yolanda Fobister	Grand Council Treaty #3
Debbie Terrance	Independent First Nations
Shelley Knott-Fife	Indigenous Services Canada

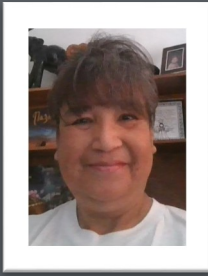
THE SPECIAL EDUCATION TECHNICIANS

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



North Eastern Region
Patricia Magiskan
 416-970-0521
 Patricia.magiskan@coo.org

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
 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
 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
 Northern Nishnawbe Ed Council
 Mattagami First Nation



North Western Region
Susan Deley
 807-407-6233
 Susan.deley@coo.org

Anishnaabe of Naongashing
 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
 Mishkeegogamang
 Mitaanjigaming First Nation
 Naicatchewenin First Nation
 Naotkamegwaning
 Nicickousemenecaning Nigigoo
 siminikaaning
 North Spirit Lake First Nation
 Northwest Angle #33 First Nation
 Animakee Wa Zhing
 Obashkaandagang
 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



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Alderville First Nation
 Algonquins of Pikwakanagan First Nation
 Batchewana First Nation
 Bkejwanong
 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
 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
 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
 Chapleau Ojibway
 Matachewan First Nation



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