

SIMCOE COUNTY DISTRICT SCHOOL BOARD

REGULAR BOARD MEETING - WEDNESDAY, AUGUST 28, 2013

A G E N D A

NOTE: PUBLIC SESSION will commence at 6:00 P.M., followed immediately by the COMMITTEE OF THE WHOLE in CLOSED SESSION (GEORGIAN ROOM). PUBLIC SESSION will resume AT 7:30 P.M (ROY EDWARDS ROOM).

PUBLIC SESSION

- A.**
- (1) Roll Call
 - (2) Approval of Agenda
 - (3) Approval of Minutes
 - (a) Minutes of the Regular Meeting of the Board held June 19, 2013
 - (b) Minutes of the Special Meeting of the Board held July 2, 2013
 - (4) Declaration of Conflicts of Interest

CLOSED SESSION

- B.** Committee of the Whole
1. Personnel Matters

PUBLIC SESSION

- C.**
- (1) Report from Student Trustees
 - (2) Trustee Tributes - Nil
 - (3) Delegations - Nil

D. RECOMMENDATIONS FOR ACTION

- (1) Report from the Closed Session of the Board in Committee of the Whole
- (2) Matters Arising from Previous Meeting:
Motion(s) for which notice was given at previous Board Meeting - Nil
- (3) Notice of Time Sensitive Motions from Statutory Committees - Nil
- (4) Committee Minutes/Reports - Items for Decision - Nil
- (5) Staff Reports – Items for Decision
 - (a) Schedule of Board Meetings
 - (b) 2013-2014 Ontario Public School Boards' Association Membership Fee
 - (c) Education Services Agreements – Beausoleil First Nation and The Chippewas of Rama First Nation
- (6) Committee Minutes/Reports - Items for Information
 - (a) Minutes of the First Nations Education Advisory Committee Meeting held April 26, 2013
 - (b) Minutes of the Parent Involvement Committee Meeting held May 22, 2013

(c) Report of the Special Education Advisory Committee Meeting held
June 3, 2013

(7) Staff Reports - Items for Information – Nil

E. OTHER MATTERS

- (1) Reports from Liaison Members
- (2) Notices of Motion for next meeting
- (3) Questions and Proposals from Trustees
- (4) Professional Development Seminars Attendance
- (5) Reports/Update from Staff
- (6) Correspondence - Nil

F. FUTURE BUSINESS OF THE BOARD, STANDING COMMITTEES AND ADVISORY COMMITTEES

Business and Facilities Standing Committee Meeting – September 4, 2013 at 6:00 p.m. -
Georgian Room

Human Resources Standing Committee Meeting – September 11, 2013 at 6:00 p.m. –
Georgian Room

Program Standing Committee Meeting – September 11, 2013 at 7:00 p.m. –
Georgian Room

Special Education Advisory Committee Meeting – September 23, 2013 at 7:00 p.m. –
Georgian Room

Regular Meeting of the Board – September 25, 2013 at 6:00 p.m., followed immediately
by the Committee of the Whole in Closed Session (Georgian Room), Public Session will
resume at 7:30 p.m. (Roy Edwards Room)

G. ADJOURNMENT

SIMCOE COUNTY DISTRICT SCHOOL BOARD

PUBLIC SESSION

RECOMMENDED ACTION – WEDNESDAY, AUGUST 28, 2013

REPORT	FYI	Decision Req.	MOTION
			Call Meeting to order. Roll Call
		√	That the agenda be approved as printed.
A-3-a Board Minutes June 19, 2013		√	That the Minutes of the Regular Board Meeting held Wednesday, June 19, 2013 be approved as printed.
A-3-b Special Meeting July 2, 2013		√	That the Minutes of the Special Meeting of the Board held Tuesday, July 2, 2013 be approved as printed.
			Declaration of Conflicts of Interest
MOTION		√	That we go into Closed Session of the Committee of the Whole
PUBLIC SESSION			
C-1			Report from Student Trustees
C-2 Trustee Tributes			Nil
C-3 Presentations/ Delegations			Nil
D-1		√	Report from the Closed Session of the Board in Committee of the Whole
D-4 Committee Minutes/Reports			Nil
D-5-a Schedule of Board Meetings		√	(1) That the Board approve the rescheduling of the December Board meeting from Wednesday, December 25, 2013 to Wednesday, December 18, 2013, as set out in Report No. D-5-a, Schedule of Board Meetings, dated August 28, 2013.
		√	(2) That the Board approve the rescheduling of the June Board meeting from Wednesday, June 25, 2014 to Wednesday, June 18, 2014, as set out in Report No. D-5-a, Schedule of Board Meetings, dated August 28, 2013.
D-5-b 2013-2014 OPSBA Membership Fee		√	That the Board authorize the Director to submit the OPSBA membership fee for 2013-2014, as set out in Report No. D-5-b, 2013-2014 OPSBA Membership Fee, dated August 28, 2013.

SIMCOE COUNTY DISTRICT SCHOOL BOARD
 RECOMMENDED ACTION - 2
 AUGUST 28, 2013

D-5-c Education Services Agreements – Beausoleil First Nation and The Chippewas of Rama First Nation		√	That the Board approve the Beausoleil First Nation Education Services Agreement, as set out in APPENDIX B and the Chippewas of Rama First Nation Education Services Agreement, as set out in APPENDIX D of Report No. D-5-c, Education Services Agreements – Beausoleil First Nation and Chippewas of Rama First Nation, dated August 28, 2013.
D-6-a First Nations Ed Mtg April 26, 2013	√		
D-6-b PIC Mtg May 22, 2013	√		
D-6-c SEAC – June 3, 2013	√		
D-7 Staff Reports			Nil
E-1 Reports from Liaison Members			
E-2 Notices of Motion for Next Meeting			
E-3 Questions and Proposals from Trustees			
E-4 Professional Development Seminars Attendance			
E-5 Reports/Update from Staff			
E-6 Correspondence			Nil
Future Business			
Adjournment		√	Motion to Adjourn

TO: The Chairperson and Members of the
Simcoe County District School Board

FROM: The Secretary

SUBJECT: **MINUTES OF THE REGULAR MEETING OF THE
BOARD HELD JUNE 19, 2013**

The regular meeting of the Simcoe County District School Board was held on Wednesday, June 19, 2013 at the Education Centre.

A. (1) Roll Call

PRESENT:

Trustees Donna Armstrong, Peter Beacock (Vice-chairperson), Nicole Black, Debra Edwards, Suzanne Ley, Michele Locke, Jodi Lloyd, Krista Mayne, Amanda Monague, Robert North (Chairperson), Caroline Smith.

REGRETS:

Trustees Christine Williams.

PRESENT:

Student Trustees Christina Robertson, Cheryne Winstanley-Hayes.

REGRETS:

Student Trustee Brock Edwards.

Recording Secretary Lena Robyn.

The Chairperson called the meeting to order at 6:00 p.m.

(2) Approval of Agenda

A request was made to move Report No. D-5-c, Naming of the New Bradford Southwest Public School to be dealt with prior to D-4, Committee Minutes/Reports.

Moved by Peter Beacock
Seconded by Nicole Black

That the Agenda be approved as revised.

CARRIED

(3) Approval of Minutes

Minutes of the Regular Meeting of the Board held May 22, 2013 (A-3-a)

Moved by Suzanne Ley
Seconded by Krista Mayne

That the Minutes of the Regular Meeting of the Board held Wednesday, May 22, 2013 be approved as printed.

CARRIED

(4) Declaration of Conflicts of Interest - Nil

B. Committee of the Whole

Moved by Michele Locke
Seconded by Krista Mayne

That the Board move into Committee of the Whole in Closed Session at this time.

CARRIED

The Public Session of the Board re-convened at 7:30 p.m.

C. (1) Report from the Student Trustees

Student Trustees Christina Robertson and Cheryne Winstanley-Hayes provided the following updates:

Student Trustee Winstanley-Hayes shared that the student trustees now have the results of the Healthy Schools Survey. Just over 1000 students completed the survey. Student Trustee Winstanley-Hayes explained that the data needs to be analyzed, but that there appears to be useful information regarding what students want in their cafeterias. Plans will be developed to work with the board, Aramark and the Simcoe Muskoka District Health Unit to implement ideas in the coming year.

Student Trustee Christina Robertson thanked the board for the lessons she has learned during her time as student trustee. She explained that this experience has exposed her to the real world, has taught her about protocol and process, and has given her a chance to network with other students, listen to concerns and act on them.

Student Trustee Robertson shared that every opportunity in life is a learning experience. She acknowledged the dedication and hard work of the staff, and also thanked her mom, Lisa Robertson, for her ongoing support.

(2) Trustee Tributes

**Tracy McPhail, Principal, Student Success and Chris Samis, Principal,
Nottawasaga Pines Elementary School**

Chairperson North presented Trustee Tributes to Tracy McPhail, Principal, Student Success and Chris Samis, Principal, Nottawasaga Pines Secondary School. Both Tracy and Chris were recognized as Canada's Outstanding Principals this year. Canada's Outstanding Principals recognizes the unique and crucial contributions of principals in publicly funded schools.

Principal McPhail is described as a passionate and innovative leader, with a deep commitment to student success. She's held many roles during her 18 years with the Simcoe County District School Board, including Adult and Continuing Education, at various high schools and, most recently, as the Student Success lead for the system.

Principal Samis has transitioned through many roles in his 20 years with the SCDSB, including teacher, department chair, sports convener, Vice-Principal and now Principal. Chris is celebrated for his role as a mentor to colleagues, involvement in various committees and fostering of partnerships that benefit students.

(3) **Delegations/Presentations**

Student Trustee Roy Edwards Presentation

Trustee Lloyd thanked Student Trustees Robertson and Brock Edwards for their contributions over the last year. She acknowledged their enthusiasm, dedication and commitment. She commended them on their work to represent students, on their leadership at the Youth Leadership Camps Canada (YLCC) event and the initiation of the Healthy Schools Survey.

Trustee Lloyd congratulated Student Trustee Robertson on being accepted to Lakehead University and on receiving the President's Scholarship worth \$40,000, and congratulated Student Trustee Edwards on his acceptance to Sir Wilfrid Laurier University.

Special Education Advisory Committee Presentation

Angie Bridekirk and Jim Hall spoke to the Special Education Advisory Committee (SEAC) Time Sensitive Motion presented at the June 17, 2013 meeting regarding the development of a SEAC Terms of Reference.

RECOMMENDATIONS FOR ACTION

(1) **Report from the Closed Session of the Board in Committee of the Whole**

Report from the Closed Session of the Board in Committee of the Whole from June 19, 2013:

(1,2,3,4)

Moved by Nicole Black

Seconded by Debra Edwards

(1)

#BP-2013-06-19-62

That the Board approve a five year lease renewal extension for the Alliston Alternative Program, as set out in Report No. CL-BF-D-1, Alliston Alternative Program Lease Renewal, dated June 5, 2013.

(2)

#BP-2013-06-19-63

That the Board approve a five year lease renewal extension for the Nottawasaga Pines Alternative Program, as set out in Report No. CL-BF-D-2, Nottawasaga Pines Secondary School: Alternative Program Lease Renewal, dated June 5, 2013.

(3)

#BP-2013-06-19-64

That the Board declare Park Street Collegiate Institute building surplus to its educational needs, as set out in Report No. CL-BF-D-3, Park Street Collegiate Institute Building Surplus Declaration, dated June 5, 2013.

(4)

#BP-2013-06-19-65

That the Board approve the school administrator appointments, as set out in Report No. CL-HR-D-1, School Administrator Appointments, dated June 12, 2013.

CARRIED

- (2) **Matters Arising from Previous Meeting:**
Motion(s) for which notice was given at previous Board meeting – Nil

- (3) **Notice of Time Sensitive Motions from Statutory Committee**

At the Special Education Advisory Committee (SEAC) meeting of June 17, 2013, SEAC members put forward the following time sensitive motion.

Moved by Nicole Black
Seconded by Donna Armstrong

#BP-2013-06-19-66

Whereas the Ontario Education Act s 57.1 requires every district school board to establish a Special Education Advisory Committee and further stipulates that the Lieutenant Governor in Council holds the right to make regulations with respect to SEAC, inclusive of the establishment of SEACs, the composition of SEAC, practices and procedures relating to SEAC, and the powers and duties of SEAC; as well as the duties of schools boards in relation to Special Education Advisory Committees.

Whereas “Ontario Regulation 464/97 Special Education Advisory Committees” has been issued by the Lieutenant Governor in Council, thereby establishing the mandate and terms of reference for SEAC.

Whereas the SCDSB Program Standing Committee has passed a recommendation to the SCDSB Board on June 12, 2013 “That the Program Standing Committee recommend to the Board that a Terms of Reference for the Special Education Advisory Committee (SEAC) be developed by staff. The completed draft Terms of Reference will be presented at the November 2013 Program Standing Committee.”

As such, SEAC advises the SCDSB that the authority for amending the regulation and therewith the terms of reference of SEAC lies with the Lieutenant Governor in Council and not with the Board or any committee of the Board.

The Special Education Advisory Committee recommends to the Board that it not support any motion to create a terms of reference or otherwise seek to alter SEAC's rights and responsibilities.

MOTION

Moved by Caroline Smith
Seconded by Suzanne Ley

#BP-2013-06-19-66PI

That the above motion be postponed indefinitely.

CARRIED

Naming of the new Bradford Southwest School (D-5-c)

An ad-hoc committee was established to recommend to the Board a school name for consideration and Board decision. Suggested names were invited through broad consultation and input was received from parents, students, community members and staff. The committee reviewed all suggested names for the new school and selected Chris Hadfield Public School as the first choice. Mr. Hadfield was contacted by staff to inform him that his name was being recommended to the board for the new school. Mr. Hadfield responded back to them indicating that he was honoured to be considered and further stated that it is such a vivid affirmation of things that he holds most dear – education, inspiration and the traditions that help guide us.

Moved by Nicole Black
Seconded by Donna Armstrong

#BP-2013-06-19-67

That the Board approve the name Chris Hadfield Public School as the name of the new Bradford Southwest Public School, as set out in Report No. D-5-c, Naming of the New Southwest Bradford Public School, dated June 19, 2013.

CARRIED

(4) Committee Minutes/Reports – Items for Decision

Report of the Audit Committee Meeting held June 3, 2013 (D-4-a)

Moved by Suzanne Ley
Seconded by Jodi Lloyd

#AUD-2013-06-03-68

That the Board approve the 2013-2014 Internal Audit Plan, with the understanding that additional audits may be recommended for approval in the fall based on fulsome Risk Assessments, as set out in Report No. AUD-D-1, 2013-2014 Internal Audit Plan, dated June 3, 2013.

AMENDMENT

Moved by Caroline Smith
Seconded by Debra Edwards

#AUD-2013-06-03-68A

That the Board approve the 2013-2014 Internal Audit Plan, with the understanding that additional audits may be recommended for approval in the fall based on comprehensive Risk Assessments, as set out in Report No. AUD-D-1, 2013-2014 Internal Audit Plan, dated June 3, 2013.

AMENDMENT CARRIED
AMENDED MOTION CARRIED

Report of the Business and Facilities Committee Meeting held
June 5, 2013 (D-4-b)

(1,2,3,4)

Moved by Debra Edwards
Seconded by Nicole Black

(1)

#BF-2013-06-05-69

That the Board approve the amendments to Trust Declarations, as set out in APPENDIX A and APPENDIX B of Report No. BF-D-1, Amendment to Trust Declarations for Scholarship and Trust Funds, dated June 5, 2013.

(2)

#BF-2013-06-05-70

That the Board approve that the Simcoe County District School Board amend the motion dated (April 24, 1996) to discontinue "Retirement Gratuity" contributions.

(3)

#BF-2013-06-05-71

That the Board confirm that no operating budget surplus is available for the establishment of a new Education Development Charge rate, as set out in Report No BF-D-3, Education Development Charges Policy Matters, dated June 5, 2013.

(4)

#BF-2013-06-05-72

That the Board confirm that there have been no opportunities to facilitate alternative accommodation arrangements, as set out in Report No BF-D-3, Education Development Charges Policy Matters, dated June 5, 2013.

CARRIED

Report of the Program Standing Committee Meeting held June 12, 2013 (D-4-c)

Moved by Jodi Lloyd
Seconded by Suzanne Ley

#PRO-2013-06-12-73

That the Board approve that a Terms of Reference for the Special Education Advisory Committee (SEAC) be developed by staff. The completed draft Terms of Reference will be presented at the November 2013 Program Standing Committee.

AMENDMENT

Moved by Debra Edwards
Seconded by Suzanne Ley

#PRO-2013-06-12-73AW

That the Board approve that a Terms of Reference for the Special Education Advisory Committee (SEAC) be defined by staff. The completed draft Terms of Reference will be presented at the November 2013 Program Standing Committee.

The above amendment was withdrawn.

Moved by Jodi Lloyd
Seconded by Suzanne Ley

#PRO-2013-06-12-73

That the Board approve that a Terms of Reference for the Special Education Advisory Committee (SEAC) be developed by staff. The completed draft Terms of Reference will be presented at the November 2013 Program Standing Committee.

Vice-Chair Beacock assumed the chair at this time.

Trustee Caroline Smith requested a recorded vote at this time.

YEAS

Donna Armstrong
Peter Beacock
Nicole Black
Debra Edwards
Suzanne Ley
Michele Locke
Jodi Lloyd
Krista Mayne
Amanda Monague
Robert North

NAYS

Caroline Smith

Non-binding vote

Student Trustees Robertson and Winstanley-Hayes.

CARRIED

Chairperson North assumed the chair at this time.

Moved by Jodi Lloyd
Seconded by Peter Beacock

#PRO-2013-06-12-74

That the Board approve the adoption of Policy No. 4116, French as a Second Language (FSL): Immersion, as set out in APPENDIX A of Report No. PRO-D-2, New Policy No. 4116, French as a Second Language (FSL): Immersion, dated June 12, 2013.

CARRIED

Trustee Monague left the meeting at this time.

(5) Staff Reports – Items for Decision

By-law Number D-2013-1 for Ontario Financing Authority Long-term Financing (D-5-a)

Moved by Donna Armstrong
Seconded by Jodi Lloyd

#BP-2013-06-19-75

That the Board ratify By-law Number D-2013-1 to authorize the Ontario Financing Authority long-term financing agreement in the principal amount of \$18,408,471 pursuant to a loan agreement under Ontario Regulation 41/10, as set out in Report No. D-5-a, By-law Number D-2013-1 for Ontario Financing Authority Long-Term Financing, dated June 19, 2013.

CARRIED

Appointment of Student Trustee Mentor (D-5-b)

The Board is required to appoint a trustee to serve as the student trustee mentor from August 1, 2013 to July 31, 2014.

Moved by Jodi Lloyd
Seconded by Donna Armstrong

#BP-2013-06-19-76

That the Board appoint Trustee Michele Locke to serve as the student trustee mentor from August 1, 2013 to July 31, 2014, as set out in Report No. D-5-b, Appointment of Student Trustee Mentor, dated June 19, 2013.

CARRIED

Superintendent Selection Committee (D-5-d)

Due to the resignations of Superintendents Hili and Bailey, the Director will be commencing a recruitment and selection process for Superintendents of Education K-12. The Director will be establishing a selection committee and requires two trustees and one alternate to be members of this committee.

Moved by Krista Mayne
Seconded by Suzanne Ley

#BP-2013-06-19-77

That the Board approve that Vice-chair Beacock be a member of the Superintendents of Education K-12 Selection Committee, as set out in Report No. D-5-d, Superintendent Selection Committee, dated June 19, 2013.

CARRIED

Moved by Michele Locke
Seconded by Suzanne Ley

#BP-2013-06-19-78

That the Board approve that Trustee Lloyd be a member of the Superintendents of Education K-12 Selection Committee, as set out in Report No. D-5-d, Superintendent Selection Committee, dated June 19, 2013.

CARRIED

Moved by Peter Beacock
Seconded by Michele Locke

#BP-2013-06-19-79

That the Board approve that Trustee Edwards be the alternate member of the Superintendents of Education K-12 Selection Committee, as set out in Report No. D-5-d, Superintendent Selection Committee, dated June 19, 2013

CARRIED

(6) Committee Minutes/Reports – Items for Information

Report of the Parent Involvement Committee Meeting held April 24, 2013 (D-6-a)

This report was provided as information

Report of the Special Education Advisory Committee Meeting
held May 13, 2013 (D-6-b)

This report was provided as information.

Report of the Human Resources Standing Committee Meeting held
June 12, 2013 (D-6-c)

This report was provided as information.

(7) Staff Reports – Items for Information - Nil

E. OTHER MATTERS

- (1) Reports from Liaison Members - Nil
- (2) Notices of Motion for next meeting - Nil
- (3) Questions and Proposals from Trustees

Trustee Smith requested that staff review and update the governance manual and post it on the public website.

Trustee Edwards attended the convocation at Lakehead University on June 8th.

Trustee Lloyd shared that Uptergrove P.S. is celebrating its 50th Anniversary on Saturday, June 22nd.

Trustee Locke indicated that she attended the powwow at Huron Park PS on June 12th and commented that it was a wonderful experience.

Chairperson North spoke about retiring Superintendents Phyllis Hili and Kathy Bailey. He thanked them for their professionalism and dedication and wished them all the very best.

- (4) Professional Development Seminars Attendance - Nil
- (5) Reports/Update from Staff - Nil
- (6) Correspondence – Nil

**F. FUTURE BUSINESS OF THE BOARD, STANDING COMMITTEES
AND ADVISORY COMMITTEES**

Special Board Meeting – July 2, 2013 at 6:00 p.m., followed immediately by the Committee of the Whole in Closed Session (Georgian Room), Public Session will resume following Closed Session.

Regular Meeting of the Board – August 28, 2013 at 6:00 p.m., followed immediately by the Committee of the Whole in Closed Session (Georgian Room), Public Session will resume at 7:30 p.m. (Roy Edwards Room).

MOTION TO ADJOURN

Moved by Nicole Black
Seconded by Michele Locke

That the meeting be adjourned at 9:55 p.m.

CARRIED

TO: The Chairperson and Members of the
Simcoe County District School Board

FROM: The Secretary

SUBJECT: **MINUTES OF THE SPECIAL MEETING OF THE
BOARD HELD JULY 2, 2013**

A Special meeting of the Simcoe County District School Board was held on Tuesday,
July 2, 2013 at the Education Centre.

A. (1) Roll Call

PRESENT:

Trustees

Donna Armstrong, Peter Beacock (Vice-chairperson),
Suzanne Ley, Jodi Lloyd, Michele Locke, Krista Mayne,
Amanda Monague, Debra Edwards, Robert North, (Chairperson).

REGRETS:

Trustee

Nicole Black, Caroline Smith, Christine Williams.

PRESENT

Student Trustees

Christina Robertson, Cheryne Winstanley-Hayes.

REGRETS

Student Trustee

Brock Edwards.

Recording

Secretary

Lena Robyn.

The Chairperson called the meeting to order at 6:00 p.m.

(2) Approval of Agenda

Moved by Amanda Monague
Seconded by Michele Locke

That the Agenda be approved as printed.

CARRIED

(3) Declaration of Conflicts of Interest – Nil

B. Committee of the Whole

Moved by Michele Locke
Seconded by Amanda Monague

That the Board move into Committee of the Whole in Closed Session at this time.

CARRIED

The Public Session of the Board re-convened at 7:15 p.m.

C. RECOMMENDATIONS FOR ACTION

(1) Report from the Special Closed Session of the Board in Committee of the Whole

Report from the Special Closed Session of the Board in Committee of the Whole from July 2, 2013

(1,2,3,4)

Moved by Jodi Lloyd

Seconded Krista Mayne

(1)

#SBP-2013-07-02-80

That the Board approve the appointment of Stuart Finlayson as Supervisory Officer - Superintendent of Education, effective August 19, 2013, according to the terms of a personal services contract between Stuart Finlayson and the Board, and pending Ministry approval, as set out in Report No. CL-B-1-a, Appointments of Supervisory Officers - Superintendents of Education, dated July 2, 2013.

(2)

#SBP-2013-07-02-81

That the Board approve the appointment of Christopher Samis as Supervisory Officer - Superintendent of Education, effective August 19, 2013, according to the terms of a personal services contract between Christopher Samis and the Board, and pending Ministry approval, as set out in Report No. CL-B-1-a, Appointments of Supervisory Officers - Superintendents of Education, dated July 2, 2013

(3)

#SBP-2013-07-02-82

That the Board approve the appointment of John Legere as Supervisory Officer - Superintendent of Education, effective August 19, 2013, according to the terms of a personal services contract between John Legere and the Board, and pending Ministry approval, as set out in Report No. CL-B-1-a, Appointments of Supervisory Officers - Superintendents of Education, dated July 2, 2013

(4)

#SBP-2013-07-02-83

That the Board approve the school administrator appointments, as set out in Report No. CL-B-1-b, School Administrator Appointments, dated July 2, 2013.

CARRIED

(2) Staff Reports – Items for Information

Special Education Plan (C-2-a)

Phyllis Hili, Superintendent of Education provided an overview of the report. In April 2013, the Board received instructions from the Ministry of Education regarding Special Education Plans and reporting requirements on the Provision of Special Education Programs and Services. The Ministry memo and checklist was presented to SEAC members at the May 13, 2013 SEAC meeting and opportunity was provided for SEAC input at the June 3rd and June 17th meetings. The final draft will be shared with SEAC members electronically before it is submitted to the Ministry.

This report was provided as information

**D. FUTURE BUSINESS OF THE BOARD, STANDING COMMITTEES
AND ADVISORY COMMITTEES**

Regular Meeting of the Board – August 28, 2013 at 6:00 p.m., followed immediately by the Committee of the Whole in Closed Session (Georgian Room), Public Session will resume at 7:30 P.M (Roy Edwards Room).

MOTION TO ADJOURN

Moved by Michele Locke
Seconded by Krista Mayne

That the meeting be adjourned at 7:25 p.m.

CARRIED

TO: The Chairperson and Members of the
Simcoe County District School Board

FROM: Director of Education

SUBJECT: **SCHEDULE OF BOARD MEETINGS**

1. Background

The regular December Board meeting is scheduled for Wednesday, December 25, 2013 which is during the Christmas break. At this time it is proposed to hold the December Board meeting on Wednesday, December 18, 2013.

The regular June Board meeting is scheduled for Wednesday, June 25, 2014 which is during commencements. It is proposed to hold the June Board meeting on Wednesday, June 18, 2014.

Article II of the Board By-laws, Regular Meetings of the Board, Section 1, requires a Board resolution to change these dates.

RECOMMENDATIONS

1. That the Board approve the rescheduling of the December Board meeting from Wednesday, December 25, 2013 to Wednesday, December 18, 2013, as set out in Report No. D-5-a, Schedule of Board Meetings, dated August 28, 2013.
2. That the Board approve the rescheduling of the June Board meeting from Wednesday, June 25, 2014 to Wednesday, June 18, 2014, as set out in Report No. D-5-a, Schedule of Board Meetings, dated August 28, 2013.

Respectfully submitted by:

Kathryn Wallace
Director of Education

August 28, 2013

TO: The Chairperson and Members of the
Simcoe County District School Board

FROM: Director of Education

SUBJECT: **2013-2014 ONTARIO PUBLIC SCHOOL BOARDS' ASSOCIATION
MEMBERSHIP FEE**

1. Background

The Ontario Public School Boards' Association (OPSBA) is the respected and united voice for publicly-funded education in the province and a powerful advocate for democratically elected school boards. OPSBA is non-profit, non-partisan, democratically run and exists to serve its members by influencing government legislation and policy and by providing valuable services. Each year OPSBA offers professional and leadership development through its Public Education Symposium, Labour Relations Symposium, Annual General Meeting, Provincial Labour Relations Network and Board of Directors meetings. These events provide opportunities for trustees to remain current with the critical issues affecting public education and to dialogue directly with legal experts, politicians and senior Ministry staff. Attached as APPENDIX A is additional information provided by OPSBA.

2. Current Status

The Board has received an invoice for OPSBA membership fees for 2013-2014 school year. The fee structure is on a per pupil basis and for 2013-2014 totals \$106,078.75. The recently approved Board budget included provision for continued membership in the OPSBA.

RECOMMENDATION

That the Board authorize the Director to submit the OPSBA membership fee for 2013-2014, as set out in Report No. D-5-b, 2013-2014 OPSBA Membership Fee, dated August 28, 2013.

Approved for submission by:

Kathryn Wallace
Director of Education

August 28, 2013



**ONTARIO PUBLIC
SCHOOL BOARDS'
ASSOCIATION**

Leading Education's Advocates

Ontario Public School Boards' Association
439 University Avenue, 18th Floor
Toronto, ON M5G 1Y8
Tel: (416) 340-2540
Fax: (416) 340-7571
webmaster@opsba.org
www.opsba.org

Michael Barrett
President

Gail Anderson
Executive Director

July 10, 2013

Robert North
Chair of the Board
Simcoe County District School Board
1170 Highway 26
Midhurst, ON L0L 1X0

Kathi Wallace
Director of Education
Simcoe County District School Board
1170 Highway 26
Midhurst, ON L0L 1X0

Dear Mr. North and Ms. Wallace,

The success of the Ontario Public School Boards' Association (OPSBA) is strengthened by the commitment of our members to the value of publicly funded education. We appreciate this opportunity to share with you some highlights of our work as an Association that support you in your role and the many benefits OPSBA membership offers our member boards.

OPSBA sees its primary role as supporting our school boards, the only democratically elected body with a specific responsibility for the education and well-being of our children and youth. In all of our work we provide a collective voice for public education. We know that we represent the many divergent and unique interests of our members and, in so doing, we have demonstrated our ability to collectively influence education policy and advocate for investment in education in Ontario. As a representative organization, governed by our members, we take our lead from you and strive to support you in fulfilling your mandates to your students, parents, staff and community.

The past year has been marked by a departure from the collaborative collective bargaining process we have been working to build in our sector. Throughout, OPSBA has been consistently vocal in representing the interests of students and school boards in discussions with the government. Student-centred positions were put forward in all talks that were held, through submissions to Legislative committees and through intervention at the Ontario Labour Relations Board. Following the enactment of Bill 115 and Regulation 274, OPSBA has worked with school boards, the Ministry and Premier's Office staff to identify challenges and recommend approaches to resolving complex implementation issues. Currently, a key focus is to influence the future structure of collective bargaining to ensure a strong and legitimate role for school boards in both central and Ontario local bargaining.

Throughout this year we have continued to make gains in many areas that are critical to the educational opportunities and well-being of the students we all serve. The OPSBA-led Coalition for Children and Youth Mental Health grows in strength and demonstrates our role in changing opinions and contributing to strategic decision-making through a diverse group of organizations dedicated to child and youth well-being. The 700 delegates at our October 2012 Children and Youth Mental Health Summit, representing a range of professions and communities, held intensive discussions that led to key recommendations that have been shared with the Ministries responsible for the province's Comprehensive Mental Health and Addictions Strategy. Great things are happening in school boards across the province and we take pride in the substantive and agile influence we have been able to exert with government and partner organizations. The collective voice of school boards has been truly heard in this important work.

OPSBA's recent *Vision for Learning and Teaching in a Digital Age* paper is a strong illustration of our ability to influence with the power of a united voice. The *Vision* represents the thoughtful and informed work of trustees and key staff from a broad range of Ontario's public school boards and school authorities. The paper has been taken up by the government's Working Table and is a key reference document for this fall's consultations on the future vision for education in Ontario.

OPSBA provides practical guidance and support on key issues in the education sector. Initiatives include trustee professional development modules, Code of Conduct templates, intervention on conflict of interest cases affecting the role of trustees, communications and media services, financial and legislative analyses, representation on issues related to implementation of Full Day Kindergarten, advocacy on health and safety, AODA policy templates and educator training resources. OPSBA provides leadership in First Nation, Métis and Inuit education and strongly supports the work of our First Nation Trustees Council, a unique body in the province. These are just some of the initiatives that draw on the collective use of talent from across all of our member boards and provide services to boards that save expense and duplication for our individual members.

The Association is represented on a number of government working tables and has positive, and mutually respectful, everyday working relationships with the Minister of Education and her political staff, the Premier's Office and senior staff at the Ministry of Education. These relationships allow us to represent the voice of our public school boards on the diverse range of issues that affect our students and communities and that have an impact on school operations. We are mindful, as well, of the full political spectrum in our province and engage in continuing dialogue with politicians and staff from all parties. Our strong partnerships with the many education-based organizations in Ontario, and beyond, are a strategic part of providing a productive depth of service.

OPSBA offers programs and services that are highly cost effective and the financial benefits of membership far exceed not only the membership fee itself, but the outcomes that could be achieved by individual boards seeking action alone:

Per Pupil Cost-Benefit Highlights for Simcoe County DSB

Per Pupil Cost

OPSBA Membership Fees: 1.95

Per Pupil Benefit

2013 Rebate of Copyright Fees: 1.83

Ongoing Savings in Energy Costs: 4.56

Ongoing Copyright Fee Savings: \$5.16

Savings in these two services alone in the current year cover membership fees many times over. When this is combined with the indirect benefits created by OPSBA coordination and advocacy identified above, the value of membership speaks for itself.

We are an issues-driven, problem-solving organization dedicated to serving our members and we represent an influential force in the shaping of education policy and school board governance. We invite you to review this information about the valuable services OPSBA offers your board and welcome your membership and participation in OPSBA this coming year.

Best Regards,



Michael Barrett
President



Gail Anderson
Executive Director

Encl.

TO: The Chairperson and Members of the
Simcoe County District School Board

FROM: Anita Simpson
Superintendent of Education

SUBJECT: **EDUCATION SERVICES AGREEMENTS – BEAUSOLEIL FIRST NATION AND
THE CHIPPEWAS OF RAMA FIRST NATION**

1. Background

The Simcoe County District School Board has historically enjoyed positive relationships with Beausoleil First Nation and the Chippewas of Rama First Nation through their Education Authorities. By way of Education Services Agreements, the board continues to provide education for First Nation pupils at several of the schools in the North and East Region.

2. Definition

An Education Services Agreement is a legal document between parties which defines the educational services to be received and sets out the terms and conditions of payment for the aforementioned services.

Both Agreements have appendices which provide further clarification regarding responsibilities and terms agreed to by specific parties and provide greater clarity and detail to areas referenced in the document.

The proposed Beausoleil First Nation Education Services Agreement showing revisions appears as APPENDIX A and the proposed revised Agreement appears as APPENDIX B. The proposed Chippewas of Rama First Nation Education Services Agreement showing revisions appears as APPENDIX C and the proposed revised Agreement appears as APPENDIX D.

3. Current Status

The Simcoe County District School Board staff have worked collegially with both Beausoleil First Nation and the Chippewas of Rama First Nation to review the Agreements and infuse current practice into the respective revisions. The proposed Agreements both reflect a spirit of cooperation, inclusion and respect and demonstrate continuous collaboration and a positive relationship with the people of Beausoleil First Nation and the Chippewas of Rama First Nation.

Upon approval, the Beausoleil First Nation Education Services Agreement will be in effect from September 1, 2013 to August 31, 2017 and the Chippewas of Rama First Nation Education Services Agreement will be in effect from September 1, 2013 to August 31, 2016.

RECOMMENDATION

That the Board approve the Beausoleil First Nation Education Services Agreement, as set out in APPENDIX B and the Chippewas of Rama First Nation Education Services Agreement, as set out in APPENDIX D of Report No. D-5-c, Education Services Agreements – Beausoleil First Nation and Chippewas of Rama First Nation, dated August 28, 2013.

Respectfully submitted by:

Anita Simpson
Superintendent of Education

Approved for submission by:

Kathryn Wallace
Director of Education

August 28, 2013

**Proposed Beausoleil First Nation Education Services Agreement
Showing Revisions**

APPENDIX A – Pages 1 to 23

EDUCATION SERVICES AGREEMENT

BETWEEN:

The Simcoe County District School Board
In the Province of Ontario

and

Beausoleil First Nation
In the Province of Ontario



September 1, 2013 – August 31, 2017
Education Services Agreement

TABLE OF CONTENTS

	Page
Interpretation.....	4
Eligibility for Enrolment.....	6
Responsibility for Fees.....	6
Schedule of Payment	7
Undertakings	7
Pupils	7
Inservice	8
Community	9
Special Education Programs and Services.....	9
Reporting	9
Adult and Continuing Education.....	10
Access and Consent	10
General Issues	10
Term of the Agreement	11
Appendix A: Special Education Services.....	13
Appendix B: Authorization for Access to the Information Contained in the Ontario Student Record (OSR).....	15
Appendix C: First Nation Education Personnel.....	16
Appendix D: The Adult and Continuing Education Program, Christian Island.....	17

EDUCATION SERVICES AGREEMENT

BETWEEN:

THE SIMCOE COUNTY DISTRICT SCHOOL BOARD

in the Province of Ontario
(hereinafter referred to as the "BOARD")

OF THE FIRST PART

and

THE BEAUSOLEIL FIRST NATION

in the Province of Ontario
(hereinafter referred to as the "FIRST NATION")

OF THE SECOND PART

WHEREAS it is understood that a spirit of co-operation and respect exists between the board and the First Nation

WHEREAS pursuant to section 188(1)(b) and 2(b) of the EDUCATION ACT, R.S.O. 1990, c. E.2 as amended, the board may enter into an agreement with a First Nation authorized by the Crown in the right of Canada to provide education for purposes of the provision of accommodation, instruction and special services for First Nations pupils; Should there be any amendments to this section of the Education Act, these changes will be reviewed and this Education Service Agreement amended by mutual consent.

AND WHEREAS pursuant to provisions made under the Indian Act, R.S.C. 1985, c. 1-5, as amended, a First Nation may enter into an agreement with the board for the education of First Nation pupils;

AND WHEREAS the parties hereto agree to enter into an agreement for the provision of educational programs and services for residents of Beausoleil First Nation;

NOW THEREFORE this Agreement witnesseth that the parties hereto covenant and agree with each other to the terms and conditions as follows:

1.0 INTERPRETATION

- 1.1 ADULT EDUCATION - programs that provide pathways for adults (18 years of age and older) to secondary or postsecondary programs, to apprenticeship, or to employment through credit and non-credit courses
- 1.2 BAND OR BAND COUNCIL means the Council for the First Nation as defined under Section 2(1) and Section 74 of the Indian Act, R.S.C. 1985, c.1-5 as amended.
- 1.3 BEAUSOLEIL COMMUNITY EDUCATION SUPPORT AND THE EDUCATION ADVISOR OF THE OGWEMAWAHJ TRIBAL COUNCIL are recognized professional education workers, who are responsible for providing student support services and, subject to this agreement, administration liaison between the First Nation and the board.
- 1.4 BEAUSOLEIL FIRST NATION EDUCATION SUPPORT means Beausoleil Education personnel who provide a range of supports.
- 1.5 CONTINUING EDUCATION - programs that provide credit and non-credit courses to students of all ages.
- 1.6 EDUCATION ACT means the Education Act R.S.O. 1990, c. E.2, as amended, and all regulations thereunder.
- 1.7 EDUCATION DIRECTOR means an employee of the First Nation, recognized as a member of senior management, who is responsible for providing student support services and, subject to this agreement, administrative liaison between the First Nation and the board, and the relevant schools and parents.
- 1.8 FIRST NATION has the same meaning as Band or Band Council in Section 1.2 above and in this Education Service Agreement refers to the Council of the Beausoleil First Nation.
- 1.9 FIRST NATION EDUCATION ADVISORY COMMITTEE (FNEAC) means a committee comprised of board, Beausoleil First Nation representatives, and Rama First Nation representatives to provide a forum for improved communications where concerns, changes or new initiatives from principals, the board, the First Nations and the parents can be reviewed.
- 1.10 FIRST NATION EDUCATION LIAISON PERSON means an employee of the board who acts as a resource person at a school within the jurisdiction of a board, as well as for the First Nation.
- 1.11 FIRST NATIONS EDUCATION SERVICES AGREEMENT COMMITTEE means a committee comprised of board and Beausoleil First Nation representatives, with responsibilities as outlined in the Terms of Reference attached hereto as Appendix C.

- 1.12 FIRST NATION PUPIL means a child who resides on a full time and permanent basis on the First Nation and shall include:
- 1.12.1 a child with Indian Status who is a member of the First Nation;
 - 1.12.2 a child who is not eligible for Indian Status, but who has at least one biological parent and/or guardian who is a member of the First Nation;
 - 1.12.3 a child who has been adopted by a member of the First Nation pursuant to the laws of Ontario and can provide proof of the same; and
 - 1.12.4 any other child residing on the First Nation for which there is a Certificate of Eligibility clearly executed by the First Nation Chief and Council.
- 1.13 FIRST NATION STUDENT ADVISORS - education employees of the First Nation who work with students in secondary schools.
- 1.14 IPRC means the Identification, Placement, and Review Committees, as defined in the Education Act and its Regulations.
- 1.15 MEMBER OF THE FIRST NATION means a person whose name appears on the Beausoleil First Nation membership List.
- 1.16 NATIVE AS A SECOND LANGUAGE as defined in the Education Act will be referred to as Ojibwe / Anishinaabemowin Language classes in this agreement based upon the Ministry of Education Ontario Curriculum, "NATIVE LANGUAGES".
- 1.17 OJIBWE / ANISHINAABEMOWIN LANGUAGE TEACHER means an employee of the board who is responsible for teaching Ojibwe Language classes at a school within the jurisdiction of the board (see Appendix C).
- 1.18 PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR) is the formal evaluation and credit-granting process whereby students may obtain credits for prior learning.
- 1.19 PRINCIPAL means a principal of any school operated under the jurisdiction of the board.
- 1.20 PUPIL ACCOMMODATION CHARGE (PAC) under the current Education Funding Document means "the pupils accommodation charge for a pupil".
- 1.21 PUPIL VERIFICATION is a list of Authorized First Nations Pupils approved by Beausoleil First Nation.
- 1.22 SCHOOL means any elementary or secondary school operated under the jurisdiction of the board.

- 1.23 SPECIAL EDUCATION PROGRAMS AND SERVICES means an educational service provided solely for First Nation pupils pursuant to Section 188(4) of the Education Act, which is supplementary to the regular program (e.g., Intensive Behaviour Intervention, Behavioural Program, etc.) of the board and the cost of which is calculated as part of the Education Service Agreement (see Appendix A).
- 1.24 THE EDUCATION FUNDING DOCUMENT refers to the annual Ministry of Education publication used by school boards to determine revenues and other financial information to calculate the costs of education.
- 1.25 TUITION FEE means a per pupil fee, payable to the board for each Authorized First Nation Pupil enrolled in an elementary or secondary school operated under the jurisdiction of the board, which is calculated in accordance with the Ontario Regulation made pursuant to the Education Act.

2.0 ELIGIBILITY FOR ENROLLMENT

- 2.1 The Bboard agrees to accept Authorized First Nation pupils for enrollment and instruction in its schools, in such number that the Bboard determines it can properly accommodate for instruction within its facilities.
- 2.2 The First Nation will advise the Bboard of Authorized First Nation pupil registration annually as follows:
- 2.2.1 Prior to ~~March 15th~~ **January 31** of each year, the First Nation shall provide to the Bboard, upon request, a list of First Nation pupils expected to enroll in the schools of the Bboard in the next academic year indicating potential grade placements and anticipated educational needs.
- 2.2.2. Any increases or decreases in the number of pupils identified by Section 2.2.1 will be provided to the Bboard or to the First Nation in writing as they become known to either party.
- 2.2.3 After the October 31 count date, the Bboard will provide the First Nation with a list of First Nation pupils effective for the October 31 count date, which the First Nation will verify and sign in approval, and such approved list shall become the Pupil Verification List. This Pupil Verification List will form the basis of the Bboard's May 31 adjusted billing to the First Nation as per section 4.1.3.
- 2.2.4 After the March 31 count date the Bboard will provide the First Nation with a list of First Nation Pupils effective for the March 31 count date, which the First Nation will verify and sign in approval, and such approved list shall become the Pupil Verification List. This Pupil Verification List will form the basis of the Bboard's May 31 adjusted billing to the First Nation as per section 4.1.3.

2.2.5 The Bboard shall provide the First Nation with invoices, as outlined in Section 4.

3.0 RESPONSIBILITY FOR FEES

- 3.1 The First Nation shall make payment to the Bboard, for each Authorized First Nation pupil enrolled in a school, a tuition which is calculated in accordance with the Ontario Regulation made pursuant to the Education Act. The schedule for the per student fee calculation as identified by the Ministry of Education will be provided to the First Nation within thirty (30) days of same being released.
- 3.2 The First Nation shall make payment to the Bboard, for Authorized First Nation pupils for Special Education Programs and Services **where an additional cost not limited to, but including Special Equipment Amount (SEA) and Special Incidence Portion SIP support** has been **determined mutually agreed upon**, as set out in section 5.4 and ~~to be outlined in an addendum~~ **Appendix A** to this agreement.
- 3.3 The First Nation shall make payment to the Bboard for each Additional Service negotiated by a written agreement and delivered by the Bboard according to the terms and conditions contained therein, a fee in such amount which does not exceed the negotiated cost for such service, ~~to be outlined in~~ and added as an addendum to this agreement as necessary.

4.0 SCHEDULE OF PAYMENT

- 4.1 Payments shall be made to the Bboard within thirty (30) days of the stamped mailing date of a written invoice of the annual tuition fee as follows:
- 4.1.1 On or about July 31, the Bboard will provide an estimate of the then commencing school year's tuition calculated in accordance with Ministry of Education guidelines and based on the projected enrollment provided to the Bboard by the First Nation as per section 2.2.1.
- 4.1.2 On or about September 1st, and each subsequent month thereafter through April 1st, an amount calculated at 10% of the estimate arrived at in section 4.1.1.
- 4.1.3 On or about May 31, an adjusted billing will be sent to reflect tuition based on the actual average daily enrolment for the school year, less all invoices billed to date.
- 4.1.4 On or about December 31, an adjusted billing will be sent to reflect the audited and final Per Pupil Tuition Fee for the previous-school year.
- 4.1.5 The Bboard will recoup an amount equal to their cost of borrowing on any payment not received within thirty (30) days of the stamped mailing date of a written invoice.

- ~~4.2. The Board agrees, in consideration of payments made on behalf of First Nation pupils by the First Nation to the following:~~
- ~~4.2.1 To publish as part of its audited financial statements billings made to the First Nation under the terms of this agreement;~~
- ~~4.2.2 To provide a copy of the Board's audited financial statement for the year ending August 31.~~

5.0 UNDERTAKINGS

5.1 PUPILS

- 5.1.1 The Bboard shall provide for First Nations pupils covered by this agreement the program of studies of the province of Ontario **as outlined in *Ontario Schools: Kindergarten to Grade 12, 2011.***
- 5.1.2 The Bboard shall ~~involve~~ **support** First Nations pupils ~~in all aspects of school activities~~ with a focus on transition supports and strategies, **which might include but are not limited to**
- 5.1.2.1 cultural and social supports, including the involvement of FNMI and Beausoleil First Nation Student Advisors.**
- 5.1.2.2 the exchange of relevant student assessment data**
- 5.1.2.3 students with special needs**
- 5.1.3 The Bboard will ensure equal opportunity for First Nations pupils including after school use of school facilities, in accordance with existing Bboard policies.
- 5.1.4 The Bboard agrees that it shall continue to support students, as outlined in the Equity and Inclusive Education Policy and Procedures.
- 5.1.5 The Bboard and Beausoleil First Nation will endeavour to seek out partnerships to support First Nations pupils in the participation of co-curricular, academic and volunteer activities.

5.2 INSERVICE

- 5.2.1 The Bboard shall encourage all teachers, especially those who provide instruction to First Nation pupils, to participate in Native Studies Additional Qualification courses, as offered through professional development programs and University and Ministry of Education courses.
- 5.2.2 The Bboard shall encourage, ~~when feasible, grant leave to representative members of its staff to attend First Nation,~~ **board, and Ministry-sponsored**

educational courses or conferences, which relate to the education of First Nation pupils, as part of the ongoing planned professional development activities of the Bboard.

- 5.2.3 The Bboard shall ~~provide, at its discretion and with the advice and assistance of~~ **consult with** the First Nation **regarding** in-service training for teachers, to better prepare them for working with First Nation pupils and provide them with a better understanding of native culture and heritage.
- 5.2.4 In consultation with the First Nation, the Bboard shall encourage and promote the planning, development and implementation of educational programs suited to the needs of First Nations pupils.
- 5.2.5 The Bboard shall encourage principals **and First Nation Education Personnel to** ~~of the schools enrolling First Nation pupils to permit First Nation Education Personnel~~ **collaborate** in the planning, development and adaptation of native studies and culturally sensitive education programs **in schools enrolling First Nation pupils.**
- 5.2.6 The Bboard shall provide education facilities and programs of study suited to the cultural and Ojibwe linguistic needs of First Nation pupils enrolled in its schools, in accordance with provincial Ministry of Education guidelines. Where numbers warrant, credit courses will be offered in all secondary schools in:
- (i) Native Studies
 - (ii) Native Language (Ojibwe/Anishinaabomewin)
- 5.2.7 The Bboard shall endeavour to offer Ojibwe/Anishinaabomewin as a second language on an annual basis and notify the First Nation in writing prior to any anticipated reduction.
- 5.2.8 The Bboard will continue to offer its present practice of inviting Beausoleil First Nation teachers **and administrators** to participate in in-service opportunities.

5.3 **COMMUNITY**

- 5.3.1 The Bboard agrees to encourage positive mutual interaction between the Bboard, its schools and the Beausoleil First Nation community.
- 5.3.2 The Bboard ~~will continue to involve and encourage the participation of parents of First Nation pupils in the education of their children.~~ **and the First Nation will work together to establish a parent engagement strategy.**
- 5.3.3 The Bboard encourages continued First Nation involvement in the Bboard's initiatives in curriculum development, teacher in-service and other assessment programs.

5.3.4 ~~The curriculum, e~~Courses of studies~~y~~, instructional methodologies and ~~classroom~~ materials ~~need to be reflective of the community~~ **should be reflective of First Nation culture and history.**

5.3.5 The ~~B~~board agrees to comply with the Education Act and Regulation 462/97, or as amended, in the establishment of the First Nation ~~Education~~ Advisory Committee.

5.4 **SPECIAL EDUCATION PROGRAMS AND SERVICES**

5.4.1 The ~~B~~board agrees to provide, where appropriate Special Education services **in accordance with the board's Special Education Report**, to the First Nation pupils attending schools of the ~~B~~board as outlined in Appendix A.

5.4.2 The ~~B~~board and the First Nation may agree to additional costs for Special Education Programmes and Services **in accordance with clause 3.2.**

5.5 **REPORTING**

~~5.5.1 The Board agrees to grant access to student information to the Education Director, subject to consent of parent / guardian or adult student over the age of eighteen (18) and subject to confidentiality provisions. See Appendix X Authorization for the Release of Information.~~

5.5.2 The ~~B~~board agrees to complete and submit statistical and program reports ~~when authorized by the parents / guardians or adult student over the age of eighteen (18) to the First Nation as follows:~~

- a) Special Education Programmes and Services
- b) Student Achievement
- c) Attendance
- d) Other pertinent information as agreed to by both ~~P~~parties

5.5.3 After the information has been presented to the First Nation Education Advisory Committee (FNEAC), the board and First Nation agree to release aggregate Beausoleil First Nation student achievement and enrolment data to the Senior Education Advisor of the Ogemawahj Tribal Council, upon written request from Beausoleil First Nation. Such information is to remain confidential until released publicly by the SCDSB of Trustees.

5.5.4 The board and First Nation agree to release additional information regarding First Nation students to the Senior Education Advisor of the Ogemawahj Tribal Council, upon written request from Beausoleil First Nation.

6.0 ADULT AND CONTINUING EDUCATION

The board agrees to provide, where appropriate, Adult and Continuing Education services in accordance with the Adult and Continuing Education Plan, to the First Nation pupils attending schools of the board, as outlined in Appendix D.

7.0 ACCESS AND CONSENT

The board agrees to grant access to student information to the Education Director or designate, subject to consent of parent / guardian or adult student over the age of eighteen (18) and subject to confidentiality provisions. See Appendix B – Authorization for Access to the Information Contained in the Ontario Student Record.

7.08.0 GENERAL ISSUES

7.18.1 The Parties agree to an annual review meeting conducted with all parties to this agreement on or before the anniversary date, or supplementary meetings held at such times as may be requested by any of the parties to this agreement, for the purpose of reviewing adherence by the parties to the terms and conditions contained herein.

7.28.2 In the event that any dispute or question shall arise between the parties which the parties are unable to resolve by agreement, the same shall be referred to mediation by a mutually agreed upon mediator, such mediation to be concluded within sixty (60) days of the request for mediation by either party, and failing resolution, shall be referred to a judge of the Trial Division of the Federal Court of Canada (Section 17, Federal Court Act).

7.38.3 All notices or communication required to be given or sent that pertain to the terms of this agreement shall be deemed sufficiently given when submitted in writing to the recipient parties.

7.48.4 Appropriate SCDSB Human Resource policies and procedures regarding personnel will be followed.

8.09.0 TERM OF THE AGREEMENT

This Agreement shall come into force on **September 1, 2013** and shall remain in force until **August 31, 2017**.

8.19.1 A party desiring to ~~open amend~~ this Agreement ~~for any reason~~ shall give written notice to this effect and the parties shall meet to discuss the proposed amendment(s) within ~~thirty~~ **forty five (45)** days of receipt of said notice.

~~7.2 In the event that renegotiation is requested by any one of the parties, notice shall be given in writing to the other party to this agreement by January 1st with renegotiation completed by May 1st of the current year.~~

8.29.2 In the event that termination of this Agreement is requested by any one of the parties, notice shall be given in writing to the other party to this agreement by January 1st with termination to be effective as agreed upon by both parties.

8.39.3 ~~Either party to this agreement may give written notice to the other party by March 1st of the calendar year in which this agreement expires, its desire to renegotiate with a view to the renewal of the agreement. The parties agree to meet for the purpose of negotiating renewal of the agreement within 30 days of such notice being given.~~ The parties agree to meet to renew the agreement no later than March 1 of the year in which the agreement expires.

EDUCATION SERVICES AGREEMENT

BETWEEN

THE SIMCOE COUNTY DISTRICT SCHOOL BOARD

AND

THE BEAUSOLEIL FIRST NATION

DATED AT BEAUSOLEIL FIRST NATION, CHRISTIAN ISLAND, ONTARIO, THIS
____ DAY OF _____, 2013.

IN WITNESS WHEREOF, THESE PERSONS HAVE SIGNED FOR THE PARTIES
HERETO:

SIMCOE COUNTY DISTRICT SCHOOL BOARD

CHAIRPERSON

DIRECTOR OF EDUCATION

DATE

DATE

BEAUSOLEIL FIRST NATION

**CHIEF
BEAUSOLEIL FIRST NATION**

EDUCATION DIRECTOR

DATE

DATE

SC/ABORIGINAL(Draft Aboriginal Tuition Agreement April 2012.doc)bsd

APPENDIX A

SPECIAL EDUCATION SERVICES

Included as part of the calculation of tuition fees, as established through Regulation to the Education Act, are the funding allocations for Special Education.

1. The Ministry of Education allocations called (Special Education Per Pupil Amount) (SEPPA) and High Needs Amount are used to provide for the special education needs of all pupils. For some pupils with particular identified high needs, there are Ministry of Education allocations through S.E.A. (Special Equipment Amount) and S.I.P. (Special Incidence Portion).
2. The tuition fees paid for First Nation pupils cover the cost of services provided by the board for Special Education programs and services (SEPPA).

For First Nation pupils with special needs, for whom tuition fees are paid, the board agrees to support these students with the same base Educational Assistant (EA) allocation that all pupils of the board with special needs receive. This base allocation will be determined in the spring of each school year with ongoing review.

3. There are occasions when, in the opinion of the First Nation, a student may require more direct assistance of an adult to support academic, social/emotional and/or physical needs that is over and above the base level of support that the board would normally provide. With the prior approval of Beausoleil First Nation, support staff may be provided for a First Nation pupil. The requirement of such will be reviewed on an annual basis.

Support staff paid for by the First Nation will have responsibility solely for the First Nation pupil for whom the support staff is assigned. It is understood that, on occasion, other students may join the First Nation pupil and the support staff., when it has the potential to benefit the First Nation pupil and/or the non-First Nation pupil. The First Nation will arrange, through the board, the hiring of and transfer of payment to the board for the support staff.

4. Special Education Allocation provides additional funding for students who need special education programs, services, and/or equipment. The Special Education Allocation does not include amounts to support the claims-based portion of SEA or the claims-based Special Incidence Portion (SIP). School boards may apply to the province for additional funding if a pupil of the board meets the funding criteria in the SEA Guidelines or the SIP Guidelines. First Nation tuition fee paying pupils are not eligible for additional funding from the province. Instead, where a First Nation pupil meets the criteria in the SEA or SIP funding guidelines, the school board should discuss the additional funding costs with the First Nation.

When exceptionally high needs are identified, the board further agrees that the parents/guardians shall be advised that Beausoleil First Nation must authorize

those additional costs that are deemed to be borne by the First Nation. The SCDSB will provide the necessary information to the First Nation to assist with reporting purposes.

5. In all cases where additional supports and services have been authorized by the First Nation, the costs will be billed separately from regular tuition fees and will clearly identify the services provided.
6. Where, under the Education Agreement, the Board provides Special Education Programs or Services for First Nation pupils, the board agrees to provide such Programs or Services, in consultation with the First Nation Education Personnel, subject to parental permission, in accordance with applicable Ontario Regulations which include:
 - informing the parents/guardians of the process involved in the Identification, Placement and Review Committee (IPRC) process to ensure that there is a full understanding and agreement;
 - obtaining parental/guardian acknowledgment and consent that the identification and placement processes and actions, including the Individual Education Plan, are fully understood and agreed to;
 - having an IPRC; and

The board agrees, via the appropriate Principal or designate, subject to parent permission, to provide a copy of the results of the IPRC to the First Nation Education personnel.

- Where the board wishes to refer a pupil to the IPRC it shall comply in all respects with the process outlined in Ontario Regulation 181/98, Identification and Placement of Exceptional Pupils and the board;
- The board shall ensure that the parents/guardians of the student be provided with a copy of the board Parents' Guide;
- The board shall provide a copy of the results of any IPRC meeting to the First Nation Education personnel subject to parental/guardian consent.

APPENDIX B

Beausoleil First Nation and Simcoe County District School Board

**AUTHORIZATION FOR ACCESS TO THE
INFORMATION CONTAINED IN THE ONTARIO STUDENT RECORD**

I, the parent/guardian of _____ D.O.B. _____
Student's Name Day/Month/Year

OEN Number _____ hereby give my authorization to release to the Beausoleil First Nation Education Personnel, the following information:

OR

I, _____, OEN Number _____ having attained the age of 18, hereby give my authorization to release to the Beausoleil First Nation Education Personnel, the following information:

Access to the following information as required:

- Achievement and attendance records;
- Education Quality Assessment Office (EQAO) results;
- Ontario Secondary School Literacy Test (OSSLT) results summary;
- Identification, Placement & Review Committee report (IPRC);
- Psycho-educational assessments / Occupational Therapy report;
- Individual Education Plan / Safety Plan;
- Report Cards;
- Transcripts;
- SNC Meetings;
- Transitions;
- Notification and permission to attend in-school conferences;
- Notification and permission to attend IPRC. meeting;
- Notification and permission for Beausoleil First Nation Education Personnel to meet with the above named student for the purpose of providing educational or career counselling.

This authorization remains in effect for the duration of their/my enrolment or until it is revoked in writing.

Student's Signature (having attained Age 18)

Date

Parent/Guardian Signature

Date

(This information, held in confidence, is collected in accordance with the Education Services Agreement between Beausoleil First Nation and The Simcoe County District School Board and in compliance with the Municipal Freedom of Information and Protection of Privacy Act.)

Cc School Principal
OSR Documentation File

APPENDIX C

FIRST NATION EDUCATION PERSONNEL

This appendix shall be read with the Education Services Agreement signed by the SIMCOE COUNTY DISTRICT SCHOOL BOARD and BEAUSOLEIL FIRST NATION dated

- a) First Nation Education Director and/or designate, subject to the signing of the Authorization for Access to the Information Contained in the Ontario Student Record form, shall have access to achievement records; attendance records; and the IPRC report, summary, and IEP contained in the Ontario Student Record. This authorization may also include: attendance at case conferences and the school/system IPRC; meeting with the First Nation pupils to provide educational or career counselling during school hours; consideration for First Nation pupils to for any awards presented at the annual student awards assembly by the First Nation; and any other privileges and/or material deemed appropriate by the parent/guardian.
- b) The First Nation Education personnel shall be encouraged to provide input into the discussions and actions regarding the processes involved in academic supports for students including annual IEP development.
- c) The First Nation Education personnel shall provide appropriate support services to all First Nation pupils, as defined under the Education Services Agreement.
- d) The First Nation Education personnel shall be included in the in-school Strengths/Needs Committees (SNC) where First Nation students are being discussed.
- e) The First Nation Education personnel shall have access to available career counseling materials and resources upon request.
- f) The First Nation Education personnel may provide information on career opportunities for First Nation students for the use of the board's guidance staff in the schools.
- g) The First Nation personnel shall have access to suitable work space in the schools when required for counseling purposes and/or meetings with pupils to review progress and activities.
- h) The board shall provide the First Nation and the First Nation Education personnel access to the board's policies and any amendments as issued.
- i) The board shall provide the First Nation access to all relevant school and student conduct policies as they may exist from time-to-time in the relevant schools attended by First Nation students under this Education Services Agreement.
- j) The First Nation Education personnel shall attempt to increase the involvement of parents/guardians in all educational matters concerning their children.

APPENDIX D

The Adult and Continuing Education Program, CHRISTIAN ISLAND

Function

The First Nation has entered into an agreement with the Board in order to offer an Adult Education Program through the Board's Continuing Education Department to students aged eighteen (18) years and over. The Adult Education and Continuing Education Program is located on Christian Island, Ontario and its focus is to provide opportunities for First Nation community members to complete their Ontario Secondary School Diploma by attending classes and obtaining their equivalency credits, or by correspondence. ~~The First Nation pays for the services provided by the Board including the salary of an Adult Day School teacher as well as PLAR and correspondence fees for the students enrolled in the program.~~

Enrollment

The Board and the First Nation will work together to enroll students into the Adult and Continuing Education Program on Christian Island. The Beausoleil First Nation Education Personnel will assist community members with their applications and send copies of the application forms with the required documents to the Adult and Continuing Education Coordinator for processing. The application form will include the Authorization for Access to the Information Contained in the Ontario Student Record form ~~a Consent to Release Information Form~~ (Appendix B), Transcripts, and other required documents.

After the October 31 count date, the Adult and Continuing Education Coordinator and the Beausoleil First Nation Education Personnel will verify the students enrolled into the Adult and Continuing Education Program. Students aged eighteen (18) to twenty-one (21) will be included on an ~~Pupil Verification List~~ Adult Group A Pupil List and students over twenty-one (21) will be included on an Adult Group B Pupil list in order for the First Nation to report on the amount ~~number~~ of students in this program within this age range to Aboriginal Affairs and Northern Development Canada, as it will be reflected in the Nominal Roll. After the March 31 count date, the list of students will be verified by the Board and First Nation and any adjustments will be made on the ~~Pupil Verification List~~ Adult Group A Pupil and Adult Group B Pupil lists.

Facilities

The First Nation provides space for the program as well as the equipment and supplies needed to deliver the program. The Adult and Continuing Education classroom is located in the Recreation Center on Christian Island, Ontario.

Schedule of payment

Invoices for the salary and benefits of the Adult and Continuing Education Day School Teacher(s) shall be sent by the SCDSB at the end of each program term for payment by the First Nation. If resources or supplies are ordered through the Board, they will be

included in the invoices. **PLAR Equivalency credit** fees for each student who has obtained credits will be included on the **fourth last program** term invoice. **All invoices, excluding correspondence, are subject to a 15% administration fee.** Correspondence fees will be invoiced separately per student. The First Nation also provides an annual ferry pass for the Adult **and Continuing Education Day-School Teacher(s)**.

Undertaking

The ~~Board~~ and the First Nation will consult each other **as necessary on regarding** the delivery of the programs and services to the community. The ~~Vice-Principal administrators of Adult and Continuing Education and Program Coordinator of the Midland Learning Centre~~ **Coordinator of the Adult & and Continuing Education department** will represent senior administration of the **SCDSB** in that they will undertake the posting, interviewing, and human resources related issues of **related to** the Adult **and Continuing Education Day School Teacher** as well as applications, enrollment, credit accumulation and recovery of the pupils. The First Nation will support the delivery ~~in~~ **of** the program by assisting with the application process, **by delivering Prior Learning and Recognition (PLAR)** and correspondence materials to the students, **by purchasing** supplies, equipment and resources for the program, **by providing** space for the program, and **by supporting** the ~~Program Coordinator Midland Learning Centre Coordinator~~ and Adult **and Continuing Education Day-School Teacher(s)** ~~for~~ **with** any issues related to student well-being and the facilities provided by Beausoleil First Nation.

Students with Special Needs

When a student requires additional support or accommodations ~~to be made~~, the Adult **and Continuing Education Day-School Teacher, Continuing Education Midland Learning Centre** Coordinator and **BFN** Education Personnel will consult ~~with each other~~ in order to determine how best to support the student. The First Nation will endeavor to provide equipment, tutoring services, or access to support programs such as the Midland Reading Council for literacy upgrading, pending the availability of funds or services. In the event that a tutor is needed, the First Nation will assume hiring, employee payment arrangements and related liabilities **responsibilities** such as deductions, and Worker Safety Insurance Board (WSIB) liability coverage. The tutor is under the direction of the **Beausoleil First Nation** Education Director and will comply with the policies of Beausoleil First Nation and the Beausoleil Education Department. The tutor will also comply with the **SCSDB Board** policies that are applicable to the program. In the event that concerns are raised regarding the tutor, the Adult **and Continuing Education Day School Teacher** or the **Beausoleil First Nation** Continuing Education Coordinator will inform the **Beausoleil First Nation** Education Director and they will work together to resolve the issue. **If an IEP is available it may be used as a resource document.**

Reporting

The First Nation and the ~~Board~~ **SCDSB** may grant access to information related to student success such as attendance, transcripts, or credit accumulation in order for the **BFN** Educational Personnel or **Adult and Continuing Education** administration to generate reports that are required for Beausoleil First Nation or the ~~Board~~. ~~Consent to~~

~~Release Information forms~~ Authorization for Access to the Information Contained in the Ontario Student Record.(Appendix B) are included with the application forms of students enrolled in the program. Aggregated data and program information regarding Adult and Continuing Education will be shared with the First Nations Education Advisory Committee. The board and First Nation agree to release additional information regarding First Nation students to the Senior Education Advisor of the Ogemawahj Tribal Council, upon written request from Beausoleil First Nation.

Frequency of Meetings

The BFN Education Personnel and representatives of the SCDSB Adult and Continuing Education Program ~~with the Board~~ will meet annually to review the program, 's delivery and invoicing and additional meetings may be agreed to and scheduled throughout the year as required. The BFN Education Personnel may also meet with the Adult and Continuing Education Day School Teacher and/or the Midland Learning Centre Continuing Education Coordinator throughout the year, in order to discuss program needs and student support.

Proposed Revised Beausoleil First Nation Education Services Agreement

APPENDIX B – Pages 1 to 20

EDUCATION SERVICES AGREEMENT

BETWEEN:

The Simcoe County District School Board

In the Province of Ontario

and

Beausoleil First Nation

In the Province of Ontario



September 1, 2013 – August 31, 2017
Education Services Agreement

TABLE OF CONTENTS

	Page
Interpretation.....	4
Eligibility for Enrolment.....	6
Responsibility for Fees.....	6
Schedule of Payment	7
Undertakings	7
Pupils	7
Inservice	8
Community	9
Special Education Programs and Services.....	9
Reporting	9
Adult and Continuing Education.....	10
Access and Consent	10
General Issues	10
Term of the Agreement	11
Appendix A: Special Education Services.....	13
Appendix B: Authorization for Access to the Information Contained in the Ontario Student Record (OSR).....	15
Appendix C: First Nation Education Personnel.....	16
Appendix D: The Adult and Continuing Education Program, Christian Island.....	18

EDUCATION SERVICES AGREEMENT

BETWEEN:

THE SIMCOE COUNTY DISTRICT SCHOOL BOARD

in the Province of Ontario
(hereinafter referred to as the "BOARD")

OF THE FIRST PART

and

THE BEAUSOLEIL FIRST NATION

in the Province of Ontario
(hereinafter referred to as the "FIRST NATION")

OF THE SECOND PART

WHEREAS it is understood that a spirit of co-operation and respect exists between the board and the First Nation

WHEREAS pursuant to section 188(1)(b) and 2(b) of the EDUCATION ACT, R.S.O. 1990, c. E.2 as amended, the board may enter into an agreement with a First Nation authorized by the Crown in the right of Canada to provide education for purposes of the provision of accommodation, instruction and special services for First Nations pupils; Should there be any amendments to this section of the Education Act, these changes will be reviewed and this Education Service Agreement amended by mutual consent.

AND WHEREAS pursuant to provisions made under the Indian Act, R.S.C. 1985, c. 1-5, as amended, a First Nation may enter into an agreement with the board for the education of First Nation pupils;

AND WHEREAS the parties hereto agree to enter into an agreement for the provision of educational programs and services for residents of Beausoleil First Nation;

NOW THEREFORE this Agreement witnesseth that the parties hereto covenant and agree with each other to the terms and conditions as follows:

1.0 INTERPRETATION

- 1.1 ADULT EDUCATION - programs that provide pathways for adults (18 years of age and older) to secondary or postsecondary programs, to apprenticeship, or to employment through credit and non-credit courses
- 1.2 BAND OR BAND COUNCIL means the Council for the First Nation as defined under Section 2(1) and Section 74 of the Indian Act, R.S.C. 1985, c.1-5 as amended.
- 1.3 BEAUSOLEIL COMMUNITY EDUCATION SUPPORT AND THE EDUCATION ADVISOR OF THE OGEMAWAHJ TRIBAL COUNCIL are recognized professional education workers, who are responsible for providing student support services and, subject to this agreement, administration liaison between the First Nation and the board.
- 1.4 BEAUSOLEIL FIRST NATION EDUCATION SUPPORT means Beausoleil Education personnel who provide a range of supports.
- 1.5 CONTINUING EDUCATION - programs that provide credit and non-credit courses to students of all ages.
- 1.6 EDUCATION ACT means the Education Act R.S.O. 1990, c. E.2, as amended, and all regulations thereunder.
- 1.7 EDUCATION DIRECTOR means an employee of the First Nation, recognized as a member of senior management, who is responsible for providing student support services and, subject to this agreement, administrative liaison between the First Nation and the board, and the relevant schools and parents.
- 1.8 FIRST NATION has the same meaning as Band or Band Council in Section 1.2 above and in this Education Service Agreement refers to the Council of the Beausoleil First Nation.
- 1.9 FIRST NATION EDUCATION ADVISORY COMMITTEE (FNEAC) means a committee comprised of board, Beausoleil First Nation representatives, and Rama First Nation representatives to provide a forum for improved communications where concerns, changes or new initiatives from principals, the board, the First Nations and the parents can be reviewed.
- 1.10 FIRST NATION EDUCATION LIAISON PERSON means an employee of the board who acts as a resource person at a school within the jurisdiction of a board, as well as for the First Nation.
- 1.11 FIRST NATIONS EDUCATION SERVICES AGREEMENT COMMITTEE means a committee comprised of board and Beausoleil First Nation representatives, with responsibilities as outlined in the Terms of Reference attached hereto as Appendix C.

- 1.12 FIRST NATION PUPIL means a child who resides on a full time and permanent basis on the First Nation and shall include:
- 1.12.1 a child with Indian Status who is a member of the First Nation;
 - 1.12.2 a child who is not eligible for Indian Status, but who has at least one biological parent and/or guardian who is a member of the First Nation;
 - 1.12.3 a child who has been adopted by a member of the First Nation pursuant to the laws of Ontario and can provide proof of the same; and
 - 1.12.4 any other child residing on the First Nation for which there is a Certificate of Eligibility clearly executed by the First Nation Chief and Council.
- 1.13 FIRST NATION STUDENT ADVISORS are education employees of the First Nation who work with students in secondary schools.
- 1.14 IPRC means the Identification, Placement, and Review Committees, as defined in the Education Act and its Regulations.
- 1.15 MEMBER OF THE FIRST NATION means a person whose name appears on the Beausoleil First Nation membership List.
- 1.16 NATIVE AS A SECOND LANGUAGE as defined in the Education Act will be referred to as Ojibwe / Anishinaabemowin Language classes in this agreement based upon the Ministry of Education Ontario Curriculum, "NATIVE LANGUAGES".
- 1.17 OJIBWE / ANISHINAABEMOWIN LANGUAGE TEACHER means an employee of the board who is responsible for teaching Ojibwe Language classes at a school within the jurisdiction of the board (see Appendix C).
- 1.18 PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR) is the formal evaluation and credit-granting process whereby students may obtain credits for prior learning.
- 1.19 PRINCIPAL means a principal of any school operated under the jurisdiction of the board.
- 1.20 PUPIL ACCOMMODATION CHARGE (PAC) under the current Education Funding Document means "the pupils accommodation charge for a pupil".
- 1.21 PUPIL VERIFICATION is a list of Authorized First Nations Pupils approved by Beausoleil First Nation.
- 1.22 SCHOOL means any elementary or secondary school operated under the jurisdiction of the board.
- 1.23 SPECIAL EDUCATION PROGRAMS AND SERVICES means an educational service provided solely for First Nation pupils pursuant to Section 188(4) of the

Education Act, which is supplementary to the regular program (e.g., Intensive Behaviour Intervention, Behavioural Program, etc.) of the board and the cost of which is calculated as part of the Education Service Agreement (see Appendix A).

- 1.24 THE EDUCATION FUNDING DOCUMENT refers to the annual Ministry of Education publication used by school boards to determine revenues and other financial information to calculate the costs of education.
- 1.25 TUITION FEE means a per pupil fee, payable to the board for each Authorized First Nation Pupil enrolled in an elementary or secondary school operated under the jurisdiction of the board, which is calculated in accordance with the Ontario Regulation made pursuant to the Education Act.

2.0 ELIGIBILITY FOR ENROLLMENT

- 2.1 The board agrees to accept Authorized First Nation pupils for enrollment and instruction in its schools, in such number that the board determines it can properly accommodate for instruction within its facilities.
- 2.2 The First Nation will advise the board of Authorized First Nation pupil registration annually as follows:
 - 2.2.1 Prior to January 31 of each year, the First Nation shall provide to the board, upon request, a list of First Nation pupils expected to enroll in the schools of the board in the next academic year indicating potential grade placements and anticipated educational needs.
 - 2.2.2 Any increases or decreases in the number of pupils identified by Section 2.2.1 will be provided to the board or to the First Nation in writing as they become known to either party.
 - 2.2.3 After the October 31 count date the board will provide the First Nation with a list of First Nation pupils effective for the October 31 count date, which the First Nation will verify and sign in approval, and such approved list shall become the Pupil Verification List. This Pupil Verification List will form the basis of the board's May 31 adjusted billing to the First Nation as per section 4.1.3.
 - 2.2.4 After the March 31 count date, the board will provide the First Nation with a list of First Nation Pupils effective for the March 31 count date, which the First Nation will verify and sign in approval, and such approved list shall become the Pupil Verification List. This Pupil Verification List will form the basis of the board's May 31 adjusted billing to the First Nation as per section 4.1.3.
 - 2.2.5 The board shall provide the First Nation with invoices, as outlined in Section 4.

3.0 RESPONSIBILITY FOR FEES

- 3.1 The First Nation shall make payment to the board, for each Authorized First Nation pupil enrolled in a school, a tuition which is calculated in accordance with the Ontario Regulation made pursuant to the Education Act. The schedule for the per student fee calculation as identified by the Ministry of Education will be provided to the First Nation within thirty (30) days of same being released.
- 3.2 The First Nation shall make payment to the board, for Authorized First Nation pupils for Special Education Programs and Services where an additional cost not limited to, but including Special Equipment Amount (SEA) and Special Incidence Portion (SIP) support has been mutually agreed upon, as set out in section 5.4 and outlined in Appendix A to this agreement.
- 3.3 The First Nation shall make payment to the board for each additional service negotiated by a written agreement and delivered by the board according to the terms and conditions contained therein, a fee in such amount which does not exceed the negotiated cost for such service and added as an addendum to this agreement as necessary.

4.0 SCHEDULE OF PAYMENT

- 4.1 Payments shall be made to the board within thirty (30) days of the stamped mailing date of a written invoice of the annual tuition fee as follows:
 - 4.1.1 On or about July 31, the board will provide an estimate of the then commencing school year's tuition calculated in accordance with Ministry of Education guidelines and based on the projected enrollment provided to the board by the First Nation as per section 2.2.1.
 - 4.1.2 On or about September 1, and each subsequent month thereafter through April 1, an amount calculated at 10% of the estimate arrived at in section 4.1.1.
 - 4.1.3 On or about May 31, an adjusted billing will be sent to reflect tuition based on the actual average daily enrolment for the school year, less all invoices billed to date.
 - 4.1.4 On or about December 31, an adjusted billing will be sent to reflect the audited and final Per Pupil Tuition Fee for the previous-school year.
 - 4.1.5 The board will recoup an amount equal to their cost of borrowing on any payment not received within thirty (30) days of the stamped mailing date of a written invoice.

5.0 UNDERTAKINGS

5.1 PUPILS

- 5.1.1 The board shall provide for First Nations pupils covered by this agreement the program of studies of the province of Ontario as outlined in *Ontario Schools: Kindergarten to Grade 12, 2011*.
- 5.1.2 The board shall support First Nations pupils with a focus on transition supports and strategies, which might include but are not limited to
 - 5.1.2.1 cultural and social supports, including the involvement of FNMI and Beausoleil First Nation Student Advisors.
 - 5.1.2.2 the exchange of relevant student assessment data
 - 5.1.2.3 students with special needs
- 5.1.3 The board will ensure equal opportunity for First Nations pupils including after school use of school facilities, in accordance with existing board policies.
- 5.1.4 The board agrees that it shall continue to support students, as outlined in the Equity and Inclusive Education Policy and Procedures.
- 5.1.5 The board and Beausoleil First Nation will endeavour to seek out partnerships to support First Nations pupils in the participation of co-curricular, academic and volunteer activities.

5.2 INSERVICE

- 5.2.1 The board shall encourage all teachers, especially those who provide instruction to First Nation pupils, to participate in Native Studies Additional Qualification courses, as offered through professional development programs and University and Ministry of Education courses.
- 5.2.2 The board shall encourage its staff to attend First Nation, board, and Ministry-sponsored educational courses or conferences, which relate to the education of First Nation pupils, as part of the ongoing planned professional development activities of the board.
- 5.2.3 The board shall consult with the First Nation regarding in-service training for teachers, to better prepare them for working with First Nation pupils and provide them with a better understanding of native culture and heritage.
- 5.2.4 In consultation with the First Nation, the board shall encourage and promote the planning, development and implementation of educational programs suited to the needs of First Nations pupils.

- 5.2.5 The board shall encourage principals and First Nation Education Personnel to collaborate in the planning, development and adaptation of native studies and culturally sensitive education programs in schools enrolling First Nation pupils.
- 5.2.6 The board shall provide education facilities and programs of study suited to the cultural and Ojibwe linguistic needs of First Nation pupils enrolled in its schools, in accordance with provincial Ministry of Education guidelines. Where numbers warrant, credit courses will be offered in all secondary schools in:
- (i) Native Studies
 - (ii) Native Language (Ojibwe/Anishinaabomewin)
- 5.2.7 The board shall endeavour to offer Ojibwe/Anishinaabomewin as a second language on an annual basis and notify the First Nation in writing prior to any anticipated reduction.
- 5.2.8 The board will continue to offer its present practice of inviting Beausoleil First Nation teachers and administrators to participate in in-service opportunities.

5.3 **COMMUNITY**

- 5.3.1 The board agrees to encourage positive mutual interaction between the board, its schools and the Beausoleil First Nation community.
- 5.3.2 The board and the First Nation will work together to establish a parent engagement strategy.
- 5.3.3 The board encourages continued First Nation involvement in the board's initiatives in curriculum development, teacher in-service and other assessment programs.
- 5.3.4 Courses of study, instructional methodologies and classroom materials should be reflective of First Nation culture and history.
- 5.3.5 The board agrees to comply with the Education Act and Regulation 462/97, or as amended, in the establishment of the First Nation Education Advisory Committee.

5.4 **SPECIAL EDUCATION PROGRAMS AND SERVICES**

- 5.4.1 The board agrees to provide, where appropriate, Special Education services, in accordance with the board's Special Education Report, to the First Nation pupils attending schools of the board, as outlined in Appendix A.
- 5.4.2 The board and the First Nation may agree to additional costs for Special Education Programs and Services in accordance with clause 3.2.

5.5 REPORTING

5.5.1 The board agrees to complete and submit statistical and program reports to the First Nation as follows:

- a) Special Education Programs and Services
- b) Student Achievement
- c) Attendance
- d) Other pertinent information as agreed to by both parties

5.5.2 After the information has been presented to the First Nation Education Advisory Committee (FNEAC), the board and First Nation agree to release aggregate Beausoleil First Nation student achievement and enrolment data to the Senior Education Advisor of the Ogemawahj Tribal Council, upon written request from Beausoleil First Nation. Such information is to remain confidential until released publicly by the SCDSB of Trustees.

5.5.3 The board and First Nation agree to release additional information regarding First Nation students to the Senior Education Advisor of the Ogemawahj Tribal Council, upon written request from Beausoleil First Nation.

6.0 ADULT AND CONTINUING EDUCATION

The board agrees to provide, where appropriate, Adult and Continuing Education services in accordance with the Adult and Continuing Education Plan, to the First Nation pupils attending schools of the board, as outlined in Appendix D.

7.0 ACCESS AND CONSENT

The board agrees to grant access to student information to the Education Director or designate, subject to consent of parent / guardian or adult student over the age of eighteen (18) and subject to confidentiality provisions. See Appendix B – Authorization for Access to the Information Contained in the Ontario Student Record.

8.0 GENERAL ISSUES

8.1 The Parties agree to an annual review meeting conducted with all parties to this agreement on or before the anniversary date, or supplementary meetings held at such times as may be requested by any of the parties to this agreement, for the purpose of reviewing adherence by the parties to the terms and conditions contained herein.

8.2 In the event that any dispute or question shall arise between the parties which the parties are unable to resolve by agreement, the same shall be referred to mediation by a mutually agreed upon mediator, such mediation to be concluded within sixty (60) days of the request for mediation by either party, and failing

resolution, shall be referred to a judge of the Trial Division of the Federal Court of Canada (Section 17, Federal Court Act).

8.3 All notices or communication required to be given or sent that pertain to the terms of this agreement shall be deemed sufficiently given when submitted in writing to the recipient parties.

8.4 Appropriate SCDSB Human Resource policies and procedures regarding personnel will be followed.

9.0 TERM OF THE AGREEMENT

This Agreement shall come into force on **September 1, 2013** and shall remain in force until **August 31, 2017**.

9.1 A party desiring to open this Agreement for any reason shall give written notice to this effect and the parties shall meet to discuss the proposed amendment(s) within forty five (45) days of receipt of said notice.

9.2 In the event that termination of this Agreement is requested by any one of the parties, notice shall be given in writing to the other party to this agreement by January 1 with termination to be effective as agreed upon by both parties.

9.3 The parties agree to meet to renew the agreement no later than March 1 of the year in which the agreement expires.

EDUCATION SERVICES AGREEMENT

BETWEEN

THE SIMCOE COUNTY DISTRICT SCHOOL BOARD

AND

THE BEAUSOLEIL FIRST NATION

DATED AT BEAUSOLEIL FIRST NATION, CHRISTIAN ISLAND, ONTARIO, THIS
____ DAY OF _____, 2013.

IN WITNESS WHEREOF, THESE PERSONS HAVE SIGNED FOR THE PARTIES
HERETO:

SIMCOE COUNTY DISTRICT SCHOOL BOARD

CHAIRPERSON

DIRECTOR OF EDUCATION

DATE

DATE

BEAUSOLEIL FIRST NATION

CHIEF
BEAUSOLEIL FIRST NATION

EDUCATION DIRECTOR

DATE

DATE

APPENDIX A

Special Education Services

Included as part of the calculation of tuition fees, as established through Regulation to the Education Act, are the funding allocations for Special Education.

1. The Ministry of Education allocations called Special Education Per Pupil Amount (SEPPA) and High Needs Amount are used to provide for the special education needs of all pupils. For some pupils with particular identified high needs, there are Ministry of Education allocations through Special Equipment Amount (SEA) and Special Incidence Portion (SIP).
2. The tuition fees paid for First Nation pupils cover the cost of services provided by the board for Special Education programs and services (SEPPA).

For First Nation pupils with special needs, for whom tuition fees are paid, the board agrees to support these students with the same base Educational Assistant (EA) allocation that all pupils of the board with special needs receive. This base allocation will be determined in the spring of each school year with ongoing review.

3. There are occasions when, in the opinion of the First Nation, a student may require more direct assistance of an adult to support academic, social/emotional and/or physical needs that is over and above the base level of support that the board would normally provide. With the prior approval of Beausoleil First Nation, support staff may be provided for a First Nation pupil. The requirement of such will be reviewed on an annual basis

Support staff paid for by the First Nation will have responsibility solely for the First Nation pupil for whom the support staff is assigned. It is understood that, on occasion, other students may join the First Nation pupil and the support staff, when it has the potential to benefit the First Nation pupil and/or the non-First Nation pupil. The First Nation will arrange, through the board, the hiring of and transfer of payment to the board for the support staff.

4. Special Education Allocation provides additional funding for students who need special education programs, services, and/or equipment. The Special Education Allocation does not include amounts to support the claims-based portion of SEA or the claims-based SIP. School boards may apply to the province for additional funding if a pupil of the board meets the funding criteria in the SEA Guidelines or the SIP Guidelines. First Nation tuition fee paying pupils are not eligible for additional funding from the province. Instead, where a First Nation pupil meets the criteria in the SEA or SIP funding guidelines, the school board should discuss the additional funding costs with the First Nation.

When exceptionally high needs are identified, the board further agrees that the parents/guardians shall be advised that Beausoleil First Nation must authorize those additional costs that are deemed to be borne by the First Nation. The

SCDSB will provide the necessary information to the First Nation to assist with reporting purposes.

5. In all cases where additional supports and services have been authorized by the First Nation, the costs will be billed separately from regular tuition fees and will clearly identify the services provided.
6. Where, under the Education Agreement, the board provides Special Education Programs or Services for First Nation pupils, the board agrees to provide such Programs or Services, in consultation with the First Nation Education Personnel, subject to parental permission, in accordance with applicable Ontario Regulations which include:
 - informing the parents/guardians of the process involved in the Identification, Placement and Review Committee (IPRC) process to ensure that there is a full understanding and agreement;
 - obtaining parental/guardian acknowledgment and consent that the identification and placement processes and actions, including the Individual Education Plan, are fully understood and agreed to;
 - having an IPRC Meeting; and

The board agrees, via the appropriate Principal or designate, subject to parent permission, to provide a copy of the results of the IPRC to the First Nation Education personnel.

- Where the board wishes to refer a pupil to the Identification, Placement and Review Committee it shall comply in all respects with the process outlined in Ontario Regulation 181/98, Identification and Placement of Exceptional Pupils and the board;
- The board shall ensure that the parents/guardians of the student be provided with a copy of the SCDSB Parents' Guide;
- The board shall provide a copy of the results of any IPRC meeting to the First Nation Education personnel subject to parental/guardian consent.

APPENDIX B

Beausoleil First Nation and Simcoe County District School Board

**AUTHORIZATION FOR ACCESS TO THE
INFORMATION CONTAINED IN THE ONTARIO STUDENT RECORD**

I, the parent/guardian of _____ D.O.B. _____
Student's Name Day/Month/Year

OEN Number _____ hereby give my authorization to release to the Beausoleil First Nation Education Personnel, the following information:

OR

I, _____, OEN Number _____ having attained the age of 18, hereby give my authorization to release to the Beausoleil First Nation Education Personnel, the following information:

Access to the following information as required:

- Achievement and attendance records.
- Education Quality Assessment Office (EQAO) results;
- Ontario Secondary School Literacy Test (OSSLT) results summary;
- Identification, Placement & Review Committee report (IPRC);
- Psycho-educational assessments / Occupational Therapy report;
- Individual Education Plan / Safety Plan;
- Report Cards;
- Transcripts;
- SNC Meetings;
- Transitions;
- Notification and permission to attend in-school conferences;
- Notification and permission to attend IPRC meeting;
- Notification and permission for Beausoleil First Nation Education Personnel to meet with the above named student for the purpose of providing educational or career counselling.

This authorization remains in effect for the duration of their/my enrolment or until it is revoked in writing.

Student's Signature (having attained Age 18)

Date

Parent/Guardian Signature

Date

(This information, held in confidence, is collected in accordance with the Education Services Agreement between Beausoleil First Nation and The Simcoe County District School Board and in compliance with the Municipal Freedom of Information and Protection of Privacy Act.)

Cc School Principal
OSR Documentation File

APPENDIX C

FIRST NATION EDUCATION PERSONNEL

This appendix shall be read with the Education Services Agreement signed by the SIMCOE COUNTY DISTRICT SCHOOL BOARD and BEAUSOLEIL FIRST NATION dated

- a) First Nation Education Director and/or designate, subject to the signing of the Authorization for Access to the Information Contained in the Ontario Student Record form, shall have access to achievement records; attendance records; and the IPRC report, summary, and IEP contained in the Ontario Student Record. This authorization may also include: attendance at case conferences and the school/system IPRC; meeting with the First Nation pupils to provide educational or career counselling during school hours; consideration for First Nation pupils to for any awards presented at the annual student awards assembly by the First Nation; and any other privileges and/or material deemed appropriate by the parent/guardian.
- b) The First Nation Education personnel shall be encouraged to provide input into the discussions and actions regarding the processes involved in academic supports for students including annual IEP development.
- c) The First Nation Education personnel shall provide the appropriate support services to all First Nation pupils, as defined under the Education Services Agreement.
- d) The First Nation Education personnel shall be included in the in-school Strengths/Needs Committees (SNC) where First Nation students are being discussed.
- e) The First Nation Education personnel shall have access to available career counseling materials and resources upon request.
- f) The First Nation Education personnel may provide information on career opportunities for First Nation students for the use of the board's guidance staff in the schools.
- g) The First Nation personnel shall have access to suitable work space in the schools when required for counseling purposes and/or meetings with pupils to review progress and activities.
- h) The board shall provide the First Nation and the First Nation Education personnel access to the board's policies and any amendments as issued.
- i) The board shall provide the First Nation access to all relevant school and student conduct policies as they may exist from time-to-time in the relevant schools attended by First Nation students under this Education Services Agreement.

- j) The First Nation Education personnel shall attempt to increase the involvement of parents/guardians in all educational matters concerning their children.

APPENDIX D

The Adult and Continuing Education Program, CHRISTIAN ISLAND

Function

The First Nation has entered into an agreement with the board in order to offer an Adult Education Program through the board's Continuing Education Department to students aged eighteen (18) years and over. The Adult Education and Continuing Education Program is located on Christian Island, Ontario and its focus is to provide opportunities for First Nation community members to complete their Ontario Secondary School Diploma by attending classes and obtaining their equivalency credits, or by correspondence.

Enrollment

The board and the First Nation will work together to enroll students into the Adult and Continuing Education Program on Christian Island. The Beausoleil First Nation Education Personnel will assist community members with their applications and send copies of the application forms with the required documents to the Adult and Continuing Education Coordinator for processing. The application form will include the Authorization for Access to the Information Contained in the Ontario Student Record form (Appendix B), Transcripts, and other required documents.

After the October 31 count date, the Adult and Continuing Education Coordinator and the Beausoleil First Nation Education Personnel will verify the students enrolled into the Adult and Continuing Education Program. Students aged eighteen (18) to twenty-one (21) will be included on an Adult Group A Pupil List and students over twenty-one (21) will be included on an Adult Group B Pupil list in order for the First Nation to report on the number of students in this program within this age range to Aboriginal Affairs and Northern Development Canada, as it will be reflected in the Nominal Roll. After the March 31 count date, the list of students will be verified by the board and First Nation and any adjustments will be made on the Adult Group A Pupil and Adult Group B Pupil lists.

Facilities

The First Nation provides space for the program as well as the equipment and supplies needed to deliver the program. The Adult and Continuing Education classroom is located in the Recreation Center on Christian Island, Ontario.

Schedule of payment

Invoices for the salary and benefits of the Adult and Continuing Education School Teacher(s) shall be sent by the SCDSB at the end of each program term for payment by the First Nation. If resources or supplies are ordered through the board, they will be included in the invoices. Equivalency credit fees for each student who has obtained credits will be included on the last program term invoice. All invoices, excluding correspondence, are subject to a 15% administration fee. Correspondence fees will be

invoiced separately per student. The First Nation also provides an annual ferry pass for the Adult and Continuing Education School Teacher(s).

Undertaking

The board and the First Nation will consult each other as necessary regarding the delivery of the programs and services to the community. The administrators of Adult and Continuing Education and the Midland Learning Centre Coordinator of the Adult and Continuing Education department will represent Senior Administration of the SCDSB in that they will undertake the posting, interviewing, and human resources issues related to the Adult and Continuing Education School Teacher as well as applications, enrollment, credit accumulation and recovery of the pupils. The First Nation will support the delivery of the program by assisting with the application process, by delivering Prior Learning and Recognition (PLAR) and correspondence materials to the students, by purchasing supplies, equipment and resources for the program, by providing space for the program, and by supporting the Midland Learning Centre Coordinator and Adult and Continuing Education School Teacher(s) with any issues related to student well-being and the facilities provided by Beausoleil First Nation.

Students with Special Needs

When a student requires additional support or accommodations, the Adult and Continuing Education School Teacher, Midland Learning Centre Coordinator and Beausoleil First Nation Education Personnel will consult in order to determine how best to support the student. The First Nation will endeavor to provide equipment, tutoring services, or access to support programs such as the Midland Reading Council for literacy upgrading, pending the availability of funds or services. In the event that a tutor is needed, the First Nation will assume hiring, employee payment arrangements and related responsibilities such as deductions, and Worker Safety Insurance Board (WSIB) liability coverage. The tutor is under the direction of the Beausoleil First Nation Education Director and will comply with the policies of Beausoleil First Nation and the Beausoleil Education Department. The tutor will also comply with the SCDSB board policies that are applicable to the program. In the event that concerns are raised regarding the tutor, the Adult and Continuing Education School Teacher or the Beausoleil First Nation Continuing Education Coordinator will inform the Beausoleil First Nation Education Director and they will work together to resolve the issue. If an IEP is available it may be used as a resource document.

Reporting

The First Nation and the SCDSB may grant access to information related to student success such as attendance, transcripts, or credit accumulation in order for the Beausoleil First Nation Educational Personnel or Adult and Continuing Education administration to generate reports that are required for Beausoleil First Nation or the board. Authorization for Access to the Information Contained in the Ontario Student Record.(Appendix B) are included with the application forms of students enrolled in the program. Aggregated data and program information regarding Adult and Continuing Education will be shared with the First Nations Education Advisory Committee. The board and First Nation agree to release additional information regarding First Nation

students to the Senior Education Advisor of the Ogemawahj Tribal Council upon written request from Beausoleil First Nation.

Frequency of Meetings

The BFN Education Personnel and representatives of the SCDSB Adult and Continuing Education Program will meet annually to review the program, additional meetings may be agreed to and scheduled throughout the year as required. The BFN Education Personnel may also meet with the Adult and Continuing Education School Teacher and/or the Midland Learning Centre Coordinator throughout the year, in order to discuss program needs and student support.

**Proposed Chippewas of Rama First Nation Education Services Agreement
Showing Revisions**

APPENDIX C – Pages 1 to 16

EDUCATION SERVICES AGREEMENT

This agreement made this _____ day of _____ 2012~~3~~.

BETWEEN: THE SIMCOE COUNTY DISTRICT SCHOOL BOARD in the Province of Ontario hereinafter referred to as the "BOARD"

AND: THE CHIPPEWAS OF RAMA FIRST NATION, in the Province of Ontario, hereinafter referred to as the "FIRST NATION"

AND WHEREAS pursuant to section 188(1) (a) of the EDUCATION ACT, R.S.O. 1990, c.E.2 as amended, the "BOARD" may enter into an agreement with the "CROWN", in the right of Canada to provide education for Indians, for the provision of accommodation, instruction and special services for FIRST NATION PUPILS

AND WHEREAS pursuant to the provisions made for implementation of *Indian Control of Indian Education* and the First Nation assumption of jurisdiction for education previously administered by the Minister under section 114(1) of the *Indian Act*, R.S.C. 1985, c. 1-5, as amended, the First Nation may enter into an Agreement with the board

AND WHEREAS Pursuant to Section 185 of the EDUCATION ACT, R.S.O. 1990, c.E.2 as amended, the board of an elementary school may provide for the admission of one or more of its pupils to a school for Indian children operated by the "FIRST NATION", subject to the approval of the "FIRST NATION", and the accommodation provided under the arrangement shall be in place of the accommodation that the "BOARD" is required by the EDUCATION ACT to provide for those pupils.

AND WHEREAS pursuant to provisions made under the INDIAN ACT, R.S.C. 1985 C.I. 6 s 1., as amended, the "FIRST NATION" may enter into an agreement with the "BOARD"

NOW THEREFORE, THIS AGREEMENT WITNESSETH that the parties hereto covenant and agree with each other to the terms and conditions as follows:

I. INTERPRETATION

- 1.1 ADE means Average Daily Enrolment.
- 1.2 **ADULT EDUCATION** – programs that provide pathways for adults (18 years of age and older) to secondary or postsecondary programs, to apprenticeship, or to employment through credit and non-credit courses
- 1.3 Unless the context of this agreement otherwise requires, AUTHORIZED BOARD PUPIL means a pupil who is enrolled at a school operated by the First Nation who has been approved by the Board.
- 1.4 Unless the context of this agreement otherwise requires, AUTHORIZED FIRST NATION PUPIL means the child/children of an "Indian" as defined by Section

2(1) of the *Indian Act, R.S.C. 1985, c. 1-5*, as amended, resident of the First Nation lands and may include non-Native children residing on the First Nation's land, who is enrolled at a school operated by the Board who has been approved by the First Nation.

- 1.5 BOARD ADDITIONAL SERVICE means an education service provided solely for Authorized Board Pupils as negotiated by the Board and the First Nation which is supplementary to the regular program as part of the Education Services Agreement.
- 1.6 BOARD DIRECTOR OF EDUCATION means the secretary/treasurer of the Board.
- 1.7 BOARD SCHOOL means any elementary or secondary school operated under the jurisdiction of the Board.
- 1.8 BOARD TUITION FEE means a per pupil fee, payable to the Board for each Authorized First Nation Pupil enrolled in an elementary or secondary school operated under the jurisdiction of the Board, which is calculated in accordance with the Ontario Regulation 153/01, Calculation of Fees made under the Education Act.
- 1.9 CONTINUING EDUCATION - programs that provide credit and non-credit courses to students of all ages
- 1.10 FIRST NATION has the same meaning as Band or Band Council as defined by subsection 2(1) and of the Indian Act and in this agreement refers to the Council of the First Nation.
- 1.11 FIRST NATION ADDITIONAL SERVICE means an education service provided solely for Authorized First Nation Pupils as negotiated by the First Nation and the Board pursuant to Section 188(4) of the Education Act, R.S.O. 1990 c.E.2 as amended which is supplementary to the regular program as part of the Education Services Agreement.
- 1.12 FIRST NATION EDUCATION ADVISORY COMMITTEE (FNEAC) means a committee comprised of board, Beausoleil First Nation representatives, and Rama First Nation representatives to provide a forum for improved communications where concerns, changes or new initiatives from principals, the board, the First Nations and the parents can be reviewed.
- 1.13 FIRST NATION EDUCATION PERSONNEL are defined as First Nation employees who are working in the schools under the direction of the principal or designate to assist First Nation Pupils and classroom teachers as outlined in Addendum II to this agreement.
- 1.14 FIRST NATION MANAGER or designate means an employee of the First Nation, recognized as a professional education worker, who is responsible for providing student support services and, subject to this agreement, administrative

liaison between the First Nation, the Bboard and the relevant schools and parents/guardians.

- 1.15 FIRST NATION SCHOOL means any elementary or secondary school operated under the jurisdiction of the First Nation.
- 1.16 FIRST NATION TUITION FEE means a per pupil fee, payable to the First Nation for each Authorized Board Pupil enrolled in an elementary or secondary school operated under the jurisdiction of the First Nation.
- 1.17 NATIVE AS A SECOND LANGUAGE PROGRAM means classroom instruction in the Ojibwe language and culture based upon the Ministry of Education Guideline for Native Languages.
- 1.18 PRINCIPAL means a principal of any school operated under the jurisdiction of the Bboard or the First Nation.
- 1.19 PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR) is the formal evaluation and credit-granting process whereby students may obtain credits for prior learning.
- 1.20 SPECIAL EDUCATION PROGRAMS AND SERVICES have the same meaning as contained in the Ontario Regulation 153/01, Calculation of Fees for Pupils made under the Education Act.
- 1.21 VERIFICATION OF BOARD PUPILS is a list of Authorized Board Pupils approved by the Bboard Director of Education or designate on behalf of the Bboard as outlined in Section 2.2 of the Education Services Agreement.
- 1.22 VERIFICATION OF FIRST NATION PUPILS is a list of Authorized First Nation Pupils approved by the First Nation Manager on behalf of the First Nation as outlined in Section 2.1 of the Education Services Agreement.

II. ENROLMENT OF PUPILS

2.1 ENROLMENT OF FIRST NATION PUPILS IN BOARD SCHOOLS

The Bboard agrees to accept Authorized First Nation Pupils for enrollment in its schools.

2.1.1 The First Nation will advise the Bboard (Assistant Manager, Planning and Enrolment) of Authorized First Nation Pupil registration annually as follows:

2.1.1.1 Prior to ~~December 15~~ January 31 of each school year the First Nation shall provide to the Bboard a list of Authorized First Nation Pupils expected to enroll in grade 9 in the schools of the Bboard in the next academic year.

2.1.1.2 Prior to October 15 and March 15 the First Nation will provide to the Bboard a preliminary list of authorized pupils at the October 31 and March 31 count dates.

- 2.1.1.3 After the October 31 and March 31 count dates the Bboard will provide the First Nation with the First Nation Pupils List effective for the October 31 and March 31 count dates for verification. The Bboard will issue an invoice to the First Nation following approval of the First Nation Pupil list for tuition fee purposes by the First Nation ~~Education Director~~ **Manager or designate**.

2.2 ENROLMENT OF BOARD PUPILS IN FIRST NATION SCHOOLS

The First Nation agrees to accept Authorized Board Pupils for enrolment in its schools subject to the approval of the First Nation.

- 2.2.1 The Bboard will advise the First Nation of Authorized Board Pupil registration annually as follows:
- 2.2.1.1 Prior to October 15 and March 15 the Bboard will provide to the First Nation a preliminary list of authorized pupils at the October 31 and March 31 count dates.
- 2.2.1.2 After the October 31 and March 31 count dates the First Nation will provide the Bboard with the Board Pupil List effective for the October 31 and March 31 count dates for verification. The First Nation will issue an invoice to the Bboard following approval of the Board Pupil list for tuition fee purposes by the Board Director of Education or designate.

III. RESPONSIBILITY FOR FEES

3.1 FIRST NATION FEES PAYABLE TO THE BOARD

- 3.1.1 The First Nation shall make payable to the Bboard, for each Authorized First Nation Pupil enrolled in a school of the Bboard through a tuition fee calculated in accordance with the Ontario Regulation 153/01, Calculation of Fees for Pupils made under the Education Act.
- 3.1.2 The First Nation shall make payment to the Bboard, for Authorized First Nation Pupils for Special Education Programs and Services where an additional cost has been determined as set out in Section 5.4.
- 3.1.3 The First Nation shall make payment to the Bboard for costs of Additional Service delivered by the Bboard as set out in Section 1.9 and is supplementary to the regular program by way of a written agreement to be included as an Addendum to the Educational Services Agreement.
- 3.1.4 The First Nation shall make payment to the Bboard as set out in Section 3.1.1, for each Authorized First Nation Pupil enrolled in a supervised alternative learning program as approved by a Bboard committee in accordance with the Ontario Regulation 308, Supervised Alternative Learning (SAL). ~~for Excused Pupils made under the Education Act.~~

3.2 BOARD FEES PAYABLE TO THE FIRST NATION

- 3.2.1 The Bboard shall make payment to the First Nation, for each Authorized Board Pupil enrolled in a school of the First Nation through a tuition fee not to exceed the amount reimbursed by the Ministry of Education in accordance with the Ontario Regulation 153/01, Calculation of Fees for Pupils made under the Education Act.
- 3.2.2 The Bboard shall make payment to the First Nation for costs of Additional Service delivered by the First Nation as set out in Section 1.10 and is supplementary to the regular program by way of a written agreement to be included as an Addendum to the Education Services Agreement.

IV. SCHEDULE OF PAYMENT

4.1 PAYMENTS TO THE BOARD

Payments shall be made by the First Nation to the Bboard within forty-five (45) days of the written invoice date as follows:

- 4.1.1 On or about December 31 the interim invoice is prepared by the Bboard in accordance with Ontario Regulation 153/01, Calculation of Fees for Pupils by multiplying 50 percent of the previous school year's October 31 Full Time Equivalent (FTE) to the Pupil Tuition Fee amount.
- 4.1.2 On or about May 31, the final invoice is prepared by the Bboard in accordance with Ontario Regulation 153/01, Calculation of Fees for Pupils by multiplying the current school year's ADE (previous October 31 count and current March 31 count) to the Per Pupil Tuition Fee amount less the amount invoiced in Section 4.1.1.
- 4.1.3 On or about December 31 an adjustment invoice of credit note will be prepared by the Bboard to reflect the Bboard's audited financial statements and final Per Pupil Tuition Fee for the previous school year.
- 4.1.4 In the case of non-payment of Pupil Tuition Fees or any portion thereof by the First Nation, interest shall be calculated on the unpaid balance from the due date and be paid by the First Nation to the Bboard at the current bank prime loan rate plus one(1) per cent.

4.2 PAYMENTS TO THE FIRST NATION

Payments shall be made by the Bboard to the First Nation within forty-five (45) days of the date the Bboard received reimbursement from the Ministry of Education as follows:

- 4.2.1 On or about May 31, the final invoice is prepared by the First Nation in accordance with Section 3.2.1 by multiplying the current school year's ADE (Previous October 31 count and current March 31 count) to the Per Pupil Tuition Fee amount.
- 4.2.2 On or about December 31 an adjustment invoice or credit note will be prepared by the First Nation to reflect the ~~First Nation's audited financial statements~~

amount as calculated from the schedule in the First Nation financial statements and final Per Pupil Tuition Fee for the previous school year.

If either the board or the First Nation objects to any portion of an invoice the following shall apply:

If the objection relates to a portion of the invoice, then the undisputed portion of the invoice shall be deemed to have been approved and will be paid and the disputed amount be held back to be resolved between the parties.

The board and Rama shall at all times act reasonably and negotiate in good faith with the view to resolving any such objections of the portion of the invoice under dispute and will meet to review the disputed amount within 30 days to resolve this disputed amount.

- 4.2.3 In the case of non-payment of Pupil Tuition Fees or any portion thereof by the Bboard, interest shall be calculated on the unpaid balance from the due date and be paid by the Bboard to the First Nation at the current bank prime loan rate plus one (1) per cent.

4.3 FINANCIAL STATEMENTS

The Bboard agrees in consideration of payments made on behalf of First Nation Pupils by the First Nation, to the following:

- 4.3.1 to publish as part of its audited financial statements Pupil Tuition Fees received from the First Nation under the terms of this agreement.
- 4.3.2 to provide a copy of the Bboard's audited Financial Statements for the year ending August 31 and a copy of the current year Estimates within thirty (30) days of being approved by the Bboard.
- 4.4 The First Nation agrees in consideration of payments made on behalf of Authorized Board Pupils by the Bboard, to the following:
- 4.4.1 To publish as part of its audited financial statements Pupil Tuition Fees received from the Bboard under the terms of this agreement
- 4.4.2 To provide a copy of the First Nation's audited Financial Statements including relevant schedules detailing day school enrolment, per pupil costs and operating costs.

V. UNDERTAKINGS

5.1 PUPILS

- 5.1.1 The Bboard shall provide for First Nation Pupils covered by this agreement the program of studies of the province of Ontario.
- 5.1.2 The Bboard shall involve First Nation Pupils in all aspects of school activities.
- 5.1.3 The Bboard will ensure equal opportunity for First Nation Pupils including after school use of school facilities in accordance with existing Bboard policies.

- 5.1.4 The Bboard agrees that there shall continue to be no segregation by reason of race, colour or creed in its schools.
- 5.1.5 Pupils will be excused from regular programming to participate in community sponsored events without academic penalty. Schools will enter the absence using a G code.
- 5.1.6 The board agrees to make every effort to involve Mnjikaning Kendaaswin Elementary School in all board Co-curricular instruction.

5.2 INSERVICE

- 5.2.1 The Bboard shall encourage its staff and agrees to the granting of leave when feasible to participate in appropriate native studies programs, educational presentations, courses or conferences sponsored by the Ministry of Education, the First Nation, a university or other organizations which relate to the education of Aboriginal students. Such is intended to encourage the staff to become familiar with the culture, language, and history of First Nation people as part of the ongoing planned professional development activities of the Bboard. Such leaves will be at no additional cost to the Bboard beyond normal budgets provided.
- 5.2.2 The Bboard agrees to make every effort to recruit staff of Aboriginal ancestry, subject to the provisions of the current Collective Agreements between the Bboard and its teachers, when filling teaching vacancies, provided that the qualifications and ability of the teacher of Aboriginal ancestry is judged by the Bboard to be equal to those of other applicants. Such staffing shall not contravene the Charter of Rights or Ontario Human Rights Code.
- 5.2.3 The Bboard shall encourage and promote the planning, development and implementation of educational programs suited to the needs of First Nation Pupils.
- 5.2.4 The Bboard may encourage principals of the schools enrolling First Nation Pupils to permit First Nation education personnel to assist in the planning, development and adaptation of native studies and cultural education programs.
- 5.2.5 The Bboard may grant permission to staff to attend First Nation sponsored professional development where no cost is assumed by the Bboard.
- 5.2.6 The First Nation may grant leave to representative members of its staff (teachers and administrators) to attend Bboard sponsored Professional Development arranged through the Bboard Principal of Curriculum Program as part of the ongoing professional development activities of the First Nation.
- 5.2.7 The Bboard should consult with the First Nation in reference to Native as a Second Language curriculum development and teacher in-service.
- 5.2.8 The Bboard shall provide education facilities and programs of study suited to the cultural and native linguistic needs of First Nation Pupils enrolled in its schools in accordance with provincial Ministry of Education guidelines. Where enrollment numbers warrant and where qualified teaching staff exist and by mutual

agreement between the First Nation and the Bboard, the following secondary school credit courses shall be offered at secondary schools: ~~attended by First Nation's pupils:~~

- (i) Native Studies;
- (ii) Native Language (Ojibwe).

5.2.9 At the beginning of each school year the Bboard shall notify the First Nation, in writing, of Native Language and Native Studies courses offered in schools of the Bboard prior to any anticipated reduction in Native as a Second Language (Ojibwe) programs.

5.2.10 When the First Nation has been notified of a potential reduction as a result of enrollment of the Native as a Second Language Program (Ojibwe) in a Bboard elementary or secondary school, the First Nation and the Bboard shall meet to discuss the viability of the program. ~~and negotiate by way of a written agreement to be included as an Addendum to the Educational Services Agreement shared costs of offering the program.~~

5.2.11 When the First Nation has been notified of a potential reduction as a result of a lack of qualified teaching staff for the Native as a Second Language Program (Ojibwe) in a board elementary or secondary school, the First Nation and the board shall meet to discuss the identification of potential teaching staff.

5.3 COMMUNITY

5.3.1 The Bboard agrees by resolution to establish a First Nations Education Advisory Committee to represent the interests of the First Nation as described by an addendum to this agreement, identified as ADDENDUM I.

5.3.2 The Bboard and the First Nation will work together to identify strategies by September 2013 ~~continue to involve and encourage the participation of parents of First Nation Pupils in the education of their children.~~

~~5.3.3 The Board agrees that authorized delegates (ADDENDUM II) of the First Nation including the First Nation Education Director ~~Manager or designate~~, with the knowledge and approval of the principal, may visit the school from time to time to review the progress of the First Nation Pupils covered by this agreement. Information sharing will be in compliance with APPENDIX A Authorization for Release of Information.~~

5.3.4 The Bboard agrees to comply with the Education Act and Regulation 462/97 only as a minimum requirement regarding First Nation representation on the Bboard.

5.4 SPECIAL EDUCATION PROGRAMS AND SERVICES

5.4.1 The Bboard agrees to provide, where appropriate, Special Education services in accordance with the Bboard's Special Education Plan, to the Authorized First Nation pupils attending schools of the Bboard.

~~5.4.2 The Board and the First Nation agree to discuss the cost to the Board regarding Special Education Programs and Services, should it be determined by the Board~~

~~or the First Nation that the needs of an exceptional student may exceed the fees being provided by the First Nation. When such a situation is identified, the terms of the additional services and related costs are to be outlined in a letter, signed by the First Nation Education Director and the Board's Director of Education, or designate.~~

5.4.2 The board agrees to work jointly with the First Nation to develop and implement a transition program for Pupils and parents transferring from First Nation schools to the board's schools, to assist in the successful transition to the receiving school. To aid in transition, and to promote student success, the First Nation will endeavor to provide, with parental/guardian consent, to principals of the receiving schools and the board, a student assessment data report (including EQAO, report card marks, special education programs, services and equipment provided upon enrolment (or other agreed upon data) and support received, individual student testing results, and all other achievement data) in a timely manner.

5.4.3 Special Education Pupil Transition

The board will implement strategies and procedures to ensure smooth placement and any necessary subsequent adjustments, for First Nation pupils with special education needs as they move between First Nations schools and board's schools.

The board will ensure that its staff communicate and collaborate in an effective manner with the student, students' parents/guardians, and First Nation Education Personnel.

5.5 ACCESS TO INFORMATION AND REPORTING

5.5.1 The Bboard agrees to complete and submit aggregate statistical and program reports to the First Nation and requests for individual student data requires parental consent.

5.5.2 The Bboard shall provide the semi-annual annual Nominal Roll Report for all Authorized First Nation Pupils enrolled in the schools of the Bboard and the Monthly Attendance Record as requested by the First Nation.

5.5.3 The Bboard shall provide verification of Special Education Programs and Services to the First Nation in accordance with Bboard policies and procedures.

5.5.4 The Bboard agrees to grant the ~~Education Director~~ First Nation Manager or designate and/or First Nation Education Personnel (ADDENDUM II) access to student information for Authorized Board Pupils, subject to parent/guardian consent.

5.5.5 The board agrees that authorized delegates (ADDENDUM II) of the First Nation including the First Nation ~~Education Director~~ Manager or designate, with the knowledge and approval of the principal, may visit the school from time to time to review the progress of the First Nation Pupils covered by this agreement. Information sharing will be in compliance with ADDENDUM IV Authorization for Release of Information.

VI. GENERAL ISSUES

- 6.1 The parties agree to an annual review meeting conducted with all parties to this agreement on or before the anniversary date, or supplementary meetings held at such times as may be requested by any of the parties to this agreement, for the purpose of reviewing adherence by the parties to the terms and conditions contained herein.
- 6.2 In the event that any dispute or question shall arise between the parties hereto, over the financial provisions of the agreement or the interpretation thereof to its effect, which the parties are unable to resolve by agreement, the same shall be referred to mediation by a mutually agreed upon mediator, such mediation to be concluded within sixty (60) days of the request for mediation by either party, and failing resolution, shall be referred to a judge of the Trial Division of the Federal Court of Canada (Section 17, Federal Court Act).
- 6.3 All notices or communication required to be given or sent that pertain to the terms of this agreement shall be deemed sufficiently given when submitted in writing, **electronically**, sent by fax or registered mail to the recipient parties **First Nation Manager**.
- 6.4 **The following is the contact information for the First Nation Manager:**
- RAMA FIRST NATION
5884 Rama Road, Suite 200
Rama, ON L3V 6H6**
- 6.5 **Transportation for Rama First Nation pupils shall be arranged through the Simcoe County Student Transportation Consortium (SCSTC), effective September 1, 2013.**

VII. TERMS OF THE AGREEMENT

THIS AGREEMENT SHALL come into force on **September 1, 2013** and shall remain in force until **August 31, 2016** unless

- 7.1 A party desiring to amend this Agreement shall give written notice to this effect and the parties shall meet to discuss the proposed amendment(s) within thirty (30) days of receipt of said notice.
- 7.2 Renegotiation is requested by any one of the parties hereto in which case notice shall be given in writing to the other parties to this agreement by January 1 with renegotiation completed by May 1 of the current year.
- 7.3 Termination is requested by any one of the parties hereto in which case notice shall be given in writing to the other parties to this agreement by January 1 with termination to be effective as of June 30 of the year following.

IN WITNESS WHEREOF, THESE PRESENTS HAVE BEEN SIGNED BY THE PARTIES
HERETO

SIMCOE COUNTY DISTRICT SCHOOL BOARD
1170 HIGHWAY 26 WEST, MIDHURST, ONTARIO, L0L 1X0
TEL: 705-734-6363 FAX: 705-728-2265

NAME
TITLE: CHAIRPERSON

DATE

NAME
TITLE: DIRECTOR OF EDUCATION

DATE

CHIPPEWAS OF RAMA FIRST NATION
5884 RAMA ROAD, SUITE 200, RAMA, ONTARIO L3V 6H6
TEL: 705-325-6311 FAX: 705-325-0879

NAME
TITLE: CHIEF

DATE

NAME
TITLE: **FIRST NATION MANAGER**

DATE

DRAFT

This addendum shall be appended to and read with the Education Services Agreement signed by the SIMCOE COUNTY DISTRICT SCHOOL BOARD and CHIPPEWAS OF RAMA FIRST NATION dated _____.

FIRST NATIONS EDUCATION ADVISORY COMMITTEE

The BOARD agrees to establish and maintain the First Nations Education Advisory Committee, the terms of reference for which will be as follows:

1. First Nations ~~Executive~~ Education Advisory Committee is to be established by resolution of The Simcoe County District School Board to represent the interests of the First Nations as per 462/97 of the Education Act.
2. The Committee shall be composed of:
 - (i) Voting members:
 - a) The First Nation Trustee of the Board as per the Education Act;
 - b) A First Nation Education Director/Manager for each First Nation;
 - c) Two Trustees of the Simcoe County District School Board;
 - d) One community representative or designate be appointed by each of the participating First Nations;
 - e) One elder to be appointed by each of the participating First Nations.
 - (ii) Non-voting members:
 - a) Principals or their designates from the Board's schools which provide educational services to First Nation pupils;
 - b) The principal or designate from Christian Island Elementary School and Mnjikaning Kendaaswin Elementary School;
 - c) One Secondary student representative to be appointed by each of the participating First Nations;
 - d) Superintendent of Schools or designate;
 - e) Ex-officio
 - Chief of Each First Nation Band or Designate
 - Director of the Simcoe County District School Board or Designate
 - f) First Nation Student Advisors from both First Nations
 - g) Other invited guests of the First Nation Community and the Simcoe County District School Board.

3. The Committee members shall hold office for one calendar year with the opportunity for reappointment. The term of office of a member appointed under this section terminates on the same date as the term of office of the elected members (4 years).
4. Every vacancy on the Committee occasioned by the death or resignation of a member, or by any other cause, shall be filled by a qualified person and that person shall hold office for the unexpired term of such member.
5. The Chairperson and Vice-Chairperson of the Committee shall be elected by the Committee at its first meeting.
6. The Committee will meet four times annually or as required. Its first meeting of the year for election of officers will be held in the spring.
7. The Committee will make a report to the Bboard relating to the number of students attending SCDSB schools through Education Services Agreements.
8. The Committee through its members provide a forum for improved communications where concerns, changes or new initiatives from principals, the Bboard, the First Nation and the parents can be reviewed, with local consultation if required, and recommendations or reports submitted to the Bboard.
9. The Committee will provide a direct line of communication with local First Nation Community Education Authorities/Education Advisory Circles to ensure their input and interest is utilized in the self development of First Nation people in educational matters.
10. All Committee reports and recommendations require approval of a quorum of the voting members of the Committee for submission to the Bboard. A quorum of the Committee consists of four voting members.

April 14, 2004
Revised February 25, 2009
Revised October 22, 2010
Revised January 25, 2012

ADDENDUM II

This addendum shall be appended to and read with the Education Services Agreement signed by the SIMCOE COUNTY DISTRICT SCHOOL BOARD and CHIPPEWAS OF RAMA FIRST NATION dated _____.

FIRST NATION EDUCATION PERSONNEL

- a) First Nation Education Director **Manager** and/or designate, subject to the signing of the Authorization for Release of Information form, shall have access to achievement records; attendance records; and the IPRC report, summary, and IEP contained in the Ontario Student Record card. This Authorization may also include attendance at case conferences and the school/system IPRC; meeting with the First Nation pupils to provide educational or career counseling during school hours; for First Nation pupils to be considered for any awards presented at the annual Student Awards by the First Nation; and any other privileges and/or material deemed appropriate by the parent/guardian.
- b) The First Nation Education personnel shall be encouraged to provide input into the discussions and actions regarding the processes involved in academic supports for students including annual IEP development.
- c) The First Nation Education personnel may provide the required counseling services to all First Nation pupils, as defined under the Education Services Agreement.
- d) The First Nation Education personnel may be included in the in-school Strengths/Needs Committees (SNC) where First Nation students are being discussed.
- e) The First Nation Education personnel shall have access to available career counseling materials and resources upon request.
- f) The First Nation Education personnel may provide information on career opportunities for First Nation students for the use of to the **the Bboard's guidance and student success** staff in the schools.
- g) The First Nation personnel shall have access to suitable work space in the schools when required for counseling purposes and/or meetings with pupils to review progress and activities.
- h) The **Bboard** shall provide the First Nation and the First Nation Education personnel access to the **Bboard's** policies and any amendments as issued.
- i) The **Bboard** shall provide the First Nation access to all relevant school and student conduct policies as they may exist from time-to-time in the relevant schools attended by First Nation students under this Education Services Agreement.
- j) The First Nation Education personnel shall attempt to increase the involvement of parent/guardian in all educational matters concerning their children.
- k) ~~Education Advisors: The Education personnel of the Ogemawahj Tribal Council are recognized as advisors to the First Nation who may communicate directly with the Board as directed by the First Nation.~~

Chippewas of Rama First Nation and Simcoe County District School Board

**AUTHORIZATION FOR ACCESS TO THE
INFORMATION CONTAINED IN THE ONTARIO STUDENT RECORD**

I, the parent/guardian of _____ D.O.B. _____
Student's Name Day/Month/Year

OEN Number _____ hereby give my authorization to release to Chippewas of Rama First Nation Education Personnel, the following information:

OR

I, _____, OEN Number _____ having attained the age of 18, hereby give my authorization to release to the Chippewas of Rama First Nation Education Personnel, the following information:

Access to the following information as required:

- Achievement and attendance records.
- Education Quality Assessment Office (EQAO) results.
- Ontario Secondary School Literacy Test (OSSLT) results summary.
- Identification, Placement & Review Committee report (IPRC).
- Psycho-educational assessments / Occupational Therapy report
- Individual Education Plan / Safety Plan
- Report Cards
- Transcripts
- SNC Meetings
- Transitions
- Notification and permission to attend in-school conferences.
- Notification and permission to attend IPRC meeting.
- Notification and permission for Chippewas of Rama First Nation Education Personnel to meet with the above named student for the purpose of providing educational or career counselling.

This authorization remains in effect for the duration of their enrolment or until it is revoked in writing.

Student's Signature (having attained Age 18)

Date

Parent/Guardian Signature

Date

(This information, held in confidence, is collected in accordance with the Education Services Contract between Chippewas of Rama First Nation and The Simcoe County District School Board in compliance with the Municipal Freedom of Information and Protection of Privacy Act.)

Cc School Principal
OSR Documentation File

**Proposed Revised Chippewas of Rama First Nation
Education Services Agreement**

APPENDIX D – Pages 1 to 15

EDUCATION SERVICES AGREEMENT

This agreement made this _____ day of _____ 2013.

BETWEEN: THE SIMCOE COUNTY DISTRICT SCHOOL BOARD in the Province of Ontario hereinafter referred to as the "BOARD"

AND: THE CHIPPEWAS OF RAMA FIRST NATION, in the Province of Ontario, hereinafter referred to as the "FIRST NATION"

AND WHEREAS pursuant to section 188(1) (a) of the EDUCATION ACT, R.S.O. 1990, c.E.2 as amended, the "BOARD" may enter into an agreement with the "CROWN", in the right of Canada to provide education for Indians, for the provision of accommodation, instruction and special services for FIRST NATION PUPILS

AND WHEREAS pursuant to the provisions made for implementation of *Indian Control of Indian Education* and the First Nation assumption of jurisdiction for education previously administered by the Minister under section 114(1) of the *Indian Act*, R.S.C. 1985, c. 1-5, as amended, the First Nation may enter into an Agreement with the board

AND WHEREAS Pursuant to Section 185 of the EDUCATION ACT, R.S.O. 1990, c.E.2 as amended, the board of an elementary school may provide for the admission of one or more of its pupils to a school for Indian children operated by the "FIRST NATION", subject to the approval of the "FIRST NATION", and the accommodation provided under the arrangement shall be in place of the accommodation that the "BOARD" is required by the EDUCATION ACT to provide for those pupils.

AND WHEREAS pursuant to provisions made under the INDIAN ACT, R.S.C. 1985 C.I. 6 s 1., as amended, the "FIRST NATION" may enter into an agreement with the "BOARD"

NOW THEREFORE, THIS AGREEMENT WITNESSETH that the parties hereto covenant and agree with each other to the terms and conditions as follows:

I. INTERPRETATION

- 1.1 ADE means Average Daily Enrolment.
- 1.2 ADULT EDUCATION are programs that provide pathways for adults (18 years of age and older) to secondary or postsecondary programs, to apprenticeship, or to employment through credit and non-credit courses
- 1.3 Unless the context of this agreement otherwise requires, AUTHORIZED BOARD PUPIL means a pupil who is enrolled at a school operated by the First Nation who has been approved by the board.
- 1.4 Unless the context of this agreement otherwise requires, AUTHORIZED FIRST NATION PUPIL means the child/children of an "Indian" as defined by Section 2(1) of the *Indian Act*, R.S.C. 1985, c. 1-5, as amended, resident of the First Nation lands and may include

- non-Native children residing on the First Nation's land, who is enrolled at a school operated by the board who has been approved by the First Nation.
- 1.5 BOARD ADDITIONAL SERVICE means an education service provided solely for Authorized Board Pupils as negotiated by the board and the First Nation which is supplementary to the regular program as part of the Education Services Agreement.
 - 1.6 BOARD DIRECTOR OF EDUCATION means the secretary/treasurer of the board
 - 1.7 BOARD SCHOOL means any elementary or secondary school operated under the jurisdiction of the board.
 - 1.8 BOARD TUITION FEE means a per pupil fee, payable to the board for each Authorized First Nation Pupil enrolled in an elementary or secondary school operated under the jurisdiction of the board, which is calculated in accordance with the Ontario Regulation 153/01, Calculation of Fees made under the Education Act.
 - 1.9 CONTINUING EDUCATION - programs that provide credit and non-credit courses to students of all ages
 - 1.10 FIRST NATION has the same meaning as Band or Band Council as defined by subsection 2(1) and of the Indian Act and in this agreement refers to the Council of the First Nation.
 - 1.11 FIRST NATION ADDITIONAL SERVICE means an education service provided solely for Authorized First Nation Pupils as negotiated by the First Nation and the board pursuant to Section 188(4) of the Education Act, R.S.O. 1990 c.E.2 as amended which is supplementary to the regular program as part of the Education Services Agreement.
 - 1.12 FIRST NATION EDUCATION ADVISORY COMMITTEE (FNEAC) means a committee comprised of board, Beausoleil First Nation representatives, and Rama First Nation representatives to provide a forum for improved communications where concerns, changes or new initiatives from principals, the board, the First Nations and the parents can be reviewed.
 - 1.13 FIRST NATION EDUCATION PERSONNEL are defined as First Nation employees who are working in the schools under the direction of the principal or designate to assist First Nation Pupils and classroom teachers as outlined in Addendum II to this agreement.
 - 1.14 FIRST NATION MANAGER or designate means an employee of the First Nation, recognized as a professional education worker, who is responsible for providing student support services and, subject to this agreement, administrative liaison between the First Nation, the board and the relevant schools and parents/guardians.
 - 1.15 FIRST NATION SCHOOL means any elementary or secondary school operated under the jurisdiction of the First Nation.
 - 1.16 FIRST NATION TUITION FEE means a per pupil fee, payable to the First Nation for each Authorized Board Pupil enrolled in an elementary or secondary school operated under the jurisdiction of the First Nation.

- 1.17 NATIVE AS A SECOND LANGUAGE PROGRAM means classroom instruction in the Ojibwe language and culture based upon the Ministry of Education Guideline for Native Languages.
- 1.18 PRINCIPAL means a principal of any school operated under the jurisdiction of the board or the First Nation.
- 1.19 PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR) is the formal evaluation and credit-granting process whereby students may obtain credits for prior learning.
- 1.20 SPECIAL EDUCATION PROGRAMS AND SERVICES have the same meaning as contained in the Ontario Regulation 153/01, Calculation of Fees for Pupils made under the Education Act.
- 1.21 VERIFICATION OF BOARD PUPILS is a list of Authorized Board Pupils approved by the board Director of Education or designate on behalf of the board as outlined in Section 2.2 of the Education Services Agreement.
- 1.22 VERIFICATION OF FIRST NATION PUPILS is a list of Authorized First Nation Pupils approved by the First Nation Manager on behalf of the First Nation as outlined in Section 2.1 of the Education Services Agreement.

II. ENROLMENT OF PUPILS

2.1 ENROLMENT OF FIRST NATION PUPILS IN BOARD SCHOOLS

The board agrees to accept Authorized First Nation Pupils for enrollment in its schools.

2.1.1 The First Nation will advise the board (Assistant Manager, Planning and Enrolment) of Authorized First Nation Pupil registration annually as follows:

- 2.1.1.1 Prior to January 31 of each school year the First Nation shall provide to the board a list of Authorized First Nation Pupils expected to enroll in grade 9 in the schools of the board in the next academic year.
- 2.1.1.2 Prior to October 15 and March 15 the First Nation will provide to the board a preliminary list of authorized pupils at the October 31 and March 31 count dates.
- 2.1.1.3 After the October 31 and March 31 count dates the board will provide the First Nation with the First Nation Pupils List effective for the October 31 and March 31 count dates for verification. The board will issue an invoice to the First Nation following approval of the First Nation Pupil list for tuition fee purposes by the First Nation Manager or designate.

2.2 ENROLMENT OF BOARD PUPILS IN FIRST NATION SCHOOLS

The First Nation agrees to accept Authorized Board Pupils for enrolment in its schools subject to the approval of the First Nation.

- 2.2.1 The board will advise the First Nation of Authorized Board Pupil registration annually as follows:
 - 2.2.1.1 Prior to October 15 and March 15 the board will provide to the First Nation a preliminary list of authorized pupils at the October 31 and March 31 count dates.
 - 2.2.1.2 After the October 31 and March 31 count dates the First Nation will provide the board with the Board Pupil List effective for the October 31 and March 31 count dates for verification. The First Nation will issue an invoice to the board following approval of the Board Pupil list for tuition fee purposes by the board Director of Education or designate.

III. RESPONSIBILITY FOR FEES

3.1 FIRST NATION FEES PAYABLE TO THE BOARD

- 3.1.1 The First Nation shall make payable to the board, for each Authorized First Nation Pupil enrolled in a school of the board through a tuition fee calculated in accordance with the Ontario Regulation 153/01, Calculation of Fees for Pupils made under the Education Act.
- 3.1.2 The First Nation shall make payment to the board, for Authorized First Nation Pupils for Special Education Programs and Services where an additional cost has been determined as set out in Section 5.4.
- 3.1.3 The First Nation shall make payment to the board for costs of Additional Service delivered by the board as set out in Section 1.9 and is supplementary to the regular program by way of a written agreement to be included as an Addendum to the Educational Services Agreement.
- 3.1.4 The First Nation shall make payment to the board as set out in Section 3.1.1, for each Authorized First Nation Pupil enrolled in a supervised alternative learning program as approved by a board committee in accordance with the Ontario Regulation 308, Supervised Alternative Learning (SAL).

3.2 BOARD FEES PAYABLE TO THE FIRST NATION

- 3.2.1 The board shall make payment to the First Nation, for each Authorized Board Pupil enrolled in a school of the First Nation through a tuition fee not to exceed the amount reimbursed by the Ministry of Education in accordance with the Ontario Regulation 153/01, Calculation of Fees for Pupils made under the Education Act.
- 3.2.2 The board shall make payment to the First Nation for costs of Additional Service delivered by the First Nation as set out in Section 1.10 and is supplementary to the regular program by way of a written agreement to be included as an Addendum to the Education Services Agreement.

IV. SCHEDULE OF PAYMENT

4.1 PAYMENTS TO THE BOARD

Payments shall be made by the First Nation to the board within forty-five (45) days of the written invoice date as follows:

- 4.1.1 On or about December 31 the interim invoice is prepared by the board in accordance with Ontario Regulation 153/01, Calculation of Fees for Pupils by multiplying 50 percent of the previous school year's October 31 Full Time Equivalent (FTE) to the Pupil Tuition Fee amount.
- 4.1.2 On or about May 31, the final invoice is prepared by the Board in accordance with Ontario Regulation 153/01, Calculation of Fees for Pupils by multiplying the current school year's ADE (previous October 31 count and current March 31 count) to the Per Pupil Tuition Fee amount less the amount invoiced in Section 4.1.1.
- 4.1.3 On or about December 31 an adjustment invoice of credit note will be prepared by the board to reflect the board's audited financial statements and final Per Pupil Tuition Fee for the previous school year.
- 4.1.4 In the case of non-payment of Pupil Tuition Fees or any portion thereof by the First Nation, interest shall be calculated on the unpaid balance from the due date and be paid by the First Nation to the board at the current bank prime loan rate plus one(1) per cent.

4.2 PAYMENTS TO THE FIRST NATION

Payments shall be made by the board to the First Nation within forty-five (45) days of the date the board received reimbursement from the Ministry of Education as follows:

- 4.2.1 On or about May 31, the final invoice is prepared by the First Nation in accordance with Section 3.2.1 by multiplying the current school year's ADE (Previous October 31 count and current March 31 count) to the Per Pupil Tuition Fee amount.
- 4.2.2 On or about December 31 an adjustment invoice or credit note will be prepared by the First Nation to reflect the amount as calculated from the schedule in the First Nation financial statements. and final Per Pupil Tuition Fee for the previous school year.

If either the board or the First Nation objects to any portion of an invoice the following shall apply:

If the objection relates to a portion of the invoice, then the undisputed portion of the invoice shall be deemed to have been approved and will be paid and the disputed amount be held back to be resolved between the parties.

The board and Rama shall at all times act reasonably and negotiate in good faith with the view to resolving any such objections of the portion of the invoice under dispute and will meet to review the disputed amount within 30 days to resolve this disputed amount.

- 4.2.3 In the case of non-payment of Pupil Tuition Fees or any portion thereof by the board, interest shall be calculated on the unpaid balance from the due date and be paid by the board to the First Nation at the current bank prime loan rate plus one (1) per cent.

4.3 FINANCIAL STATEMENTS

The board agrees in consideration of payments made on behalf of First Nation Pupils by the First Nation, to the following:

- 4.3.1 to publish as part of its audited financial statements Pupil Tuition Fees received from the First Nation under the terms of this agreement.
 - 4.3.2 to provide a copy of the board's audited Financial Statements for the year ending August 31 and a copy of the current year Estimates within thirty (30) days of being approved by the board.
- 4.4 The First Nation agrees in consideration of payments made on behalf of Authorized Board Pupils by the board, to the following:
- 4.4.1 To publish as part of its financial statements Pupil Tuition Fees received from the board under the terms of this agreement
 - 4.4.2 To provide a copy of the First Nation's Financial Statements relevant schedules detailing day school enrolment, per pupil costs and operating costs.

V. UNDERTAKINGS

5.1 PUPILS

- 5.1.1 The board shall provide for First Nation Pupils covered by this agreement the program of studies of the province of Ontario.
- 5.1.2 The board shall involve First Nation Pupils in all aspects of school activities.
- 5.1.3 The board will ensure equal opportunity for First Nation Pupils including after school use of school facilities in accordance with existing Board policies.
- 5.1.4 The board agrees that there shall continue to be no segregation by reason of race, colour or creed in its schools.
- 5.1.5 Pupils will be excused from regular programming to participate in community sponsored events without academic penalty. Schools will enter the absence using a G code.
- 5.1.6 The board agrees to make every effort to involve Mnjikaning Kendaaswin Elementary School in all board Co-curricular instruction.

5.2 INSERVICE

- 5.2.1 The board shall encourage its staff and agrees to the granting of leave when feasible to participate in appropriate native studies programs, educational presentations, courses or conferences sponsored by the Ministry of Education,

the First Nation, a university or other organizations which relate to the education of Aboriginal students. Such is intended to encourage the staff to become familiar with the culture, language, and history of First Nation people as part of the ongoing planned professional development activities of the board. Such leaves will be at no additional cost to the board beyond normal budgets provided.

- 5.2.2 The board agrees to make every effort to recruit staff of Aboriginal ancestry, subject to the provisions of the current Collective Agreements between the board and its teachers, when filling teaching vacancies, provided that the qualifications and ability of the teacher of Aboriginal ancestry is judged by the board to be equal to those of other applicants. Such staffing shall not contravene the Charter of Rights or Ontario Human Rights Code.
- 5.2.3 The board shall encourage and promote the planning, development and implementation of educational programs suited to the needs of First Nation Pupils.
- 5.2.4 The board may encourage principals of the schools enrolling First Nation Pupils to permit First Nation education personnel to assist in the planning, development and adaptation of native studies and cultural education programs.
- 5.2.5 The board may grant permission to staff to attend First Nation sponsored professional development where no cost is assumed by the board.
- 5.2.6 The First Nation may grant leave to representative members of its staff (teachers and administrators) to attend board sponsored Professional Development arranged through the board Principal of Program as part of the ongoing professional development activities of the First Nation.
- 5.2.7 The board should consult with the First Nation in reference to Native as a Second Language curriculum development and teacher in-service.
- 5.2.8 The board shall provide education facilities and programs of study suited to the cultural and native linguistic needs of First Nation Pupils enrolled in its schools in accordance with provincial Ministry of Education guidelines. Where enrollment numbers warrant and where qualified teaching staff exist and by mutual agreement between the First Nation and the board, the following secondary school credit courses shall be offered at secondary schools.
 - (i) Native Studies;
 - (ii) Native Language (Ojibwe).
- 5.2.9 At the beginning of each school year the board shall notify the First Nation, in writing, of Native Language and Native Studies courses offered in schools of the board prior to any anticipated reduction in Native as a Second Language (Ojibwe) programs.
- 5.2.10 When the First Nation has been notified of a potential reduction as a result of enrollment of the Native as a Second Language Program (Ojibwe) in a board elementary or secondary school, the First Nation and the board shall meet to discuss the viability of the program.

- 5.2.11 When the First Nation has been notified of a potential reduction as a result of a lack of qualified teaching staff for the Native as a Second Language Program (Ojibwe) in a board elementary or secondary school, the First Nation and the board shall meet to discuss the identification of potential teaching staff.

5.3 COMMUNITY

- 5.3.1 The board agrees by resolution to establish a First Nations Education Advisory Committee to represent the interests of the First Nation as described by an addendum to this agreement, identified as ADDENDUM I.
- 5.3.2 The board and the First Nation will work together to identify strategies by September 2013 to involve and encourage the participation of parents of First Nation Pupils in the education of their children.
- 5.3.3 The board agrees to comply with the Education Act and Regulation 462/97 only as a minimum requirement regarding First Nation representation on the board.

5.4 SPECIAL EDUCATION PROGRAMS AND SERVICES

- 5.4.1 The board agrees to provide, where appropriate, Special Education services in accordance with the board's Special Education Plan, to the Authorized First Nation pupils attending schools of the board.

- 5.4.2 The board agrees to work jointly with the First Nation to develop and implement a transition program for Pupils and parents transferring from First Nation schools to the board's schools, to assist in the successful transition to the receiving school. To aid in transition, and to promote student success, the First Nation will endeavor to provide, with parental/guardian consent, to principals of the receiving schools and the board, a student assessment data report (including EQAO, report card marks, special education programs, services and equipment provided upon enrolment (or other agreed upon data) and support received, individual student testing results, and all other achievement data) in a timely manner.

5.4.3 Special Education Pupil Transition

The board will implement strategies and procedures to ensure smooth placement and any necessary subsequent adjustments, for First Nation pupils with special education needs as they move between First Nations schools and board's schools.

The board will ensure that its staff communicate and collaborate in an effective manner with the student, students' parents/guardians, and First Nation Education Personnel.

5.5 ACCESS TO INFORMATION AND REPORTING

- 5.5.1 The board agrees to complete and submit aggregate statistical and program reports to the First Nation and requests for individual student data requires parental consent.
- 5.5.2 The board shall provide the semi-annual annual Nominal Roll Report for all Authorized First Nation Pupils enrolled in the schools of the board and the Monthly Attendance Record as requested by the First Nation.

- 5.5.3 The board shall provide verification of Special Education Programs and Services to the First Nation in accordance with board policies and procedures.
- 5.5.4 The board agrees to grant the First Nation Manager or designate and/or First Nation Education Personnel (ADDENDUM II) access to student information for Authorized board Pupils, subject to parent/guardian consent.
- 5.5.5 The board agrees that authorized delegates (ADDENDUM II) of the First Nation including the First Nation Manager or designate, with the knowledge and approval of the principal, may visit the school from time to time to review the progress of the First Nation Pupils covered by this agreement. Information sharing will be in compliance with ADDENDUM III Authorization for Release of Information.

VI. GENERAL ISSUES

- 6.1 The parties agree to an annual review meeting conducted with all parties to this agreement on or before the anniversary date, or supplementary meetings held at such times as may be requested by any of the parties to this agreement, for the purpose of reviewing adherence by the parties to the terms and conditions contained herein.
- 6.2 In the event that any dispute or question shall arise between the parties hereto, over the financial provisions of the agreement or the interpretation thereof to its effect, which the parties are unable to resolve by agreement, the same shall be referred to mediation by a mutually agreed upon mediator, such mediation to be concluded within sixty (60) days of the request for mediation by either party, and failing resolution, shall be referred to a judge of the Trial Division of the Federal Court of Canada (Section 17, Federal Court Act).
- 6.3 All notices or communication required to be given or sent that pertain to the terms of this agreement shall be deemed sufficiently given when submitted in writing, electronically, sent by fax or registered mail to the First Nation Manager.
- 6.4 The following is the contact information for the First Nation Manager:

RAMA FIRST NATION
5884 Rama Road, Suite 200
Rama, ON L3V 6H6
- 6.5 Transportation for Rama First Nation pupils shall be arranged through the Simcoe County Student Transportation Consortium, effective September 1, 2013.

VII. TERMS OF THE AGREEMENT

THIS AGREEMENT SHALL come into force on September 1, 2013 and shall remain in force until August 31, 2016 unless

- 7.1 A party desiring to amend this Agreement shall give written notice to this effect and the parties shall meet to discuss the proposed amendment(s) within thirty (30) days of receipt of said notice.
- 7.2 Renegotiation is requested by any one of the parties hereto in which case notice shall be given in writing to the other parties to this agreement by January 1 with renegotiation completed by May 1 of the current year.
- 7.3 Termination is requested by any one of the parties hereto in which case notice shall be given in writing to the other parties to this agreement by January 1 with termination to be effective as of June 30 of the year following.

IN WITNESS WHEREOF, THESE PRESENTS HAVE BEEN SIGNED BY THE PARTIES HERETO

SIMCOE COUNTY DISTRICT SCHOOL BOARD
 1170 HIGHWAY 26 WEST, MIDHURST, ONTARIO, L0L 1X0
 TEL: 705-734-6363 FAX: 705-728-2265

NAME	DATE
TITLE: CHAIRPERSON	

NAME	DATE
TITLE: DIRECTOR OF EDUCATION	

CHIPPEWAS OF RAMA FIRST NATION
 5884 RAMA ROAD, SUITE 200, RAMA, ONTARIO L3V 6H6
 TEL: 705-325-6311 FAX: 705-325-0879

NAME	DATE
TITLE: CHIEF	

NAME	DATE
TITLE: FIRST NATION MANAGER	

ADDENDUM I

This addendum shall be appended to and read with the Education Services Agreement signed by the SIMCOE COUNTY DISTRICT SCHOOL BOARD and CHIPPEWAS OF RAMA FIRST NATION dated _____.

FIRST NATIONS EDUCATION ADVISORY COMMITTEE

The BOARD agrees to establish and maintain the First Nations Education Advisory Committee, the terms of reference for which will be as follows:

1. First Nations Education Advisory Committee is to be established by resolution of The Simcoe County District School Board to represent the interests of the First Nations as per 462/97 of the Education Act.
2. The Committee shall be composed of:
 - (i) Voting members:
 - a) The First Nation Trustee of the board as per the Education Act;
 - b) A First Nation Manager for each First Nation;
 - c) Two Trustees of the Simcoe County District School Board;
 - d) One community representative or designate be appointed by each of the participating First Nations;
 - e) One elder to be appointed by each of the participating First Nations.
 - (ii) Non-voting members:
 - a) Principals or their designates from the board's schools which provide educational services to First Nation pupils;
 - b) The principal or designate from Christian Island Elementary School and Mnjikaning Kendaaswin Elementary School;
 - c) One Secondary student representative to be appointed by each of the participating First Nations;
 - d) Superintendent of Schools or designate;
 - e) Ex-officio
 - Chief of Each First Nation Band or Designate
 - Director of the Simcoe County District School Board or Designate
 - f) First Nation Student Advisors from both First Nations
 - g) Other invited guests of the First Nation Community and the Simcoe County District School Board.

3. The Committee members shall hold office for one calendar year with the opportunity for reappointment. The term of office of a member appointed under this section terminates on the same date as the term of office of the elected members (4 years).
4. Every vacancy on the Committee occasioned by the death or resignation of a member, or by any other cause, shall be filled by a qualified person and that person shall hold office for the unexpired term of such member.
5. The Chairperson and Vice-Chairperson of the Committee shall be elected by the Committee at its first meeting.
6. The Committee will meet four times annually or as required. Its first meeting of the year for election of officers will be held in the spring.
7. The Committee will make a report to the board relating to the number of students attending SCDSB schools through Education Services Agreements.
8. The Committee through its members provide a forum for improved communications where concerns, changes or new initiatives from principals, the board, the First Nation and the parents can be reviewed, with local consultation if required, and recommendations or reports submitted to the board.
9. The Committee will provide a direct line of communication with local First Nation Community Education Authorities/Education Advisory Circles to ensure their input and interest is utilized in the self development of First Nation people in educational matters.
10. All Committee reports and recommendations require approval of a quorum of the voting members of the Committee for submission to the board. A quorum of the Committee consists of four voting members.

April 14, 2004
Revised February 25, 2009
Revised October 22, 2010
Revised January 25, 2012

ADDENDUM II

This addendum shall be appended to and read with the Education Services Agreement signed by the SIMCOE COUNTY DISTRICT SCHOOL BOARD and RAMA FIRST NATION dated _____.

FIRST NATION EDUCATION PERSONNEL

- a) First Nation Manager and/or designate, subject to the signing of the Authorization for Release of Information form, shall have access to achievement records; attendance records; and the IPRC report, summary, and IEP contained in the Ontario Student Record card. This Authorization may also include attendance at case conferences and the school/system IPRC; meeting with the First Nation pupils to provide educational or career counseling during school hours; for First Nation pupils to be considered for any awards presented at the annual Student Awards by the First Nation; and any other privileges and/or material deemed appropriate by the parent/guardian.
- b) The First Nation Education personnel shall be encouraged to provide input into the discussions and actions regarding the processes involved in academic supports for students including annual IEP development.
- c) The First Nation Education personnel may provide the required counseling services to all First Nation pupils, as defined under the Education Services Agreement.
- d) The First Nation Education personnel may be included in the in-school Strengths/Needs Committees (SNC) where First Nation students are being discussed.
- e) The First Nation Education personnel shall have access to available career counseling materials and resources upon request.
- f) The First Nation Education personnel may provide information on career opportunities for First Nation students to the board's guidance and student success staff in the schools.
- g) The First Nation personnel shall have access to suitable work space in the schools when required for counseling purposes and/or meetings with pupils to review progress and activities.
- h) The board shall provide the First Nation and the First Nation Education personnel access to the board's policies and any amendments as issued.
- i) The board shall provide the First Nation access to all relevant school and student conduct policies as they may exist from time-to-time in the relevant schools attended by First Nation students under this Education Services Agreement.
- j) The First Nation Education personnel shall attempt to increase the involvement of parent/guardian in all educational matters concerning their children.

Rama First Nation and Simcoe County District School Board
**AUTHORIZATION FOR ACCESS TO THE
INFORMATION CONTAINED IN THE ONTARIO STUDENT RECORD**

I, the parent/guardian of _____ D.O.B. _____
Student's Name Day/Month/Year

OEN Number _____ hereby give my authorization to release to the Rama First Nation Education Personnel, the following information:

OR

I, _____, OEN Number _____ having attained the age of 18, hereby give my authorization to release to the Rama First Nation Education Personnel, the following information:

Access to the following information as required:

- Achievement and attendance records.
- Education Quality Assessment Office (EQAO) results.
- Ontario Secondary School Literacy Test (OSSLT) results summary.
- Identification, Placement & Review Committee report (IPRC).
- Psycho-educational assessments / Occupational Therapy report
- Individual Education Plan / Safety Plan
- Report Cards
- Transcripts
- SNC Meetings
- Transitions
- Notification and permission to attend in-school conferences.
- Notification and permission to attend IPRC meeting.
- Notification and permission for Rama First Nation Education Personnel to meet with the above named student for the purpose of providing educational or career counselling.

This authorization remains in effect for the duration of their enrolment or until it is revoked in writing.

Student's Signature (having attained Age 18)

Date

Parent/Guardian Signature

Date

(This information, held in confidence, is collected in accordance with the Education Services Contract between Rama First Nation and The Simcoe County District School Board in compliance with the Municipal Freedom of Information and Protection of Privacy Act.)

Cc School Principal
OSR Documentation File

TO: The Chairperson and Members of the
Simcoe County District School Board

FROM: First Nations Education Advisory Committee Meeting

SUBJECT: **REPORT OF THE FIRST NATIONS EDUCATION ADVISORY COMMITTEE
MEETING HELD APRIL 26, 2013**

A meeting of the First Nations Education Advisory Committee (FNEAC) was held on Friday, April 26, 2013 at the SCDSB Education Centre.

PRESENT:

Voting Members

Michele Locke, Debra Edwards, Dan Shilling, Byron Stiles

Non-Voting Members

Anita Simpson, Lisa Ewanchuk, Lisa Snache, Rick Hodgkinson, Lori Beresford, Nick Howard, Shelley Clark, Judy Meiners, Brian Maclsaac, Jim Sammon

Guests

Sonya Partridge (Recorder)

REGRETS:

Daryl Halliday, Arlana Bickell, Kim Campbell, Angela Johnson, Amanda Monague, Diane Fletcher, Nancy Assance, Sylvia Norton-Sutherland, Gina Genno

1. Welcome and introductions – Anita Simpson

Anita Simpson, Superintendent of Education, opened the meeting by welcoming the Committee members and facilitating introductions. She expressed regrets on behalf of those unable to attend.

2. Opening Prayer

Byron Styles led the group in an opening prayer.

3. Approval of the minutes of the last meeting dated January 16, 2013

RECOMMENDATION

That the minutes be approved as printed.

Moved by Michele Locke
Seconded by Debra Edwards

CARRIED

4. **Approval of the agenda**

RECOMMENDATION

That the agenda be approved as amended.

Moved by Dan Shilling
Seconded by Michele Locke

CARRIED

5. **Orillia Secondary School Transition Timelines**

David Few, Manager of Planning and Enrolment, provided a historical background on the declining enrolment at Park Street Collegiate Institute (PSCI), Orillia District Collegiate and Vocational Institute (ODCVI), and Twin Lakes Secondary School (TLSS) and referenced the March 2009 decision to consolidate PSCI and ODCVI. He highlighted that an Attendance Area Review was conducted, according to the 2012 Capital Plan, which took into consideration the historical attendance data of the schools and also streamlined PSCI, ODCVI, and TLSS Families of Schools.

Shortly after the Attendance Area Review, the Ministry of Education announced that funding was in place to replace PSCI with a new school. The SCDSB has now set plans in motion to demolish the current building as soon as possible and, starting in September 2013, PSCI students will attend ODCVI to enable the construction of a new school. Two years from now, both ODCVI and PSCI students will attend the new school.

Members of the committee discussed the importance of honouring and respecting the traditions, artifacts, and memorabilia of both schools during the amalgamation. It was noted that school committees have been working diligently to ensure that there is a focus on dispersal, not disposal of these items. There will also be a committee put in place to name the new school. It was noted that the SCDSB has undertaken initiatives like this in the past with great success and Lisa Ewanchuk has been invited to work with PSCI and ODCVI staff to review the historical contributions of local First Nations to the schools and provide guidance regarding next steps.

James Bartleman Award

APPENDIX A

School Reports

APPENDIX B

6. Enrolment Report

Rick Hodgkinson, Assistant Manager of Admissions and Enrolment, shared that this report summarizes preliminary enrolment of First Nation students attending SCDSB schools on March 31, 2013 under the effective Educational Services Agreements with Beausoleil First Nation and Chippewas of Rama First Nation.

On the October 31, 2012 Ministry count date, 85 students (fee paying students) from Beausoleil First Nation and Chippewas of Rama First Nation were registered at SCDSB schools. The Admissions & Enrolment department is currently working with all SCDSB schools to verify and report student enrolment information for the March 31, 2013 count date.

For the purposes of this report, preliminary enrolment data on March 31, 2013 was extracted from the board's student information system. Currently 75 First Nation (fee paying) students are attending SCDSB schools outlined in the Table below. This represents a decrease of 10 students from the October 31, 2012 count date and the report presented to the First Nations Education Advisory Committee on January 16, 2013. Finalized enrolment information for the March 31, 2013 count date will be presented at the next First Nations Education Advisory Committee meeting.

Registered First Nation Students -- Total Fee Paying Students

	October 31, 2012		Preliminary March 31, 2013		Change		Preliminary 2012-2013 ADE
	Total Pupils	FTE	Total Pupils	FTE	Total Pupils	FTE	ADE
Beausoleil	30	30.00	30	30.00	0	0.00	30.00
Chippewas of Rama	55	53.50	45	44.50	- 10	- 9.00	49.00
Total	85	83.50	75	74.50	- 10	- 9.00	79.00

FTE -- Full-time equivalent enrolment

ADE -- Average daily enrolment

7. Update – Lisa Ewanchuk

Principal Ewanchuk noted that the SCDSB's FNMI Education department's focus has been on student engagement, voice and leadership, community engagement and student achievement. The Itinerant Resource Teaching (IRT) staff have been providing additional supports for the 2 First Nation schools with regard to programming and Special Education. They have also been working with Grade 8 students who are transitioning to SCDSB secondary schools in September 2013. Relationships continue to be fostered between students and staff and students are becoming familiar with SCDSB pathways and program offerings

Principal Ewanchuk reported that Grade 8 presentations have been revamped and that there is a new online model for students to register and look at different pathways. One of the IRTs has been working with elementary students at Lion's Oval Public School, Huron Park Public

School, Maple Grove Public School, and Barrie Central Collegiate to develop student the implementation of school Powwows.

In another effort to engage communities and share culture, Student Advisors and IRTs are holding feasts at many elementary schools in Simcoe County, which has encouraged the involvement of many First Nation parents. Additionally, Principal Ewanchuk is working with a group of 15 schools to increase literacy and numeracy skills based on student achievement data. These schools will have a literacy and numeracy goal in their SIPSA next year based on these data trends and SMART goals that have been shared with principals. There will also be another Cultural Awareness Session on May 6, 2013 at the Barrie Native Friendship Centre.

8. Additional Business

Ministry of Education Surveys

APPENDIX C

Since Christian Island Elementary and Kendaaswin Elementary schools are federally funded, students and parents are unable to participate in the survey; however, staff from the First Nations are invited to complete the surveys, based on the fact that they do have students from their First Nation attending SCDSB schools.

9. Closing Prayer

Byron Styles led the group in a closing prayer.

The meeting adjourned at 12:23 p.m. The next meeting will be held on Friday, June 14, 2013 on Christian Island.

10. Report Status

This report is provided for information.

Respectfully submitted by:

Anita Simpson
Superintendent of Education

Approved for submission by:

Kathryn Wallace
Director of Education

August 28, 2013



James Bartleman

Aboriginal Youth Creative Writing Award

The Honourable James K. Bartleman served as Ontario's 27th Lieutenant Governor from 2002 to 2007. As a member of the Mnjikaning First Nation he was the first Aboriginal Lieutenant Governor of Ontario. Mr. Bartleman is an avid reader and author of four best-selling books.

During his term in office he founded and implemented four Aboriginal Youth Literacy Initiatives:

1. Collected 23 million books to set up libraries in First Nation communities across the north.
2. Linked nearly 150 Aboriginal schools with non-Aboriginal schools across Ontario and Nunavut through the School Twinning Program.
3. Established a five-year long Summer Reading Camps Program in 28 fly-in First Nations communities.
4. Established the 'Club Amick' Program which provides books and newsletters four times a year to 5,000 children in Ontario's north.

The *James Bartleman Aboriginal Youth Creative Writing Award* has been set up as a legacy to Mr. Bartleman's far reaching vision and efforts. The program provides Aboriginal youth with an opportunity to showcase their writing abilities.

GENERAL INFORMATION

To commemorate the Honourable James K. Bartleman's term as Ontario's Lieutenant Governor, the Government of Ontario has created the **James Bartleman Aboriginal Youth Creative Writing Award**.

Each year, the program will recognize up to six (6) Aboriginal students for their creative writing talent. Creative pieces may include, but are not limited to short stories, poems, essays, plays, or songs and **must be original work** created by the student.

The award will have three (3) categories: fly-in community, on-reserve and off-reserve. For each category, there will be an 'up to 12 years of age' and '13 to 18 years of age' recipient.

Each recipient will receive a certificate and a cash award of \$2,500.

WHO IS ELIGIBLE?

To be eligible for the award, you must:

- Be 18 years of age or under.
- Submit an original creative writing piece that has not in any part been copied from any source.
- Self identify as being Aboriginal.
- Be a student enrolled in a school in Ontario.
- Be a permanent resident of Ontario.



James Bartleman

Aboriginal Youth Creative Writing Award

WHAT IS THE SELECTION PROCEDURE?

An independent selection committee will review the submissions and select the award recipients.

WHEN ARE THE AWARDS PRESENTED?

The awards will be presented at a ceremony in the Legislative Building in Toronto. Award recipients will be notified by telephone before the awards ceremony. All other candidates will be notified of the outcome by mail.

The awards ceremony will be attended by members of the media and a news release announcing the recipients will be made available to the public.

WHEN IS THE DEADLINE?

Nomination forms may be submitted at any time. The deadline is **May 31** of each year. All nominations received after this date will be considered for the following year.

EACH SUBMISSION MUST INCLUDE THE FOLLOWING:

- The completed submission form.
- Your **original** creative writing piece – this may be a short story, poem, essay, play, or song.
- A brief description about your creative writing piece, which may include what inspired you and what it means to you.

PLEASE NOTE: all materials must be submitted unbound (no staples), single sided and in 8.5" x 11" (letter size) format. **Fax copies will not be accepted.**

Send completed submission forms and materials to:

Ontario Honours and Awards Secretariat
Ministry of Citizenship and Immigration
400 University Avenue, 4th Floor
Toronto ON M7A 2R9

For more information, contact the Ontario Honours and Awards Secretariat at 416 314-7526 or visit www.ontario.ca/bartleman



James Bartleman

Aboriginal Youth Creative Writing Award

Submission Form

Please print clearly and complete in full

Personal Information (to be completed by student)

First Name _____ Last Name _____ Date of Birth _____
(yyyy/mm/dd)

Permanent Address

Address _____

City/Town _____ Province _____ Postal Code _____

Telephone (_____) _____ Email _____
(if available) (if available)

I live in: Fly-in community On-reserve Off-reserve

Alternate Address

Address _____

City/Town _____ Province _____ Postal Code _____

Telephone (_____) _____ Email _____
(if available) (if available)

School Information (to be completed by a school representative)

School Name _____

School Address _____

City/Town _____ Province _____ Postal Code _____

I verify that _____ is a student at _____
(student's name) (school name)

Name of school representative _____

Position _____

Telephone (_____) _____ Email _____
(if available)

Signature of school representative _____ Date _____

James Bartleman Aboriginal Youth Creative Writing Award

Submission Form

In accordance with subsection 39(2) of the Ontario *Freedom of Information and Protection of Privacy Act*, R.S.O. 1990, c.F.31, this is to advise you that the personal information collected on this form will be used only for the proper administration of the James Bartleman Aboriginal Youth Creative Writing Award. This includes determining the candidate's eligibility and providing information to selection committee members for review and recommendation. Personal information may also be used for the purpose of announcing award recipients and for publicizing the James Bartleman Aboriginal Youth Creative Writing Award. The personal information on this form is collected in accordance with the *Ministry of Citizenship and Culture Act*, R.S.O. 1990, c.M.18. For further information, please contact the Manager at the Ontario Honours and Awards Secretariat, 400 University Avenue, 4th Floor, Toronto ON M7A 2R9 or by telephone at 416 314-6608.

I have read the "Who is Eligible" criteria and confirm that I (my child) meet(s) those requirements.

I understand that should I (my child) be selected as a recipient, I (my child) will be asked to provide written consent to permit the disclosure of my (my child's) name, age, community, creative writing submission and photograph (to be taken at the presentation ceremony) on Ministry publications announcing the award recipients, including the Ministry website and news releases, without any compensation.

a) For students **under 18 years of age**: signature of parent (or legal guardian)

Signature of Parent or Legal Guardian* Date

b) For students who have reached **18 years of age**: signature of student

Signature of Student Date

**persons having lawful custody of the student*

Send completed submission forms and materials by **May 31** to:

Ontario Honours and Awards Secretariat
Ministry of Citizenship and Immigration
400 University Avenue, 4th Floor
Toronto ON M7A 2R9

School Reports

Christian Island Elementary School

Principal Johnson reported that during the month of March, the school ran spirit days each Friday which are primarily culture based. Some of the activities included making homemade sleighs, sleigh riding, traditional cooking, fire starting, and dream catcher making.

This year's Pow Wow is on Wednesday, May 29, 2013 and Grand Entry is at 11:00 a.m. Now that spring has sprung, students have begun to plant seeds and prepare the Outdoor Classroom space for planting. Grandfathers (large rocks) have been delivered from various parts of the island and will be used to create a circle where students and staff can gather for lessons.

During the last week of April and the first of May, the school will again be hosting six teacher candidates from York University. The purpose of their visit is to observe and experience a First Nation School.

Principal Johnson also shared the exciting news that the school was selected by Coles Book Store to be the recipients of the fundraiser they hosted called "The Amazing Race." They were very happy and honoured and received a gift card for \$2,000.00 that was used to purchase new books for the school library.

Mnjikaning Kendaaswin Elementary School

Principal Howard reported that the Intermediate students are involved in a 'Dare to Dream' project organized by the University of Toronto's Faculty of Law, which encourages Aboriginal students to consider a career in law. This project involves a visit to the Faculty of Law, in-class sessions to learn about the law and a mock trial. This project is proving very engaging for students.

MKES is involved in the Roots of Empathy program which involves a mother bringing her child into our Senior Kindergarten class on a regular basis and the students learn about the developmental stages and gain an understanding of empathy. The school also hosted a Professional Learning Community professional development day for staff from Christian and Georgina Islands. The theme for the day was 'Sharing Best Practice'. Coyote Mentoring attended, which is an organization that promotes environmental issues from an Aboriginal perspective. The feedback received from the delegates was very positive for the day's activities.

MKES has held a number of theme days that were well supported by students, staff and parents. They were: Crazy Hair Day, Celebrate Our Culture Day, The Day of Pink and the Winter Carnival. They have had a number of presentations to engage students and widen their experiences: SPCA, Hydro One, Safety Village, Anti-Bullying, Environmental issues, Birds of Prey and Medieval Armour! The DARE project is in full swing for Grade 5 students.

REPORT NO. D-6-a
APPENDIX B - 2
AUGUST 28, 2013

Three members of the community held assemblies for MKES students and the themes were The Creation Story and the Clan System. The school has involved all the students at MKES in the design and painting of seven 4'x6' birch murals that represent the seven clans. They should look beautiful!

In the school's desire to embrace technology, they have purchased a number of iPads to consolidate literacy and numeracy skills. They invited a technology based educational group 'The Director's Cut' into MKES to work with four classes. They spent a full day with each class and produced a project based on: Claymation, Movie Trailers and More than Words. Each child was presented with their own DVD showing all of their classmates work as well as their own. The Directors Cut team was amazing. They are presently working on environmental initiatives to enhance the school site. Additionally, the school has been planning for EQAO, hockey, volleyball and junior basketball teams and continuing the music programme.

Lions Oval Public School

Principal Daryl Halliday reported that the school currently has 51 students participating in Ojibwe as a Second Language (OSL) classes and have 33 students who have self-identified.

This month the school hosted a ceremony with Gloria King where she blessed the school's Eagle Staff that students had created last year while working with Karen King and Erica Martin. It was a very informative ceremony and the Grade 6 classes, FNMI students, OSL students and their invited friends were appreciative of Gloria's time and willingness to share. The Eagle Staff is currently displayed in the school office and will be used at various school events going forward.

There are 2 teachers who attended the April 11, 2013 FNMI Improvement Planning PD session at the Board Office. Upon their return from this initial training, these staff members will help to construct a plan as to how the school can support FNMI students to find success at school. The school's kindergarten teacher and ECE staff member are participating in an Oral Language study with other schools to once again set up FNMI students for success. These are exciting opportunities for the school.

Lions Oval continues to plan for the June Powwow and the anticipation is building as Ian McCallum and Rob Fitzgerald work with student leaders to plan for the event.

Regent Park Public School

Principal Campbell reported that Regent Park's feast will be held on May 3, 2013. They anticipate that approximately 80 students will participate in the event and offered thanks in advance to Ian McCallum, Theresa Sandy and Erica Loutitt who will be working with the nutrition team to make this experience possible.

On March 29, 2013 Camp Couchiching visited the school to provide a cultural presentation with First Nations ties connected to woman's issues. This was also linked to International Women's Day.

Lisa Ligers, Janet Machan, Alison Bradshaw and Lori Ramer started planning an Idle No More unit designed to empower students to investigate and think critically about current First Nations issues associated with the movement. Under the leadership of Superintendent Simpson, Principal Ewanchuk has provided release time for these teachers to produce a valuable resource which would be available for the fall.

Our FNMI Student Advisor has organized FNMI cultural meetings with primary, junior and intermediate students during lunch breaks. She is also running boys and girls clubs in the gym at lunch time.

Rama Central Public School

Principal Shelley Clarke reported that Rama Central has three on-going items with respect to FNMI education: their FNMI PLC, their Grade 8 teacher's participation in the FNMI board workshops, and the Kendaaswin E.S. visit to the Grade 5/6 class.

Five teachers are participating in an FNMI PLC this term. The purpose of the PLC is to have self-identified students see their culture and heritage reflected in the classroom environment in order to increase their sense of belonging. To promote positive awareness of FNMI culture/heritage on the part of non-native students the Kindergarten and Grade 1 teachers are working with FNMI grade-appropriate Literacy & Learning basket materials provided by the Board including the Turtle Island Voices set.

The Grade 5/6 classroom goal is to integrate FNMI culture across curriculums including Social Studies, Media Literacy and The Arts. For example, they are engaged in a Drama unit in which "Students engage in role play to explore themes, characters and the issue of the positive and negative effects of colonization and the interactions between First Nations and Europeans (Haudenosaunee and French)." (From the Council of Drama & Dance Educators)

The Teacher-Librarian is highlighting and using board provided learning and literature materials to highlight the Medicine Wheel/ Grandfather Teachings. When reading stories, students are focusing on characters' feelings and making connections to the Medicine Wheel

The Grade 8 teacher is integrating her workshop learning across the Curriculum in History and Literacy. Currently, she is using the picture books from the FNMI Learning Basket as part of a literacy project with her students. She is also participating in five board workshops on FNMI: Engaging our First Nation, Metis and Inuit Learners – Relationships; Medicine Wheel, Life Cycle & Seven Grandfather Teachings (Anishinabe), Haudenosaunee teachings, Inuit Perspectives, Metis Perspectives.

Laura Letic and her students from Kendaaswin E.S. visited Rama Central's Grade 5/6 teacher and her students. They completed a circle facilitated by an elder named Two Bears and then participated in group activities about Turtle Island, The Seven Grandfather Teachings, The Medicine Wheel, Contributions of Aboriginals and their Ideas to Western Society.

Twin Lakes Secondary School

Principal Beresford reported that currently, 25 students are registered in the Grade 11 Aboriginal Beliefs and Values course. The class has been exploring for 4 key "significant crossroads" in FNMI history to build a strong foundation of knowledge of FNMI current issues. These crossroads/topics include First Contact with Europeans, Residential Schools, The Indian Act and The Numbered Treaties.

The class is examining these challenging topics/issues through both text and media sources. They will be gaining firsthand knowledge through Elder teachings when they go to the Aboriginal Studies Centre at Georgian College in Barrie later in April. In addition, the class is planning a guest visit from a First Nations medicine man and an interactive tour of Ste. Marie among the Hurons.

The teacher has been very appreciative of the SCDSB's proactive approach in providing professional development opportunities for Native Studies teachers. As well, the new text called *Aboriginal Beliefs, Values, and Aspirations*, published by Pearson is used as a great adjunct to the program. The teacher greatly appreciates of the board and the diverse body of literature that has come to the school and which has added to and opened up new avenues of understanding among cultures. The School is looking forward to continuing with Ojibwe and Native Studies next school year.

Park Street Collegiate Institute

Principal Jim Sammon reported that at present, the school has 16 students who have formally self-identified as First Nations, Metis, or Inuit; additionally, there are another 12 students who have disclosed this aspect of their cultural identity to the Guidance Counselor. This counselor is working together with Ms. Karen King, our FNMI student advisor, to encourage these students to voluntarily self-identify. To this end, the school has been making use of the materials received from the Board office and referred to in NM-132.

There are four FNMI students who will be graduating in June of this year, three of whom have already been accepted to the college of their choice. They are being assisted with their applications for band funding as well as in applying for other post-secondary assistance, financial and other transitional supports.

The combined Grade 10/11 Native Studies class is full with 25 students actively engaging in cultural activities and learning about the history of Aboriginal peoples in Canada. The Grade 11 students recently completed a series of research projects about the Idle No More movement and presented these to their peers. The school is fortunate to learn from the authentic voices that have visited classrooms so far this semester and look forward to the special guests who will visit in the near future. They also have a field trip planned to the School of Aboriginal Studies, Barrie campus of Georgian College. The teacher continues to collaborate and plan with her colleague from ODCVI and this will help to facilitate a smooth transition for 2013-14.

Again this year, the Full Circle group was successful in receiving Speak Up grant money for their application. The goal is to continue the momentum and positive feedback

received from the outdoor courtyard project by adding art installations and other cultural additions to the inside and front entry of the building. At this time, they are revising plans with an aim towards making the additions 'portable'. They are also investigating methods by which they can preserve earlier outdoor work.

Midland Secondary School and Seventh Fire

Principal Fletcher reported that Seventh Fire began semester 2 of the 2012-2013 school year with full enrolment at 21 students, 9 of whom are members of Beausoleil First Nation. Despite a few departures early in the semester, they have maintained maximum enrolment by providing a continuous intake approach and continue to have interested students request to be added to a wait list. This semester, Seventh Fire is offering the following four courses, Personal & Family Resources (HIR3C), Native Studies (NAC2O, NBV3E/C, NDA3M), and Native Language (Ojibwe).

For the Healthy Active Living credit, Seventh Fire has partnered with the Georgian Bay Native Friendship Centre's Healthy Living program for funding and the Midland YMCA to provide two mornings per week of physical fitness programming at the YMCA. Students enjoy participating in group fitness classes, group sports activities, aquatics, and open independent fitness training. They have also had visits from the Simcoe Muskoka District Health Unit for presentations on substance use and abuse and are scheduled to have a guest speaker from the Ontario Aboriginal HIV/AIDS Strategy to present information on sexual health.

Most students are working through the Managing Personal & Family Resources credit independently with 1:1 support from the teacher when necessary. Grade 9/10 students in the program are instead working on obtaining their Careers and Civics credits in small groups with teacher facilitation and support. The Native Studies period at Seventh Fire is divided into several different credits offered, including Aboriginal Peoples in Canada (NAC2O), Aboriginal Beliefs, Values and Aspirations in Contemporary Society (NBV3C/3E), and Current Aboriginal Issues in Canada (NDA3M). All students are enrolled in a Native Studies course.

In Native Language, the students are discovering the Ojibwe language, which is key for students to connect with their cultural heritage and meets the compulsory language requirement. Students are learning basic greetings as well as the sound system, consonant words, and long- and short-vowels. Students are beginning to move into learning numbers, animals, months, days of the week and conjugating verbs.

Other points of interest at Seventh Fire are as follows:

- students visited Enaahdig Healing Lodge & Learning Centre and enjoyed themselves while they learned a card game in Anishinaabe - Giigoon (Go fish), participated in talking circles, took a nature walk and viewed different animal tracks as well as viewed the process that goes into making maple syrup;
- students are participating in SPARK activities, using the GBNFC great hall gymnasium;

- the program obtained additional funding from Breakfast for Learning to assist with their food and nutrition supplies. In addition to regularly providing breakfast, lunch and snacks, Seventh Fire students also assist to cook or prepare a weekly meal (most recently 'Indian Tacos', upcoming meal is a Metis fish fry);
- students have been invited to participate in youth job readiness workshops provided by the GBNFC;
- a group of five Seventh Fire students attended a First Nation Youth Business Conference with the GBNFC staff and presented business plans they created in last semester's Entrepreneurship course in partnership with Waubatek;
- a few students are actively participating in and volunteering as a youth leader for the GBNFC's after-school Cultural Connections for Aboriginal Youth program. In the case of two students, their involvement is helping them work toward completion of an independent Peer & Leadership Support (GPP3O) credit; and
- one student (Willy Lepage) was recently nominated for and awarded the Midland Rotary Club's Rotary Student of the Month award for his leadership, character and academic achievement.

At MSS, there are currently 12 students in the combined Aboriginal Peoples in Canada (NAC2O) and Current Aboriginal Issues in Canada (NDA3M) course. They are planning to attend the 2nd Annual EcoFair presentation at the Georgian, Orillia location. There are some key speakers that have an interesting presentation that will further expand on some of the discussion that has occurred in the classroom at Midland S.S. Climate Change and Water by Victoria Te Brugge and Dr. Michel Hoechsmann's presentation on How Media Distort our Perception of Land are the two that the class is interested in viewing. The FNMI Student Advisor continues to support the FNMI students. This semester the following cultural activities have been offered during the lunch hour; finger beading, embroidery, beading, dream catcher, medicine bags, metis dot art, rug hooking and painting. The sessions have been well received by students and participation has been at maximum participants. In addition, the FNMI Student Advisor has been supporting the 15 students in the Aboriginal Beliefs, Values and Aspirations in Contemporary Society (NBV3C/3E) with the instruction of additional cultural activities. These students also report their enthusiasm for these hands-on learning opportunities.

Penetanguishene Secondary School

Principal MacIsaac reported that the PSS students and staff continue to work on cultural awareness with opportunities to celebrate the cultural backgrounds of the community. This semester, with the help Ruth Quesnelle, students have been offered opportunities during lunch to learn more about the background of FNMI cultures by participating in mini workshops that focused on art, crafts and song.

Students from Christian Island Elementary School joined other PSS feeder schools in February as part of the Grade 8 to Grade 9 transition programs. Students participated in various classes, fun activities and heard from teachers of various programs to assist in their course selection. PSS looks forward to many of them joining the graduating class of 2017. PSS staff will be visiting the future students once again in May prior to them joining the school in September.

This semester, PSS is offering the Beliefs, Values and Aspirations (NBV3C) course along with the Contemporary Aboriginal Voice (NBE3C) course. The students in these courses have learning more about Aboriginal peoples and their traditions. Recently, the

NBE3C course had Ruth Quesnelle visit and the students made medicine pouches with her. At present time, the students are completing a media study unit to look at portrayals of aboriginal people in different media and in different times. The teacher explained that students have been vocalizing in the class that First Nations people have been negatively portrayed in the past and how people with no previous exposure to these cultures aren't always aware of how stereotypical, hurtful and not at all authentic these portrayals are.

The NBV3C class is once again using the power of literature to develop a greater understanding of cultures. The teacher in this class continues to expand the resources and reading materials that are reflective of the First Nations, Metis and Inuit cultures. The staff and students are excited as the warmer weather develops for field trips that are planned to provide some authentic learning opportunities for students in both classes to support student learning.

ODCVI

Principal Meiners reported that the Native Studies course is currently running during second semester as a combined Grade 10/11 course. There are 17 students enrolled, 8 of whom have self-identified as First Nation students. In an effort to build awareness and make connections between the past and current social issues, the class started the semester investigating the Idle No More movements. They are fortunate to have a Smart Board in the classroom, which allows them to have access to current media events pertaining to land rights issues, environmental concerns and social justice issues.

By weaving the past and the present together, the students are better able to understand the underlying importance of the need to preserve the First Nation, Metis and Inuit culture. They continue to organize guest speakers from the community to share their expertise with the class; do native art work; such as dream catchers; information posters and Projects of the Heart tiles of residential school students, to name a few. They are also working in co-operation with the teacher from Park Street Collegiate to organize a field trip this spring with combined classes to Saint Marie Among the Hurons.

Rama Student Advisor

Lisa Snache reported that student appointments are being held to review Semester 1 Finals, Semester 2 timetables and to provide ongoing supports throughout this semester.

REPORT NO. D-6-a
APPENDIX B - 8
AUGUST 28, 2013

She attended parent-teacher interview night and Strengths Needs Committee (SNC) meetings as scheduled at Twin Lakes and ODCVI. Several students attended the Aboriginal Justice Conference at the University of Toronto in March and she is currently planning for 11 students to attend the Aboriginal University Experience at Queen's University in May. Four MKES Grade 8 students are registered for September at ODCVI and 1 at Twin Lakes. The current number of Rama students (on and off reserve) is as follows:

Twin Lakes Secondary School	32 students (1 at OAP)
ODCVI	12 Students
Park Street Collegiate	2 students

Student Representative

Arlana Bickell reported that she survived her exams in January and attended the Equity in Action 2013 symposium held at Georgian College in Barrie on February 28, 2013. She also attended the Justice Conference at the Univ. of Toronto in March, which, she shared, was a great experience to interact with other First Nation students and participate in the mock trial. She is very pleased that students were able to play a few exhibition volleyball tournaments with other schools.

Arlana attended the Rise and Shine Assembly in March at Twin Lakes and has attended parent/teacher/student interviews for semester 2 and selected her courses for next year. She is very excited that track & field and soccer seasons have begun and plans to attend the Aboriginal Univ. Experience at Queen's University in May. She continues to work on community volunteer hours and will be applying for Link Crew for next year.

TO: Elementary Principals
Elementary Vice Principals
Secondary Principals
Secondary Vice Principals
All SCDSB teaching and non-teaching staff
Trustees

FROM: Anita Simpson
Superintendent of Education

SUBJECT **INVITATION: STUDENTS, PARENTS/GUARDIANS AND TEACHING/
NON TEACHING STAFF SURVEYS ON ABORIGINAL EDUCATION**

Background

The Ministry of Education is preparing its second Progress Report on the implementation of the Ontario First Nation, Métis, and Inuit Education Policy Framework (the Framework). Students, parents/guardians and teaching/non-teaching staff voices are critical to understanding the progress that has been made and areas that need further attention. The Ministry released surveys for students, parents/guardians and teaching and non-teaching staff in May 2012. However, the Simcoe County District School Board did not participate at that time due to the tight timelines.

Action

The Ministry would like to offer our students, parents/guardians and teaching/non-teaching staff another opportunity to provide their feedback and ideas. The responses will contribute to the development of the second Progress Report on the implementation of the Framework, which will be released later this spring. The responses will also be used to guide the future work of the Ministry and the Simcoe County District School Board First Nation, Métis and Inuit Education Multi Year Plan by providing a better understanding of the challenges facing Aboriginal learners and the promising practices that are helping to improve the learning outcomes of First Nation, Métis and Inuit students attending provincially-funded schools. Our school board will receive a report with aggregated survey results.

The survey will be conducted on-line for secondary students, parents/guardians of both elementary and secondary students and elementary and secondary teaching and non-teaching staff. **Responses will be accepted May 17, 2013.**

Secondary Student Survey

Distribution	Distribute parental permission forms to all secondary students (APPENDIX A)
Access	Can be completed at school or home at http://fluidsurveys.com/s/student-EN/

REPORT NO. D-6-a
APPENDIX C - 2
AUGUST 28, 2013

Parent/Guardian Survey

Distribution	Distribute notice to <u>all</u> elementary and secondary students. (APPENDIX B)
Access	Can be completed at school or home at http://fluidsurveys.com/s/parent/guardian-EN/

Teaching/Non-Teaching Staff Invitation from the Ministry of Education

Distribution	Please distribute to all staff in your building, including office and custodial staff, educational assistants, CYWs, resource staff (APPENDIX C)
Access	Can be completed at school or home at http://fluidsurveys.com/s/staff-EN/

Individual staff will not be identified in the survey and responses will be combined with those of other staff in the summary report.

Further questions may be addressed to Lisa Ewanchuk, Principal of First Nation, Métis and Inuit Education at lewanchuk@scdsb.on.ca or 705-734-6363 ext.11475.

Permission to Participate in Survey on Aboriginal Education

The Ministry of Education is gathering input from students and parents/guardians about Aboriginal Education in Ontario's provincially funded schools. The Ministry launched the *Ontario First Nation, Métis, and Inuit Education Policy Framework* (Framework) in 2007 and is now preparing the second Progress Report on the implementation of this Framework.

The feedback and opinions of students and parents/guardians are critical to the Ministry's understanding of how this important work is occurring in classrooms and schools throughout the province and where further focus is needed.

The Framework provides the foundation for delivering quality education services to First Nation, Métis, and Inuit students in Ontario's provincially funded school system and enhancing the knowledge and understanding of all students regarding contemporary and traditional First Nation, Métis, and Inuit cultures, histories and perspectives. Your feedback will contribute to the development of the second Progress Report on the Framework, which will be released later this spring. Feedback will also be used to guide the future work of the ministry by providing a better understanding of the challenges facing Aboriginal learners and the promising practices that are helping to improve the learning outcomes of First Nation, Métis and Inuit students attending provincially-funded schools.

We would like your permission for your child to participate in a survey being conducted at the secondary level. If your child is under the age of 18, please complete the tear-off form and have your child return it to school. Alternatively, your child is welcome to complete the survey at home. The survey can be accessed in English: <http://fluidsurveys.com/s/student-EN/> or French: <http://fluidsurveys.com/s/student-FR/>.

We also invite you to complete a survey. You can complete the survey online by going to the following site to access the survey in English: <http://fluidsurveys.com/s/parent/guardian-EN/> or French: <http://fluidsurveys.com/s/parent/guardian-FR/>.

Privacy

- Your name and your child(ren)'s name(s) and any other identifying information will be removed from the information we keep about you and your child(ren).
- Reports based on the information you and your child(ren) provide will never identify your name(s).
- We will use the information you and your child(ren) provide to us only for the purpose of this study.

_____ tear off _____

I give consent for _____ to participate in this study by completing a survey.

Parent/Guardian's name: _____

Parent/Guardian's signature

Date:



April 17, 2013

Dear Parent/Guardians

The Ministry launched the [Ontario First Nation, Métis, and Inuit Education Policy Framework](#) in 2007. The Framework provides the foundation for delivering quality education services to First Nation, Métis, and Inuit students in Ontario's provincially funded school system and enhancing the knowledge and understanding of all students of contemporary and traditional First Nation, Métis, and Inuit cultures, histories and perspectives. Your feedback will help the ministry prepare the second Progress Report on the Framework, which will be released later this spring. Feedback will also be used to guide the future work of the ministry by providing a better understanding of the challenges facing Aboriginal learners and the promising practices that are helping to improve the learning outcomes of First Nation, Métis and Inuit students attending provincially-funded schools. High quality education is important for everyone.

Your participation in this evaluation is important so that your voice is heard. Your answers to this survey will help us to know how the Framework is being implemented in schools and how it is affecting your children. Participation in this survey ensures that your comments and concerns are reported to the ministry. The survey can be found at: <http://fluidsurveys.com/s/parent/guardian-EN/> Responses to the on-line survey will be accepted until May 17, 2013.

Privacy

You will not be identified in any reports. The information you provide us will only be used for the purpose of this study. By completing this survey, you agree to allow the information you provide to be used in the evaluation of the Framework.

The Simcoe County District School Board will receive a report with aggregated survey results. This information will inform the development of our [First Nation, Métis and Inuit Education Multi Year Plan](#).

If you have any questions or require further information, please contact: Lisa Ewanchuk, Principal of First Nation, Métis and Inuit Education - 705-734-6363 ext. 11475 or at lewanchuk@scdsb.on.ca

Thank you kindly.

Ministry of Education
**Ministry of Training,
Colleges and Universities**
Assistant Deputy Minister
Mowat Block, 22nd floor
900 Bay Street
Toronto ON M7A 1L2

Ministère de l'Éducation
**Ministère de la Formation et
des Collèges et Universités**
Sous-ministre adjoint
Édifice Mowat, 22^e étage
900, rue Bay
Toronto ON M7A 1L2



INVITATION TO: All Teaching and Non-Teaching Staff

FROM: Janine Griffore
Assistant Deputy Minister
French Language, Aboriginal Learning and Research Division

DATE: April 9, 2013

SUBJECT: Invitation to participate in a survey on the implementation of
the *Ontario First Nation, Métis, and Inuit Education Policy
Framework*

You are invited to participate in a survey on Aboriginal education within Ontario's provincially-funded schools.

As you may be aware, the Ministry of Education continues to implement the *Ontario First Nation, Métis, and Inuit Education Policy Framework* (Framework), which provides the foundation for delivering quality education services and improving education outcomes for First Nation, Métis, and Inuit students in Ontario's provincially funded school system and enhancing the knowledge and understanding of all students regarding contemporary and traditional First Nation, Métis, and Inuit cultures, histories and perspectives.

The Ministry of Education is conducting surveys to evaluate progress made towards implementation of the Framework within classrooms, schools and boards across the province. The responses will contribute to the development of the second Progress Report on the implementation of the Framework, which will be released later this spring. The responses will also be used to guide the future work of the ministry by providing a better understanding of the challenges facing Aboriginal learners and the promising practices that are helping to improve the learning outcomes of First Nation, Métis and Inuit students attending provincially-funded schools.

The opinions of teaching and non-teaching staff are valuable, at all levels of experience supporting Aboriginal education within classrooms, schools or the boards.

Privacy

- You will not be identified in the survey.

TO: The Chairperson and Members of the
Simcoe County District School Board

FROM: Parent Involvement Committee

SUBJECT: **REPORT OF THE PARENT INVOLVEMENT COMMITTEE
MEETING HELD MAY 22, 2013**

A meeting of the Parent Involvement Committee was held on Wednesday May 22, 2013 at the Education Centre.

PRESENT:

Committee Members: (Voting)
Ken Boyington, Timmi Brady-Inglis, Marjorie Dowdell (Vice-chairperson), Michelle Hunter, Julianna Lerch, Jane McCreadie (Chairperson), Tanya Nabuurs, Lisa Robertson.

Trustee

Representatives: (Non-voting)
Michele Locke, Krista Mayne.

Administration & Staff

Representatives: (Non-voting)
Rita England (Recorder), Alison LaMantia, Angie Pino, Jane Seymour, Paul Sloan.

REGRETS: Elizabeth Bettencourt, Jennifer Johnson, Christine Bowman.

GUESTS: Dr. Bill Colvin, Dean Maltby.

1. **Welcome**

Chairperson Jane McCreadie called the meeting to order at 5:05 p.m. and welcomed committee members and guests: Donna DaSilva (Bradford District High School and Anita Johnson-Ford (Innisdale Secondary School.)

Chairperson McCreadie introduced and welcomed, Dean Maltby, Principal of West Bayfield Elementary School and Dr. Bill Colvin, Senior Psychologist – SCDSB.

2. **Approval of Agenda**

Chairperson McCreadie indicated that there would be a revision to agenda item #8, to read School Councils Annual Update – PRO Grant.

Moved by Julianna Lerch
Seconded by Marjorie Dowdell

That the agenda be accepted as revised.

CARRIED

3. Approval of April 24, 2013 Minutes

Chairperson McCreadie asked for approval of the minutes.

Moved by Marjorie Dowdell
Seconded by Lisa Robertson

That the minutes of the April 24, 2013 be approved with an amendment.

CARRIED

4. Proposed Amendment to the PIC and School Council Meeting Schedule

The committee discussed amending the PIC and School Council meeting schedule for the 2013 – 2014 school year. The committee was provided with handouts indicating possible options.

MOTION

Moved by Jane McCreadie
Seconded by Lisa Robertson

That the Parent Involvement Committee recommend that PIC meetings be moved to Tuesday evenings from 6 – 8:30 pm and that the PIC supports OPTION B for 2013-2014.

CARRIED

5. School Council Constitution Sub-Committee

Principal Dean Maltby reported on the work of the School Council Constitution Sub-Committee. A simplified template was provided that would be easy to use and is able to be customized to fit every school's culture. Principal Maltby spoke on the revisions to be included in the Administrative Procedures Memorandum (APM) A7200.

The revised School Council Election APM will be taken to Administrative Council for review and approval. Chair McCreadie suggested that a future workshop be developed to address the revised APM which could be used to emphasize the expectations of School Councils.

Item to be added to the October 2013 agenda.

6. Parent Voice: SCDSB Mental Health Strategy

Dr. Bill Colvin, Senior Psychologist provided information on the Board's Mental Health plan, which is posted on the board's website and is available for review by parents/guardians. Dr. Colvin focused on discussing ways in which to include the "parent voice" in the development of the Board's strategy.

Dr. Colvin discussed with the committee and laid out the various options available to ensure the “parent voice” is heard, i.e. Mental Health Steering Committee and a formal working group. It was suggested that a member be elected to sit on the Mental Health Steering Committee.

Dr. Colvin will forward the information regarding the role and time commitment to Superintendent Sloan. An interested member willing to represent the PIC will be chosen at the June meeting.

7. PIC Membership

a) PIC Membership

Superintendent Sloan commented on the process of reappointment, attracting new members and retiring committee members for the 2013 – 2014 school year.

A total complement of 12 members is required for the PIC. Superintendent Sloan will communicate an open invitation to parents/guardians system-wide, after which applications will be received and a draw held by the respective Superintendents of Education to fill vacant positions on the committee.

Three applications have submitted the required nomination form to Superintendent Sloan.

It was noted that applicants must currently be on a School Council.

b) Proposed Revision to Policy No. 4311 – Parent Involvement Committee

Superintendent Sloan explained that the board at one time had 6 areas with 3 regions; the board now has 5 areas.

The committee discussed the updates to realign the wording in the policy to reflect the board’s present structure.

MOTION

The Parent Involvement Committee recommend that the revisions to Policy No. 4311 – Parent Involvement Committee be accepted as presented.

Moved by Lisa Robertson

Seconded by Tanya Nabuurs

CARRIED

8. School Councils Annual Update Pro – Grant

Chair McCreadie and Alison LaMantia, Communications Manager, provided a draft handout entitled “*Circle of Learning*” Parent Conference - Regional/Provincial Grant Application #30040497 and reported that the deadline for submission for the PIC application had been extended to Friday, May 24, 2013. Chair McCreadie explained that the application had been submitted to the Ministry and a completed template would be forthcoming.

The committee discussed a variety of ideas to engage as many people as possible with next year's Circle of Learning. Communications Manager LaMantia commented that she would be willing to help with the event and that at this time only rough ideas, speakers, etc. are required to complete the template.

The committee authorized Chair McCreadie to move forward with the proposal and submit to the Ministry. Members were invited to email Chair McCreadie with any additional comments.

Lisa Robertson, on behalf of the committee, thanked Chair McCreadie and Manager LaMantia for their extensive work on the proposal.

9. Multi-year Plan

Chair McCreadie commented that at the June meeting she would like to pass a motion regarding a multi-year plan. Some topics to be included are: applying for a PRO grant, toolkits for JK orientation and transition to highschool, School Council Survey and parent engagement survey, PIC members mentoring, reducing and limiting barriers to engagement, creating community partnerships, providing school councils with info, and developing PIC by-laws.

Chair McCreadie encouraged committee members to forward their comments to her by email or phone.

10. Additional Items – nil

11. Adjournment

Moved by Lisa Robertson
Seconded by Timmi Brady-Inglis

That the meeting be adjourned at 7:35 p.m.

The next regular meeting will be held on Wednesday, June 12, 2013, 5:00 p.m. at the Education Centre.

13. Report Status

This report is provided for information.

Respectfully submitted by:

Paul Sloan
Superintendent of Education

Approved for submission by:

Kathryn Wallace
Director of Education

August 28, 2013

TO: The Chairperson and Members of the
Special Education Advisory Committee

FROM: Chairperson of SEAC
Superintendent of Education

SUBJECT: **MINUTES OF THE SPECIAL EDUCATION ADVISORY COMMITTEE MEETING
HELD JUNE 3, 2013**

A. Call to Order
(1) Roll Call

PRESENT

SEAC Members:

Angie Bridekirk (Chairperson), Sue Downing, Mary Haire, James Hall,
Margaret Homewood, Laura LaChance, Kim Latour, Suzanne Ley (Trustee),
Jodi Lloyd (Trustee), Joanne McCafferty, Sari Russell,
Caroline Smith (Trustee).

SEAC Alternates: Kevin Berry.

Staff: Peter Gumbrell, Phyllis Hili, Janis Medysky, Sally Potts, Brodie Wilson.

REGRETS

SEAC Members: Joanne Brown, Susan Clough.

ABSENT Sarah Elliott.

SEAC Members:

**Recording
Secretary:** Jennifer Henry.

Meeting called to order at 7:00 p.m.

(2) **Approval of Agenda**

There was a request from Sue Downing to provide a report on her recent calming room visits with Principals Potts and Gumbrell. Chairperson Bridekirk suggested the report be added under item B (6) Committee Reports/Updates.

Moved by Joanne McCafferty
Seconded by Mary Haire

That the agenda be approved as amended.

CARRIED

(3) **Approval of Minutes**

Minutes of the Regular Committee Meeting May 13, 2013

Reference was made to item B 3 (c) Consultation and Review of the Use of Foam Pads (Blocker Shields), where Trustee Ley spoke to eight (8) next steps / recommendations that were presented in the consultation report last June. It was noted that there were 10 next steps/recommendations presented in the report. This correction will be reflected in the June 3rd minutes.

Moved by Sue Ley
Seconded by Joanne McCafferty

That the Minutes of the regular meeting of the Special Education Advisory Committee held May 13, 2013 be approved as printed.

CARRIED

B. (1) Welcoming

(a) Welcome and Introductions

Chairperson Bridekirk welcomed guests, and SEAC members. She welcomed Debbie Cummings, Education Officer with the Ministry of Education, Barrie Regional Office, who helped coordinate this evening's Ministry presentation. Trustee Beacock was welcomed along with the following staff members: Janis Medysky, Associate Director, Brodie Wilson, Central Program Consultant in Special Education, and Steve Bartlett, member of the Information Technology Department. SEAC member regrets were also shared.

(b) SCDSB Special Education Statement of Beliefs

Mary Haire read the Statement of Beliefs.

(2) Presentations & Discussion

(a) Update on Assessing Achievement in Alternative Areas

Ministry Representatives Sandra Montgomery, Senior Policy Advisor, and Maureen Cox, Education Officer, both with the Special Education Policy & Programs Branch presented via teleconference and PowerPoint an Update on Assessing Achievement in Alternative Areas (A4). Information was provided on the focus population for the A4 project, and the focus on enhancing assessment processes, data collection, and reporting to parents on the achievement of students who do not access the Ontario Curriculum. The presentation included: a project overview; Ministry of Education strategic directions; timelines for the A4 guidelines and projects; student data; essential components in the draft A4 Guidelines; lead boards for A4 projects; categories of project work; samples of the data collection and assessment tools; a sample of the electronic sharing site; and the A4 e-Community website. Maureen and Sandra responded to SEAC members questions following the presentation.

Chairperson Bridekirk thanked the Ministry representatives for the presentation, and indicated that she could provide SEAC members with Debbie Cummings' (Education Officer, Barrie Regional Office) contact information should members have any further questions regarding the A4 project.

(b) Special Education Plan 2013-2014

Supt. Hili provided a brief overview of the following documents that were forwarded to SEAC members ahead of the meeting: Board Improvement Plan for Student Achievement and Well-Being (BIPSA-WB) Summary Working Document Kindergarten to Grade 12; Special Education Multi-Year Plan; Simcoe County District School Board (SCDSB) Special Education Plan 2013-2014 working document with tracked changes, and a summary sheet showing the amendments that have been made to the Plan to date, and the amendments that will be forthcoming.

Superintendent Hili noted that the BIPSA-WB Summary Working document and Multi-Year Plans have all been aligned with the *Simcoe Path*. Each of these documents are posted on the Board's public website.

Superintendent Hili thanked SEAC members for taking the time to review the documents and for the initial feedback that SEAC members submitted to staff. She reported that Principals Gumbrell and Potts will be working through the questions/feedback as it is received.

Principal Gumbrell took a few moments to highlight the SCDSB Special Education Multi-Year Plan, and noted the Board's implementation of the Assessment Curriculum Expectations (ACE) and Assessment Companion Tool (ACT) during the past few years, which was a result of the A4 project discussed above. He noted that SCDSB was one of the boards who helped develop those documents which have been valuable tools and have received positive feedback from the schools. Principal Gumbrell addressed a question regarding increased credit accumulation which is listed on the Special Education Multi-Year Plan under Evaluation/Outcomes. It was suggested that a working group be formed regarding this item.

Principal Gumbrell drew attention to the comments and feedback received from Vice-Chairperson Hall regarding County Classes. He reported that one of the action items for this year's and next year's Special Education Multi-Year Plan is to develop a framework and begin a review for County Classes and other special education class placements. As part of the review, consultation will take place with parents, students, school staff and administrators, and individuals from community agencies. Principal Gumbrell confirmed that the initial framework will be ready to discuss in September. A County Class list was provided to SEAC members and discussed at this time. SEAC members sought clarification regarding the staffing of county class teachers. Principal Gumbrell and Associate Director Medysky addressed the inquiry. It was suggested that an additional column be added to the county class list to show the Full Time Equivalent (FTE) number of staff.

At this time, the presentation was turned over to SEAC members for an open dialogue session regarding any further questions, comments or feedback.

A lengthy discussion ensued as SEAC members and staff reviewed and addressed the questions, comments/feedback that Vice-Chairperson Hall and Kim Latour emailed to staff and SEAC members regarding various sections of the Plan. Additional questions and comments were also addressed at this time. Concerns and challenges regarding Individual Education Plans (IEPs) were discussed, with suggestions brought forth for setting more definitive timelines and checklists so that IEPs are completed as quickly as possible within the legislated 30 school days. It was also suggested that an amendment page be created that can be signed off by parents and attached to the IEP. Superintendent Hili suggested that IEPs be listed as an action item for the 2013-2014 Special Education Multi-Year Plan.

There was also discussion regarding specialized equipment with the suggestion that more generalized information be included in the Special Education Plan.

With the implementation of French Immersion, Laura LaChance inquired about French Speaking Special Education Resource Teachers (SERTS) for children with special needs who enroll in the program. This is something that the Board will need to consider as it moves forward.

It was noted that the Essential Practices K-12 document will be attached to the SEAC Minutes and that a link will be provided to this document in the Special Education Plan.

Clarification was sought regarding the three Applied Behaviour Analysis (ABA) Support workers listed under the secondary staffing table for 2013-2014. Principal Gumbrell and Superintendent Hili reported that the Board recently hired three ABA Support Workers, and is in the process of opening an alternative site on Bayview Avenue as part of Autism Spectrum Disorder (ASD) programming for students with a variety of environmental needs who are transitioning out of high school. Principal Gumbrell spoke to the roll of the current ABA support workers and noted that the board is looking at making use of the Bayview site in September.

Staff also suggested bringing forth the Special Education Plan earlier next year for discussion.

Consensus among SEAC members was to move forward with the June 17th SEAC meeting to further address the Special Education Plan for 2013-14 and to conclude any unfinished business. Staff committed to bring forth any additional changes/updates that they are able to make within this timeframe. There was a request that additional changes be forwarded to SEAC members by the Friday preceding the next meeting. Superintendent Hili confirmed that a summary list will be maintained to track feedback and revisions. Staff will continue to make revisions in June and July, and will email SEAC members updates. Superintendent Hili invited ongoing input throughout the process and noted that the next-to-final draft would be emailed to SEAC members, prior to the Plan being submitted to the Ministry and posted to the Board's Public website.

Joanne McCafferty left at this time.

(3) SEAC Member Reports/Updates

Sari Russell reported that the 4th Annual Day for deaf and hard-of-hearing children and their families will be held on Saturday June 8th at the Elmvale Jungle Zoo and extended the invitation to SEAC members. The event is being hosted by Ontario Hands & Voices and Deaf Access Simcoe Muskoka. Tickets for the event can be purchased through Deaf Access Simcoe Muskoka.

Sue Downing circulated a brochure on Simcoe Community Services Youth in Action Summer Skill Building Sessions for Youth 2013. Sue noted that sessions are being offered in Barrie and Orillia and are open to all high school students.

Kim Latour reported that Catulpa Community Support Services will be celebrating 40 years in Simcoe County. In celebrating its 40th Anniversary, Catulpa Community Support Services will be holding open houses across Simcoe County on September 26th. More details will be shared as they become available.

Chairperson Bridekirk reported on Integration Action for Inclusion in Education and Community Ontario's annual conference that was held on May 24th and 25th in Kingston at Queen's University.

Laura LaChance reported that several members of the Down Syndrome Association of Simcoe County attended the Canadian Down Syndrome Society Annual Conference that was held in Winnipeg a couple of weeks ago. She reported on a workshop that was presented by Community Living Manitoba regarding a profiling tool that school staff can use to assess and reflect on their inclusive practices.

(4) Board Reports

- (a) Trustee Ley provided a brief overview of the report for the Regular Board Meeting held on May 22, 2013.

She reported that the Board accepted with regret and best wishes the notice of resignation for retirement from Phyllis Hili and Kathy Bailey, Superintendents of Education.

Trustee Ley also distributed a Notice of Motion that was made at the May 8th Program Standing Committee. The Notice of Motion states that the Program Standing Committee develop Terms of Reference for the Special Education Advisory Committee through the formation of a working group, comprised of staff, two (2) trustees, and two (2) non-trustee SEAC members, with the working group to present the completed draft terms of reference at the November 2013 Program Standing Committee. Trustee Ley clarified that this was only a Notice of Motion, and that it has not been discussed nor adopted by the trustees. Trustee Ley addressed some general questions regarding the rationale for the Notice of Motion, and encouraged that until the Notice of Motion is discussed by Trustees and determined if the motion will be moving forward, that any further discussion be held at this time.

Chairperson Bridekirk reported on a letter that she circulated earlier today to Trustee Ley. She noted that she and Vice-Chairperson Hall brought this Notice of Motion to the attention of the Provincial Parent Associations Advisory Committee (PAAC) on Special Education Advisory Committees (SEAC) on Monday. Chairperson Bridekirk reported that this SEAC follows the PAAC handbook regarding the directions of SEAC. She reported that the PAAC handbook is supported by the Ministry and posted on the Ministry website. She also reported that the terms of reference as defined by the expectations of the Ministry, are defined by legislation. Trustee Ley indicated that the Board adheres to the Act, but would like to see procedures and roles laid out more clearly. She noted that terms of reference exist for other Special Education Advisory Committees, and that she would like to see those terms of reference explored, should trustees decide to move forward with the motion. Vice-Chairperson Hall requested to see the terms of reference at some point. Associate Director Medysky addressed the request, and noted that for any discussion to have happened or occur at this time is pre-mature until Trustees have a chance to discuss the Notice of Motion.

Laura LaChance reported that she attended a Ministry meeting today that was attended by Barry Finlay, and that there was discussion at the meeting regarding Special Education Advisory Committees. She reported that the Ministry is planning a provincial wide training session in 2014 for senior staff to attend with their SEAC Chair to provide further direction regarding the functioning of Special Education Advisory Committees.

Chairperson Bridekirk shared some historical perspective. She noted that Brett Millar, a past SEAC member who represented Simcoe Community Services at the time, led a two-day training session a few years back, which looked at the SEAC's role, terms of reference and how we perceive the direction. During that time everyone unanimously said that they would work within the guidelines of PAAC. Chairperson Bridekirk also noted that the Statement of Beliefs were developed at this time, and that everyone worked together to align the SEAC's mission with the Board's mission in line with PAAC and Ministry expectations. She also noted that this session was attended by all SEAC members as well as staff and trustees and facilitated by a mediator, as opposed to forming a working group that included only some members.

- (b) Status of Recommendations to the Board – Nil

(5) **Staff Member Reports/Updates**

(a) **Working Group Report – APM 1435 – Management Process for Student Behaviours Causing a Risk of Injury**

Principal Gumbrell reported that Kevin Berry, Trustee Smith, Michael Briscoe, Senior Manager of Human Resources, and Principals Gumbrell and Potts met this evening prior to the SEAC meeting to go through the remainder of the APM. He reported on the discussion that took place and recommended that suggestions be incorporated as staff move forward with the APM in the fall. Kevin requested the working group notes be circulated to all SEAC members. As opposed to working group notes, Associate Director Medysky suggested that the original document be presented with tracked changes to SEAC members once the committee has completed its work. It was noted that comments/feedback were submitted by the SEAC table prior to the formation of the working group, and that the results of that feedback have not yet been reported on. It was requested that a verbal update be shared at the June 17th SEAC meeting.

Kevin also requested that the Board's list of approved Personal Protective Equipment (PPE) be shared with all SEAC members. Principal Gumbrell reported that the list was shared and talked about as part of the first working group meeting. Associate Director Medysky further addressed the request, indicating that the list should come to SEAC members as part of the completed document once the Committee has completed its work. Kevin noted that the list was requested by SEAC members last year, prior to the formation of the working group committee, at which time it was indicated that the list would be shared. Chairperson Bridekirk indicated that she would follow up with Associate Director Medysky regarding the list of PPE and a verbal update from the working group.

(6) **Committee Reports/Updates**

Sue Downing reported that she had an opportunity to visit an elementary calming room at Lions Oval with Principal Potts and a secondary calming room at Stayner Collegiate Institute with Principal Gumbrell. She reported on her visits, noting both rooms were contained within the Life-Skills classroom and were used for self-regulation strategies. During her visits, she was pleased to hear about the process of declining use and other strategies that are being used. Chairperson Bridekirk sought confirmation that it was only students in the life-skills classes who were accessing these calming rooms. Principal Gumbrell confirmed this.

C. **INFORMATION**

(1) **Correspondence**

Chairperson Bridekirk reported on a letter received from the Peterborough Victoria Northumberland and Clarington Catholic District School Board to the Minister of Community and Social Services, in support of recent letters from other SEACs regarding the discontinuation of Special Services at Home (SSAH) funding for individuals over the age of 18.

(2) Questions and Proposals from SEAC Members (including Notices of Motion)

In reference to the Board Improvement Plan for Student Achievement and Well-Being Summary Working Document Kindergarten to Grade 12, Sari Russell requested a discussion at a future meeting regarding the Programs and Pathways to adult and continuing education, and what kinds of special education supports are offered at those levels.

Laura LaChance reported that as part of Education Day and through funding received from the Parents Reaching out Grant, that Collingwood Collegiate Institute will be holding a free screening of the film *Bully* for the school community on June 13th at 7:00 p.m. Laura extended an invitation for staff and trustees to attend the event.

Superintendent Hili announced that Principal Gumbrell has submitted his resignation for the purpose of retirement effective June 30th. She spoke to Principal Gumbrell's expertise and collaborative approach with students, families, and staff; and the degree to which he is highly respected within the Board, Simcoe community, and broader education community. She noted that Principal Gumbrell leaves a legacy of caring and excellence and wishes him well in his retirement.

(3) SEAC Contact Information 2012-2013

Please notify Jennifer Henry of any changes to contact information.

D. FUTURE BUSINESS AND ADJOURNMENT

Moved by Jim Hall
Seconded by Kim Latour

That the meeting be adjourned at 10:00 p.m.

CARRIED

Report Status

This report is provided for information.

Respectfully submitted by:

Phyllis Hili
Superintendent of Education

Approved for submission by:

Kathryn Wallace
Director of Education

August 28, 2013