

PLAIN LANGUAGE

MASTER EDUCATION AGREEMENT

This is an agreement between the Anishinabek First Nations, the Kinooaadziwin Education Body and the Province of Ontario.

The Kinooaadziwin Education Body is a statutory corporation established by the Anishinabek First Nations to support First Nation delivery of education programs and services.

The Master Education Agreement includes a preamble that sets the stage for the Agreement and 18 Parts that address different subject areas.

PREAMBLE - page 4 to 5

There are 10 statements in the preamble that describe how the Anishinabek First Nations and Ontario came together to negotiate this Agreement and their commitment to continuing the relationship based on mutual respect, recognition, collaboration and clarity on roles and responsibilities for education.

Part 1: Definitions and Interpretation – pages 5 to 7

This Agreement, like many other agreements, includes a Part that sets out definitions of words used in the Agreement and interpretation sections that help a reader to understand the Agreement.

Part 2: Shared Vision – page 7

This Part sets out what the Anishinabek First Nations, the Kinooaadziwin Education Body and Ontario agree is the basis for their new relationship in education. Section 2.1 says that the shared vision is a new relationship that supports Anishinabek student success and well-being in both the Anishinabek Education System and the Ontario Education System.

Part 3: Objectives – page 8

The reason why the Master Education Agreement exists is to:

- a) make the shared vision in Part 2 a reality;
- b) support the Anishinabek First Nations, the Kinooaadziwin Education Body, Ontario and School Boards to work together;

- c) help students, families and communities support student success and well-being;
- d) increase knowledge and understanding of Bimaadziwin, Kendaaswin and Anishinabek languages in schools operated by Anishinabek First Nations and by the Ontario School Boards;
- e) help students transition between the Anishinabek Education System and the Ontario Education System; and
- f) establish a process for how the Anishinabek Education System and Ontario education standards will work together.

Part 4: Principles of the Relationship – page 8

Under this Agreement, the Anishinabek First Nations and Ontario will conduct themselves as equal partners. This will support:

- a) ongoing cooperation and collaboration;
- b) open communication; and
- c) good faith and mutual respect.

Part 5: The Education Systems and Their Relationship- page 9 to 15

This Part describes the Anishinabek Education System, which includes the Anishinabek First Nations, the Local Education Authorities, the Regional Education Councils and the Kinoomaadziwin Education Body. The Part also sets out the authority and responsibility of the Anishinabek First Nations, the Local Education Authorities, Regional Education Councils and the Kinoomaadziwin Education Body.

This Part also includes a description of the Ontario Education System, and sets out the roles and responsibilities of the Minister of Education, Ministry of Education and School Boards.

Part 6: Relationship Between the Parties – pages 16 to 18

This Part describes how the Anishinabek First Nations and Ontario will work together. It sets out the connections between the Anishinabek Education System and the Ontario Education System. The Agreement sets up the Joint Master Education Agreement Committee. This committee will oversee and monitor the Agreement and how the new relationship between the Anishinabek First Nations, the Kinoomaadziwin Education Body and Ontario is moving ahead.

Part 7: Education Arrangements – pages 18 to 26

This Part describes the different areas of education that the Anishinabek First Nations, the Kinooaadziwin Education Body and Ontario agree to work on together. The list includes:

- a) Student success and well-being - this section sets out how the Parties will work together to promote student success, well-being and transitions. For example, the Parties have agreed to establish protocols and support arrangements for student transitions between and into Anishinabek First Nations' schools and schools in the Ontario Education System;
- b) Education standards – this section sets out how the Parties will collaborate to ensure ongoing system-wide alignment. The Parties acknowledge that each system will have its own standards that will be respected. For example, the Parties will collaborate on standards and facilitate the alignment of special education assessments and individual education plans;
- c) Ontario Education Number – this section sets out the requirement for all Anishinabek students to be assigned an Ontario Education Number to support students transitioning between systems and information sharing for accountability purposes;
- d) Culture and languages – This section sets out how the Parties will work to promote Bimaadziwin, and cultural and language resources. For example, the Parties will work together to promote access to Anishinabek First Nation education resources
- e) Curriculum development – this section establishes that the Parties will support collaboration in curriculum development and review. For example, the Parties will establish a process to support course development within the Anishinabek Education System;
- f) Professional and leadership development – this section recognizes that professional development and leadership is foundational to student success and school effectiveness;

- g) Enhanced engagement and relationships – in this section, the Parties agree to identify and promote opportunities to foster engagement to achieve the objectives of this Agreement;
- h) Anishinabek Education System and School Board relationships – this section sets out how the Parties will work together with the Anishinabek Education System and School Boards. For example, the Parties will establish and maintain guidelines for the development and implementation of Education Services Agreements; and
- i) Granting of high school diplomas – this section acknowledges that the Anishinabek First Nations intend to grant high school diplomas, and that the Parties will consider options for developing, granting and recognizing these diplomas.

Part 8: Data and Information Sharing – page 27

To support the transfer of students and the evaluation of this Master Education Agreement, the Anishinabek First Nations, the Kinooaadziwin Education Body and Ontario will need to share data and information. Under this Part, the Parties agree to negotiate a Data and Information Sharing Agreement.

Part 9: Research – page 27

The Anishinabek First Nations and Ontario may want to do research on education matters related to the Master Education Agreement. This Part requires the Parties to talk about any research they want to do and to set up a research protocol.

If any outside Parties want to do research on matters related to this Agreement, the Parties will provide notice to each other of any request to do research and will review and discuss the approach to take to the request.

Part 10: Implementation and Evaluation of this Agreement – pages 29 to 30

The Anishinabek First Nations and Ontario will negotiate a 3 year Multi-Year Action Plan to put this Agreement into effect. The Multi-Year Action Plan will identify activities to help carry out the Agreement and how these activities will be completed. A new Multi-Year Action Plan will be negotiated every three years. There is also a requirement for the Parties to evaluate progress on achieving the Agreement's objectives.

Part 11: Targeted Initiatives and Investments – page 30

Under this Part, the Anishinabek First Nations and Ontario agree that both have a responsibility to support students. Ontario agrees to negotiate and maintain financial arrangements with the Anishinabek First Nations to implement the Master Education Agreement by providing funding for projects or initiatives that are agreed to by the Parties. The work that will be funded is written into the Multi-Year Action Plan.

Part 12: Matters for Future Negotiations – page 31

This Part lists some topics that the Anishinabek First Nations may ask to negotiate with Ontario in the future and enables future negotiations on education topics between the Anishinabek First Nations and Ontario.

Part 13: General Provisions – page 31 to 36

This Part covers a lot of topics. There are sections to confirm that the Master Education Agreement is not a treaty. This Agreement is not to be used to take away any Aboriginal and treaty rights. In other words, Anishinabek Nation Aboriginal and treaty rights are still protected by section 35 of the Constitution.

There are sections in this Part that confirm that the fiduciary relationship between Canada and each Anishinabek First Nation will continue to exist.

By signing this Agreement, the Anishinabek First Nations are not giving up any opportunity to enter into negotiations in the future on any topic, including education.

This Agreement is the entire agreement on education between the Anishinabek First Nations and Ontario.

This Part includes the term of this Agreement. The Master Education Agreement does not have an end date. It stays in effect as long as the Anishinabek First Nations and Ontario agree it should remain in place.

There is a process to amend the Master Education Agreement.

There is also a process to end the Master Education Agreement.

If a First Nation decides that it no longer wants to be part of the Anishinabek Education System, it can withdraw. The First Nation can do this by withdrawing from the Anishinabek Nation Education Agreement.

There are also sections that describe the process for more First Nations to join the Master Education Agreement.

Finally, this Part includes general contract sections that you would find in other contracts.

Part 14: Dispute Resolution – pages 36 to 40

If disputes or conflicts arise that are related to the Master Education Agreement, there is a process to deal with those issues. One party must let the other party know if there is a dispute. Then the parties will try to work together to sort it out. This is called collaborative negotiations under the Master Education Agreement. If this does not work, then the parties can use mediation then arbitration to work things out.

Part 15: Communications – page 40

The Anishinabek First Nations and Ontario will draft a communications protocol that describes how they will share information on this Agreement with the public and within the Anishinabek Education System and the Ontario Education System.

Part 16: Reporting and Accountability- page 40

The First Nations and Ontario agree that there will be an annual report that describes what was done to implement this Master Education Agreement. Every 5 years there will be a review of how this Agreement is working by an outside party that is approved by both the Anishinabek First Nations and Ontario.

Part 17: Confidentiality – page 41

This Part makes sure that both the Anishinabek First Nations and Ontario keep confidential information confidential and that they respect the laws on confidentiality that apply to them.

Part 18: Schedules to this Agreement – page 41

This Part says that there is a list of Anishinabek Nation First Nations as Schedule A and the Process for Termination of the Agreement as Schedule B.