Chiefs of Ontario (COO)
Education Sector Strategic Plan
2022 to 2027

Our vision for lifelong learning for First Nation communities is to have self-determined systems that support the distinct learning needs, cultures, languages and worldviews of their people.

CHIEFS OF ONTARIO

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Executive Summary

The Chiefs of Ontario (COO) Education Sector has engaged in a multi-phased process for strategic planning that has culminated into a comprehensive five (5) year plan. The dedicated team members (see Appendix 1) from these seven (7) priority areas - Administration, Federal Bilateral Process, First Nations Lifelong Learning Table (FNLLT), Languages, Ontario Technical Table – Interim Funding Approach (OTTIFA), Post-Secondary Education, Special Education – have committed much time, energy and expertise to collectively plan towards this living vision for Ontario First Nations peoples:

Our vision for lifelong learning for First Nation communities is to have self-determined systems that support the distinct learning needs, cultures, languages and worldviews of their people.

The completion of this Education Sector strategic plan is described in the itemized phases below:

Phase One of Strategic Planning Process: On January 13, 2022, Dr. Pamela Rose Toulouse was contracted to facilitate a strategic planning process that would lead to an Education Sector Strategic Plan (5 years). This included a thorough review of a. the COO Restructuring Plan from April 15, 2021, b. the COO Education Sector Structure Overview from December 15, 2021, c. the COO Education Sector Summary Workplan from October 2021 and, b. leading practices in Indigenous Education to inform the process and plan.

Phase Two of Strategic Planning Process: On February 24, 2022, from 10.00 a.m. to 3.00 p.m. the team members from COO's Education Sector came together for a highly interactive session to begin the strategic planning process. The focus of the day was to: a. share the successes and strengths of each priority area, b. develop a living vision for the sector, c. cultivate three (3) overarching collective goals from that vision that represents the focus of all the priority areas and, d. for each priority area to brainstorm their own sub-goals that align with the overarching collective goals.

Phase Three of Strategic Planning Process: On February 25, 2022, a secured shared drive was created with separate folders for each priority area to work within. The task for each priority area was to take their draft sub-goals and review, edit and complete in a final form. Dr. Pamela Rose Toulouse engaged in shoulder-to-shoulder virtual work by further strengthening all sub-goals in a thorough revision process. This stage was completed on Friday March 11, 2022. Development of the next stage began immediately after which included having each priority area identify three (3) to five (5) draft strategic actions/outcomes they would like to see through to the end of March 31, 2027.

Phase Four of Strategic Planning Process: Beginning on April 4, 2022, individual interviews (recorded) via ZOOM with each priority area and the team members were scheduled and implemented. The goal of these sessions was to: a. discuss and further develop the three (3) to five (5) draft strategic actions/outcomes, b. identify the sub-goals that these draft strategic actions/outcomes aligned with and, c. determine the next steps for completion of the strategic plan that reflected the comfort level of the team members.

Phase Five of Strategic Planning Process: On April 13, 2022 Dr. Pamela Rose Toulouse began analysis of all the recorded interviews (including her detailed notes) and the draft strategic actions/outcomes of each priority area in order to: a. further articulate the clarity of these actions/outcomes, b. ensure alignment with the sub-goals and, c. create a draft document for each priority area that outlines the steps and team members responsible to achieve these actions/outcomes through to March 31, 2027.

Phase Six of Strategic Planning Process: On May 7, 2022, the draft documents of strategic priorities (actions/outcomes; responsible) for each priority area was completed and team members were invited to: a. review their document with changes, questions or additions, b. include the mandate resolution # if it applied to the actions/outcomes and, c. identify any other team members that would be responsible for these actions/outcomes in their particular document. On May 20, 2022, this stage of the process was completed.

Phase Seven of Strategic Planning Process: On May 24, 2022, the final strategic plan for 2023 to 2027 for COO's Education Sector was completed and submitted.

In conclusion, the achievement of the actions/outcomes in this strategic plan are carefully facilitated by the committed team members, who continue to engage with the communities through the respectful and distinctive COO Education Sector Decision Process (Appendix 3) and COO Education Lines of Authority (Appendix 2).

Priority Area: Administration

Living Vision: Our vision for lifelong learning for First Nation communities is to have self-determined systems that support the distinct learning needs, cultures, languages and worldviews of their people.

Collective Goal 1: Policy and Relationships	Collective Goal 2: Coordination and Support	Collective Goal 3: Research and Data
Establish and maintain collaborative relationships with internal/external parties to evaluate/analyze policies that closes gaps in First Nations education and meets the learning needs of First Nations peoples.	*Create opportunities for engagement with First Nation communities on the coordination of education priorities/initiatives that support information sharing and collective problem solving.*	*Gather information in an ethical and systematic manner to ensure accuracy and facilitate data analysis within First Nation-controlled data systems.*
Sub-Goals	**Sub-Goals**	**Sub-Goals**
1. Support team in establishing, building and maintaining relationships with partners by overseeing and updating First Nation Education contact lists and directories. 2. Support relationship building by providing communication and information sharing that is clear and efficient. 3. Support relationship building by collaborating and assisting with planning meetings or activities as a team.	1. Organize files and up to date information sharing systems to ensure easy access to information for First Nations. 2. Work collaboratively with First Nations to receive feedback and evaluation for continual growth/development of engagement, meeting processes and information sharing. 3. Contribute to and strategize with the team to streamline processes.	1. Collect, organize and assist with sharing information on secure platforms (i.e. Shared Drive, Box Drive, Alchemer, Education Portal).

Strategic Directions Towards April 1, 2027.	Strategic Directions Towards April 1, 2027.	Strategic Directions Towards April 1, 2027.
April 1, 2022 to March 31, 2023. Work with and revise current workplans to reflect strategic directions towards 2027. Action OR Outcome: To have the 'transcript' function on ZOOM purchased for accuracy in minutes, transparency and participant accessibility via AODA compliance guidelines. Responsible: Senior Education Coordinator and Education Coordinator Mandate Resolution # (if applicable) or is a new one needed: Not Applicable = Action OR Outcome: To develop a detailed job description for a 1.0 FT position that is dedicated to technological and communication literacy supports for this priority area and the communities (e.g. updates email lists; supports Elders; creates short tutorial time stamped videos on FAQ's	**April 1, 2022 to March 31, 2023.** Work with and revise current workplans to reflect strategic directions towards 2027. Action OR Outcome: To research universal electronic systems that stream administration staff multiple emails/passwords and multiple drives into a one-step access point with secured access via new technologies (e.g. thumb print; retinal; ensure to check the legalities of biometrics security as part of this action/outcome). Responsible: Senior Education Coordinator & Education Coordinator Mandate Resolution # (if applicable) or is a new one needed: Not Applicable	**April 1, 2022 to March 31, 2023.** Work with and revise current workplans to reflect strategic directions towards 2027.

– accessing drives; how to find specific emails; honourarium processes; others). Responsible: Senior Education Coordinator and Education Coordinator Mandate Resolution # (if applicable) or is a new one needed: Not Applicable		
April 1, 2023 to March 31, 2024. Action OR Outcome: To review the efficacy of the 'transcript' function and decide to continue (or not) with the subscription. Responsible: Senior Education Coordinator and Education Coordinator Mandate Resolution # (if applicable) or is a new one needed: Not Applicable = Action OR Outcome: To seek out funding to support the 1.0 FT position that is dedicated to technological and communication literacy supports. Responsible: Senior Education Coordinator and Education Coordinator	**April 1, 2023 to March 31, 2024.** Action OR Outcome: To further the research of the universal electronic systems that streams administration staff multiple emails/passwords and multiple drives into a one-step access point with secured access via new technologies by creating a business plan or proposal for it. Responsible: Senior Education Coordinator & Education Coordinator Mandate Resolution # (if applicable) or is a new one needed: Not Applicable	**April 1, 2023 to March 31, 2024.** Work with and revise current workplans to reflect strategic directions towards 2027.

Mandate Resolution # (if applicable) or is a new one needed: Not Applicable		
April 1, 2024 to March 31, 2025. Action OR Outcome: To secure funding for the 1.0 FT position that is dedicated to technological and communication literacy supports. Responsible: Senior Education Coordinator and Education Coordinator Mandate Resolution # (if applicable) or is a new one needed: Not Applicable	**April 1, 2024 to March 31, 2025.** Action OR Outcome: To seek out and secure funding for the universal electronic system by implementing the business plan or proposal. Responsible: Senior Education Coordinator & Education Coordinator Mandate Resolution # (if applicable) or is a new one needed: Not Applicable	**April 1, 2024 to March 31, 2025.** Work with and revise current workplans to reflect strategic directions towards 2027.
April 1, 2025 to March 31, 2026. Action OR Outcome: To hire a 1.0 FT position that is dedicated to technological and communication literacy supports for this priority area and the communities. Responsible: Senior Education Coordinator and Education Coordinator Mandate Resolution # (if applicable) or is a new one needed: Not Applicable	**April 1, 2025 to March 31, 2026.** Action OR Outcome: To acquire and integrate a universal electronic system that streams administration staff multiple emails/passwords and multiple drives into a one-step access point with secured access via new technologies. Responsible: Technological and Communication Literacy Support Person Mandate Resolution # (if applicable) or is a new one needed: Not Applicable	**April 1, 2025 to March 31, 2026.** Action OR Outcome: To have the 1.0 FT position dedicated to technological and communication literacy supports put the universal electronic system in place (one-step access point with secured access). Responsible: Technological and Communication Literacy Support Person Mandate Resolution # (if applicable) or is a new one needed: Not Applicable

April 1, 2026 to March 31, 2027.	April 1, 2026 to March 31, 2027.	April 1, 2026 to March 31, 2027.
Action OR Outcome: To evaluate the effectiveness and impacts of the 1.0 FT position to define if current focus or another focus is required.	Action OR Outcome: To evaluate the efficacy and value of this universal electronic system in enhancing quality of tasks related to emails and drives.	Action OR Outcome: To collect information/data and provide a report on the strengths/challenges and proposed enhancements of the position and the universal electronic system.
Responsible: Senior Education Coordinator and Education Coordinator	Responsible: Technological and Communication Literacy Support Person	Responsible: Technological and Communication Literacy Support Person
Mandate Resolution # (if applicable) or is a new one needed: Not Applicable	Mandate Resolution # (if applicable) or is a new one needed: Not Applicable	Mandate Resolution # (if applicable) or is a new one needed: Not Applicable

Priority Area: Federal Bilateral Process

Living Vision: Our vision for lifelong learning for First Nation communities is to have self-determined systems that support the distinct learning needs, cultures, languages and worldviews of their people.

Collective Goal 1: Policy and Relationships	Collective Goal 2: Coordination and Support	Collective Goal 3: Research and Data
Establish and maintain collaborative relationships with internal/external parties to evaluate/analyze policies that closes gaps in First Nations education and meets the learning needs of First Nations peoples.	*Create opportunities for engagement with First Nation communities on the coordination of education priorities/initiatives that support information sharing and collective problem solving.*	*Gather information in an ethical and systematic manner to ensure accuracy and facilitate data analysis within First Nation-controlled data systems.*
Sub-Goals	**Sub-Goals**	**Sub-Goals**
1. Ensure recommendations on a federal bilateral process on education improves communication between the federal government and COO and establishes strong working relationships that foster cross departmental collaboration at all levels. 2. Ensure recommendations on a federal bilateral process provide opportunities to establish, strengthen and maintain the internal and external relationships required to evaluate/analyze policies that closes gaps	1. Ensure recommendations on a federal bilateral process on education creates a flexible environment that is inclusive of all First Nation communities, organizations and institutions and promotes collective action. 2. Ensure recommendations on a federal bilateral process on education provides opportunities for two way information sharing that builds on previous successes and addresses historical and emerging issues.	1. Ensure access to data and the capacity to analyze data are included as key elements of the recommendations on a federal bilateral process on education. 2. Ensure any budget developed in association with the recommendations includes capacity and systems development for adherence to OCAP® principles with education related data. 3. Ensure any budget developed in association with the recommendations

in First Nations education and meets the learning needs of First Nations peoples. 3. Ensure recommendations on a federal bilateral process clearly outline processes to strengthen and maintain all political and technical relationships connected with First Nations education.	3. Ensure any budget developed in association with the recommendations includes funding to undertake robust communication and engagement activities.	includes funding to conduct and undertake research to provide an evidence-based for education related improvements.
Strategic Directions Towards April 1, 2027.	**Strategic Directions Towards April 1, 2027.**	**Strategic Directions Towards April 1, 2027.**
<u>**April 1, 2022 to March 31, 2023.**</u> Work with and revise current workplans to reflect strategic directions towards 2027. <u>Action OR Outcome:</u> Support the work and/or recommendations coming from the First Nations Education Coordination Unit (FNECU) and Interim Bilateral Tables and finalize the recommendations on a federal bilateral process for ratification by First Nation Leadership. <u>Responsible:</u> Director of Education and Program Lead of the Federal Files	<u>**April 1, 2022 to March 31, 2023.**</u> Work with and revise current workplans to reflect strategic directions towards 2027. <u>Action OR Outcome:</u> Support the Interim Bilateral Tables and engage with First Nations to finalize the recommendations on a federal bilateral process for ratification by First Nation Leadership. <u>Responsible:</u> Director of Education and Program Lead of the Federal Files <u>Mandate Resolution #:</u> 21-07 Resolution Federal Bilateral Process for Education SCA 2021	<u>**April 1, 2022 to March 31, 2023.**</u> Work with and revise current workplans to reflect strategic directions towards 2027. <u>Action OR Outcome:</u> Support the Interim Bilateral Tables by conducting or commissioning research and analysis that will illuminate gaps, strengths and opportunities that provides evidence on which to base future activity. <u>Responsible:</u> Director of Education, Program Lead of the Federal Files and Data Lead

Mandate Resolution #: 21-07 Resolution Federal Bilateral Process for Education SCA 2021		Mandate Resolution #: 21-07 Resolution Federal Bilateral Process for Education SCA 2021
April 1, 2023 to March 31, 2024. Work with and revise current workplans to reflect strategic directions towards 2027.	**April 1, 2023 to March 31, 2024.** Action OR Outcome: Develop a plan that details 'next steps' for the Bilateral Tables established under the new mandate and transitioned from the previous mandate. Responsible: Director of Education and Program Lead of the Federal Files Mandate Resolution # (if applicable) or is a new one needed: New Mandate Is Needed	**April 1, 2023 to March 31, 2024.** Action OR Outcome: Develop a plan that details 'next steps' for research and data analysis required to support the Bilateral Tables established under the new mandate and transitioned from the previous mandate. Responsible: Director of Education, Program Lead of the Federal Files and Data Lead Mandate Resolution # (if applicable) or is a new one needed: New Mandate Is Needed
April 1, 2024 to March 31, 2025. Work with and revise current workplans to reflect strategic directions towards 2027.	**April 1, 2024 to March 31, 2025.** Action OR Outcome: Implement the detailed plan for the Bilateral Tables. Responsible: Director of Education and Program Lead of the Federal Files Mandate Resolution # (if applicable) or is a new one needed: New Mandate Is Needed	**April 1, 2024 to March 31, 2025.** Work with and revise current workplans to reflect strategic directions towards 2027.

April 1, 2025 to March 31, 2026. Work with and revise current workplans to reflect strategic directions towards 2027.	**April 1, 2025 to March 31, 2026.** Action OR Outcome: Evaluate the implementation of the detailed plan for the Bilateral Tables. Responsible: Director of Education and Program Lead of the Federal Files Mandate Resolution # (if applicable) or is a new one needed: New Mandate Is Needed	**April 1, 2025 to March 31, 2026.** Work with and revise current workplans to reflect strategic directions towards 2027.
April 1, 2026 to March 31, 2027. Action OR Outcome: To have a strategic plan moving forward with the bilateral process with Indigenous Services Canada that meets the lifelong learning approaches and vision of Ontario First Nation communities. Responsible: Director of Education and Program Lead of the Federal Files Mandate Resolution # (if applicable) or is a new one needed: New Mandate Is Needed	**April 1, 2026 to March 31, 2027.** Work with and revise current workplans to reflect strategic directions towards 2027.	**April 1, 2026 to March 31, 2027.** Work with and revise current workplans to reflect strategic directions towards 2027.

Priority Area: First Nations Lifelong Learning Table (FNLLT)

Living Vision: Our vision for lifelong learning for First Nation communities is to have self-determined systems that support the distinct learning needs, cultures, languages and worldviews of their people.

Collective Goal 1: Policy and Relationships	Collective Goal 2: Coordination and Support	Collective Goal 3: Research and Data
Establish and maintain collaborative relationships with internal/external parties to evaluate/analyze policies that closes gaps in First Nations education and meets the learning needs of First Nations peoples.	*Create opportunities for engagement with First Nation communities on the coordination of education priorities/initiatives that support information sharing and collective problem solving.*	*Gather information in an ethical and systematic manner to ensure accuracy and facilitate data analysis within First Nation-controlled data systems.*
Sub-Goals 1. Identify key partners and plan to collaborate on shared priorities with EDU and First Nations. 2. The FNLLT will support First Nations in their collaborative relationships with various stakeholders based on inclusion and mutual respect. 3.Create opportunities for First Nations and stakeholders to work together to support student success and well-being for First	**Sub-Goals** 1. The FNLLT will provide a forum for Ontario First Nations and various stakeholders to identify, prioritize, discuss and work to address issues and opportunities related to First Nations Lifelong Learning in the provincial education system. 2. Identification of, advocacy for, and recommendations for addressing gaps in First Nation supports within school boards.	**Sub-Goals** 1. Make data accessible and available to FNLLT for advocacy of education needs/priorities/changes. 2. Use data to support policy recommendations. 3. Identify any existing gaps in First Nations student data collection and identify any new data sets required to meet various priorities.

Nation learners.		
Strategic Directions Towards April 1, 2027.	**Strategic Directions Towards April 1, 2027.**	**Strategic Directions Towards April 1, 2027.**
<u>April 1, 2022 to March 31, 2023.</u> Work with and revise current workplans to reflect strategic directions towards 2027. <u>Action OR Outcome:</u> To develop a Languages and Instructors Strategy. <u>Responsible:</u> Program Lead of the Provincial Files and Education Policy Analyst (FNLLT) <u>Mandate Resolution #</u>: 45/16 Provincial Bilateral Process on Education = <u>Action OR Outcome:</u> To develop a draft First Nations Student Wellness Framework. Indicators of well-being are driven by the First Nations; assessment of well-being framework is guided by First Nations. Review, analyze, and incorporate feedback	<u>April 1, 2022 to March 31, 2023.</u> Work with and revise current workplans to reflect strategic directions towards 2027. <u>Action OR Outcome:</u> To provide the rationales for the pursuit of 3.0 FTE positions - Language & Culture, Well-Being and Curriculum strategists. Each strategist will engage with First Nations, support information sharing and collective problem solving withing each of their specific priority areas. <u>Responsible:</u> Program Lead of the Provincial Files and Education Policy Analyst (FNLLT) <u>Mandate Resolution # (if applicable) or is a new one needed:</u> Not Applicable	<u>April 1, 2022 to March 31, 2023.</u> Work with and revise current workplans to reflect strategic directions towards 2027. <u>Action OR Outcome:</u> To analyze the challenges and opportunities of the current data sharing agreement with the Ministry of Education. <u>Responsible:</u> Program Lead of the Provincial Files & Data Lead <u>Mandate Resolution # (if applicable) or is a new one needed:</u> Not Applicable

from the FNLLT Coordinators to inform next steps. Responsible: Program Lead of the Provincial Files and Education Policy Analyst (FNLLT) Mandate Resolution #: 45/16 Provincial Bilateral Process on Education		
April 1, 2023 to March 31, 2024. Action OR Outcome: To begin developing a multiyear workplan for a First Nations Languages and Instructors strategy in partnership with First Nations. Responsible: Program Lead of the Provincial Files and Education Policy Analyst (FNLLT) Mandate Resolution #: 45/16 Provincial Bilateral Process on Education = Action OR Outcome: Establish working group to begin development of First Nation	**April 1, 2023 to March 31, 2024.** Action OR Outcome: To prepare plans for Language & Culture, Well-Being and Curriculum strategists to engage with First Nation communities to identify areas of needs which will inform collective problem solving . Responsible: Program Lead of the Provincial Files and Education Policy Analyst (FNLLT) Mandate Resolution # (if applicable) or is a new one needed: Not Applicable	**April 1, 2023 to March 31, 2024.** Action OR Outcome: Evaluate effectiveness and/or gaps in data received from EDU. Work with EDU to establish new data sets reflective of evaluation. Responsible: Program Lead of the Provincial Files & Data Lead Mandate Resolution # (if applicable) or is a new one needed: Not Applicable

Student Wellness Toolkit based on the Student Wellness Framework. Responsible: Program Lead of the Provincial Files and Education Policy Analyst (FNLLT) Mandate Resolution #: 45/16 Provincial Bilateral Process on Education		
April 1, 2024 to March 31, 2025. ***TPA ends July 31, 2024** Action OR Outcome: To evaluate the effectiveness of the development of the First Nations Languages and Instructors strategy. Responsible: Program Lead of the Provincial Files and Education Policy Analyst (FNLLT) Mandate Resolution #: 45/16 Provincial Bilateral Process on Education = Action OR Outcome: Work with First Nations, EDU, provincial school boards, and other stakeholders to collaborate on final	**April 1, 2024 to March 31, 2025.** Action OR Outcome: Language & Culture, Well-Being and Curriculum strategists to engage with First Nation communities and support information sharing and collective problem solving . Responsible: Program Lead of the Provincial Files and Education Policy Analyst (FNLLT) Mandate Resolution # (if applicable) or is a new one needed: Not Applicable	**April 1, 2024 to March 31, 2025.** Action OR Outcome: Through engagement, determine the type of data and the format that First Nations would like to see released in a First Nations Lifelong Learning annual report. Responsible: Program Lead of the Provincial Files & Data Lead Mandate Resolution # (if applicable) or is a new one needed: Not Applicable

draft of First Nation Student Wellness Toolkit. . Responsible: Program Lead of the Provincial Files and Education Policy Analyst (FNLLT) Mandate Resolution #: 45/16 Provincial Bilateral Process on Education		
April 1, 2025 to March 31, 2026. Action OR Outcome: Continue to maintain relationships with EDU and First Nations and advocate for policy change where necessary in the implementation of a First Nations Languages and Instructors strategy. Responsible: Program Lead of the Provincial Files and Education Policy Analyst (FNLLT) Mandate Resolution #: 45/16 Provincial Bilateral Process on Education = Action OR Outcome: Final Student Wellness Toolkit is complete and approved.	**April 1, 2025 to March 31, 2026.** Action OR Outcome: Language & Culture, Well-Being and Curriculum strategists work with and revise current workplans to reflect strategic directions towards 2027. Responsible: Program Lead of the Provincial Files Mandate Resolution # (if applicable) or is a new one needed: Not Applicable	**April 1, 2025 to March 31, 2026.** Action OR Outcome: To release an FNLLT Annual Data Report that has been driven by First Nations. Responsible: Program Lead of the Provincial Files & Data Lead Mandate Resolution # (if applicable) or is a new one needed: Not Applicable

COO and stakeholders present Toolkit to EDU and school boards. . Responsible: Program Lead of the Provincial Files and Education Policy Analyst (FNLLT) Mandate Resolution #: 45/16 Provincial Bilateral Process on Education		
April 1, 2026 to March 31, 2027. Action OR Outcome: Implementation of a First Nations Languages and Instructors strategy with support from the Ministry of Education is driven by the First Nations (e.g. language certification to be determined by First Nations). Responsible: Program Lead of the Provincial Files and Education Policy Analyst (FNLLT) Mandate Resolution #: 45/16 Provincial Bilateral Process on Education =	**April 1, 2026 to March 31, 2027.** Action OR Outcome: Language & Culture, Wellbeing and Curriculum strategists are supporting emerging and identified initiatives and priorities. Responsible: Program Lead of the Provincial Files and Education Policy Analyst (FNLLT) Mandate Resolution # (if applicable) or is a new one needed: New Mandate Is Needed	**April 1, 2026 to March 31, 2027.** Action OR Outcome: Assess and revise data report as needed to reflect current and future strategic directions. Responsible: Program Lead of the Provincial Files & Data Lead Mandate Resolution #: Resolution 15/16 First Nations Access to Data

Action OR Outcome: Evaluate the use and effectiveness of the Student Wellness Toolkit in provincial school boards. Make recommendations on next steps (modifications, additions, etc). Responsible: Program Lead of the Provincial Files and Education Policy Analyst (FNLLT) Mandate Resolution #: 45/16 Provincial Bilateral Process on Education		

Priority Area: Languages

Living Vision: Our vision for lifelong learning for First Nation communities is to have self-determined systems that support the distinct learning needs, cultures, languages and worldviews of their people.

Collective Goal 1: Policy and Relationships	Collective Goal 2: Coordination and Support	Collective Goal 3: Research and Data
Establish and maintain collaborative relationships with internal/external parties to evaluate/analyze policies that closes gaps in First Nations education and meets the learning needs of First Nations peoples.	*Create opportunities for engagement with First Nation communities on the coordination of education priorities/initiatives that support information sharing and collective problem solving.*	*Gather information in an ethical and systematic manner to ensure accuracy and facilitate data analysis within First Nation-controlled data systems.*
Sub-Goals	**Sub-Goals**	**Sub-Goals**
1. Work with other political and technical COO, AFN, provincial and federal Committees and Advisory Groups as required to provide direction, share information, develop positions and make recommendations to FN Leadership. 2. Provide support and advice on language related activities and initiatives as called upon by internal and external entities.	1. Conduct engagement with First Nation communities and aid other COO Committees and Advisory Groups as required to obtain clear direction on how First Nations wish to move forward on language related activities and initiatives. 2. Develop and execute technical and political strategies that advocate for our shared vision for languages at the local, regional, national and international levels.	1. Commission and engage in research on First Nation languages as required to obtain recommendations that can be followed up with community engagement.

	3. Develop and deliver communication products that advance our collective efforts on language revitalization.	
Strategic Directions Towards April 1, 2027.	**Strategic Directions Towards April 1, 2027.**	**Strategic Directions Towards April 1, 2027.**
April 1, 2022 to March 31, 2023.	**April 1, 2022 to March 31, 2023.**	**April 1, 2022 to March 31, 2023.**
Work with and revise current workplans to reflect strategic directions towards 2027.	Work with and revise current workplans to reflect strategic directions towards 2027.	Work with and revise current workplans to reflect strategic directions towards 2027.
Action OR Outcome: To continue participation at national tables to inform the implementation of the *Indigenous Languages Act*; working with the province on any First Nation language related initiatives; policy analysis to support the activities of the LCOL. Maintaining these relationships will strategically inform the ongoing work in this priority area.	Action OR Outcome: To continue to provide information on all languages related activities and conduct engagement with First Nations ensuring well communicated opportunities for First Nations to provide input that fosters collective problem solving.	Action OR Outcome: To conduct research and review existing and emerging research and data to understand and assess the impacts for First Nations in Ontario and the implications for COO's ongoing work on First Nation languages.
Responsible: Program Leads of the Federal and Provincial Files	Responsible: Program Leads of the Federal and Provincial Files	Responsible: Program Leads of the Federal and Provincial Files
Mandate Resolution #: 40-17 First Nations Control of First Nations Languages; LC Feb 28, 2022 Motion #3 – COO Leadership	Mandate Resolution #: 40-17 First Nations Control of First Nations Languages; LC Feb 28, 2022 Motion #3 – COO Leadership Committee on Languages - TOR; and # 45-16 Provincial Bilateral Process on Education	Mandate Resolution #: 40-17 First Nations Control of First Nations Languages; LC Feb 28, 2022 Motion #3 – COO Leadership Committee on

Committee on Languages - TOR; and # 45-16 Provincial Bilateral Process on Education		Languages - TOR; and # 45-16 Provincial Bilateral Process on Education
April 1, 2023 to March 31, 2024.	**April 1, 2023 to March 31, 2024.**	**April 1, 2023 to March 31, 2024.**
Action OR Outcome: To continue participation at national tables to inform and evaluate the implementation of the *Indigenous Languages Act*; working with the province on any First Nation language related initiatives; policy analysis to support the activities of the LCOL. Ongoing policy and legislative analysis and maintaining these relationships will strategically inform the ongoing work in this priority area. Responsible: Program Leads of the Federal and Provincial Files Mandate Resolution #: 40-17 First Nations Control of First Nations Languages; LC Feb 28, 2022 Motion #3 – COO Leadership Committee on Languages - TOR; and # 45-16 Provincial Bilateral Process on Education	Action OR Outcome: To continue to conduct engagement and continuously improve the flow of communication with First Nations on all languages related activities with a focus on establishment of entities that reclaim, revitalize, maintain and strengthen First Nation languages. Responsible: Program Leads of the Federal and Provincial Files Mandate Resolution #: 40-17 First Nations Control of First Nations Languages; LC Feb 28, 2022 Motion #3 – COO Leadership Committee on Languages - TOR; and # 45-16 Provincial Bilateral Process on Education	Work with and revise current workplans to reflect strategic directions towards 2027.
April 1, 2024 to March 31, 2025.	**April 1, 2024 to March 31, 2025.**	**April 1, 2024 to March 31, 2025.**

Action OR Outcome: Continue to maintain relationships with the emerging entities and advocate for policy change where necessary. Responsible: Program Leads of the Federal and Provincial Files Mandate Resolution #: 40-17 First Nations Control of First Nations Languages; LC Feb 28, 2022 Motion #3 – COO Leadership Committee on Languages - TOR; and # 45-16 Provincial Bilateral Process on Education	Action OR Outcome: Work with First Nations and emerging entities to understand the strength, needs and opportunities to enable the establishment of entities that reclaim, revitalize, maintain and strengthen First Nations languages in all domains. Responsible: Program Leads of the Federal and Provincial Files Mandate Resolution #: 40-17 First Nations Control of First Nations Languages; LC Feb 28, 2022 Motion #3 – COO Leadership Committee on Languages - TOR; and # 45-16 Provincial Bilateral Process on Education	Work with and revise current workplans to reflect strategic directions towards 2027.
April 1, 2025 to March 31, 2026. Work with and revise current workplans to reflect strategic directions towards 2027.	**April 1, 2025 to March 31, 2026.** Action OR Outcome: To continue to support the development of First Nations language governing entities. Responsible: Program Leads of the Federal and Provincial Files Mandate Resolution #: 40-17 First Nations Control of First Nations Languages; LC Feb 28, 2022 Motion #3 – COO Leadership	**April 1, 2025 to March 31, 2026.** Work with and revise current workplans to reflect strategic directions towards 2027.

	Committee on Languages - TOR; and # 45-16 Provincial Bilateral Process on Education	
April 1, 2026 to March 31, 2027.	**April 1, 2026 to March 31, 2027.**	**April 1, 2026 to March 31, 2027.**
Action OR Outcome: First Nations have organized themselves to govern First Nation languages via establishment of entities that reclaim, revitalize, maintain and strengthen First Nations languages in all domains. Responsible: Program Leads of the Federal and Provincial Files Mandate Resolution #: 40-17 First Nations Control of First Nations Languages; LC Feb 28, 2022 Motion #3 – COO Leadership Committee on Languages - TOR; and # 45-16 Provincial Bilateral Process on Education	Action OR Outcome: COO continues to provide support to the language governing entities as requested and/or required. Responsible: Program Leads of the Federal and Provincial Files Mandate Resolution #: 40-17 First Nations Control of First Nations Languages; LC Feb 28, 2022 Motion #3 – COO Leadership Committee on Languages - TOR; and # 45-16 Provincial Bilateral Process on Education	Action OR Outcome: Language governing entities will have the capacity to gather and analyze information to support their needs. Responsible: Program Leads of the Federal and Provincial Files Mandate Resolution: Not Applicable

Priority Area: Ontario Technical Table - Interim Funding Approach (OTTIFA)

Living Vision: Our vision for lifelong learning for First Nation communities is to have self-determined systems that support the distinct learning needs, cultures, languages and worldviews of their people.

Collective Goal 1: Policy and Relationships	Collective Goal 2: Coordination and Support	Collective Goal 3: Research and Data
Establish and maintain collaborative relationships with internal/external parties to evaluate/analyze policies that closes gaps in First Nations education and meets the learning needs of First Nations peoples.	*Create opportunities for engagement with First Nation communities on the coordination of education priorities/initiatives that support information sharing and collective problem solving.*	*Gather information in an ethical and systematic manner to ensure accuracy and facilitate data analysis within First Nation-controlled data systems.*
Sub-Goals	**Sub-Goals**	**Sub-Goals**
1. Develop and maintain strong relationships with Indigenous Services Canada Ontario Region and Headquarters to support the work of OTTIFA. 2. Examine and analyze the Interim Funding Approach (IFA) to develop recommendations for improvements to better meet the needs of First Nation learners, schools and communities.	1. Coordinate and support the Ontario Technical Table - Interim Funding Approach (OTTIFA). 2. Coordinate and support task teams identified by OTTIFA and their efforts to develop IFA recommendations. 3. Develop avenues for community engagement and communication to ensure that FNs are involved in the development and have knowledge of OTTIFA progress, IFA	1. Support OTTIFA and Task Teams with data requirements to generate IFA recommendations. 2. Support OTTIFA and Task Teams with research requirements to generate IFA recommendations.

3. Identify supports required for communities to establish Regional Education Agreements (REA).	recommendations and Regional Education Agreements.	
Strategic Directions Towards April 1, 2027.	**Strategic Directions Towards April 1, 2027.**	**Strategic Directions Towards April 1, 2027.**
<u>**April 1, 2022 to March 31, 2023.**</u> Work with and revise current workplans to reflect strategic directions towards 2027. <u>Action OR Outcome:</u> To work with ISC and First Nations to develop focused workplans to enhance the Interim Funding Approaches (IFA), and, examine and analyse the Interim Funding Approach and the Grants for Student needs to support the work of OTTIFA and to develop new areas of focus. <u>Responsible:</u> Program Lead of the Federal Files <u>Mandate Resolution # (if applicable) or is a new one needed:</u> Not Applicable	<u>**April 1, 2022 to March 31, 2023.**</u> Work with and revise current workplans to reflect strategic directions towards 2027. <u>Action OR Outcome:</u> To gather information, resources and organization contact information on wise practices related to Interim Funding Approaches (IFA), Regional Education Agreements (REA) and other Educational Agreements/Arrangements (e.g. other models and regions). <u>Responsible:</u> Program Lead of the Federal Files <u>Mandate Resolution #:</u> 51-18 Interim Funding Approach for First Nation Education	<u>**April 1, 2022 to March 31, 2023.**</u> Work with and revise current workplans to reflect strategic directions towards 2027. <u>Action OR Outcome:</u> To conduct research and review existing and emerging research and data to understand and assess the impacts for First Nations learners and communities in Ontario. <u>Responsible:</u> Program Lead of the Federal Files and Data Lead <u>Mandate Resolution # (if applicable) or is a new one needed:</u> Not Applicable
<u>**April 1, 2023 to March 31, 2024.**</u> <u>Action OR Outcome:</u> To work with ISC and First Nations to develop focused workplans	<u>**April 1, 2023 to March 31, 2024.**</u> <u>Action OR Outcome:</u> To continue to conduct engagement and continuously improve the	<u>**April 1, 2023 to March 31, 2024.**</u> <u>Action OR Outcome:</u> To conduct research and review existing and emerging research

to enhance the Interim Funding Approaches (IFA), and, continue to examine and analyse the Interim Funding Approach and the Grants for Student needs to support the work of OTTIFA and to develop new areas of focus. Responsible: Program Lead of the Federal Files Mandate Resolution #: 51-18 Interim Funding Approach for First Nation Education	flow of communication with First Nations on OTTIFA progress, and, create opportunities and resources that allows for the sharing of wise practices coming from the Interim Funding Approach (IFA), and development of Regional Education Agreements (REA) and/or other Educational Agreements/Arrangements (e.g. other models and regions). Responsible: Program Lead of the Federal Files Mandate Resolution #: 51-18 Interim Funding Approach for First Nation Education	and data to understand and assess the impacts for First Nations learners and communities in Ontario. Responsible: Program Lead of the Federal Files and Data Lead Mandate Resolution # (if applicable) or is a new one needed: Not Applicable
April 1, 2024 to March 31, 2025. Action OR Outcome: To continue working with ISC and First Nations to enhance the Interim Funding Approach (IFA). Continue to analyse education related policies that support First Nation education to advocate for improvements. Responsible: Program Lead of the Federal Files	**April 1, 2024 to March 31, 2025.** Action OR Outcome: Create opportunities and resources that allows for the sharing of wise practices coming from the Interim Funding Approach (IFA), and the development of Regional Education Agreements (REA) and/or other Educational Agreements/Arrangements (e.g. other models and regions).	**April 1, 2024 to March 31, 2025.** Action OR Outcome: To conduct research and review existing and emerging research and data to understand and assess the impacts for First Nations learners and communities in Ontario. Responsible: Program Lead of the Federal Files and Data Lead

Mandate Resolution #: 51-18 Interim Funding Approach for First Nation Education	Responsible: Program Lead of the Federal Files Mandate Resolution #: 51-18 Interim Funding Approach for First Nation Education	Mandate Resolution # (if applicable) or is a new one needed: Not Applicable
April 1, 2025 to March 31, 2026. Action OR Outcome: Continue to analyze policies that will enhance the Interim Funding Approach (IFA) to support First Nation learners and communities, and, continue to work with communities to develop their vision of lifelong learning and the approaches available to them to achieve their vision. Responsible: Program Lead of the Federal Files Mandate Resolution #: 51-18 Interim Funding Approach for First Nation Education	**April 1, 2025 to March 31, 2026.** Action OR Outcome: Continue to share new advancements and best practices related to First Nation education with First Nations, and, continue to engage with First Nations on education issues, and, continue to support the readiness of First Nations to develop their desired approach to regional education agreements and systems. Responsible: Program Lead of the Federal Files Mandate Resolution #: 51-18 Interim Funding Approach for First Nation Education	**April 1, 2025 to March 31, 2026.** Work with and revise current workplans to reflect strategic directions towards 2027.
April 1, 2026 to March 31, 2027. Action OR Outcome: First Nations have organized themselves to conclude education	**April 1, 2026 to March 31, 2027.** Action OR Outcome: COO continues to provide support to regional education agreement/systems as required or requested.	**April 1, 2026 to March 31, 2027.** Action OR Outcome: First Nation education agreement entities/systems will

agreements/systems that meet the needs of their learners and communities. Responsible: Program Lead of the Federal Files Mandate Resolution # (if applicable) or is a new one needed: New Mandate Is Needed	Responsible: Program Lead of the Federal Files Mandate Resolution # (if applicable) or is a new one needed: New Mandate Is Needed	have the capacity to gather and analyze information to support their needs. Responsible: Program Lead of the Federal Files Mandate Resolution # (if applicable) or is a new one needed: Not Applicable

Priority Area: Post-Secondary Education

Living Vision: Our vision for lifelong learning for First Nation communities is to have self-determined systems that support the distinct learning needs, cultures, languages and worldviews of their people.

Collective Goal 1: Policy and Relationships	Collective Goal 2: Coordination and Support	Collective Goal 3: Research and Data
Establish and maintain collaborative relationships with internal/external parties to evaluate/analyze policies that closes gaps in First Nations education and meets the learning needs of First Nations peoples.	*Create opportunities for engagement with First Nation communities on the coordination of education priorities/initiatives that support information sharing and collective problem solving.*	*Gather information in an ethical and systematic manner to ensure accuracy and facilitate data analysis within First Nation-controlled data systems.*
Sub-Goals	**Sub-Goals**	**Sub-Goals**
1. To promote collaborative relationships and collective decision-making through the post-secondary engagement committee to improve lifelong learning. 2. To advocate meaningful First Nations control of fully resourced programs for First Nation lifelong learning. 3. To foster relationships with relevant partners to promote access and retention in First Nation lifelong learning and to advocate for meaningful inclusion of First	1. To maintain a forum for collaboration on lifelong learning. 2. To develop tools to support First Nations and First Nation organizations in attaining their vision of lifelong learning. 3. To identify areas of collective work that can be carried out at a regional level to increase efficiency and prevent duplication of work.	1. To develop a First Nations data governance system for lifelong learning data that is independent of government and guided by OCAP principles. 2. To develop innovative information systems that support First Nation learners in all aspects of their lifelong learning journey. 3. To facilitate evidence-based decision making through the use of relevant data and information.

Nation cultures, languages, and worldviews in all lifelong learning systems.		
Strategic Directions Towards April 1, 2027.	**Strategic Directions Towards April 1, 2027.**	**Strategic Directions Towards April 1, 2027.**
<u>**April 1, 2022 to March 31, 2023.**</u> Work with and revise current workplans to reflect strategic directions towards 2027. <u>Action OR Outcome:</u> To continue to support the work of the post-secondary engagement committee. <u>Responsible:</u> Education Policy Analysts (PSE) <u>Mandate Resolution #:</u> Resolution 16/18 = <u>Action OR Outcome:</u> To review the institutional obstacles identified in the engagement sessions with the Indigenous Reference Groups at the Council of Ontario Universities and Colleges Ontario that are focused on eliminating barriers to First Nation students and increasing/honouring community presence at all levels (e.g.	<u>**April 1, 2022 to March 31, 2023.**</u> Work with and revise current workplans to reflect strategic directions towards 2027. <u>Action OR Outcome:</u> To locate and secure funds for the development of a First Nations post-secondary app that is a critical resource for First Nation elementary students, secondary graduates and post-secondary students (e.g. labour market needs; mentors; scholarships & bursaries; pathways into careers - health). <u>Responsible:</u> Education Policy Analysts (PSE) <u>Mandate Resolution # (if applicable) or is a new one needed:</u> New Mandate Is Needed	<u>**April 1, 2022 to March 31, 2023.**</u> Work with and revise current workplans to reflect strategic directions towards 2027. <u>Action OR Outcome:</u> To review and analyze the report and recommendations of the Post-Secondary Student Support Program (PSSSP) and create a template for regional reports that organizations can easily complete. <u>Responsible:</u> Data Lead and Education Policy Analysts (PSE) <u>Mandate Resolution #:</u> Resolution 16/18

human resources at the institution; reflect the diversity of First Nations; appropriate training in cultural safety or cultural appropriation or respectfully infusing Indigenous presence/resources dependent upon group – faculty, staff, students; potential of free tuition for FN students if institution is in their traditional territory). <u>Responsible:</u> Education Policy Analysts (PSE) <u>Mandate Resolution # (if applicable) or is a new one needed:</u> New Mandate Is Needed		
<u>April 1, 2023 to March 31, 2024.</u> <u>Action OR Outcome:</u> To continue supporting the work of the post-secondary engagement committee and contribute to the discussions on the current Interim Funding Approaches (IFA), Regional Funding Agreements (REA) and other agreement options as identified in that process (e.g. funding levels that actually support students; considerations for equitable distribution of	**<u>April 1, 2023 to March 31, 2024.</u>** <u>Action OR Outcome:</u> To locate funds and create an RFP for the development of a First Nations post-secondary app that is a critical resource for First Nation elementary students, secondary graduates and post-secondary students (e.g. labour market needs; mentors; scholarships & bursaries; pathways into careers - health) and hire a consultant.	**<u>April 1, 2023 to March 31, 2024.</u>** <u>Action OR Outcome:</u> To collect and analyze the regional reports from the organizations on the themes and recommendations of the Post-Secondary Student Support Program (PSSSP) and utilize this information to guide our workplans and moving forward. <u>Responsible:</u> Data Lead and Education Policy Analysts (PSE)

PSE funds for students attending in southern institutions; separate lines for Education Counsellors; student travel envelopes for celebratory or ceremonial reasons; funds specifically dedicated to a 1.0 FTE PSE Finance Person). Responsible: Education Policy Analysts (PSE) and Data Lead Mandate Resolution # (if applicable) or is a new one needed: New Mandate Is Needed = Action OR Outcome: To support the development of a focused plan with the Indigenous Reference Groups at the Council of Ontario Universities and Colleges Ontario to eliminate barriers to First Nation students and increase/honour community presence at all levels (e.g. human resources at the institution; reflect the diversity of First Nations; appropriate training in cultural safety or cultural appropriation or respectfully infusing Indigenous	Responsible: Education Policy Analysts (PSE) Mandate Resolution # (if applicable) or is a new one needed: New Mandate Is Needed	Mandate Resolution # (if applicable) or is a new one needed: New Mandate Is Needed

presence/resources dependent upon group – faculty, staff, students; potential of free tuition for FN students if institution is in their traditional territory. Responsible: Education Policy Analysts (PSE) Mandate Resolution # (if applicable) or is a new one needed: New Mandate Is Needed		
April 1, 2024 to March 31, 2025. Action OR Outcome: To contribute to the discussions on the securing of sustainable Interim Funding Approaches, Regional Education Agreements (REA) or other arrangements that honour First Nations' vision and goals of post-secondary education for their communities (e.g. funding levels that actually support students; equitable distribution of PSE funds for students attending in southern institutions; separate lines for Education Counsellors; student travel envelopes for celebratory or ceremonial reasons; funds specifically	**April 1, 2024 to March 31, 2025.** Action OR Outcome: To hire a consultant (RFP process) and support the development of a First Nations post-secondary app that is a critical resource for First Nation elementary students, secondary graduates and post-secondary students (e.g. labour market needs; mentors; scholarships & bursaries; pathways into careers - health). Responsible: Education Policy Analysts (PSE) Mandate Resolution # (if applicable) or is a new one needed: New Mandate Is Needed	**April 1, 2024 to March 31, 2025.** Work with and revise current workplans to reflect strategic directions towards 2027.

dedicated to a 1.0 FTE PSE Finance Person). Responsible: Education Policy Analysts (PSE) and Data Lead Mandate Resolution # (if applicable) or is a new one needed: New Mandate Is Needed = Action OR Outcome: To continue supporting the development of a focused plan with the Indigenous Reference Groups at the Council of Ontario Universities and Colleges Ontario to eliminate barriers to First Nation students and increase/honour community presence at all levels (e.g. human resources at the institution; reflect the diversity of First Nations; appropriate training in cultural safety or cultural appropriation or respectfully infusing Indigenous presence/resources dependent upon group – faculty, staff, students; potential of free tuition for FN students if institution is in their traditional territory).		

Responsible: Education Policy Analysts (PSE) Mandate Resolution # (if applicable) or is a new one needed: New Mandate Is Needed		
April 1, 2025 to March 31, 2026. Action OR Outcome: To continue contributing to the discussions on the securing of sustainable Interim Funding Approaches, Regional Education Agreements (REA) or other arrangements that honour First Nations' vision and goals of post-secondary education for their communities (e.g. funding levels that actually support students; equitable distribution of PSE funds for students attending in southern institutions; separate lines for Education Counsellors; student travel envelopes for celebratory or ceremonial reasons; funds specifically dedicated to a 1.0 FTE PSE Finance Person).	**April 1, 2025 to March 31, 2026.** Action OR Outcome: To do a soft launch of the First Nations post-secondary app for elementary students, secondary graduates and post-secondary students (e.g. labour market needs; mentors; scholarships & bursaries pathways into careers - health) and evaluate areas of improvement. Responsible: Consultant Mandate Resolution # (if applicable) or is a new one needed: New Mandate Is Needed	**April 1, 2025 to March 31, 2026.** Work with and revise current workplans to reflect strategic directions towards 2027.

Responsible: Education Policy Analysts (PSE) and Data Analyst Mandate Resolution # (if applicable) or is a new one needed: New Mandate Is Needed = Action OR Outcome: To continue the work with the Indigenous Reference Groups at the Council of Ontario Universities and Colleges Ontario to eliminate barriers to First Nation students and increase/honour community presence at all levels (e.g. human resources at the institution; reflect the diversity of First Nations; appropriate training in cultural safety or cultural appropriation or respectfully infusing Indigenous presence/resources dependent upon group – faculty, staff, students; potential of free tuition for FN students if institution is in their traditional territory). Responsible: Senior Education Coordinator & Education Coordinator		

Mandate Resolution # (if applicable) or is a new one needed: New Mandate Is Needed		
April 1, 2026 to March 31, 2027.	**April 1, 2026 to March 31, 2027.**	**April 1, 2026 to March 31, 2027.**
Action OR Outcome: To celebrate the securing of sustainable Interim Funding Approaches or other arrangements that honour First Nations' vision and goals of post-secondary education for their communities (e.g. funding levels that actually support students; equitable distribution of PSE funds for students attending in southern institutions; separate lines for Education Counsellors; student travel envelopes for celebratory or ceremonial reasons; funds specifically dedicated to a 1.0 FTE PSE Finance Person). Responsible: Education Policy Analysts (PSE) and Data Analyst Mandate Resolution # (if applicable) or is a new one needed: New Mandate Is Needed = = = = = = = = = = = = = = = = = = =	Action OR Outcome: To celebrate the development of a First Nations post-secondary app that is a critical resource for First Nation elementary students, secondary graduates and post-secondary students (e.g. labour market needs; mentors; scholarships & bursaries pathways into careers - health). Responsible: Education Policy Analysts (PSE) Mandate Resolution # (if applicable) or is a new one needed: New Mandate Is Needed	Work with and revise current workplans to reflect strategic directions towards 2027.

Action OR Outcome: To commemorate the achievement of significant progress in the area of developing Regional Education Agreements (REA) or other arrangements that respectfully honour First Nations' vision and goals of post-secondary education for their communities (e.g. funding levels that actually support students; equitable distribution of PSE funds for students attending in southern institutions; separate lines for Education Counsellors; student travel envelopes for celebratory or ceremonial reasons; funds specifically dedicated to a 1.0 FTE PSE Finance Person). Responsible: Education Policy Analysts (PSE) and Data Analyst Mandate Resolution # (if applicable) or is a new one needed: New Mandate Is Needed = = = = = = = = = = = = = = = = = = = Action OR Outcome: To celebrate the ongoing work with the Indigenous		

Reference Groups at the Council of Ontario Universities and Colleges Ontario to eliminate barriers to First Nation students and increase/honour community presence at all levels (e.g. human resources at the institution; reflect the diversity of First Nations; appropriate training in cultural safety or cultural appropriation or respectfully infusing Indigenous presence/resources dependent upon group – faculty, staff, students; potential of free tuition for FN students if institution is in their traditional territory). <u>Responsible:</u> Education Policy Analysts (PSE) <u>Mandate Resolution # (if applicable) or is a new one needed:</u> New Mandate Is Needed		

Priority Area: Special Education

Living Vision: Our vision for lifelong learning for First Nation communities is to have self-determined systems that support the distinct learning needs, cultures, languages and worldviews of their people.

Collective Goal 1: Policy and Relationships	Collective Goal 2: Coordination and Support	Collective Goal 3: Research and Data
Establish and maintain collaborative relationships with internal/external parties to evaluate/analyze policies that closes gaps in First Nations education and meets the learning needs of First Nations peoples.	*Create opportunities for engagement with First Nation communities on the coordination of education priorities/initiatives that support information sharing and collective problem solving.*	*Gather information in an ethical and systematic manner to ensure accuracy and facilitate data analysis within First Nation-controlled data systems.*
Sub-Goals	**Sub-Goals**	**Sub-Goals**
1. Ensure that special education tools, resources and strategies support First Nation learners. 2. Support with policy development and Tuition Service Agreements. 3. Understand and address capacity issues around special education.	1. Develop capacity training opportunities through culturally relevant professional development.	1. Collect and analyze information related to improving First Nation special education programs. 2. Identify barriers and challenges in the delivery of special education services.
Strategic Directions Towards April 1, 2027.	**Strategic Directions Towards April 1, 2027.**	**Strategic Directions Towards April 1, 2027.**
April 1, 2022 to March 31, 2023.	**April 1, 2022 to March 31, 2023.**	**April 1, 2022 to March 31, 2023.**

Work with and revise current workplans to reflect strategic directions towards 2027.	Work with and revise current workplans to reflect strategic directions towards 2027.	Work with and revise current workplans to reflect strategic directions towards 2027.
Action OR Outcome: To reach out to the communities and find out the most pressing/current types of resources and information sharing they would like in regards to special education and use this information to plan an event of wise practices (e.g. school improvement plans; educational services agreements; wraparound services).	Action OR Outcome: To draft an RFP in the planning/training of First Nations educators, support staff and administrators in primary special education services, strategies and trauma informed schools (e.g. micro-credentialing this training with a recognized institution; focus is a 3 hour highly interactive virtual micro-course with differentiated assessment).	Action OR Outcome: To create a survey that identifies if the First Nation communities have the Internet bandwidth, existent community hubs, infrastructure or human resources to deliver special education services and application of the technologies.
Responsible: Special Education Support Technicians	Responsible: Special Education Support Technicians	Responsible: Special Education Support Technicians
Mandate Resolution # (if applicable) or is a new one needed: Not Applicable	Mandate Resolution # (if applicable) or is a new one needed: Not Applicable	Mandate Resolution # (if applicable) or is a new one needed: Not Applicable
= =	= =	
Action OR Outcome: To consult with the First Nations on planning for the creation of an educational resource that focuses on special education career pathways (e.g. sign language; speech pathology). This includes determining the current gaps in special	Action OR Outcome: To draft an RFP for the planning of First Nations leaders to receive introductory training on special education supports for their communities (e.g. micro-credentialing this training with a recognized institution; focus is a 3 hour	

education supports and wrap around services (e.g. human resources) to enrich the relevancy of this resource. Responsible: Special Education Support Technicians Mandate Resolution # (if applicable) or is a new one needed: Not Applicable = Action OR Outcome: To facilitate diverse and rich discussions with the First Nation communities on special education funding gaps. Responsible: Special Education Support Technicians; OTTIFA Mandate Resolution # (if applicable) or is a new one needed: Not Applicable	highly interactive virtual micro-course with differentiated assessment). Responsible: Special Education Support Technicians Mandate Resolution # (if applicable) or is a new one needed: Not Applicable	
April 1, 2023 to March 31, 2024. Action OR Outcome: To plan a wise practices event for all First Nations that focuses on their special education needs and the potential sharing of school improvement plans, education services agreements (also	**April 1, 2023 to March 31, 2024.** Action OR Outcome: To finalize the RFP and hire consultant/s in the planning/training of First Nations educators, support staff and administrators in primary special education services, strategies and trauma informed	**April 1, 2023 to March 31, 2024.** Action OR Outcome: To deliver the survey to the First Nation communities that focuses on the topics of Internet bandwidth, existent community hubs, infrastructure or human resources to deliver special education

called tuition agreements) and wrap around services that have effectively addressed special education in the community (e.g. there are 3 COO communities that had this success in 2022). Responsible: Special Education Support Technicians Mandate Resolution # (if applicable) or is a new one needed: Not Applicable = Action OR Outcome: To develop a plan based on the First Nations consultations to create an educational resource that focuses on special education career pathways and wrap around services (e.g. sign language; speech pathology). This includes determining the type of educational resource (e.g. curriculum; learning modules; videos; other). Responsible: Special Education Support Technicians	schools (e.g. micro-credentialing this training with a recognized institution; focus is a 3 hour highly interactive virtual micro-course with differentiated assessment). Responsible: Special Education Support Technicians Mandate Resolution # (if applicable) or is a new one needed: Not Applicable = Action OR Outcome: To finalize the RFP and hire consultant/s for the planning of First Nations leaders to receive introductory training on special education supports for their communities (e.g. micro-credentialing this training with a recognized institution; focus is a 3 hour highly interactive virtual micro-course with differentiated assessment). Responsible: Special Education Support Technicians Mandate Resolution # (if applicable) or is a new one needed: Not Applicable	services and application of the technologies. This includes compiling a report of the results based on this data. Responsible: Special Education Support Technicians Mandate Resolution # (if applicable) or is a new one needed: Not Applicable = Action OR Outcome: To recruit Indigenous students (e.g. Masters; Internships) to conduct research; a. on the intersection of special education, Indigenous languages and land based practices in supporting First Nation student success and, b. culturally relevant Individual Education Plans (IEP's) and processes. Responsible: Special Education Support Technicians Mandate Resolution # (if applicable) or is a new one needed: Not Applicable

Mandate Resolution # (if applicable) or is a new one needed: Not Applicable = Action OR Outcome: To continue the work with the First Nation communities on identifying special education funding gaps and begin preparing a draft report on advocacy plans for sustainable funding. Responsible: Special Education Support Technicians; OTTIFA Mandate Resolution # (if applicable) or is a new one needed: Not Applicable		
April 1, 2024 to March 31, 2025. Action OR Outcome: To host an event for all First Nations that focus on the sharing of special education wise practices that have effectively addressed special education needs in the community (e.g. school improvement plans, education services agreements - also called tuition agreements and wrap around services).	**April 1, 2024 to March 31, 2025.** Action OR Outcome: To monitor and support the consultants in their planning and development of the training of First Nations educators, support staff and administrators in primary special education services, strategies and trauma informed schools Responsible: Special Education Support Technicians	**April 1, 2024 to March 31, 2025.** Action OR Outcome: To contract another Indigenous organization (e.g. specialized in infrastructure) to utilize the survey results to identify the requirements and costs for First Nation communities to have the infrastructure to effectively deliver special education services and application of the technologies

Responsible: Special Education Support Technicians Mandate Resolution # (if applicable) or is a new one needed: Not Applicable = Action OR Outcome: To create a draft package of the educational resource that focuses on special education career pathways and wrap around services (e.g. sign language; speech pathology). This includes doing a soft launch for feedback and revisions. Responsible: Special Education Support Technicians Mandate Resolution # (if applicable) or is a new one needed: Not Applicable = Action OR Outcome: To present a final report on advocacy plans for sustainable special education funding for our First Nation communities.	Mandate Resolution # (if applicable) or is a new one needed: Not Applicable = Action OR Outcome: To monitor and support the consultants in their planning and development of the introductory training for First Nations leaders on special education supports for their communities (e.g. micro-credentialing this training with a recognized institution; focus is a 3 hour highly interactive virtual micro-course with differentiated assessment). Responsible: Special Education Support Technicians Mandate Resolution # (if applicable) or is a new one needed: Not Applicable	Responsible: Special Education Support Technicians Mandate Resolution # (if applicable) or is a new one needed: Not Applicable = Action OR Outcome: To have the Indigenous students (e.g. Masters; Internships) prepare a draft report on their research; a. on the intersection of special education, Indigenous languages and land based practices in supporting First Nation student success and, b. culturally relevant Individual Education Plans (IEP's) and processes. Responsible: Special Education Support Technicians; Indigenous Students Mandate Resolution # (if applicable) or is a new one needed: Not Applicable

Responsible: Special Education Support Technicians; OTTIFA Mandate Resolution # (if applicable) or is a new one needed: Not Applicable		
April 1, 2025 to March 31, 2026.	**April 1, 2025 to March 31, 2026.**	**April 1, 2025 to March 31, 2026.**
Action OR Outcome: To create and launch the final package of the educational resource that focuses on special education career pathways and wrap around services (e.g. sign language; speech pathology). Responsible: Special Education Support Technicians Mandate Resolution # (if applicable) or is a new one needed: Not Applicable = Action OR Outcome: To implement advocacy plans for sustainable special education funding for our First Nation communities. Responsible: Special Education Support Technicians; OTTIFA	Action OR Outcome: To provide First Nations educators, support staff and administrators with training in primary special education services, strategies and trauma informed schools. Responsible: Consultant/s Mandate Resolution # (if applicable) or is a new one needed: Not Applicable = Action OR Outcome: To provide First Nations leaders introductory training on special education supports for their communities. Responsible: Consultants Mandate Resolution # (if applicable) or is a new one needed: Not Applicable	Action OR Outcome: To review, present and disseminate the report from the contracted Indigenous organization on the costs and requirements for First Nations to have the infrastructure to effectively deliver special education services and application of the technologies. Responsible: Special Education Support Technicians Mandate Resolution # (if applicable) or is a new one needed: Not Applicable = Action OR Outcome: To present and distribute a final report on the research; a. on the intersection of special education, Indigenous languages and land based practices in supporting First Nation student

Mandate Resolution # (if applicable) or is a new one needed: Not Applicable		success and, b. culturally relevant Individual Education Plans (IEP's) and processes. Responsible: Special Education Support Technicians Mandate Resolution # (if applicable) or is a new one needed: Not Applicable
April 1, 2026 to March 31, 2027. Action OR Outcome: To evaluate and celebrate the impacts of the final package of the educational resource that focuses on special education career pathways and wrap around services (e.g. sign language; speech pathology). Responsible: Special Education Support Technicians Mandate Resolution # (if applicable) or is a new one needed: Not Applicable = Action OR Outcome: To ascertain that stable funding for special education in First Nations is achievable.	**April 1, 2026 to March 31, 2027.** Action OR Outcome: To ensure and celebrate that First Nations educators, support staff and administrators are trained in primary special education services, strategies and trauma informed schools. Responsible: Special Education Support Technicians Mandate Resolution # (if applicable) or is a new one needed: Not Applicable = Action OR Outcome: To ensure and celebrate that First Nations leaders receive introductory training on special education supports for their communities.	**April 1, 2026 to March 31, 2027.** Action OR Outcome: To follow up with the First Nation communities on their use of or application of the report detailing the costs and requirements to have the infrastructure to effectively deliver special education services and application of the technologies. Responsible: Special Education Support Technicians Mandate Resolution # (if applicable) or is a new one needed: Not Applicable

Responsible: Special Education Support Technicians; OTTIFA	Responsible: Special Education Support Technicians	
Mandate Resolution # (if applicable) or is a new one needed: Not Applicable	Mandate Resolution # (if applicable) or is a new one needed: Not Applicable	

Appendix 1 – COO Education Sector Team Members

Amanda Bruce – Policy Analyst

Angel Maracle –Program Lead – Federal Files

Holly Golabek – Senior Education Coordinator

Julia Candlish – Director of Education

Karleigh Palmer – Policy Analyst

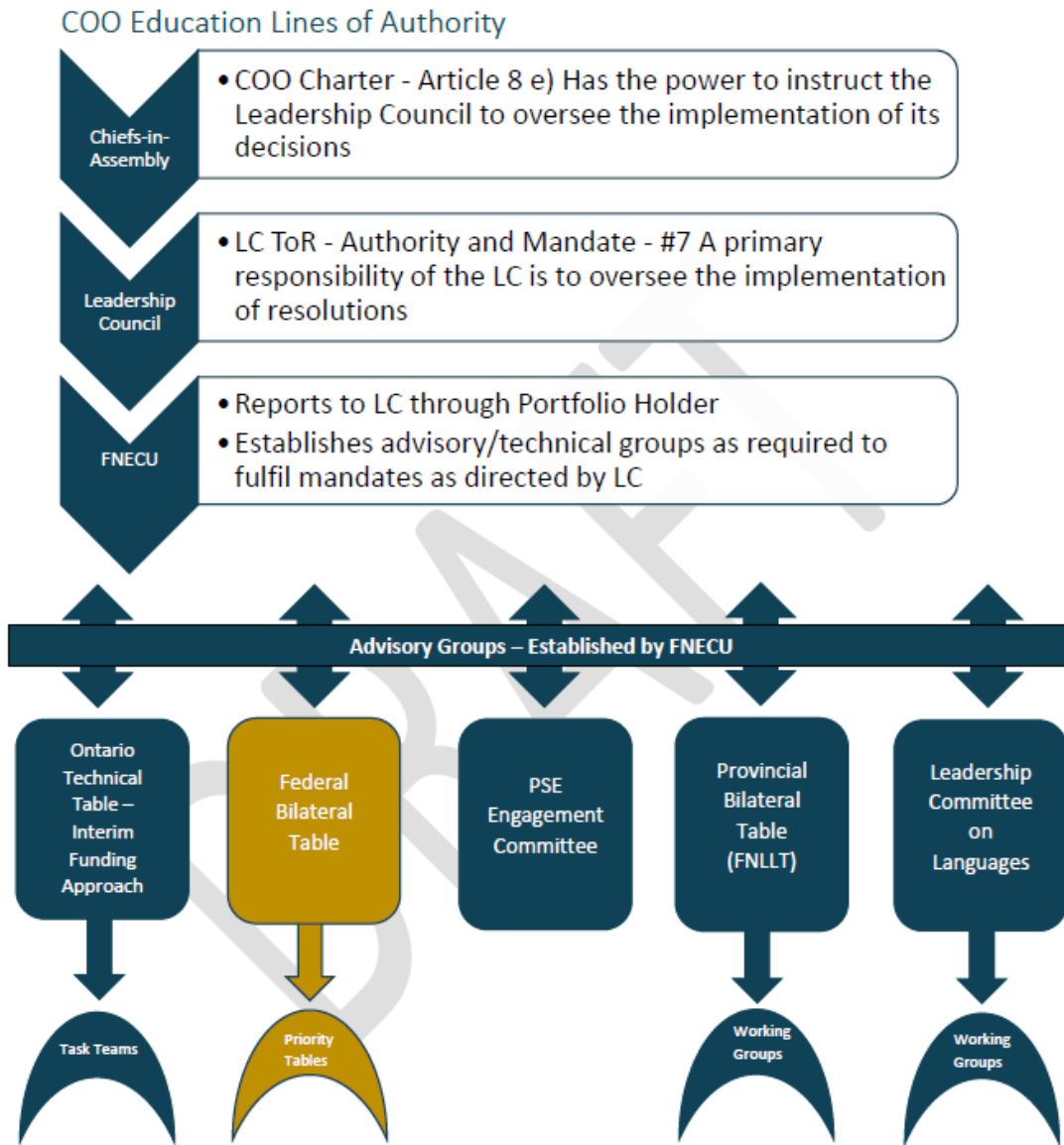Murray Maracle – Policy Analyst

Natalie Snow – Data Lead

Patricia Magiskan – Special Education Support Technician

Patrik Lowen – Program Lead – Provincial Files

Susan Deley – Special Education Support Technician

Terri Kuula – Education Coordinator

Appendix 2 – COO Education Lines of Authority

COO Education Lines of Authority

Chiefs-in-Assembly
- COO Charter - Article 8 e) Has the power to instruct the Leadership Council to oversee the implementation of its decisions

Leadership Council
- LC ToR - Authority and Mandate - #7 A primary responsibility of the LC is to oversee the implementation of resolutions

FNECU
- Reports to LC through Portfolio Holder
- Establishes advisory/technical groups as required to fulfil mandates as directed by LC

Advisory Groups – Established by FNECU

Ontario Technical Table – Interim Funding Approach	Federal Bilateral Table	PSE Engagement Committee	Provincial Bilateral Table (FNLLT)	Leadership Committee on Languages
Task Teams	Priority Tables		Working Groups	Working Groups

Appendix 3 – COO Education Sector Decision Process

COO EDUCATION SECTOR DECISION PROCESS

- Input from First Nation communities/organizations
- Input is forwarded to the FNECU
- FNECU assign work to appropriate Advisory Group
- Advisory Group to develop recommendations to address assigned issue through various means including, research, analysis and engagement
- FNECU to approve recommendations from Advisory Groups
- Political Entity (Chiefs-in-Assembly or Leadership Council) to approve recommendations from FNECU
- Chiefs-in-Assembly to discuss & ratify resolutions to confirm political direction
- FNECU to ensure implementation and communication according to political direction

Communities and FN Lifelong Learning Orgs

Political Entities

Advisory Groups

FNECU