



REQUEST FOR PROPOSAL

*Ahkwesáhsne Mohawk Board of Education:
Structural Readiness Year 4*

RFP No. 2020/2021-07a

Date of Issuance:

July 8, 2020

Submission Deadline:

Noon, July 30, 2020

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PART I~ GENERAL INFORMATION FOR CONSULTANTS

PURPOSE

This Request for Proposals (RFP) pertains to planned requirements of the Ahkwesáhsne Mohawk Board of Education. The Ahkwesáhsne Mohawk Board of Education is a Native school board offering educational services from head start to post-secondary. The following RFP pertains to work related to *Structural Readiness* initiatives, year 4.

SUBMITTING YOUR PROPOSAL

This RFP presents instructions governing the proposals to be submitted and the material to be included therein; a description of the service to be provided; requirements which must be met to be eligible for consideration; evaluation criteria; deliverables; and other requirements. All RFP's must be mailed and/or emailed to the following Issuing Contact:

Ahkwesáhsne Mohawk Board of Education
Director: Donna Lahache
International Road
Akwasne, ON K6H 0G5
Donna.Lahache@ambe.ca
Virtual Office Hours are 9:00 AM – 5:00 PM (EST) Monday – Friday.

TYPE OF CONTRACT

This is a fixed term contract to begin August 2020-August 2021.

REJECTION OF PROPOSALS

Ahkwesáhsne Mohawk Board of Education reserves the right to reject any and all proposals received as a result of this request. Where this procurement does not result in contracts for the supply of all elements of this procurement, a separate and subsequent procurement will be implemented.

INCURRING COSTS

Ahkwesáhsne Mohawk Board of Education is not liable for any costs incurred by consultants prior to issuance of a contract.

RFP TIMELINES

Ahkwesáhsne Mohawk Board of Education will make every effort to adhere to the following schedule:

Activity	Date
RFP package is distributed.	July 9, 2020
Deadline to submit questions for clarification via email	July 24, 2020 (noon)
Deadline to submit RFP to the at the address stated above	Noon, July 30, 2020
Selection Process	July 31, 2020
Contract Award(s)	August 2020 (TBD)

QUESTIONS & ANSWERS

Potential Consultants shall address any question for clarification regarding this RFP by submitting a question in writing (via email – entitle subject line “RFP 2020/2021-07a Question”) to the contact stated above. Questions must be submitted via email and must be received NO LATER THAN the date indicated on the RFP Timeline. All questions and written answers will be issued as an addendum to and become part of this RFP and will be posted for access by other Potential Consultants on our website (www.ambe.ca) . Ahkwesáhsne Mohawk Board of Education will not provide any verbal information or by any written information respecting this procurement that is not either contained within the solicitation documents or in its responses to questions for clarification.

RESPONSE DATE

To be considered, completed proposals must arrive by email at the Ahkwesáhsne Mohawk Board of Education on or before 12:00p.m. EST **July 30, 2020** by email ONLY to: donna.lahache@ambe.ca

PROPOSALS

To be considered, Potential Consultants must submit a complete response to the mandatory requirements of this RFP, using the format indentified in PART II, with respect to the elements of this procurement which they propose to fulfill.

Each proposal page should be numbered for ease of reference. Proposals must be signed by an official authorized to bind the consultant to its provisions. A Potential Consultant’s proposal must remain valid and binding for at least 120 days or until any dispute arising from this procurement has been fully resolved, whichever comes later. Potential Consultants are reminded that contents of the successful proposal(s) will become contractual obligations.

In submitting a proposal Potential Consultants are deemed to waive any right to withdraw or modify it, except as hereinafter provided. A proposal may also be withdrawn in person by a Potential Consultant or its authorized representative provided that a receipt for the proposal is provided by the Potential Consultant or its representative. A proposal may only be modified by

the submission of a new sealed proposal or submission of a sealed modification which complies with the requirements of this RFP following withdrawal of the previous proposal.

ECONOMY OF PREPARATION

Ahkwesáhsne Mohawk Board of Education encourages proposals to be prepared simply and economically, providing a straightforward, concise description of the Potential Consultants ability to meet the requirements of the RFP.

DISCUSSIONS FOR CLARIFICATION

Potential Consultants may be invited after the deadline for proposals to provide oral or written clarification of their proposals. Ahkwesáhsne Mohawk Board of Education, will initiate requests for clarification.

RFP CONTENTS

Proposals will be treated as confidential. If a contract is executed based on a proposal under this RFP, however, the proposal submitted in response to this RFP shall form part of the contract with Ahkwesáhsne Mohawk Board of Education and will be subject to disclosure. All material submitted with a proposal becomes the property of Ahkwesáhsne Mohawk Board of Education and may be returned only at the Ahkwesáhsne Mohawk Board of Education's option. Proposals submitted to Ahkwesáhsne Mohawk Board of Education may be reviewed and evaluated in confidence by any person other than Potential Consultant or other non-submitting potential supplier of the products and services subject to this RFP at the discretion of Ahkwesáhsne Mohawk Board of Education.

RESTRICTION OF CONTACT

From the issue date of this RFP until a final determination is made regarding the selection of a contractor's proposal, any contacts with the Ahkwesáhsne Mohawk Board of Education personnel concerning this RFP, proposals and the evaluation process must be approved in advance. Any violation of this requirement will disqualify the Potential Consultant's proposal. If it is discovered that any such violations have occurred on the part of a successful consultant, Ahkwesáhsne Mohawk Board of Education may rescind that contract at no cost or penalty. Successful consultants are required to agree to make no other distribution, assignment, or subcontracting of any part of their contract beyond that identified in their proposal without the prior written consent of Ahkwesáhsne Mohawk Board of Education.

AHKWESÁHSNE MOHAWK BOARD OF EDUCATION PARTICIPATION

Unless specifically noted in this RFP, the successful consultant(s) will provide all services to complete the identified work and build capacity while working with the AMBE Leadership team.

CONSULTANT'S REPRESENTATIONS AND AUTHORIZATIONS

Each Potential Consultant by submitting its RFP understands, represents, and acknowledges that:

- A. All information provided by, and representations made by, the Potential Consultant in the proposal are material and will be relied upon in assessing the proposal and in awarding the contract. Any misrepresentation will result in disqualification.
- B. The price and service descriptions presented in its proposal have been arrived at independently and without consultation, communication or agreement with any other contractor or potential contractor.
- C. The prices, fees or charges or related estimates presented in its proposal, have not been disclosed to or discussed with any other firm or person who is or may be a Potential Consultant.
- D. No attempt has been made or will be made to induce any firm or person to refrain from submitting a proposal under this RFP, or to submit a proposal higher than its proposal, to submit any intentionally high or noncompetitive proposal, or to submit any other form of complementary proposal.
- E. The proposal is made in good faith and not pursuant to any agreement or discussion with, or inducement from, any firm or person to submit a complementary or other non-competitive proposal.
- F. Until the selected consultant receives a fully executed and approved written contract from Ahkwesáhsne Mohawk Board of Education there is no legal and valid contract in law or in equity, and the consultant may not begin to perform work.

NOTIFICATION OF SELECTION

The Potential Consultant whose proposal is determined to be the most advantageous to Ahkwesáhsne Mohawk Board of Education, as determined by the director will be notified in writing of its selection.

POTENTIAL CONSULTANT DEBRIEFING

Unsuccessful Potential Consultants may request a debriefing. Such requests should be made as soon as possible, but no later than 21 days after, the awarding of contract pursuant to this RFP.

PART II ~ MANDATORY INFORMATION

Potential Consultants proposals must be submitted in the format, including heading descriptions, outlined below. To be considered, the proposal must respond to all mandatory requirements and to those rated elements of the RFP upon which the Potential Consultant has elected to make a specific proposal. Any other information thought to be relevant, but not applicable to the RFP elements that are being bid on, should be provided as an appendix to the proposal. Potential Consultant are encouraged to keep their proposals to a maximum of 50 pages, excluding table of contents, appendices and references.

Ahkwesáhsne Mohawk Board of Education reserves the right to request additional information which is necessary to assure that the Potential Consultant's competence, number of qualified employees, business organization, and financial resources are adequate to perform according to the contract.

Consultants can bid on one or all projects or their components as they appear in the table below and in section 4 of this RFP. For multiple project bids please provide only once the overall company overview, team information, and understanding of our need should be addressed per project. Narratives for workplan and methodology are required per project. Please note in section 4 of this RFP the sub-components of each of the 8 projects.

Project	Title	Sub-Components
Project 1	Governance Leadership	1.2.1 Governance e-training 9 module topics 1.2.2 Content Management System 1.2.4 Monthly Training of Board of Trustees 1.2.5 Training of AMBE Management team on 6 of the e-modules 1.2.6 Board of Trustees retreat for yearly strategic plan review and planning.
Project 2	Policy Development & Implementation	2.2.1 Develop 15 Policies 2.2.2 Develop policy consultation plan 2.2.3 Develop policy implementation plan 2.2.4 Develop policy communication plan
Project 3	Administrative Frameworks	3.2.1 Development of 14 Administrative Frameworks 3.2.2 Mentoring Managers in Administrative Frameworks Implementation 3.2.3 Mentoring School Administrators
Project 4	Annual Calendar of Operations	4.2.1 Time-Task analysis of key elements 4.2.2 Board-Wide Google Calendar 4.2.3 Google G-Suite Training
Project 5	Strategic Partnerships	5.2.1 Strategic Plan partnership analysis 5.2.2 Partnership Identification
Project 6	Pedagogical Development for Teachers and Students	6.2.1 High Leverage Teaching Practices 6.2.2 Math BoostUp/BootCamp Students
Project 7	Dream BIG! Career Connections	7.2.2 Career Kits grades 4 and 7 7.2.3 Connect Self to Career Software Research 7.2.4 Dream BIG! Careers in our Community and Region Poster Campaign

FORMAT TO FOLLOW FOR PROPOSAL—2 PARTS

A. TECHNICAL PROPOSAL

UNDERSTANDING OUR NEED

State in succinct terms your understanding of the best way to supply the services identified as Requirements by this RFP upon which you are bidding, and describe and demonstrate your ability to comply with the requirements and scenarios outlined within Part IV.

COMPANY OVERVIEW AND PROPOSED TEAM

Include a brief overview of your organization and qualifications of the proposed team.

PROPOSED METHODOLOGY AND WORK PLAN*

Include a narrative description of the proposed methodology and approach, the items to be delivered or services to be provided.

Describe in narrative form your technical plan for accomplishing the work. Use the task descriptions in Part IV of this RFP as your reference point.

*Workplan(s) will only be required within a month of the granting of the contract.

PRIOR EXPERIENCE

Experience shown should involve work to be done by individuals who will be assigned to this project as well as that of your organization. Studies or projects referred to should be identified and the name of the customer shown, including the name, address, and telephone number of the responsible official of the customer, company, or agency who may be contacted.

B. FINANCIAL PROPOSAL

COST SUBMISSION

Include:

- a budget itemizing fees for consulting days;
- tasks; and
- deliverables; as well as
- any foreseen travel and other related costs within the proposal.

BUDGET

The work for this project is funded through an Indigenous Services Canada grant. At the publishing of this RFP, AMBE has not received notification of funding for the projects being tendered in this RFP.

NEGOTIATION OF CONTRACT AND AWARD

When Ahkwesáhsne Mohawk Board of Education selects a successful bidder, they shall negotiate and attempt to enter into an agreement with that consultant. If contract terms and conditions cannot be negotiation with selected consultant, this RFP will be revised for further clarification and be retendered.

PAYMENT TERMS AND PAYMENT SCHEDULE

The winning consultant will be provided with a service agreement that will outline the negotiated final contract amount. The successful consultant will be required to submit bi-monthly invoice to Ahkwesáhsne Mohawk Board of Education for payments. For greater certainty cost of general management, non-technical supporting services and general overhead cost are deemed to be covered in this monthly invoice and Ahkwesáhsne Mohawk Board of Education will not be subject to additional overhead or undisclosed costs.

PART II ~ EVALUATION

MANDATORY REQUIREMENTS

To be eligible for selection, the RFP must be (a) timely received from a consultant; (b) properly signed by the consultant.

Proposals will be reviewed and evaluated by a committee of Ahkwesáhsne Mohawk Board of Education. The committee will propose to the Director the best proposal which they determine will be the most advantageous to Ahkwesáhsne Mohawk Board of Education after applying the Evaluation Criteria below.

PROPOSAL EVALUATION RUBRIC

The following criteria will be used by Ahkwesáhsne Mohawk Board of Education committee.

Criteria	Points	Exceptional (4-5 points)	Good (2-3 points)	Poor (0-1 point)
1. AMBE (Iohahi:io) Need	5	Who we are, where we are, and requirements of certification for Iohahi:io. Understanding of the complexity of AMBE's services.	A few statements that show knowledge about AMBE and certification process.	Little to no mention of topic
2. Capacity Building	15	Clearly explains how company intends to complete the work and build capacity with the Iohahi:io team in order to take on said work in the future.	Mention of need for capacity building - not in depth or detailed.	Little to no mention of topic
3. Growth Strategies	15	Clear ability to determine best recommended certification strategies.	Some mention of certification elements to determine the plan.	Little to no mention of topic
4. Industry Best Practices	10	Methods used to research best practices and determine how it will influence current operations.	Mention reviewing industry norms.	Little to no mention of topic
10. Pricing	5	The proposal pricing is within budget and outlined as requested.	The pricing is somewhat outlined.	Little explanation
11. Experience	15	Company has implemented successful change process in multi-level education or public/private sector organizations.	Company displays past successes but outside of education or public/private sector organizations.	Little to none
12. Company Resources	15	Company has qualified and available experts in the field of education and change to support the project work.	The company has some resources that are suitable and available for certain projects.	Little to none
13. Prior knowledge working with Native education institutions	20	Company has prior experience and knowledge working with Native communities. Demonstrated through referenced projects.	Company has minimal experience and knowledge of working in Native contexts, some projects.	No experience working in a Native context

TOTAL: 100pts

PART IV ~ WORK STATEMENT

OUR MISSION

The Ahkwesáhsne Mohawk Board of Education focus mainly on **le thi ha hon:nien**, “Building the road for our students: through quality governance and service offerings.

OUR TOWN

Ahkwasáhsne Mohawk Board of Education is a unique and growing Mohawk community with a population of 13,000 people. Akwasasne borders the countries of Canada and the United States; the Canadian Provinces of Ontario and Quebec; and the American State of New York—a peaceful reserve situated along the St. Lawrence River.

OUR SERVICES

Ahkwasáhsne Mohawk Board of Education oversees the services for three elementary schools, one adult learning center, one alternative high school, and all daycares. We provide services to schools in relation to development of the Mohawk language, finance, human resources, transportation, professional development, hot lunch and inclusion support, amongst all the other services typical of a school district. We follow the Ontario Ministry of Education Curriculum.

EDUCATIONAL TRENDS

Ahkwasáhsne Mohawk Board of Education is on a journey towards sound inclusive practices and offering opportunities from birth to adult learners in our community. We wish to expand our program offerings and methodologies. Our adult center currently offers limited courses towards grade 12 certification, and select vocational programs along with interest courses. We partner with several institutions to offer these courses on site. Long term, we are working nationally to become independently certified.

PROBLEM STATEMENT

For Ahkwesáhsne Mohawk Board of Education (AMBE) has undertaken a multi-year journey to improve its practices towards a continued vision for best servicing its students, parents, employees and community. Through previous funding we were able to embark on a journey of strategic plan development that involved all key stakeholders from our Board of Trustees, to the staff, students, our community and the Akwasasne Mohawk Council. As such, this RFP is the continuation of our journey through 7 targeted projects and their components.

PROJECT OBJECTIVES

Each project has *sub-components* with *deliverables*. Project numbering aligns with internal documents and not all projects are being brought to tender. Sub-Component numbers may not follow a sequence—this is expected and not an error.

Project 1: Governance Leadership

Project	Deliverables	Sub-Components	Overall Objectives
	<p>Training e-Modules</p> <p><i>Deliverables:</i></p> <ul style="list-style-type: none"> • 9 standalone e-trainings • 9 participant manuals • Virtual or face-to-face training with stakeholders 	<p>1.2.1 Governance e-training 9 module topics:</p> <ol style="list-style-type: none"> 1. Becoming an Akwesasne Mohawk Trustee of Education 2. Attending a Board of Trustee Meeting: What do I say and do? 3. Introduction to Governing through Policy 4. Policy Development and Revision 5. Policy Consultation: How to Interpret the Feedback 6. Evaluating Your ONE Employee: Director of Education Performance Review 7. Role of AMBE Trustee in the Community: What do I say and not say? 8. AMBE Budget Preparation: Questions to ask yourself as a Trustee 9. Overseeing Your Department Budget: AMBE Superintendents 	<p>1.0.1 Build governance capacity in our Trustees and Management team to ensure structured and efficient decision making in the areas of financial management and oversight of the School Board.</p> <p>1.0.2 Develop training modules on 9 topics of Governance and Leadership customized to AMBE governance to mitigate risk of Trustee and Management turnover.</p> <p>1.0.3 Support the onboarding of Trustees elected each year in order to sustain the governance model established.</p> <p>1.0.4 Invest in a Content Management System to house our e-training.</p>
	<p>Content Management System</p> <p><i>Deliverables:</i></p> <p>Turnkey license for CMS with training</p>	<p>1.2.2 Content Management System</p> <p>We plan to purchase a Content Management System (CMS) license and IT support services to house the AMBE Governance e-training modules and other e-learnings we will develop. We are looking for a turnkey solution.</p>	
	<p>Monthly Training of Board of Trustees</p> <p><i>Deliverables:</i></p> <p>9 Trainings on governance topics</p>	<p>1.2.4 Monthly Training of Board of Trustees (BOT)</p> <p>Monthly trainings of Board of Trustees on e-module topics (9 trainings). These will be face-to-face/virtual and led by a facilitator and held one evening each month, other than a Board meeting day.</p>	
	<p>Management Governance training</p> <p><i>Deliverables:</i></p> <p>6 Management Governance trainings</p>	<p>1.2.5 Training of AMBE Management team on 6 of the e-modules</p> <p>During regularly scheduled Management meetings we will integrate training on 6 e-training governance modules. These will be face-to-face or virtual and led by a facilitator with our Management team.</p>	
	<p>Yearly Strategic Planning Retreat</p> <p><i>Deliverables:</i></p> <p>3-day retreat conference organization from logistics to activities and training plan and execution of plan.</p>	<p>1.2.6 Board of Trustees retreat for yearly strategic plan review and planning.</p> <p>Retreat with Board of Trustees and Superintendent team and two outside facilitators for 2 nights, 3 days. (14 people). We will create a structure for our yearly annual planning. This will become a model for our annual planning and take place in November each year, prior to budget preparation. During this time, we will also review progress on the Strategic Plan implementation (after year 1).</p>	

Project 2: Policy Development & Implementation

Project	Deliverables	Sub-Components	Overall Objectives
	<p>Develop 15 Policies</p> <p><i>Deliverables:</i></p> <ul style="list-style-type: none"> • 15 Policies • Memo, • Resolution, • Reading 1 Super Intendents, Reading 1-2 with BOT 	<p>2.2.1 Develop 15 Policies</p> <p>We will continue to develop 15 more policies in the upcoming year. These are developed in a collaborative manner with the management and Board of trustee members.</p>	<p>2.0.1 Develop 15 more AMBE policies (out of 45 currently identified) to communicate clear guidelines for the AMBE Trustees, Management, Employees, Students and Community.</p> <p>2.0.2 Establish clear communications when gathering consultative feedback on policies to present to the Board of Trustees.</p> <p>2.0.3 Support the Management team in bringing policy into the community and workplace.</p> <p>2.0.4 Communicate policy clearly to all stakeholders in a way that they can easily understand.</p>
	<p>Policy Consultation Plan</p> <p><i>Deliverables:</i></p> <p>Consultation plan (internal/external) and training of management team</p>	<p>2.2.2 Develop policy consultation plan</p> <p>Certain policies require consultative feedback from employees or community. We will develop a simple process to gather information from stakeholders when consulted on specific policies. In addition to a reporting model to bring this information to the Board of Trustees for their consideration before they pass policies at their table.</p>	
	<p>Policy Implementation Procedures</p> <p><i>Deliverables:</i></p> <ul style="list-style-type: none"> • Policy implementation process plan, and • training for management 	<p>2.2.3 Develop policy implementation plan</p> <p>All policies passed by resolution appear on the AMBE website. We now want to work with the Superintendent team to develop a policy implementation process. This will involve establishing procedures and timelines for bringing policies into the workplace and community so that they are understood and effectively implemented and guide the decisions of our schools, centers and board office employees and community members.</p>	
	<p>Policy Communications</p> <p><i>Deliverables:</i></p> <ul style="list-style-type: none"> • 2 flowcharts • 4 pamphlets, • 2 videos 	<p>2.2.4 Develop policy communication plan</p> <p>Because policies can be daunting documents, we want to establish a policy communication plan of resources to be developed to make policy understood by parents, community and staff. This plan will include a framework/template for the various identified types of resources (ex.: pamphlets, video clips, flowcharts, etc.) so that when a policy needs to be explained in a more approachable and understandable format, we have templates made to support the AMBE Communication department in preparing these resources.</p>	

Project 3: Administrative Frameworks

Projects	Deliverables	Sub-Components	Overall Objectives
	<p>Deliverables: 14 Administrative Frameworks</p>	<p>3.2.1 Development of 14 Administrative Frameworks (AFs) This work is labour intensive in that it requires researching and benchmarking best practices for each service delivery being targeted. Identifying the gaps in current service offering, best practice and policy requirements. In addition, our management team is directly implicated in documenting their processes and identifying gaps in services or procedures.</p>	<p>3.0.1 Strengthen the management governance of services to schools and centers through consistent and documented procedures in their respective service areas via Administrative Framework development.</p>
	<p>Mentoring Board Administrators</p> <p>Deliverables:</p> <ul style="list-style-type: none"> • <i>Framework, and</i> • <i>Reporting model</i> 	<p>3.2.2 Mentoring Managers in Administrative Frameworks (AFs) Implementation mentoring support will be provided to each service Manager. The experienced consultants will support each Manager as they implement new procedures in their departments. Feedback and adjustments will occur through regularly scheduled monthly meetings. Time is planned for virtual (Zoom) and face-to-face meetings totalling 3 days for each of the 15 Managers. Meetings will be 1-2 hour increments throughout the year.</p>	<p>3.0.2 Ensure Policies are implemented in the spirit they were written at a management level.</p>
	<p>Mentoring Principals</p> <p>Deliverables:</p> <ul style="list-style-type: none"> • <i>Framework, and</i> • <i>Reporting model</i> 	<p>3.2.3 Mentoring School Administrators Mentoring support will be provided through an external group to each school administrator (3 principals, 1 vice-principal). The experienced consultants will support each school administrator in their leadership journey as they implement governance policies and procedures in their schools and communicate these with employees, parents and the community. Feedback and adjustments will occur through regularly scheduled monthly meetings. Time is planned for virtual (Zoom) and face-to-face meetings totalling 1 day (7 hours) a month for each Administrator. Meetings will be 1hour or half day increments throughout the 10-month school year.</p>	<p>3.0.3 Develop internal capacity and provide support, by working with service managers to develop service area procedures required to implement policies.</p> <p>3.0.4 Support school administrators in their governance leadership as they implement policies and procedures.</p>

Project 4: Annual Calendar of Operations

Projects	Deliverables	Sub-Components	Overall Objectives
	<p>Time-Task Analysis</p> <p><i>Deliverables:</i> 15 Time-Task analysis</p>	<p>4.2.1 Time-Task analysis of key elements (tasks, deliverables, meetings) Develop 15 Time-Task analysis lists per service area and school to identify key requirements in a school year that are recurrent. Eliminate habits that may not contribute to our strategic plan implementation or the best service offering we can provide. 10 days of support throughout the year to each management team member to develop and implement these habits.</p>	<p>4.1 Develop a board-wide operational calendar for each service and school of meetings, tasks and deliverables (referred to as <i>elements</i>) for each.</p> <p>4.2 Implement a calendar of work that will ensure enough time is allotted for key elements in a school year.</p> <p>4.3 Identify bottlenecks and move annual elements to ensure a better workflow and paced-out work environment for all employees.</p> <p>4.4 Utilize Google technologies to facilitate cross-service communications and planning.</p>
	<p>Board Calendars</p> <p><i>Deliverables:</i></p> <ul style="list-style-type: none"> • 15 service area and school Google Calendars, and • 1 master AMBE Google Calendar 	<p>4.2.2 Board-Wide Google Calendar Develop 15 Google Calendars, one per service area and school and 1 AMBE master Google Calendar for a clear map of all essential elements in a school year.</p>	
	<p>10 Google training</p> <p><i>Deliverables</i></p> <ul style="list-style-type: none"> • <i>Google Introduction</i> • <i>Google Mail</i> • <i>Google Calendar</i> • <i>Google Drive</i> • <i>Google Classroom</i> • <i>Google Meets</i> • <i>Google Sheets</i> • <i>Google Forms</i> • <i>Google Slides</i> • <i>Google Docs</i> 	<p>4.2.3 Google G-Suite Training In depth Google training for all staff and employees of AMBE (220 individuals).</p>	

Projects

Deliverables

Sub-Components

Overall Objectives

Project 5: Strategic Partnerships

Strategic Plan Partnership Gap Analysis

Deliverables:
Strategic Plan gap analysis for partnerships required

5.2.1 Strategic Plan partnership analysis

Identify gaps in our strategic plan that may require external support in the next 4 years. We will then take each of these and develop a partnership strategy. Meet with identified partners and develop a partnership agreement/contract. This work will be completed by the 5 Superintendent team with their respective staff.

5.0.1 Identify gap areas in our strategic plan that require partners to help us meet our goals.

5.0.2 Identify partners in our region who can provide strategic services to enhance student learning.

5.0.3 Develop partnership contract models for AMBE to ensure our needs are protected.

5.0.4 Empower AMBE leadership team to meet and negotiate partnerships and contracts and join regional tables.

5.0.5 Develop partnership with Cosmodome Space Center for Indigenous Curriculum Content.

Strategic Plan Partnership Identification

Deliverables:
Master list of potential partners and decision-making bodies in Ontario and Quebec

5.2.2 Partnership Identification

We will contract a person to conduct a deep research on all potential organizations, tables and committees that are in our two main regions: Ontario and Quebec. Both public and private sector. We want to identify partners who are willing to work with us in the next 4 years towards our strategic plan implementation goals. In addition, we want to begin developing a presence on decision making committees to increase our voice in the regions. This person will not only make lists but make first phone call contacts to begin to sensitize partners to our existence and see what they have to offer our students, as well.

Project 6: Pedagogical Development for Teachers and Students

Projects	Deliverables	Sub-Components	Overall Objectives
	<p>High Leverage Teaching Training</p> <p><i>Deliverables:</i></p> <ul style="list-style-type: none"> • 6 training sessions for each: grades k5-2; 3-4; 5-6; 7-8 • In class modelling and support in grades 3-4 in three schools. 	<p>6.2.1 High Leverage Teaching Practices</p> <p>We would like to expand the teacher training on high leverage teaching and assessment in the classroom. We have started to explore building criteria with students, with evaluating in on going manner and our next steps would be to continue this training in depth and add providing impactful feedback and building descriptive rubrics for assessment. We are interested in additional high leverage teaching practices in evaluation and other areas as proposed by the bidder.</p>	<p>6.0.1 Invest in our staff’s professional development in high leverage teaching practices in the areas of assessment in order to increase student success through authentic assessment and teaching.</p> <p>6.0.2 Invest in our staff’s professional development in high leverage teaching practices in the areas of mathematics.</p>
	<p>Math BoostUp/BootCamp Students</p> <p><i>Deliverables:</i></p> <ul style="list-style-type: none"> • FALL 8-week Saturday Math Boost-Up Camp • WINTER 8-Week Saturday Math Boost-Up Camp • SPRING 6-Week Math BootCamp 	<p>6.2.2 Math BoostUp/BootCamp Students</p> <p>We would like to offer a Saturday-morning Math BoostUp Camp to increase numeracy skills in students in grade 3, 6 and 8 (60 students in all). This would be an 8-week fall and 8-week winter session to increase student math skills offered in a fun, dynamic and pedagogical manner by teachers on Saturday mornings. A 6-week Bootcamp would follow to prepare students for the Ontario Ministry exams in Math. Each week the BoostUp teachers will communicate with students’ classroom teacher to verify what content is being taught and <i>boost up</i> this content at the camp—returning to the teachers the lesson plans and materials being produced. The math committee will establish criteria for student selection, including vulnerable students and those who lag behind in math.</p>	<p>6.0.3 Increase math results for students in grades 3, 6 and 8.</p> <p>6.0.4 Support employees in their pedagogical technology skills and abilities to better serve our students with a 21st century curriculum.</p> <p>6.0.5 Invest in our students and families with pedagogical software that can be used at home to increase literacy and numeracy skills across all grade levels as a strategy in our strategic plan implementation.</p>

Project 7: Dream BIG! Career Connections

Projects	Deliverables	Sub-Components	Overall Objectives
	<p>Career Kits</p> <p><i>Deliverables:</i> 6 kits grade 4, 6 kits in grade 7</p> <p>Each kit will require:</p> <ul style="list-style-type: none"> • hands on activities, • activity directions, • information on the career area, • instruction sheets, • materials list, • supplier purchasing list. 	<p>7.2.2 Career Kits grades 4 and 7</p> <p>We will target development of career kits for grades 4 and 7 in the first year. These kits will allow students to try out authentic career tasks in the safety of a school environment. The tasks will be developed in collaboration with the Subject Matter Experts (SME) from the identified businesses and organizations. The consultant will need to research and develop a list of kit materials per kit and find suppliers from whom to order replenishable items (example: band-aids for a nurse assistant kit).</p>	<p>1.1 Expose students at all grade levels to all the potential careers and jobs that are available.</p> <p>1.2 Guide students to identify their skills, abilities and interests and link to various careers.</p> <p>1.3 Provide students safe opportunities to try a career or job with hands-on career kits in grades 4 and 7.</p>
	<p>Career Software Report</p> <p><i>Deliverables:</i> Comparative report</p>	<p>7.2.3 Connect Self to Career Software Research</p> <p>The consultant will research softwares available for students to complete age-appropriate self-assessment activities that draw out their skills, abilities and interests and connect these to career fields. The software will be presented to the Superintendent and Principal tables of AMBE for selection and implementation in schools. The consultant will prepare training for teachers working with students in this software.</p>	<p>1.4 Bring community and regional businesses into schools to develop accurate career kit activities.</p>
	<p>Career Posters</p> <p><i>Deliverables:</i> 20 Community-based career profile poster sets</p>	<p>7.2.4 Dream BIG! Careers in our Community and Region Poster Campaign</p> <p>To continue the sense of identity, we will create a poster and profile series with our partners of employees in the identified fields. These would be predominantly Mohawk people working in the various identified career fields, along with local Cornwall employees. These would be produced as posters for our schools to create a visual of <i>Dream BIG!</i> And expose all students to some key facts about various careers/jobs around them. The posters will have criteria that include: gender balanced, with 60% Mohawk people represented.</p>	<p>1.5 Provide opportunities for community and regional business visits to see careers and jobs in action.</p>

REPORTING REQUIREMENTS

The selected consultant shall meet the following requirements:

1. Work under the direction of the AMBE Director of Education.
2. Set project team meetings to discuss project progress.
3. Monthly reports summarizing the activities of the consultant staff and providing appropriate advice and courses of action in accordance with the consulting agreement.
4. Final report should be delivered in MS Word and PDF for future edits and imbedded images, diagrams, process flow should be editable made available in an editable format.

CONTRACT ADMINISTRATION

The consultant is responsible for all tasks highlighted in the RFP. The consultant is also responsible to gather all invoices and provide payments based on the approval from and at the discretion of Ahkwesáhsne Mohawk Board of Education owners. If the consultant deviates from the proposed plan of action highlighted in the Statement of Work, the consultant must obtain written approval from the Ahkwesáhsne Mohawk Board of Education Director, as well as reasoning for the change. If the consultant does not follow the SOW or RFP guidelines, they can be terminated without notice. The first three weeks of the consulting project will be a 3-week probation period, after the 3 weeks just cause is necessary for any termination.