

Anishinabek Nation Education Conference

Niigaan gdizhaami -
We are Moving Forward
Together

Feb 14-15, 2017 | Toronto, Ontario



Anishinabek Nation
Union of Ontario Indians
2017

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Acknowledgements

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Message from Anishinabek Nation Grand Council Chief Patrick Madahbee

On February 14 and 15, I had the distinct pleasure of devoting my attention to the discussion and excited energy that permeated the “Niigaan gdizhaami – We are Moving Forward Together” education forum.

Education is the conduit to a better future for Anishinabek. Anishinabe-designed and controlled education services will be built to include the necessary elements of an Anishinabe paradigm—elements that will be the foundation to support our students to excel in academics, sports, arts, and in fostering healthy relationships with their peers. Incorporating our Anishinabe worldview into all levels of our education journey is absolutely necessary to ensure confidence and pride in one’s identity.

The Anishinabek Education System is focussed on strengthening the learning experience for our students so that they can build on the proud, resilient and confident Anishinabe we know they are. This pride and confidence will be the key ingredient, coupled with other critical skills and knowledge, in achieving dreams and fuelling their educational journey.

These aspirations and expectations were transparent as we met together with Ontario who we welcome as a partner with the Anishinabek Education System on our journey to success.

The future looks bright and I have no doubt that every single person in our circle has the very highest of expectations to see our students thrive to their potential.

Miigwech to all involved!

Yours truly,
Chief Patrick Wedaseh Madahbee



Message from the Honourable Mitzie Hunter, Ontario Minister of Education

As the Minister of Education, I was honoured to participate in the sunrise ceremony, and join all of the participants at the Anishinabek Nation education forum “Niigaan gdizhaami – We are Moving Forward Together”, held in Toronto on February 14-15, 2017.

Ensuring First Nation students in Ontario have access to the best quality education is one of Ontario’s highest priorities. Through our Indigenous Education Strategy, we remain committed to supporting the success and well-being First Nations students across the province, whether they live in remote communities or urban centres.

The establishment of the Anishinabek Education System is a milestone in First Nation education. Ontario recognises this historic accomplishment and remains committed to supporting the Anishinabek Education System.

To support the establishment of the Anishinabek Education System, Ontario and the Anishinabek Nation have negotiated the Master Education Agreement. Through this agreement, Ontario is committed to establishing a new relationship between our province and the Anishinabek Nation.

Thank you to all those who attended the event. We look forward to continuing our partnership to improve educational outcomes for Anishinabek Nation students.

Sincerely,
Mitzie Hunter
Minister of Education



Message from the Honourable Carolyn Bennett, Minister of Indigenous and Northern Affairs

Congratulations on the successful vote on the Anishinabek Nation Education Agreement held in late 2016. This is great news, and I am very much looking forward to joining you in the coming months to celebrate this historic achievement.

This agreement is not only the first of its kind in Ontario, but also the largest education self-government agreement in Canada. I am excited to see the transformational change this ground-breaking agreement will inspire in Anishinabek communities throughout Ontario.

We are deeply committed to supporting your vision of a quality Anishinabek Education System that puts decision-making power in the hands of the participating First Nations, promotes Anishinaabe culture and language and improves education outcomes for Anishinaabe students.

Sincerely,
The Honourable Carolyn Bennett
Minister of Indigenous and Northern Affairs

Introduction

From November 28, 2016, to December 2, 2016, 29 Anishinabek First Nations held a ratification vote for the Anishinabek Nation Education Agreement (ANEA). In January 2017, 22 First Nations announced that they would be moving forward to establish the Anishinabek Education System (the “AES”). These First Nations then selected 12 directors to the Kinooaadziwin Education Body (KEB) Board of Directors, who will hold their positions until April 1, 2018. The 22 First Nations also reviewed the composition of the Regional Education Councils (RECs) and reduced the total number of REC’s from five to four. *See Appendix III for Regional Education Councils—New Map 2017.*

The “Niigaan gdizhaami – We are Moving Forward Together” forum took place in Toronto on February 14-15, 2017. The forum was designed to establish and develop the new working relationship between First Nations, Ontario district school boards and the Ministry of Education.

The forum provided an opportunity for the education negotiators representing the Anishinabek First Nations, Ontario and Canada to provide information on the Anishinabek Education System structure, the ANEA, the Master Education Agreement (MEA), the Tripartite Work Plan, the draft MEA Education Services Agreement (ESA) Guidelines and the draft Multi-Year Action Plan. It was also an opportunity for the First Nation and school board representatives to discuss the plans for moving forward with the implementation of the ANEA and the MEA.

Objectives

The “Niigaan gdizhaami – We are Moving Forward Together” forum provided an opportunity to educate, update, and establish an open environment for the Anishinabek Nation to collect critical input from all parties who will participate in and be affected by the AES. The vision for the event was to create strong bonds to support all students across the province and to ensure a seamless transition into the new education structure. The conference objectives were to:

1. introduce the Kinooaadziwin Education Body Board of Directors, the Anishinabek Regional Education Councils, and the Local Education Authorities;
2. discuss what is being negotiated by the Anishinabek First Nations and Ontario ;
3. establish the major activities, plans, and timelines for the implementation of the AES;
4. address issues, concerns, and questions from individual First Nations and provincial school boards regarding the MEA ESA Guidelines; and
5. establish regional priorities such as change management, data and information sharing, capacity needs, system readiness, youth engagement, and measuring success.

Agenda

The forum focused on relationship building and networking, and highlighted several logistical and technical factors related to the establishment of the AES. The forum included presentations from Tracey O'Donnell, negotiator for the Anishinabek Nation, Jay Kaufman, negotiator for Ontario, and Murray Pridham, negotiator for Canada. The presentations centered on the negotiation processes, the ratification vote results, and the activities involved in the implementation of the AES. Key areas of focus included the refined AES Structure, the Anishinabek Nation Education Agreement (ANEA), the Master Education Agreement (MEA), the Tripartite Work Plan, the draft MEA ESA Guidelines, and the draft Multi-Year Action Plan.

Grand Council Chief Patrick Madahbee and Bruce Rodrigues, Deputy Minister of Education, provided opening remarks for the forum. Mitzie Hunter, Minister of Education, provided her remarks on the second day of the forum acknowledging the current success of the AES and the continued efforts needed to improve education for all students. For the complete agenda see Appendix I.

Summary Overview of Plenary Sessions

During the forum, participants asked questions and actively engaged in breakout discussions on key issues discussed during the plenary sessions. The plenary sessions provided updates on current activities and progress, information on the content and next steps surrounding the main agreements, and context for the regional specific breakout sessions to facilitate meaningful conversation.



During the forum, participants worked in groups based on their Regional Educational Councils (REC) in order to have region-focused discussions. Participants were provided with questions and topics for discussion, and then shared results and ideas with the entire group. The REC discussions provided an opportunity for regions to share best practices, learn about each other's processes and structures, and uncover key priorities to strengthen collaborations on practical

arrangements between Anishinabek First Nation communities, the ministry, and district school boards in the future. *See Appendix IV for Breakout Session Summary.*

During the plenary sessions, participants submitted written questions to facilitators that were addressed during the allotted Q&A segments to ensure that all parties understood the previous, current, and future undertakings regarding the establishment of the Anishinabek Education System. *See Appendix V for Questions and Answers.*

Conference Presentations



Tracey O'Donnell, Negotiator for the Anishinabek Nation, presented the overview of the Anishinabek Education System structure which included an overview of the AES; the Local Education Authorities; Anishinabek RECs; and an introduction of the Kinoomaadziwin Education Board (KEB) of Directors.



Murray Pridham, Negotiator for Canada, and Tracey O'Donnell jointly provided the overview of the ANEA. Their presentation highlighted what was negotiated and agreed to by the Anishinabek First Nations and Canada and when the ANEA comes into effect.



Jay Kaufman, Negotiator for Ontario, and Tracey O'Donnell jointly presented the overview of the MEA which provided insight into the background of the Agreement in addition to the content of the Agreement, including objectives, topics; as well as data and information sharing, and the critical path for next steps.

As part of the MEA presentation,, participants were given an overview of the two-phased approach to the completion of the MEA: **Phase 1** is to establish the Master Education Framework Agreement (MEFA) which specifies and outlines the scope of all of our achievable goals; and, **Phase 2** is the formal negotiation of the MEA. This process is currently underway and approaching finalization. The goal of the MEA is to move forward together towards a common vision of student success and wellbeing for Anishinabek students.



Tracey O'Donnell, Jay Kaufman, and Murray Pridham collectively delivered the overview of the Tripartite Work Plan. The Tripartite Work Plan is a non-legally binding trilateral plan that will facilitate a smooth transition into the AES. The presentation included an informative background on the Work Plan as well as its content leading to the establishment of the Anishinabek Education System, the major activities, and timelines associated with the Work Plan. There are 11 activities to initiate by April 1, 2018; the first being the “Niigaan gdzhaami – We are Moving Forward Together” education forum.



The MEA ESA Working Group, represented by Tracey O’Donnell, Debbie Mayer, Bryon Brisard, and Jay Kaufman, delivered a presentation on the draft MEA Education Services Agreement Transition Guidelines. The presentation included an introduction and background on the working group, an overview of the ESA Transition Guidelines, and shared the goals for transition.

The draft MEA Education Services Agreements Transition Guidelines focus on wrapping up current ESA arrangements and outstanding issues before the AES effective date, and on identifying any impacts on future ESA negotiations. The presentation also included an overview of planned Education Services Agreement (ESA) Guidelines under the MEA which will focus on items such as: language and culture, data and information sharing, consent processes, human resources, communication protocols, sharing and learning resources, transition planning, and transportation.



Tracey O’Donnell provided an overview of the draft Multi-Year Action Plan (MYAP). The presentation included background on the plan and its purpose, which it to implement the MEA.

The MYAP is a three-year plan that will identify very specific goals and who is responsible for which activities. Its objective is to ensure that we have feasible and practical activities to bring the MEA to fruition. The MYAP will be reviewed every three years and subject to ongoing monitoring and evaluation.

Summary of Breakout Session Themes

There were three breakout sessions where participants were grouped based on their assigned Regional Education Council (REC). *See Appendix III for Regional Education Councils—New Map 2017.* Each REC was provided with the same list of questions and topics to discuss and to provide input on.



See Appendix IV for a summary of all input gathered during the breakout sessions

Breakout Session One: Discussion on Draft MEA Education Services Agreement <i>Transition</i> Guidelines
<p>Questions asked during the breakout session:</p> <ol style="list-style-type: none"> 1. Are there other considerations or topics that should be included in the transition guideline? 2. Are there other questions that should be covered in the FAQ section of the guideline? 3. Please comment on the format, level of detail, usefulness, clarity, etc.
Breakout Session Two: Discussion on Draft MEA Education Services Agreement Guidelines
<p>Questions asked during the breakout session:</p> <ol style="list-style-type: none"> 1. Upon review of the list, are there any topics that should be added? 2. As a group identify three priority areas from the topics listed in the MEA ESA guideline. 3. What considerations should be included in the guideline for each priority area your group identified? What degree of detail would be helpful? What would a sample provision look like? 4. How would you suggest parities support the successful implementation of your suggested provision?
Breakout Session Three: REC discussions on the Multi-Year Action Plan and Regional Priorities
<p>This breakout session focused on the idea of establishing regional forums for Year One. Groups were asked to discuss the potential and implications of regional forums, as well as develop a list of urgent priorities they would like to discuss in year one.</p> <p>For example:</p> <ul style="list-style-type: none"> • Change management • Data and information sharing • Capacity need • System readiness • Youth engagement • Measuring success

Plenary Debrief Session: Where do we go from here?

The purpose of the plenary debriefing session was to ensure that First Nation, provincial school board, and Ministry of Education participants were capturing all of the necessary ideas, thoughts, details and feedback from the session. The goal was to identify the important insights gained from their two days together.



Some key points from the discussion include:

- collaboration is essential – we must continue to engage one another in thoughtful discussion and nurture the working relationship between the provincial school board and First Nations

- for future reference, lengthy documents should be provided to all participants ahead of time to ensure everyone has equal opportunity to digest and analyze the information
- the methods of sharing information within regional educational councils will be vital
- it is important to remember that all parties share a common goal and vision: to educate *all* students and foster success
- having the intent and motivation to honour First Nations language, history, and culture is one thing, but designated educators must also be knowledgeable and able to teach it properly
- the facilitators' recaps of previous discussions and questions was helpful and generated good conversation
- we need to keep in mind that all parties involved will begin at different starting points and that depending on staffing and capacity, some communities might gain momentum faster or slower than others
- there needs to be significant input and oversight from directors and finance representatives, especially for ensuring that policies are followed
- it is recommended that there be mediation by a third-party representative during breakout sessions to ensure conversations remain on topic, and that all parties receive equal opportunity to speak and listen
- we will continue to honour and respect one another as we move forward, and always remember that the students' success and wellbeing are of utmost priority

Participant Evaluation of Conference

Evaluation forms collected indicated that participants felt that the conference objectives had been met, and that their time had been well utilized over the course of the “Niigaan gdizhaami – We are Moving Forward Together” two-day education forum. Participants felt that sufficient time was spent on each presentation. Several participants indicated appreciation for how the presenters followed the agenda with exactitude, and that the conference was facilitated well. Participants also indicated that the breakout sessions were valuable and engaging. Participants noted that the distribution of time allocated to plenary presentations and interactive workshops was appropriate; however, more time could have been allotted to conversations within the smaller breakout groups rather than presenting to the entire audience. Some of the participants would have liked to receive information ahead of time for review, while some also felt that stronger communication tools and transition tools are required.



Tracey O'Donnell, Anishinabek Nation Education Negotiator; Murray Pridham, Canada Negotiator; and Jay Kaufman, Ontario Negotiator during the overview of the Tripartite Work Plan.

Participants expressed that they developed a better understanding of the proposed education partnership between the Anishinabek Education System and Ontario's provincially funded system. Overall, the participants felt that the conference was an excellent opportunity to expand learning networks and garner a deeper understanding of one another.

Appendix I: Agenda

Niigaan gdizhaami – We are Moving Forward Together Forum

February 14th & 15th, 2017

Courtyard Marriott, Yonge Street, Toronto

Agenda

Tuesday, February 14th, 2017

7:00 a.m.-4:00 p.m.

Courtyard Hall

7:00 a.m.	Sunrise Ceremony
8:00 a.m. to 9:00 a.m.	Breakfast Buffet
9:00 a.m. to 9:45 a.m.	Ngo Dwe Waanigizid Anishinaabe Welcoming Remarks <ul style="list-style-type: none">• Kinoomaadziwin Education Body Chairperson, Debbie Mayer• Grand Council Chief Patrick Madahbee• Deputy Minister of Education, Bruce Rodrigues• Canada, TBD
9:45 a.m. to 9:50 a.m.	Agenda Review Tracey O'Donnell and Jay Kaufman
9:50 a.m. to 10:20 a.m.	Overview of the Anishinabek Education Structure Tracey O'Donnell <ul style="list-style-type: none">• Introduction of Kinoomaadziwin Education Body Board of Directors• The Anishinabek Regional Education Councils• The Local Education Authorities
10:20 a.m. to 10:45 a.m.	Overview of the Anishinabek Nation Education Agreement Tracey O'Donnell and Murray Pridham <ul style="list-style-type: none">• What was agreed to by the Anishinabek First Nations and Canada• When does the Anishinabek Nation Education Agreement come into effect
10:45 a.m. to 11:00 a.m.	HEALTH BREAK

11:00 a.m. to 11:30 a.m.	<p>Overview of the Master Education Agreement Tracey O’Donnell and Jay Kaufman</p> <ul style="list-style-type: none"> • What is being negotiated by the Anishinabek First Nations and Ontario • Data and Information Sharing • Critical Path for next steps
11:30 a.m. to 12:00 p.m.	<p>Overview of the Tripartite Work Plan Tracey O’Donnell, Murray Pridham, and Jay Kaufman</p> <ul style="list-style-type: none"> • Establishing the Anishinabek Education System • Major Activities • Timelines
12:00p.m. to 12:45 p.m.	LUNCH
12:45 p.m. to 2:00 p.m.	<p>Draft MEA Education Services Agreement Transition Guidelines MEA ESA working group</p> <ul style="list-style-type: none"> • Presentation • Breakout sessions <i>in rooms: Young, Bay A & B and Alexander C</i>
2:00 p.m. to 2:30 p.m.	<p>Draft MEA Education Services Agreement Guidelines MEA ESA working group</p> <ul style="list-style-type: none"> • Presentation
2:30 p.m. to 2:45 p.m.	HEALTH BREAK
2:45 p.m. to 3:45 p.m.	<p>Discussion on Draft MEA Education Services Agreement Guidelines</p> <ul style="list-style-type: none"> • Breakout sessions <i>in rooms: Young, Bay A & B and Alexander C</i>
3:45 p.m. to 4:30 p.m.	Report back and discussion
4:30 p.m. to 5:00 p.m.	Next Steps
6:00 p.m.	DINNER – Alexander, A, B & C

Wednesday, February 15th

7:00 am - 1:00 pm

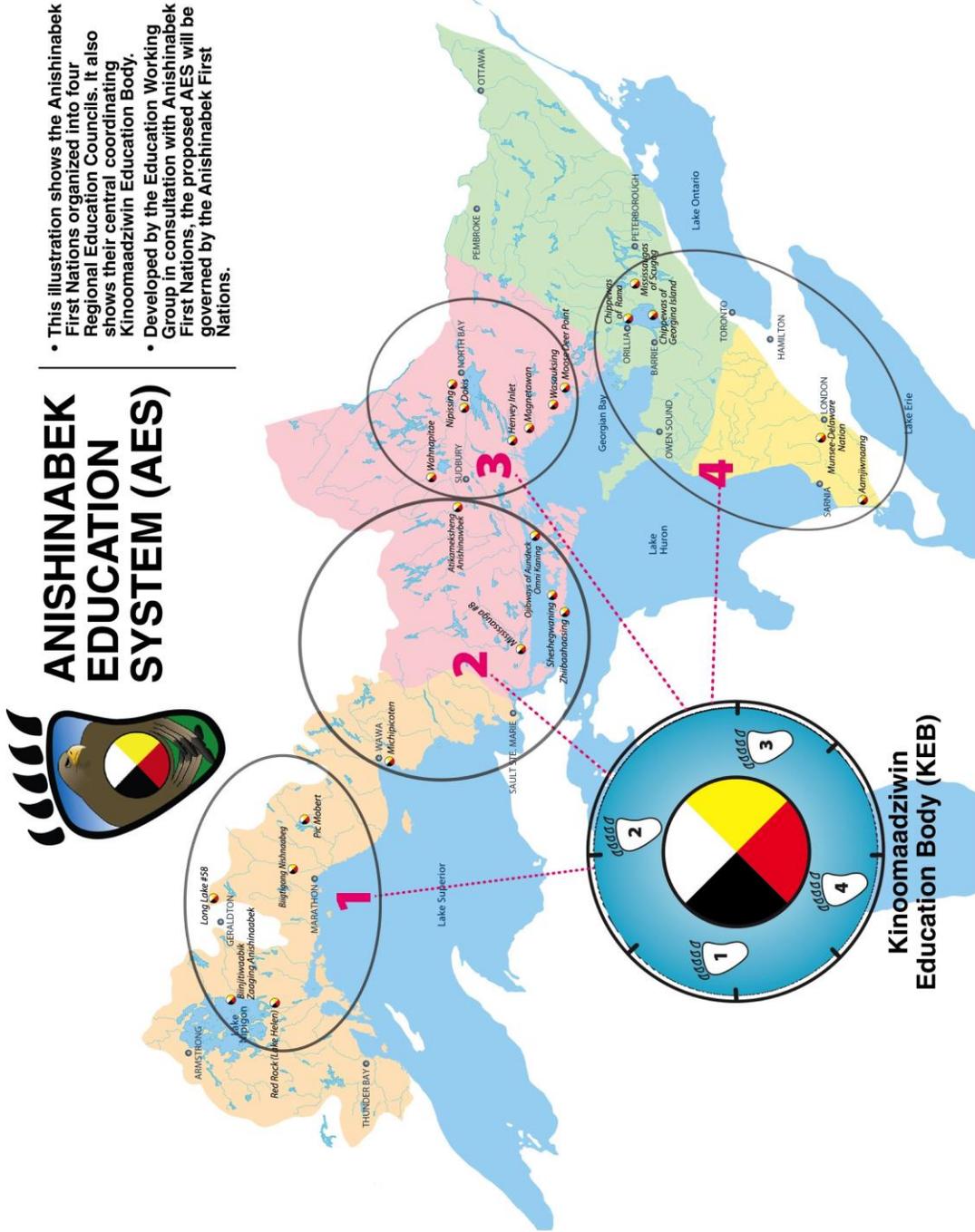
Courtyard Hall

7:00 a.m. to 8:00 a.m.	Sunrise Ceremony
8:00 a.m. to 9:00 a.m.	Breakfast Buffet
9:00 a.m. to 9:30 a.m.	Welcoming Remarks <ul style="list-style-type: none">• Kinoomaadziwin Education Body Chairperson, Debbie Mayer• Grand Council Chief Patrick Madahbee• Minister of Education, Mitzie Hunter
9:30 a.m. to 9:45 a.m.	Recap of Day One
9:45 a.m. to 10:15 a.m.	Review of the Draft Multi-Year Action Plan <ul style="list-style-type: none">• Presentation
10:15 a.m. to 10:30 a.m.	HEALTH BREAK
10:30 a.m. to 11:30 a.m.	REC Breakout Discussions <ol style="list-style-type: none">1. Establishing regional forums2. Regional priorities:<ul style="list-style-type: none">• Change management• Data and information sharing• Capacity needs• System readiness• Youth engagement• Measuring success
11:30 a.m. to 12:00 p.m.	REC Report back
12:00 p.m. to 12:30 p.m.	Closing Remarks
12:30 p.m.	LUNCH

Appendix II: Summary of Participating First Nations & School Board Relationships

REC #1	REC #2
<ul style="list-style-type: none"> • Biigtigong Nishnaabeg (Pic River), • Long Lake #58, • Pic Mobert, • Red Rock, • Biinjitiwaabik Zaaging Anishinabek (Rocky Bay), • <i>Superior Greenstone, and</i> • <i>Superior North Catholic.</i> 	<ul style="list-style-type: none"> • Atikameksheng Anishnawbek, • Mississauga #8, • Sheshegwaning, • Aundeck Omni Kaning, • Zhibaaahaasing, • Michipicoten, • <i>Rainbow,</i> • <i>Sudbury Catholic,</i> • <i>Algoma,</i> • <i>Huron Superior Catholic, and</i> • <i>Nouvel-Ontario.</i>
REC #3	REC #4
<ul style="list-style-type: none"> • Henvey Inlet, • Dokis, • Nipissing, • Wasauksing, • Wahnapiatae, • Magnetawan, • Moose Deer Point, • <i>Franco – Nord,</i> • <i>Nord-Est,</i> • <i>Near North,</i> • <i>Nipissing Parry Sound Catholic,</i> • <i>Rainbow,</i> • <i>Sudbury Catholic, and</i> • <i>Simcoe County.</i> 	<ul style="list-style-type: none"> • Chippewas of Rama, • Mississaugas of Scugog, • Chippewas of Georgina Island, • Aamjiwnaang, • Munsee Delaware, • <i>Simcoe County,</i> • <i>Simcoe Muskoka Catholic,</i> • <i>Durham,</i> • <i>York Region,</i> • <i>Lambton-Kent,</i> • <i>St. Clair Catholic,</i> • <i>Thames Valley, and</i> • <i>London District Catholic.</i>

Appendix III: Regional Education Councils – New Map 2017



Appendix IV: Summary of All Breakout Sessions

Breakout Session One	
Are there other considerations or topics that should be included in the transition guideline?	
<p><i>Finance</i></p> <ul style="list-style-type: none"> • The practical process of settling outstanding arrears • Carry forward money <p><i>Education Services Agreements</i></p> <ul style="list-style-type: none"> • Not all boards have signed their ESA's with First Nations • The guidelines for the negotiation and timelines related to reverse-Education Services Agreements • Request for an appendix to be linked to page 5 of the MEA ESA guidelines (i.e. with administrative and financial processes set out in timelines with expectations to assist with planning) • Clarification on distinct roles of KEB, REC, School Boards • Include acronym index and ongoing/updated terminology index <p><i>Timeline</i></p> <ul style="list-style-type: none"> • Varying starting points for every First Nation and there is some uncertainty about who to contact for support moving forward • Request for a timeline and checklist (for administrative/financial processes) – before, during, after 	<p><i>Multiyear/Multiparty</i></p> <ul style="list-style-type: none"> • Process for renegotiating where this will be in place <p><i>Work plan</i></p> <ul style="list-style-type: none"> • Request for a work plan template • Using local and cultural based community voice – should this be included in the guidelines, or considered before these guidelines are implemented? <p><i>Transportation</i></p> <ul style="list-style-type: none"> • This is an area of concern and has not yet been addressed <p><i>KEB Policies</i></p> <ul style="list-style-type: none"> • Policies should be established for the betterment of the AES and its processes <p><i>Communication</i></p> <ul style="list-style-type: none"> • How will communication flow through the system (important to transparently communicate funding process) • Determine what parts of the Agreement can be shared and what is considered confidential • Implementation of the guidelines and future guidelines needs to be communicated to all levels of staff for successful negotiation and on the ground implementation
Are there other questions that should be covered in the FAQ section of the guideline?	
<ul style="list-style-type: none"> • Comments and questions on what constitutes an Anishinabek student • Comments and questions on the self-ID piece and consent processes • Comments and concerns around the First Nation Trustee piece • Comments and concerns regarding the designation of ESA students <ul style="list-style-type: none"> ○ Refusal of admittance • FAQ 5 – please expand (i.e., qualifying a student) • FAQ 10 – what happens to First Nations who are not part of the AES who want to negotiate agreements with boards affected by the AES? 	
Please comment on the format, level of detail, usefulness, clarity, etc.	
<ul style="list-style-type: none"> • Visuals would be helpful • Checklists are helpful • No further comments on the format, level of detail etc. • Are there any overall considerations for incorporating recommendations or documents related to the TRC? 	

Breakout Session Two

Topics to Be Added:

- Special education/differentiated instruction
- Holistic approach to teaching
- Finance and administrative procedures
- Shared vision for student success and well-being
- Consent for data sharing
- Curriculum enrichment
- Youth at risk/youth engagement
- Transitions
- Mental, spiritual, and student/family readiness

Priority Areas:

- Human resources
 - General staffing
 - Language teachers
 - Regulation 274
- Professional Development and building cultural understanding
- Development of co-constructed local “place” based resources and joint professional development to inform collaboration
- Language and culture
- Data and information sharing
- Consent processes
- Special education
- Community engagement
- First Nation Trustee and the structure
- Land based education
- Teacher secondment

Breakout Session Three

Establishing regional forums for year one and discussions on the Multi-Year Action Plan

- Key to meet on regional basis with key players (including appropriate school staff)
- First Nations would like to meet with each other first
- Information needs to be shared between all parties
- Need for transition plan and checklist leading up to year one
- Development of cultural sensitivity training
- Professional development days are important
- Sharing of resources for languages and culture
- ESAs
 - Concern for First Nations who do not have ESAs in place before effective date
 - Compare, analyze, and consider past practices
 - Identify best practices
- Engagement with the communities and school boards
- Relationship work needs to be done for system readiness

Appendix V: Questions and Answers

Q: If we are operating parallel but separate, where are the public funds coming from?

A: The Anishinabek First Nations negotiated for education funding from Canada to run the Anishinabek Education System and to deliver the education programs and services. The First Nations also contribute their own revenues to support education. The Anishinabek First Nations are also negotiating a Master Education Agreement, a separate agreement with Ontario. There will be funding from Ontario for targeted investments in education under that agreement.

Q: How will the AES impact services and tuition agreements?

A: Once the Agreement is in effect, the Participating First Nations will have law-making power for primary, elementary, and secondary education. The Indian Act provisions regarding education will no longer apply to these First Nations. The Anishinabek Education System will be supported through federal funding at negotiated funding levels. The First Nations will continue to negotiate education services agreements with local boards. Tuition agreements between First Nations and School Boards will continue and First Nations student living on-reserve will continue to attend provincial schools as they do now. First Nations students that currently attend on-reserve schools will continue to do so.

Q: Will there be a formal liaison structure?

A: The Anishinabek First Nations and Ontario are working to establish a formal liaison structure between the Anishinabek Education System and the Provincially Funded Education System. There will be annual forums and regular regional meetings set up to support the development of cooperative and collaborative working relationships between the First Nations and School Boards.

Q: Where is the money coming from for off-reserve members?

A: The Anishinabek Nation Education Agreement funds students residing on-reserve for JK-12 to be educated either on or off reserve. There is no funding for students who live off-reserve and go to school off-reserve in the Anishinabek Nation Education Agreement. The cost of education for those students is provided by the taxes just like other residents in Ontario.

Q: What about the high number of First Nations, Metis and Inuit children who are in public care?

A: The education arrangements that the Anishinabek First Nations negotiated only apply to members of the First Nations that ratified the Anishinabek Nation Education Agreement. The agreement does not apply to other First Nations, Metis or Inuit children. For Anishinabek Nation members who are in care, the education arrangements will be there to support them in the same manner as other Anishinabek students.

Q: Who is involved with co-writing curriculum?

A: The Anishinabek First Nations will develop and approve the curriculum for the Anishinabek schools on-reserve. In addition, the First Nations will develop resources that will be available for use in the provincial school systems. Right now, for example, the Anishinabek have developed curriculum and resource kits - "We are all Treaty People" for elementary grades and "Helping you to understand" for high school. These are available in English and French.

Q: What will this agreement look like and what will be included in it?

A: The Master Education Agreement has been drafted and is in the approval process by the Anishinabek First Nations and Ontario. The agreement will be publicly available after it is signed by the Parties later this year. It covers the relationship between Anishinabek and the Provincially- Funded education system.

Q: Who's going to help the First Nations to pass their education laws at community level?

A: Each First Nation approved a law-making process when they ratified their community level Constitution. The First Nations will use this process to pass their education law.

Q: What is the capacity of data sharing, in terms of hardware and software?

A: The Kinooaadziwin Education Body is working to support the First Nations to establish the Anishinabek Student Information Management System. The hardware and software requirements are being addressed this year with a view to implementing the system by April 1, 2018.

Q: Will there be collection of information, self-identification, and programs and policies for students who live off-reserve?

A: Currently, the provincial education system has implemented a voluntary self-identification system for First Nations, Inuit, and Metis. This system does not have the capacity to identify Anishinabek First Nation students. We will implement a new system under which off-reserve Anishinabek First Nation students will be identified by the First Nations. With the consent of parents or caregivers, the First Nations will identify their own students to the local School Board. This will allow for the collection of information for the off-reserve Anishinabek students.

Q: Will the Ontario Education Number be shared with First Nations who have schools?

A: Yes. Regardless of where Anishinabek students start their education career, they will have an Ontario Education Number.

Q: Will the information sharing system be a reflection of what the province already does? Are we just borrowing from them?

A: No, through negotiations, the Anishinabek First Nations and Ontario are establishing an information sharing arrangement that is unique and supports the interests of the First Nations, the Kinooaadziwin Education Body and the Province of Ontario. The Anishinabek First Nations are establishing their own student information system that reflects and respects the information requirements of the First Nations.

Q: How do we know that agreements are the best they could be for both the First Nations and the Boards? Sometimes we don't consider all options and possibilities...

A: First Nations and Boards have told us that Education Services Agreements (ESA) could be improved and more information about best practices would be helpful when negotiating these agreements. . We established a working group through the Master Education negotiations process that looked at a range of agreements from across Ontario and from other provinces to develop ESA guidelines to support the negotiation of the best arrangements for all parties. The working group was comprised of First Nation and School Board representatives. In addition, the draft guidelines and issues were brought to the education forum in February 2017 to allow First Nations and School Board representatives to provide input and advice on what should be included in the guidelines.

Q: Please explain the own-source revenue and fiduciary relations with Canada and FN education.

A: The fiduciary relationship between Canada and the First Nations is determined by case law. As a First Nation assumes jurisdiction or authority for matters under the Education Agreement, any fiduciary obligation of Canada towards that First Nation with respect to those matters would change or diminish. Canada retains any fiduciary obligation that is not displaced by the Agreement, including its shared responsibility described in the Fiscal Chapter (Chapter 10) of the Agreement for supporting the delivery of education programs and services.

First Nation own-source revenue is not considered in determining funding levels under the Anishinabek Nation Education Agreement.

Q: What is own-source revenue (OSR) and why does it not a factor into the Education Agreement?

A: OSR is the money that First Nations generate from their own investments and businesses. In many self-government arrangements, Canada reduces the amount of federal funding by a factor that is based on OSR. In other words, there is a calculation that uses a First Nation's OSR to determine the amount of funding that will be deducted from the funding from Canada. The reason why OSR is not a factor in the Anishinabek Nation Education Agreement is because of Canada's policy change. The new policy is that there is no OSR calculation in education, health or social.

Q: Teachers and certification – education and eligibility of teachers to become members of teachers unions and access teacher's pensions...

A: The Anishinabek First Nations are establishing a system for recognition of Anishinabek teachers and language teachers. We are also advocating for recognition of Anishinabek teachers and language teachers in the provincial education system.

Q: With this year being the transition year, what steps will be taken in education funding?

A: First Nations will continue to receive education funding through their existing education funding agreements for the 2017-18 fiscal year. We are targeting April 1, 2018 as the date when the new self-government funding agreements will be in place. Steps are being taken now to establish guidelines for First Nations and School Boards to reconcile any outstanding tuition payments and to guide tuition payments during the transition year of 2017-2018.