



Partnership Agreement

between

Kee Tas Kee Now Tribal Council (KTC)

and

Northland School Division No. 61 (NSD)

This Partnership Agreement represents key elements of a formal arrangement reached between Kee Tas Kee Now Tribal Council (KTC) and Northland School Division No. 61 (NSD) (hereinafter the Parties).

This agreement was negotiated in good faith and reflects the Parties' commitment to meet the contents of this partnership to the benefit of students and student outcomes.

The Governments of Canada and Alberta have expressed their support for this partnership and any initiative that improves outcomes for First Nation students in Alberta. This agreement recognizes and respects the spirit and intent of the Memorandum of Understanding for First Nations Education in Alberta signed by the Assembly of Treaty Chiefs and governments of Alberta and Canada.



PREAMBLE

This Agreement acknowledges and builds upon the mutual commitment of Kee Tas Kee Now Tribal Council (KTC) and Northland School Division No. 61 (NSD) to work together in a new relationship intended to further improve educational opportunities and outcomes for students attending First Nations schools and students attending provincial Northland School Division schools (hereinafter referred to as Students). The purpose of this Agreement is to develop a framework within which the Parties will collaborate on a number of initiatives between KTC and NSD. The framework will focus on establishing and maintaining a long-term, cooperative relationship that will improve education service delivery.

OBJECTIVES

The Parties agree to work together to share knowledge and explore best practices to address the following key objectives included but not limited to:

- A. Deliver education programming that supports Indigenous and English language literacy/numeracy as the foundation for all learning in order to enhance literacy and numeracy skills of students.
- B. Develop performance based measures and tools to track improvements in: Indigenous language; culture; literacy/numeracy growth; attendance; retention and school completion rates.
- C. Develop and deliver traditional land-based-experiential education, and virtual/distance learning programming and delivery to enhance opportunities to meet educational outcomes.
- D. Enhance student, parent, and community engagement.
- E. Ensure that students have equitable access to quality education and smooth transitions between First Nations and provincial schools including the renewing of a Reciprocal Education Services Agreement.
- F. Additionally, both parties commit their best efforts to attract early school leavers back into the education community.

KEY ACTIVITIES

In order to facilitate these objectives, the Parties agree to support the following key activities:

1. Enhancement of Second Level Services which are defined as “school-board likes services” that are delivered in the form of curriculum support, instructional coaching, mentorship and other forms of professional supports for teachers, student services such as special education services, and principal professional development, all in the name of supporting school based programming to improve student learning.

- A. Provide for capacity building and sharing knowledge, resources, and expertise within common areas of interest and responsibilities;
 - i. These services shall include but not limited to pedagogical instruction, Aboriginal programming, special education programming, technology support, certified counselor, literacy/numeracy specialist, and administrative assistant support;
 - ii. The Parties will make best efforts to ensure that the second-level education support team be locally (school) based.
- B. Create shared professional development opportunities for teachers and instructional staff, specifically:
 - i. Establish an effective teacher orientation with an emphasis on community and cultural components;
 - ii. Weaving Aboriginal history, perspective, knowledge, experience, pedagogy, and resources into curriculum; and
 - iii. Developing conference workshops and school/regional professional learning communities on Literacy and Numeracy.

2. Development of wrap around services which refers to a philosophy of care that includes a definable planning process involving the child/student and family that results in comprehensive, coordinated supports and services to achieve improved learning outcomes and improved quality of life. Coordinated services and supports, offered through multiple professionals and agencies that are school based and/or school linked, might include but not be limited to health and mental health related services, mentoring, before/afterschool programs, and other supports and services for parents and families.

- A. The Parties agree to collaborate to explore programs and projects that will enhance student and youth success and social wellbeing in schools within KTC and NSD jurisdiction;
- B. The Parties support the concept of enhanced community school services that would address kinship, parenting, and language development as a minimum;
- C. The Parties will explore cooperative working relationships with Health, Children Services and other social agencies affecting students to enhance student well-being.

3. To address the low retention and completion rates experienced by youth resident in the two jurisdictions the Parties agree to commence an engagement of students, out of school youth, parents and community leaders to determine the best approaches to retaining students in education, re-engaging students in education, school to work transitions, a boarding home component, including but not limited to the possibility of a regional High School/Training Centre.

- A. The Parties agree to explore the concept of a Regional/Virtual High School-Training/Trades Centre;
 - i. Establish a feasibility study for the purpose of determining the merits of a Regional/Virtual High School-Training/Trades Centre. This feasibility study will include an appropriate survey of the targeted community population, including early school leavers to identify their educational needs;
 - ii. The Parties agree to involve and engage Northern Lakes College as a potential partner in this agreement.

ACCOUNTABILITY, TRANSPERANCY AND GOVERNANCE FRAMEWORK

- A. The Parties will develop a framework *for this partnership* that supports service delivery as *described* herein which will include but not be limited to roles and *responsibilities, budget, planning and scheduling, reporting and accountability.*
- B. The Parties will use this partnership to improve accountability and efficiency in the performance of activities within this agreement.
- C. The Parties will carry out any activities pursuant to this agreement in a respectful and transparent manner through open communications based on trust, respect and mutual understanding of jurisdictional context, roles and responsibilities.
- D. The Parties will report, as appropriate, to respective stakeholders on the progress and status of activities within this Agreement.
- E. The Parties will acknowledge, respect and support one another's consultation policies and processes on services that will potentially impact education.
- F. The Parties will develop a communication strategy to identify key messages to key audiences to promote and support the spirit and intent of this Agreement.
- G. The Parties will make best efforts to maximize effectiveness of existing activities and investments and resources in this collaboration.

H. The Parties will appoint two Chiefs (or their designates) and two Trustees to support the development of a governance and management framework.

FINANCIAL FRAMEWORK

The parties acknowledge the importance of government involvement necessary to fulfill the objectives of the Partnership described herein. Upon execution of this Agreement, the Parties will forthwith commence dialogue with the Governments of Canada and Alberta for the purpose of securing the necessary financial support to ensure the successful implementation of this agreement.

Original signed on March 20 2012 by the following parties:

***SIGNED on behalf of
Kee Tas Kee Now Tribal Council***

Chief Arthur Noskey, Loon River First Nation

Chief James Alook, Peerless-Trout First Nation

Chief Eddie Tallman, Whitefish Lake First Nation

Chief William Whitehead, Woodland Cree First Nation

***SIGNED on behalf of
Northland School Division No. 61***

Dr. Colin Kelly, Official Trustee

***SIGNATURES WITNESSED by
Lesser Slave Lake Constituency, MLA***

Pearl Calahasen