



March 15, 2016

Grant Manager
First Nations Education Initiatives Branch
First Nations, Metis and Inuit Education Division
Alberta Education
11th Floor 44 Capital Boulevard
10044 108 Street
Edmonton, Alberta T5J 5E6

Attention Grant Manager:

Please find enclosed Northland School Division's application for the Building Collaboration and Capacity in Education Grant Program.

Northland School Division is applying for this grant in partnership with Athabasca Tribal Council.

If you have any questions please contact me at 780-624-2060 Ext. 6102.

Respectfully,

Donna Barrett
Superintendent of Schools
Northland School Division No. 61

DB:kp

Enclosure (1)



March 15, 2016

Grant Manager
First Nations Education Initiatives Branch
First Nations, Metis and Inuit Education Division
Alberta Education
11th Floor 44 Capital Boulevard
10044 108 Street
Edmonton, Alberta T5J 5E6

Attention Grant Manager:

Re: Letter of Support from Northland School Division On behalf of Athabasca Delta Community School, Fort McKay School, Anzac Community School, Bill Woodward School, and Father R. Perin School

Please accept this letter as a formal commitment to participate in project under the *Building Collaboration and Capacity in Education Grant Program* through the Ministry of Education and the First Nations, Métis and Inuit Education Division for the 2015/2016 to 2017/2018 fiscal years.

Our First Nation/school(s) will work with Athabasca Tribal Council & Northland School Division to undertake the planned activities described and outlined in the Building Collaboration and Capacity in Education Grant Proposal Template (or Section E of the Grant Application). Athabasca Tribal Council (ATC) & Northland School Division will ensure schools are prepared to undertake the planned activities, achieve the stated milestones, and adhere to expected timelines.

Athabasca Tribal Council and Northland School Division will ensure the *Building Collaboration and Capacity in Education Grant Program* guidelines are followed and will provide appropriate coordination and support services, including project management, sharing of information, training, specialist/ technical support, monitoring, compliance, evaluation and reporting. Our First Nation schools will ensure that ATC & Northland School Division is provided with the necessary input required to complete the application/proposal and reporting requirements related to the project.

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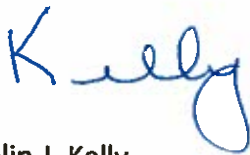
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Grant Manager

By participating with ATC and Northland School Division in the *Building Collaboration and Capacity in Education* project until March 31, 2018, we will encourage greater efficiencies, economies of scale and reinforce the ongoing efforts for collaboration and capacity building that our First Nation/school is undertaking.

Sincerely,



Colin J. Kelly
Official Trustee
Northland School Division No. 61

LCR:kp

Building Collaboration and Capacity in Education

Athabasca Tribal Council and Northland School Division No. 61

Partnership Proposal

Working Collaboratively to Develop Education Service Agreements to support learning for students through a partnership between Athabasca Tribal Council (ATC) and Northland School Division (NSD)



Executive Summary:

Northland School Division #61 (NSD) provides educational services for students from the First Nations of Athabasca Tribal Council (ATC). ATC provides a range of supports to its member First Nations. The purpose of the current grant application is to support a partnership between NSD and ATC to collaborate and strengthen our collective capacity to fulfil our mandates. We plan to develop an educational service agreement that will form the basis for developing initiatives and strengthening our collective capacity to work together as partners to enhance learning for students and increase satisfaction of the First Nations students, parents, and communities served by ATC and NSD. The Chiefs of the five First Nations of ATC have indicated their support for this initiative.

This partnership has four key goals: to develop Education Services Agreements that are supported by all partners, to work as partners to identify and implement key improvement initiatives; to explore how NSD can work with ATC to support transition for member First Nations who are choosing over time to directly operate their own schools; and finally to work with ATC to co-ordinate full participation in the Regional Collaborative Services.

NSD is requesting provincial funding at the rate of 335 dollars per student as outlined below to participate in the initiative over three years

2015-16	2016-17	2017-18	Total
\$88,700	\$152,090	\$152,090	\$392,880

We believe that this partnership will support schools and communities to improve student success and community support for education in all school communities involved in this project.

Introduction

Athabasca Tribal Council (ATC) and Northland School Division (NSD) have worked together for a number of years in the support of students. The purpose of the current grant proposal is to extend and deepen our work through the establishment of a formal partnership focused on improving learning for the students we collectively serve. We plan to document the results of our work in an Educational Service Agreement (ESA). Within and beyond the agreement, we hope that our work together will result in an education that meets the aspirations of all of the partners and their communities.

Mandate:

NSD currently provides educational services to ATC First Nations students from:

- Athabasca Chipewyan First Nation
- Fort McKay First Nation
- Fort McMurray First Nation # 468
- Chipewyan Prairie First Nation
- Mikisew Cree First Nation

The ATC First Nations students attend five schools operated by NSD.

- Athabasca Delta Community School (Fort Chipewyan)
- Fort McKay School (Fort McKay)
- Anzac Community School (Anzac)
- Bill Woodward School (Anzac)
- Father R. Perin School (Janvier)

The five First Nations are members of ATC. The Chiefs of the five First Nations have agreed to collaborate in order to build their capacity to advocate on behalf of the students.

Purpose

NSD proposes to work with ATC to develop a collaborative plan and processes that will strengthen relationships and enhance the capacity of the First Nations, ATC and NSD to meet the needs and aspirations of First Nations students, their families and communities through the development of new Educational Services Agreements.

The current tuition agreements are outdated and do not meet proposed standards. In addition, the outdated agreements are a source of friction between the partners and have a negative impact on efforts to work together collaboratively. It is critical that they be addressed in a manner that builds understanding and promotes positive working relationship to support students.

A number of the Chiefs of the First Nations who are members of ATC have indicated an interest transitioning over time to operating their own schools. ATC has also indicated a potential interest in moving toward being recognized as an Education Authority to serve its membership. This partnership could form preliminary work that could over time lead to the development of an Educational Authority for the First Nations who are currently members of ATC, and whose students currently receive

educational services through NSD. NSD would be very interested in a partnership that would support a smooth transition to First Nation operated schools and perhaps an Education Authority.

The First Nation members of ATC have articulated a vision for First Nations education where:

“First Nations students are achieving or exceeding the full education outcomes and successes of all other students in Alberta.” They wish to accomplish this through a meaningful engagement process that brings in the First Nations Way of Knowing, to ensure the success of First Nation students both in academics and in their identity by fostering confidence, pride, and honor for themselves as human beings.

Our purpose through this partnership is to develop an Education Service Agreement (ESA) that supports achievement of this vision.

Goals and Anticipated Outcomes:

Goal 1:

The development of an Education Service Agreement (ESA) formerly tuition agreements, between NSD and the First Nations of ATC: an agreement that supports the achievement of ATC’s vision for student success and is supported by all First Nations because it is fair, clear, builds positive relationships and meets required standards.

Outcome 1:

An Education Service Agreement between NSD and the First Nations of ATC that is agreed to by all parties.

Goal 2:

To work collaboratively to build understanding and take action to improve the satisfaction of the ATC First Nations students, their families, the communities and the First Nations with the quality of education provided for students.

- Identification prioritization of key areas to improve success for students.
- Researching successful approaches to address issues
- Collaboratively developed plans to address identified issues with sharing of responsibility in a manner that is appropriate to each of the partners’ mandates.

Some examples include:

- Strategies and supports for students working below significantly grade level,
- Programming to strengthen language and culture
- Cree/Dene language instruction and immersion
- Experiential and land based learning initiatives

- Innovative parental, teacher and community engagement processes
- Accessing supports and programs for early learning (pre-school initiatives)
- Provision of high school programming that encourages school completion
- Promoting student engagement and successful transitions to secondary and post-secondary
- Restorative justice protocols to engage the community to provide supports for students and their families

Outcome 2:

The partners collaboratively identify and implement strategies that improve satisfaction of the ATC First Nations students, parents, and community with the quality of education in targeted areas

Goal 3:

To work in a collaborative manner to support a smooth transition to First Nation operated schools and authorities where that is the desire of the First Nation or ATC.

Outcome 3:

The pacing of any transition will be determined by the First Nations of ATC.

Goal 4:

Partner with ATC on a plan for involvement in and co-ordination of services through participation in RCSD Expansion focusing initially on accessing out of school supports by identifying service gaps in year one; asset mapping in year two and implementation of services by year three.

Outcome 4

First Nations of ATC will have access to the same RCSD supports as their provincial counterparts.

Building Cross Cultural Competencies and Understanding Among the Partners

Throughout this process, we want to focus on positive culturally responsive and respectful approaches that build cross cultural understanding. To do this, there will be a need to educate staff in culturally appropriate protocols and ways of being in First Nations communities. Both staff and students need to learn to “walk in both worlds.”

To initiate this process, with ATC as a lead, the partners agree to hire and cost share a Mentor (cultural translator) and a Consultant to work with the partners to identify guiding principles that will provide the pillars of our work together. This will include:

- First Nations protocols
- Wise practices in education and First Nation cultures with regard to education
- Meaningful collaboration and its definition within First Nations culture and education
 - Initial meeting to come to a common understanding in raising awareness and education of the work to be done
 - Accepting, agreeing and committing to the work
- Designing the framework as a collective with the goal of meeting individual community needs

Collective Roles and Responsibilities

- Each member of the partnership will understand and be accountable to their roles
- Each member will support, participate, contribute as partners in the mentorship program
- Each member will attend monthly meetings or send an alternate
- Partner members will actively participate in discussions, provide updates, share progress and identify needs or assistance required, and report to their communities

Proposed Activities and Timelines

Year 1: Proposed Activities and Timelines

- | | |
|--|----------------|
| 1. Letter of Intent- an agreement in principle | March 2016 |
| 2. ATC Mentorship and hire a facilitator | April 2016 |
| 3. Develop a Terms of Reference of the Partnership | May –June 2016 |
| a. Membership | |
| b. Responsibilities | |
| c. Structure | |
| d. Frequency of Meetings | |
| e. Purpose | |
| f. Milestone | |
| g. Communication strategies and protocols | |
| h. Dispute resolution process | |
| 4. Year one reporting | August 2016 |

Year 2: Proposed Plan and Timeline

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|--|----------------|
| 1. Visioning Workshop- Identification of a common focus | September 2016 |
| 2. Identify Needs and Set priorities | October 2016 |
| 3. Develop a Collaborative Action Plan for Implementation | November 2016 |
| 4. Monitor and Adapt Plan | January 2017 |
| Monthly Meetings to report on, update and modify draft ESA * | June 2017 |
| 5. Report progress | August 2017 |

Year 3: Continue Implementation Cycle

Note: *Additional meetings may be required to work on specific topics or may be part of the implementation process- ex/ Community meetings, meetings of sub groups.

Indicators of Success/Outcome Measures

Year One: Partners hold regular meetings and identify a terms of reference that forms the basis of how the group will work together

Year Two: Draft Education Service Agreement and identified joint initiatives

Year Three: Implementation of joint Initiatives

Funding Breakdown

	Year One	Year Two	Year Three	Total
Meetings and Community Gatherings	\$ 25,000.00	\$ 30,000.00	\$ 30,000.00	\$ 85,000.00
Travel & Subsistence	\$ 17,300.00	\$ 38,060.00	\$ 38,060.00	\$ 93,420.00
Consultant	\$ 9,600.00	\$ 26,400.00	\$ 26,400.00	\$ 62,400.00
Legal Fees	\$ 2,400.00	\$ 4,800.00	\$ 4,800.00	\$ 12,000.00
Admin Support	\$ 9,500.00	\$ 8,800.00	\$ 8,800.00	\$ 27,100.00
Honoraria	\$ 15,300.00	\$ 24,480.00	\$ 24,480.00	\$ 64,260.00
Professional Development and Training (In-servicing, teacher mentoring and coaching)	\$ 9,600.00	\$ 19,550.00	\$ 19,550.00	\$ 48,700.00
Total Expenses	\$ 88,700.00	\$ 152,090.00	\$ 152,090.00	\$ 392,880.00