

**Ministry of Education**

Indigenous Education Office

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**MEMORANDUM TO:** Directors of Education**FROM:** Taunya Paquette  
Director  
Indigenous Education Office**DATE:** April 12, 2017**SUBJECT:** **Engagement and data collection to support the development of the Third Progress Report on the implementation of the *Ontario First Nation, Métis and Inuit Education Policy Framework***

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As you may know, the ministry is committed to providing a progress report on the implementation of the *Ontario First Nation, Métis and Inuit Education Policy Framework* (the Framework) every three years.

In the 2014 Framework Implementation Plan, the ministry committed to release a Third Progress Report that would address progress made in the implementation of the Framework relative to the ten (10) performance measures; as well as progress made in reducing student achievement gaps, measured against the 2011-12 baseline on achievement of self-identified Indigenous students.

To inform the development of the Third Progress Report the ministry has engaged a team of researchers to support the delivery of data collection tools through various forms of engagement with students, parents/guardians and families, teaching and non-teaching staff, Indigenous communities, organizations and partners, and school boards. The Project Team, which is comprised of consultants from Steven Vanloffeld Consulting and Facilitation and Parkin Policy Analysis, will work with the ministry and Indigenous partners through the Progress Report Subcommittee of the Minister's Advisory Council on First Nation, Métis and Inuit Education Working Group (MAC Working Group) to conduct all research, evaluation and engagement activities associated with the development of the Third Progress Report.

Through this engagement the ministry is hoping to learn more about the unique and diverse needs of Indigenous students to support more responsive and effective education policy. Based

on recommendations from our Indigenous partners, the ministry anticipates that the input and feedback gathered through the Progress Report engagement sessions will support the development of a refreshed Framework and Framework Implementation Plan, after the release of the Third Progress Report. A refreshed Framework and Implementation Plan will allow the ministry to identify and address new priorities, initiatives and strategies to support Indigenous students.

The engagement process will take a community-based partnership and participatory approach in working with our Indigenous partners and education stakeholders. Consistent with this approach, the Project Team will work with the ministry and the Progress Report Subcommittee to ensure engagement and data collection is guided by the principles of *Ownership, Control, Access and Possession*® (OCAP), and that appropriate community protocols and school board ethics requirements are respected.

Over the next few months, the Project Team, consisting of Steven Vanloffeld, Andrew Parkin, Amanda Parriag and Ashley Sisco, will be in contact with you to seek your board's support and cooperation throughout this engagement process. The Project Team will ask for your assistance in connecting with parents/guardians and families, students, administration, and teaching and non-teaching staff in your board. Input and feedback will be gathered through a variety of engagement methods, including: in-person and online engagement sessions, focus groups, interviews and surveys. The process will include informed consent – participation is voluntary, and the privacy and confidentiality of participants will be assured.

The Indigenous Education Office would be pleased to respond to any questions you may have regarding the process of engagement and data collection to inform the development of the Third Progress Report. Please send any questions directly to Jennifer Feasby, Manager Education Policy and Programs Unit ([Jennifer.Feasby@ontario.ca](mailto:Jennifer.Feasby@ontario.ca)).

Thank you in advance for your participation in this important work.

Sincerely,

*Original signed by*

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Taunya Paquette