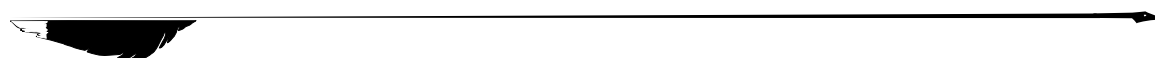




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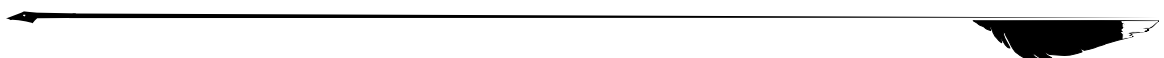
Message from the Chair

It is with great pleasure that I present this report on behalf of The Mi'kmaw Kina'matnewey (MK) Board of Directors. I would like to congratulate the communities of Indian Brook and Waycobah on the opening of their new schools. New education facilities will benefit these communities as it will provide a healthy environment for their students to learn. This is something that is part of the MK vision, that students receive a high quality education. The two new schools will provide such opportunities. MK has taken steps to do more networking with communities in Nova Scotia and across Canada. This has been made possible with the assistance of the Atlantic Canada's First Nation Help Desk and video conferencing. With projects such as the virtual tour with Keptin Stephen Augustine, the Canadian Museum of Civilization in Ottawa and the Festival in the Van, these projects are broadcast on the video conferencing unit and all of the schools can participate. This year, MK will be launching an online Mi'kmaw Dictionary. This is made possible through partnerships with the Nova Scotia Department of Education, Cape Breton University and the Atlantic Canada's First Nation Help Desk. Partnerships and technology continue to provide new opportunities for the MK communities and students. This focus will assist in the advancement of skills and training which will benefit Mi'kmaq students and communities.

Wela'lioq,

Chief Terrance Paul

Chairman of the MK Board

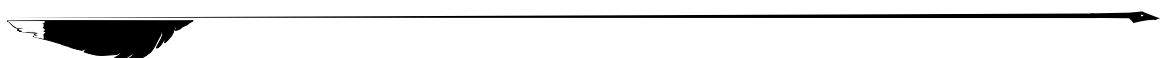




Message from the Executive Director

This Annual Report marks another successful year for Mi'kmaw Kina'matnewey (MK), this year, there have been many changes made possible through networking and partnerships. When communities work together we can accomplish many things which, in turn, benefit the Mi'kmaw students. At MK, this is something that is so important. By providing students and communities with more opportunities we can only move forward, as all will benefit. This year, MK has provided professional development for teachers in Math, Special Education and Sports and Recreation. MK would like to congratulate Membertou on successfully hosting the Atlantic Teachers Education Conference (ANTEC) in May. The facilities for ANTEC were top notch at the Membertou Trade and Convention Center and the hospitality was excellent. As a part of the school evaluations, MK has taken on the task of working with the communities to do School Improvement Planning. This will focus on the success of the schools as well as planning for more success. Laurianne Stevens from Membertou will be working in the MK communities to help facilitate this process. There has been very little activity at the National level, the Assembly of First Nations (AFN) has received little or no funding from the Federal government which limits movement. This is something that will be discussed at the AFN Annual General Assemblé in July. It has been my pleasure to serve as the Executive Director of MK.

Eleanor Bernard





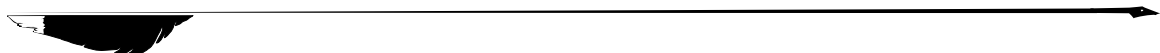
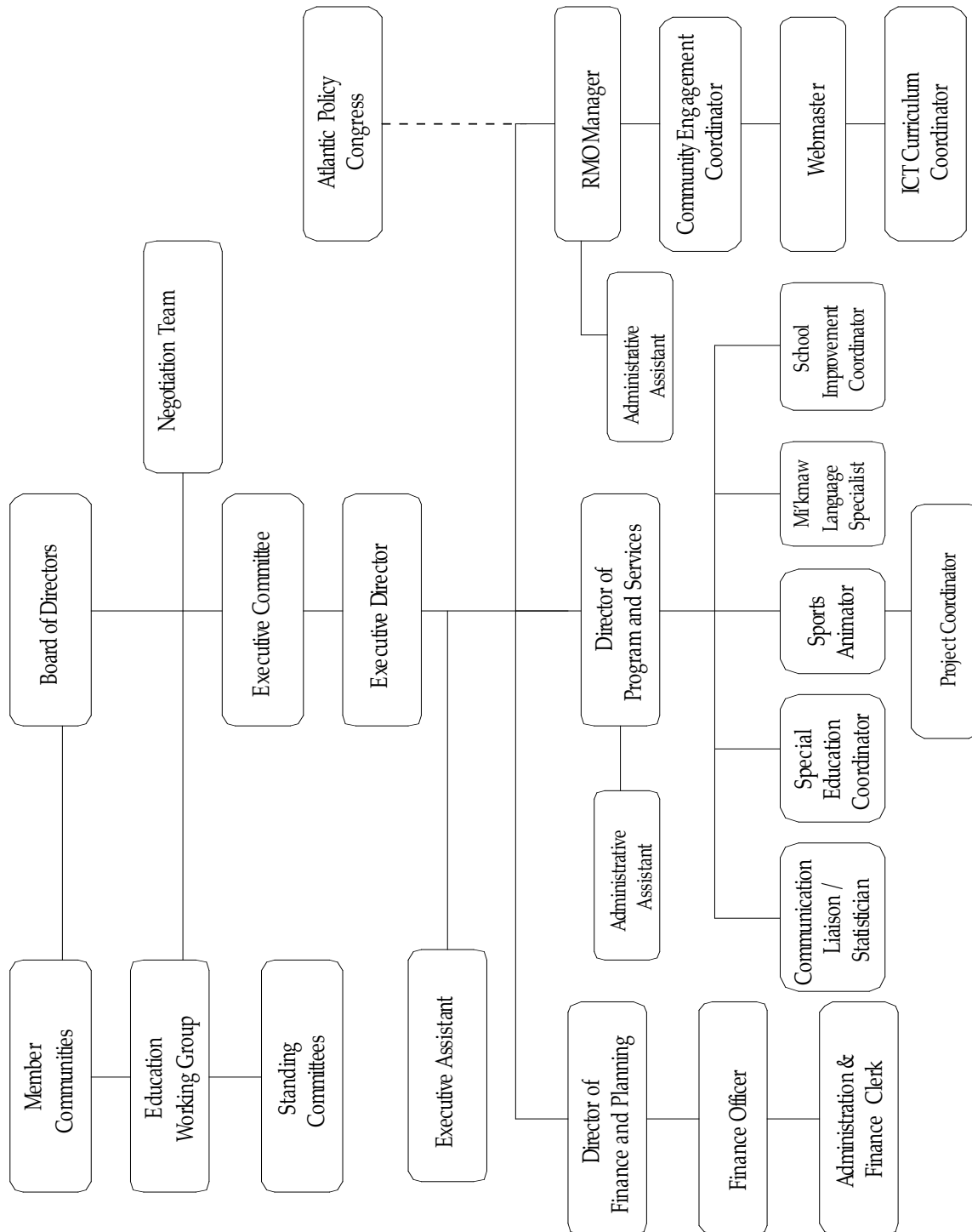
Board of Directors

Chief Terrance Paul*	Membertou First Nation
Chief Anne Francis-Muise*	Pictou Landing First Nation
Chief Charles Dennis*	Eskasoni First Nation
Chief Brian Toney*	Annapolis Valley First Nation
Chief Lester Peck	Wagmatcook First Nation
Chief Deborah Robinson	Acadia First Nation
Chief Theresa Meuse	Muin Sipu (Bear River)
Chief Kenny Basque	Potlotek First Nation
Chief Jerry Sack	Indian Brook First Nation
Chief Morley Googoo*	We'koqma'q First Nation
John Frank Toney	Eskasoni School Board

**Executive Members*



Organizational Chart





Report on Plans and Priorities (2008 – 2009)

Lauretta J. Welsh -

The 2008 – 2009 Mi'kmaw Kina'matnewey (MK) operational plan continues to focus on the effective and efficient management of education programs while creating new opportunities and striving for excellence within our First Nation education system. During the 2005 – 2006 fiscal year an in-review of MK's strategic goals and objective was undertaken with the aim of establishing a strategic direction for MK and its member communities for the next five year period. MK is committed to work with the participating communities towards the achievement of the following strategic goals for 2008 – 2009:

1. Programming Area 1: Inter-Governmental Relations

Objectives:

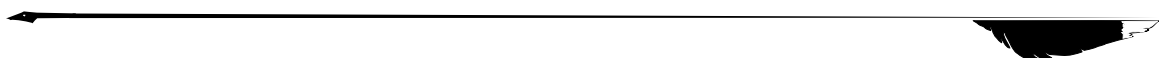
- a. Review existing provincial tuition agreements in an effort to improve student success and manage expenditures within budget.
- b. Strive for equitability of funding between provincial schools and band operated schools with emphasis on securing additional funding to implement the provincial teacher's salary scale within band operated schools.
- c. To increase transparency in community education governance and spending.
- d. Develop and implement a communication strategy for MK and its member communities (i.e. MK newsletter, website, ect.)
- e. Advocate for increased funding opportunities for Mi'kmaw Language and culture.

2. Programming Area 2: Community Governance and Administrative Frameworks

Objectives:

- a. Advocate for additional school construction projects for Pictou Landing First Nation, Membertou First Nation, Wagmatcook First Nation, and Eskasoni First Nation.
- b. Strive to implement provincial school space construction standards for new school construction projects.
- c. Assist communities in developing and implementing education laws.
- d. Advocate for an increase in O&M funding to compensate for increase in the cost of living (i.e. global increase in oil prices) and negotiate group purchasing agreements to maximize economies of scale.

3. Programming Area 3: Atlantic Canada's First Nation Help Desk.



**Objectives:**

- a. To increase the number of computers per capita in band operated schools.
 - b. Increase opportunities to access new technology in band operated schools (i.e. Micro Media Flash Suite, editing technology, multimedia technology) and provide professional development opportunities for teaching staff to learn and implement new technology.
 - c. To increase response time for request for services and increase the number of visits to band operated schools.
 - d. To increase on-line multimedia curriculum for Mi'kmaw Language and Culture (i.e. e-books, CD ROMs).
 - e. To update on-line Mi'kmaw Dictionary.
 - f. To develop and implement a "Teacher Web" web site for access by all schools.
4. Programming Area 4: Mi'kmaw Language and Culture

Objectives:

- a. To explore the feasibility of certifying Mi'kmaw Language Teachers in the provincial school system.
 - b. To develop a centralized resource centre for Mi'kmaw Language materials.
 - c. To explore the feasibility of establishing a Mi'kmaw Language College.
 - d. To enhance the L'nuisultinej Conference program by including a session aimed at addressing the needs of parents who have children in immersion programs.
 - e. To develop partnerships with other First Nation communities to exchange and develop language skills.
 - f. To develop and implement a Mi'kmaw immersion summer camp for adults who are non-speakers.
 - g. To explore the feasibility of implementing a Mi'kmaw immersion program at the high school level.
 - h. To collaborate with the elders, communities, and educators in the development of Mi'kmaw language and cultural curriculum.
5. Programming Area 5: Band Operated Public School Programs

Objectives:

- a. To enhance student support programs (i.e. guidance and counseling) for high school students.
- b. To increase networking opportunities with the provincial school system.
- c. To enhance education standards.
- d. To develop and implement a program for teacher orientation that is relevant to community dynamics.



6. Programming Area 6: Healthy Living

Objectives:

- a. To help communities obtain adequate resources and programs for life-long learning.
- b. To provide communities with policies related to students with special needs and opportunities for professional development on related issues.
- c. To help communities obtain adequate resources and programs for early childhood education.
- d. To ensure that high quality educational materials are available for all students.
- e. To increase parental involvement in Healthy Living activities.

7. Programming Area 7: Special Education

Objectives:

- a. To increase program development and enhance service delivery.
- b. To increase access to assessment for learning disabilities.
- c. To provide professional development for teaching staff.
- d. To increase access to teaching resources (i.e. software and technology)
- e. To develop partnership with stakeholders.
- f. To provide increasing funding opportunities for programming.

8. Programming Area 8: Continuing Education

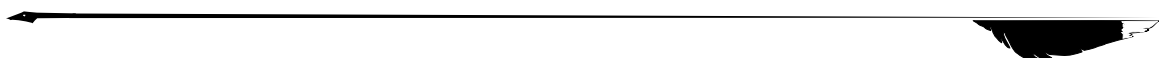
Objectives:

- a. To provide increased funding opportunities for programming.
- b. To increase the number of Mi'kmaw teachers in post-secondary institutions.
- c. To increase partnership opportunities with post-secondary institutions.
- d. To address the child care needs of post-secondary students.

9. Programming Area 9: Early Childhood Education

Objectives:

- a. To develop and implement a Pre-K screening program.
- b. To implement DATAVAN in daycare centres.
- c. To increase access to daycare services.
- d. To develop and implement Early Intervention Programs and IPPs at the Pre-K level.
- e. Increase funding opportunities for programming.
- f. To promote the use of Mi'kmaw Language Immersion programs in daycare centres.
- g. To provide greater professional development opportunities for staff.





Elementary/Secondary Education

John Jerome Paul
Director Of Program Services

Mi'kmaw Kinamatnewey communities continue the leadership role in Education nationally and regionally. Our MK community's continue to build / develop the governance infrastructure and the human capacity to run an Education system that has made them the leaders in Indian Education. Student success is now an expectation rather than a hope. Success breeds success. Yet we can only be as successful as the support we receive from Government. This year the MK Board approved a very bold initiative; to provide for an improved funding base for its member communities. The MK Board approved setting the minimum Band Operated Funding Formula at \$6,100. This will set a more equitable funding base for all our communities. It is the vision that a strong school system will break the cycle of poverty that our communities suffer from.

A partial list of accomplishments is as follows:

- We'koqma'q and Indian Brook School projects will be completed on time and on budget; both schools will be open by September 2008.
- ANTEC 2008 was a success, with over 500 participants.
- High School Graduation rate at 70%, reflecting the continued strength of our programs and intervention strategies.
- MK SIS under the Dadavan initiative has now gone web based. This will allow for easier access by all communities and staff. Plans to allow access to student progress and other relevant information by parents is in the process for the coming year.
- Development fund for the MK Principals Committee has provided for more integrated professional development for all school staff in the MK school system.
- School Improvement Planning being implemented in Eskasoni with a rollout to all schools in the next few years.
- Sports/Healthy Lifestyle taking an increased role in our schools, with the track and field meet held at the St. FX University in Antigonish, being a huge hit.



Post Secondary Education

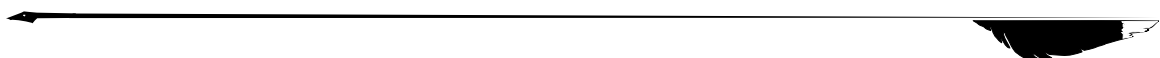
Last year our MK communities deferred about one hundred (yes 100) students who met all entrance requirements to go to a PSE Institute. The MK Board agreed in a very bold move to raise the PSE rate to \$14, 300. FN Students are struggling to escape poverty, with a hope for a brighter future. The government has yet to come up with a remedy for the chronic under funding of the PSE system.

This government talks of "Closing the Gap", yet their fiscal policies in PSE are only "Widening the Gap". MK is now leading the way to provide greater access to PSE. The government has to realize that there is a price for inaction. This year the Canadian Government apologized for its role in the Residential schools. It is my hope that this apology will be followed with fiscal policies in all areas of our lives that truly bridge the gap between FN's and the rest of Canadian Society.

Successes by our communities will continue "in spite of" this lack of support.

- Increased PSE funding, with up to 400 students in post secondary institutions.
- About 1 in 5 of these students is in a science related field.
- Community delivery of PSE programs continues to raise the bar for student success.
- FN Advisors have helped to raise student numbers and success in the Community Colleges.
- Science, Math and B.Ed. co-hort with St. F.X. University set for the Fall of 2008.

Remember there are still deferred students in our MK communities and about 50 students on student loans; we need to break the cycle of poverty.





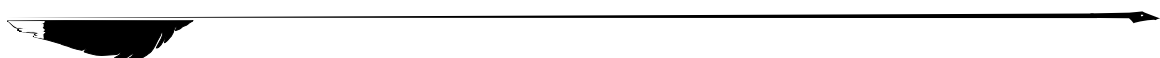
Mi'kmaq Web based Dictionary

This special Dictionary is set to be unveiled and available on-line during the Fall of 2008. MK, Mi'kmaq College Institute and the NS Department of Education embarked on this unique initiative in 2008. This project will see the development of an on-line Mi'kmaq dictionary that will support the Grade 7 and Grade 8 Mi'kmaw Language courses presently being offered in the public school system in NS. Partnerships are important and a means to develop a greater product. This will not only support those grades but also other language initiatives.

The project will create a platform for future development and integration of new and present information. This platform will allow users to connect to resources related to a word. This will be a very akin to Wikipedia where you type in a word and a search will find a multitude of resources related to it. These can be stories, pictures, videos, books, blogs, etc., this activity will also help in the research capacity of the Mi'kmaq Language as the Mi'kmaq Resource Centre will be used as the development arm to bring PSE students onto this project. Those students in courses offered by Stephanie Ingles at CBU will be working as developers of words and the related strands. Atlantic Canada's First Nation Help Desk's Kevin Burton and JR Isadore will provide the technical expertise and program development. Yolanda Denny will provide the Mi'kmaq Language expertise and will be the main editor of the content as needed. Peyton Chisholm will help in the day-to-day coordination the project.

The project envisions a greater Mi'kmaw community role in the future development of this exciting resource. At present new partners and their resources are being identified for inclusion into the project. MK's Dictionary/Lexicon will be incorporated into the framework. The community of Listiguj has agreed to become a part of this project and its work of a Mi'kmaw dictionary will be integrated into the on-line Dictionary here at MK. Professor John Hewson has agreed to join the project and will contribute his dictionary. The Eskasoni School Board has also agreed to be a partner, and those resources developed under the Mi'kmaw Centre of Excellence will be digitized and integrated into the framework.

In the future new resources will be added to the site through a resource bin. Here those who wish to have a video, story; picture or whatever can contribute to the site via a bin which will be vetted by the resource team made up of volunteers with expertise in Mi'kmaw language, education, and curriculum.





Community Liaison/Statistics

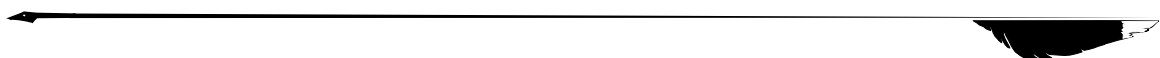
Vera Marr Community Liaison/Statistician

Much of the focus this year has been getting the bands using the Dadavan web-base nominal roll report system. June Reports have been an ideal trial run for the bands. They were able to use the system directly and are finding it easier to use than the previous Data-pro systems. Ongoing training has been set up for communities as well as a sub-committee for the Dadavan system to further develop the system and address any concerns. The earliest training session for individuals who are directly involved with inputting nominal roll information is set for August. The web-base system will allow them to input the information directly on the system and individuals such as myself and other key people able to see the information immediately. The band-operated schools will be able to track everything from attendance to behaviour to marks.

One area of concern for me is that we cannot track the same information for the students in the provincial schools as we can for the band-operated schools (i.e. in-school system). I think some discussions with the Provincial Systems to develop a method to enable us to track the same information as the band operated system is needed. We can, however, track all of the nominal roll information for those provincial students using the DADAVAN for the usual reports we submit to DIA. This enables us to have the information for reports and their education process from the beginning as well. Bands and the MK should be able to create reports they need from this nominal roll information. With regard to information security and permissions – only certain people with specified permissions and access will be able to retrieve, input or view the information. This way confidentiality, security controls and information access is addressed.

I should mention that another area proving to be a concern is the request for band numbers of students for nominal roll purposes. A few bands have identified a problem where the band membership clerk is not able or will not release band numbers for students citing confidentiality as the reason. The band number component is a necessary part of the nominal roll process. It is the Department of Indian Affairs who has requested the Band numbers over the years and they continue to require them and it is the Department of Indian Affairs Band Membership Department that will not release information. This poses a problem if band numbers for children on nominal roll are not known and results in a situation where reports are delayed or incomplete. This matter has to be resolved so that the reports can be completed and accurate.

The Post Secondary, Daycare and Headstart have been included in the system as well. We will be able to track students and information from the moment they enter to the education system from Daycare, Headstart to their post secondary education. Attached are some historical graphs to show how our student population is progressing over the years.

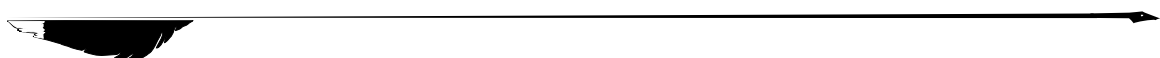




Some of the plans and goals identified last year's report remains the same. Ongoing and new ways to address or achieve in my position as Community Liaison/Statistician will continue to be an ongoing process:

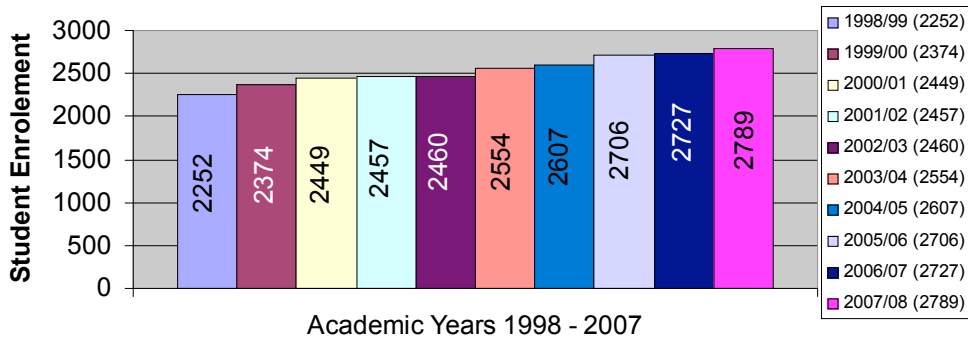
- I have been in touch with the bands on a regular basis to develop the Liaison component of my job description. The working relationship with key people in education within the communities continues to be an enjoyable and ever growing one. I will continue to work with these individuals to help bring their education needs and concerns back to the MK and vice versa.
- Meet with bands and supervisors for suggestions for development in this area. I am working to continually identify bands education resources. For example, one band member in the communities was working on developing games that would enhance or encourage the development and promotion of speaking the Mi'kmaq Language. I think that there are more individuals in the communities that have other talents and ideas that would assist in this regard. We need to find them and encourage them to develop their talents to help our language revive and thrive. I also want to continue to be able to find out and develop what the bands need by way of information with regard to students and what areas need to be addressed so that these concerns or ideas can be brought to the MK's attention.
- The new Web-based system for Dadavan continues to help to devise reports and plans that may enable bands access other resources, proposals, and funds where statistical information is necessary to assist them (i.e. boys and girls groups, libraries, (had requests in the past for #'s of boys and girls in certain grades could obtain books for the class – maybe the bands could elaborate or expand on these types of resources for their communities or schools))
- The statistical education profile is still a work in progress and ongoing. I hope to meet with the communities to develop a template that will address statistical education profile/information for the bands.
- Post Secondary Profiles is also and ongoing process. I want to expand on the post secondary graduate profiles of the communities to find out where our graduates are going after university (i.e. higher P.S. level, employment, utilized by communities etc.) Develop a resource directory, for bands so that can start to utilize their own professionals in employment fields. I am hoping to make this available to all of the bands.

I will actively strive to continue to meet and develop these goals as well as develop my skills for my position. I am always open to suggestions for improvement and new ideas from the communities as to what they would like to see with regard to the above.

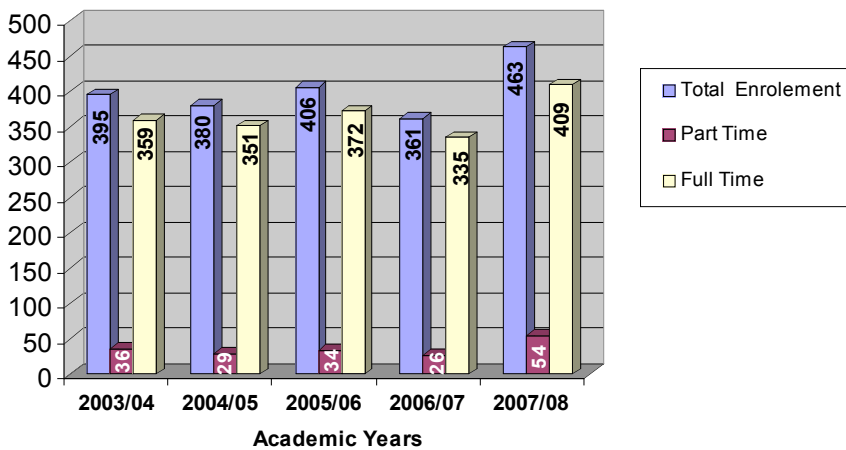




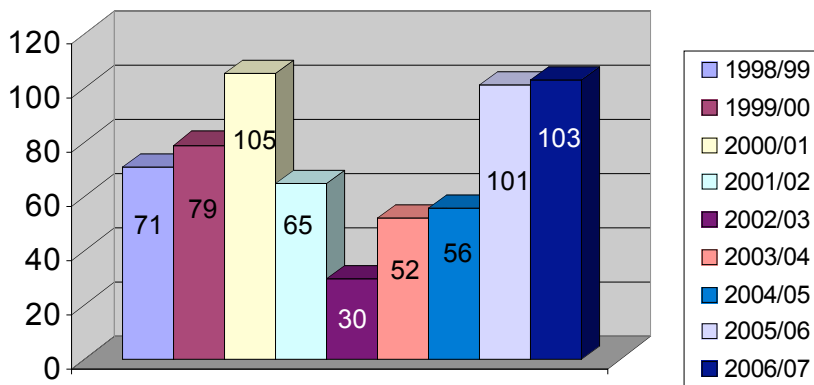
NOMINAL ROLL GROWTH CHART 1998-2007
(Elementary/Secondary)



TOTAL Post Secondary Enrolment - MK BANDS
5-Year Growth (2003 - 2007)



PSE GRADUATES (MK BANDS) 1998 - 2007





Atlantic Canada's First Nation Help Desk

Kevin Burton

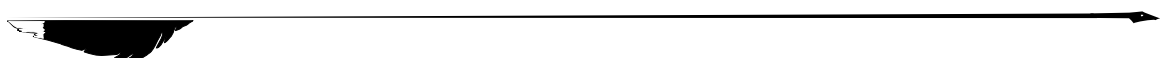
Atlantic Canada's First Nation Help Desk (<http://firstnationhelp.com>) concluded another successful year of service and support to First Nation schools. Foremost of these services has been to maintain and pay for the network providing broadband internet and videoconference services. In addition, the Help Desk provides contests, technical support, and limited hardware and software support.

Among the successes this year has been an increase in cultural content provided by videoconferencing. Leroy Denny our Curriculum Coordinator has been actively involved in this aspect of programming, and there has been a renewed effort in increasing the content available at the <http://kisikuk.ca> and/or <http://dearelders.ca> and Aboriginal Language section of our web site <http://firstnationhelp.com/ali>. We have also assisted Mi'kmaw Kina'matnewey in the on-line dictionary project.

Another success was the growth in use of the videoconference network use and capacity. When a teenage stress and suicide prevention DVD was released, there were 160 First Nation sites across Canada in attendance. Numerous videoconferences, collaborative learning projects, and professional development sessions took place via videoconference.

Behind the scenes, the Membertou First Nation showed how cooperation and collaboration can lead to win-win situations. The Help Desk technical infrastructure was moved into the Membertou Data Centre which provides a number of advantages, including power backup that ensures that the network will be maintained even during power outages.

Unfortunately, at year end, the Federal Government announced funding cutbacks for 2008-09 to a level of 72% of this year's SchoolNet funding. Once again efforts will need to be directed toward ensuring that this valuable resource continues in our schools.





Special Education Policy Development Project

Valerie Marshall Bowers

The Special Education Program Project submitted their proposal for another year, which has been approved by the MK Education Working Group. This year program's responsibility is to support the movement from an assessment model to an intervention based model for special education practices in schools under the MK Agreement. Last year, funding criteria for the High Cost Special Education under INAC moved to the intervention based model. To support the intervention based model, the SEP provided the MK community schools, a two-day in-servicing on the roles and responsibilities of Teacher Aides in the classrooms/school, teachers, Education Directors and Principals. To further support the Intervention Based Model, all of the MK community schools were provided with the Brigance Assessment Tools, which were purchased by INAC in April 2007. The MK community schools are given on-going support in using the Brigance Assessment Tools.

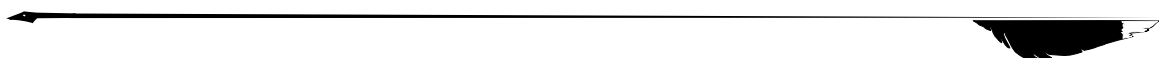
Since the introduction of Pre-Primary in the Nova Scotia Department of Education, the MK community schools have followed suit, even though most of the MK communities already had Pre-Primary. The Special Education Program has been in-servicing the Pre-Primary school teachers on the Brigance Assessment Tools, so that the Special Needs students will be able to transition from Pre-Primary to Primary. This will allow for High Cost Special Education funding for Special Education students.

In January of 2008, the MK Special Education Sub-committee was set up, the members are from an eclectic group of individuals from Education Directors to Resource Teachers. Their roles and responsibilities is to review past MK Student Services activities, review the SEP Workplans, identify the scope of activities for the committee and select dates and times for the sub-committee meetings.

In March of 2008, two families from We'koqma'q and Chapel Island were selected by the Assembly of First Nations Special Needs Research Project to partake in their study. The study has been completed and are now awaiting the report.

MK and INAC purchased The Eating Game, developed by Jean Nicole of EyeCan Productions. The MK Community schools were introduced to the game at the MK Strategic/Operational Planning Symposium in Halifax back in March 2008. It's a game designed to help children with special needs to make better food choices. The game has been modified to meet the dietary need of First Nations peoples.

The Special Education Program Project purchased 10 copies of the Black and White Professional Version of the Kurzweil Software. It is assistive technology software designed to help students with Special Needs. In-servicing will be provided on how to use this technology in August.



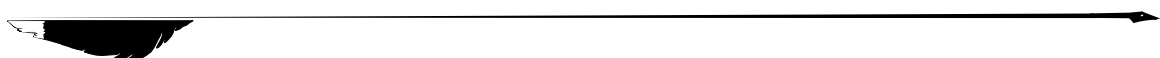


Promoting Literacy is another area that the SEP is involved in and one of its projects is the Dolly Parton Imagination Library, which is managed by the Invest-In-Kids Foundation in Canada. The funding for the Dolly Parton Imagination Library from INAC was approved and released in December 2007 for \$10,625. This is enough money to fund the project for one year. This program provides every registered newborn in the 13 First Nations communities an age appropriate book every month, until they are 5 years old. On March 18, 2008, there was an official Media Launch of the Dolly Parton Imagination Library in Indian Brook at the Sr. Elizabeth Cody Preschool. This was the first of its kind in Canada, that all of the 13 First Nations communities in a province was launched, thanks of MK and volunteer Kay Desborough. Another literacy initiative that has been supported by MK is the continuation of the Story Sacks. This is headed by volunteer Kay Desborough, who has helped in proposal writing and heading volunteer teams in making and creating Storysacks for the 13 First Nations communities. Four of the StorySacks this year were made by two groups of Girl Guides, who took on the special project to earn their badges. Health Canada First Nation Inuit Health Branch funded the Germo and Flu Kit projects, which were launched in Pictou Landing First Nation in May. The kits have been made for all of the MK community schools and were all distributed in May, 2008. FNIHB funded 20 StorySacks and 2 StorySack creation workshops in Pictou Landing and We'koqma'q and also Bullying Books for the Headstart and Kindergarden centers for all 13 bands.

Masters of Education in Counselling cohort with the Strait Regional School Board, NS Department of Education and Acadia University began in January 2008. There are no MK community school teachers attending. There is interest to attend the July courses and the fall courses in Mulgrave.

The Student Services Needs Consultant continues to work with Doug Hill of Dadvan Solutions with the IPP Pro. Most of the MK community schools are now using this software for their IPP's. The software had the SEP High Cost Special Needs Work Plan application embedded in its software. A few of the communities are already using it to apply for their funding.

The Special Education Program Project continues to move onward in bringing Special Education into the future. Special Education students' services are continuing to improve, the IPP writing is growing and the reporting process had been streamlined. Special Education and Counselling teachers are being trained. Literacy initiatives are continuing to move forward and our teachers are in-serviced and trained in assistive technology. Our resource teachers are being provided with the tools necessary to make learning happen for our special needs students.





Sport Animator

George "Tex" Marshall

It has been another productive year for our MK schools and the students are starting to become very active through our programs. I'm positive that the schools and communities have benefited as a result.

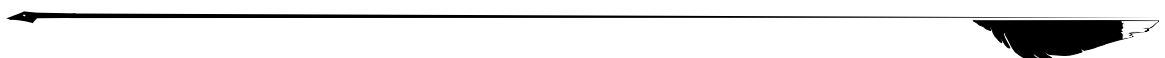
The MASH Tournament was a resounding success with over 80 participants from all of the MK elementary schools. Regretfully, the weather wouldn't cooperate this past winter and we were unable to have the Junior High portion of the event. However, we have every intention of ensuring the MASH Tournaments happen every year.

Once again all MK schools participated in the Physical Activity (PA Grant) project, and as a result over 300 students had the opportunity to take part in After School programs based on physical activity and exercise.

The 2nd Annual Nova Scotia Schools Aboriginal Track & Field Championships were held May 27 & 28, once again at St. FXU and over 250 students participated. Each and every school/ community won medals and that in itself is a tremendous success indicator for the state of our Children's increased physical activity and general health. Once again, Thank You to the many volunteers who work so hard to ensure that the event happens.

The 2nd Annual Aboriginal Sport Summit was held in Halifax on June 3 & 4, 2008. Eleven of the first nation communities in Nova Scotia sent delegates to the Conference, and took in the sessions on Aboriginal sport issues. Also, the MSCNS hosted a Sport Awards Banquet as athletes were honored for their accomplishments.

We have also had some successful applicants of the Kji Keptin Alex Denny Memorial Sports/Education Scholarship Fund. Overall, it has been a very successful year for our schools and communities.





Mi'kmaq Language Specialist

Yolanda Denny

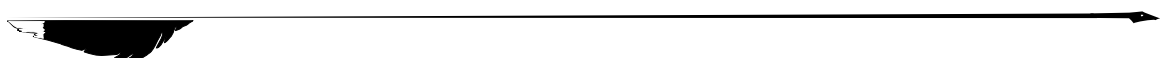
Kwe, ni'n na Yolanda Denny aq ni'n kekna'muey L'nuisimk wjit mijua'ji'jk ta'n wutanl mu eymuk L'nui'sit nujikina'muet. Metue'k wjit la wutanl mita mu eymuk wen ta'n natawi L'nui'sit, entu'tijek. Ni'n ewe'm video conferencing wjit ta'n tel kekina'muey. Aq nike' ewe'm Greymorning Accelerated Second Language Acquisition program. Mijua'ji'jk kelu'lk telataqitijik, mikwite'tmititl klusuaqn aq mawkiljemk misoqo na'n. Kesatmi'tit mita naqmasiaq.

Ni'n maw apoqntm wjit online dictionary. Apukjik nekmowey kaqkisa'tasitew aq nastetew internet-iktuk. Sewaskiwikikey elp wjit wen ta'n tel nuta't.

Hello, I am Yolanda Denny and I teach Mi'kmaw language. I also work on translation and I am involved with the online dictionary which is presently under construction. The language classes I teach are for communities who do not have speakers or Mi'kmaq speaking teachers. It is extremely hard for these communities to regain the language, to them, it is lost. I utilize the video conferencing equipment to teach language to day care and pre-school children. I also use the Greymorning Accelerated Second Language Acquisition program which I have slightly modified for video conferencing. This approach is extremely successful in teaching non-speakers to speak a different language. The downfall is that it is best taught when the teacher is physically in the class room and the pictures are permanently hung on the wall for the students to use as a reference. This year, I taught to Annapolis Valley, Three Wishes Day Care and Acadia First Nation Youth Center. Because I work out of the main office in Membertou, I use the video conference equipment to reach these classes. With the Greymorning approach the students were able to learn and remember all the pictures that I used. I also started to teach them to answer questions relating to the pictures, such as, who is this, what are they doing. The children's' pronunciation of the words also became stronger as the class moved on.

It is extremely important to preserve, retain and utilize our beautiful language. The communities who have lost the language suffer this loss, but it is not too late to save it for them. The children are the future and if they can regain the language, then our culture and heritage will be strong for us all.

Wela'lioq.





School Improvement Coordinator

Laurianne Stevens

School Improvement is one of the new projects on the move with the MK schools. The project was introduced in the 2007-2008 school year and got underway in the fall of 2008. Eskasoni High School, the pilot school for the project, is now in the process of completing the written portion of the School Improvement Plan. This plan will be implemented in the 2008-2009 school year.

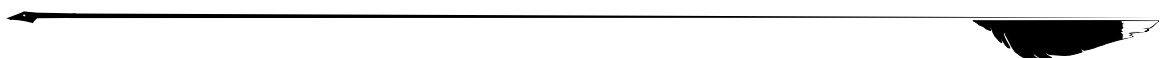
At the beginning of the project, the team leaders, staff, principal, and the director worked on gathering the school's baseline data to determine what area required attention for improvement. One tool for collecting data was through student, parent, and staff surveys. Some of the data came directly from Outcomes, the new Student Information Systems replacing Dadavan. Some of the information came from administrative files and records.

The School Improvement has already begun moving to the other two schools in Eskasoni, Eskasoni Elementary/Middle School and TEC (Unama'ki Training Education Center). Both schools have completed surveys and identified their team leaders for the project. They will continue with the School Improvement Process in September.

By the end of the 2009-2010 school year, the schools in Eskasoni will all have a school improvement plan in place. The school improvement project will then move to other MK communities.

In September 2009, all principals and directors will participate in workshops to help them prepare for the initiation of school improvement activities. During this workshop, they will be involved in a hands-on approach to understanding how the School Improvement Process works. From here, this experience will be extended to the staff of the MK schools, in a similar type of workshop.

The School Improvement Project is a very exciting one as it allows for a collaborative effort in bringing schools to "see themselves". I look forward to working with all communities in next few years.





Mi'kmaw Community Education Reports

Acadia First Nation

Janice Francis, Education Director

1. Mission Statement:

To protect the right of education and ensure education for all our people for generations to come, wherever they reside. We accomplish this by effectively managing our resources, developing appropriate laws and policies, encouraging our children to value the choices offered by high quality education and educating our neighbours so they will be more tolerant of our beliefs.

2. Education Demography:

There are 48 students on the band's nominal roll for 2007-2008. All these students attend provincial schools.

There are 24 students on the 2007-2008 post secondary education nominal roll. For the 2007-2008 academic year 5 students graduated from post secondary studies.

Some partners in education include:

Atlantic Canada's First Nations Help Desk

Dadavan

Micmac Family & Children's Services

Mi'kmaq Employment & Training Secretariat

Mi'kmaw Kina'matnewey

South Shore Regional School Board

TriCounty Regional School Board

3. Accomplishments and Highlights:

- After school activities
- Communication - newsletters
- Daycare, Youth Centre
- End of school year student awards ceremonies
- Field trips
- Language program for pre-schoolers
- RCMP - Adopt - A - Library Program
- Participation in cultural awareness/events
- Partnership development with local businesses and organizations
- Provincial school board representation
- School lunch programs
- Student support/tutoring services

4. Web Site: www.acadiafirstnation.ca



Annapolis Valley First Nation

Marilyn L. Toney, Education Director

The Annapolis Valley First Nation has adopted the following as its mission statement:

To serve our band members both on and off reserve by promoting the value of life-long learning while maximizing educational opportunities.

The implementation of Mi'kmaw Jurisdiction occurs in our community usually in the following order:

The Director of Education is usually the first contact, and then the Director takes concerns, student interests, aspirations, and goals to the Chief and Council. The policy is not completed it will be forthcoming.

The Administration follows this flow:

The Director of Education takes concerns, issues, and student's names to the Education Committee, discussions take place, committee makes recommendations to Chief and Council, Chief and Council make a motion to approve funding aspirations.

Financial Management flows in the following way:

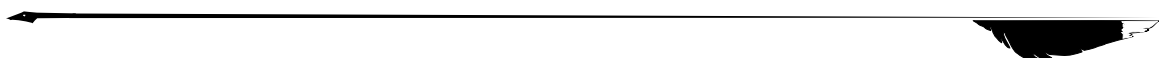
The Mi'kmaw Kina'matnewey flow monies to the First Nation, Financial Controller with Chief and Councils directing the allocation to the following four areas; Administration, Tutoring, Salary, and Tuitions payable to the Annapolis Valley Regional School Board.

Communication has indeed improved within our First Nation over the last five years:

The information concerning the Educational program is conveyed in many different ways; the community newsletter which is circulated to on and off-reserve members at the beginning of every month, community notices, information sessions, previous students, and by word of mouth.

The Annapolis Valley has been liaising with the 2 provincial schools, which are located off reserve, Central Kings Rural High, and the Cambridge Elementary School, to reconstruct its education committee enabling a better partnership, which will be more involved and motivated to help ensure our mission statement, is reachable.

Our Mi'kmaq representative with the school board is Murray Coleman from Annapo-





lis Valley First Nation and Jude Gerrard is employed with Annapolis Valley Regional School Board who is the Mi'kmaq Services Specialist. Three Wishes Daycare is located on reserve and is also overseen by a committee as well.

The community has a number of students who attend the above-mentioned institutions of learning and like each person in the community each student is unique so each situation that poses itself is unique:

The amount of funding allocated to our First Nation for the Language Program is not sufficient for the amount of expenses that would be incurred from such an endeavor. However, the two provincial schools located off reserve observe and celebrate Mi'kmaq History Month and Aboriginal Day. The Three Wishes Daycare located on reserve is continually implementing cultural aspects into the daily routines and curriculum. Tutoring is also offered to those children who require it. The First Nation has worked closely with the school to have a hot lunch program for the children in grades primary through grade six and High school students are given \$25.00 per week to purchase lunch. We also have a Breakfast Program which provides our children with a healthy breakfast five days a week. Students who successfully pass into the next grade level are given \$50.00, if they pass with honors they are given an additional \$100.00, for each certificate the child receives they are given an additional \$50.00 to a cap of \$200.00. Graduates of grade 12 receive \$1000.00. The Annapolis Valley First Nation has also given the children who wish to participate in extracurricular activities the opportunity to do so by paying the fee (i.e. Band, Sports, etc.). On a number of occasions the First Nation has played host to classrooms by inviting them to the community pool and giving them a tour and lunch. The Band also pays for each child between the ages of 12 to 18 years old who are in school, ski passes to Ski Martock, Windsor.

In the summer the band pays for Golf, Soccer and Baseball Registration and funds any child who wants to attend a summer camp. We also employ all students 10 years old and up who are in school and going back to school in the fall.

Three Wishes Daycare has in place a Video Conferencing system which was put into place March 31st, 2004, it brings other First Nation communities into ours and teaches our children their language and culture.

Some key factors that have impacted our education system are:

The level of funding for several education program initiatives such as: language, tuition, children diagnosed with special needs (ADD/ADHD, OCD, FAE/FAS and Dyslexia) is inadequate. The existing education facilities that are servicing our community now are:

Central Kings Rural High and Cambridge and District Elementary School are both located off reserve. The Three Wishes Daycare is located on reserve.



Bear River First Nation

Carol Thompson, Education Counselor

Since joining Mi'kmaw Kina'matnewey on April 1, 2004, Bear River First Nation has experienced challenges. Being a smaller First Nation we have a smaller population of students attending school and this causes limited funding and makes it very hard to accommodate all the requests coming in for the school year and extra curriculum activities.

Bear River First Nation's Chief & Council continue to work together with their departments; Health Center, Cultural & Heritage Center, Band Office, and Muin Si'pu Learning Center in order to keep programs going and to continue to help students.

Programs in our community that are on-going at Muin Si'pu Learning Center;

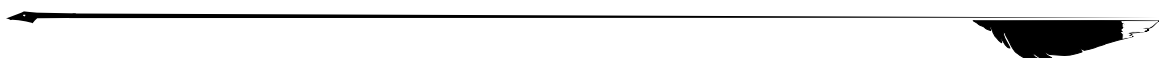
- Elders Teachings
- Pre-School
- Head Start
- Adult learning as needed and will start by the end of April 2008 and continue through to April 2009 Teacher Hal Theriault
- Tutoring as of now Scott Hubley
- Language
- Computers, video conferencing, basic computer skills and internet accessibility
- with Jena Melanson along with First Nation Help Desk
- Child Care Co-Ordinator Belynda Skerry
- Child Care Assistant Jena Melanson

The Bear River First Nation holds language classes and wishes to continue pending on funding. Language classes consists of; Recording, Reading, Writing, Singing, Video and Conversation in Mi'kmaw

Carol Thompson, Education Counselor, attends M.K. Education meetings when possible and funding is always an issue.

Carol works with the nominal roll, provincial schools, students, teachers, school related activities, parental and community involvement, special needs and teacher retention proposals. Students residing on the Bear River First Nation attend provincial schools in both Annapolis and Digby Counties and there are some who attend community colleges, universities, and Adult Learning Centers.

End of school year graduation ceremonies supported by Chief, Council and Education Counselor





Eskasoni First Nation

Patricia Marshall, Director of Education

Eskasoni, the largest Mi'kmaq Community east of Montreal, in 1980 took local control over its educational system. Since then, we have witnessed increased growth in our staff as well as student enrollment. The Eskasoni School Board strives on offering the best education for our children. The School Board has sustained a Mi'kmaq Language Program and an Immersion Program. Under the jurisdiction of the School Board we have the Ksite'taqnk Daycare, Eskasoni Elementary & Middle School, Eskasoni High School, and Un'amki High School.

Eskasoni's mission statement is as follows:

"Building on our respect for our Mi'kmaq culture, heritage, and our commitment to Lifelong learning, the Eskasoni Education system works closely with the Community to provide all our people with diverse holistic opportunities to gain knowledge, understanding, and skills that will help them succeed in the challenges of the future."

Our student population totals 1166 from Daycare to High Schools. In addition we have 167 full/part time students enrolled in various universities across the country. Our staff consists of 147 employees, who include teachers, teacher aides, student aides, guidance, administration, speech language pathologist, janitors, bus drivers, clerical, and daycare workers.

The Eskasoni School Board is under the umbrella of the Eskasoni Band Council. The School Board, twelve in total, is appointed by each band councilor. The Chairperson is appointed to represent Chief and Council, and in turn, it is his duty to report back to Chief and Council on the activities of the School Board. Also the Chief of the Eskasoni Band is an Ex-Officio member of the board.

A working group committee consisting of various departmental heads within the educational system deals with the financial and managerial issues within the School Board. This working group is a very valuable component in the success of the School Board.

The Eskasoni School Board has hired Patricia Marshall as the new Director of Education.

Ms. Marshall began her employment in January 2008. Ms. Marshall has a Masters in Curriculum Studies & Development. She has worked in many different areas of education such as Teacher, Special Education Teacher, Principal, Funding Services Officer (INAC), Treaty Policy Analyst (INAC), Education Consultant, Head Start Manager (Health Canada), Director of Education, and Student Services Consultant (N.S. Dept. of Education). Ms. Marshall comes to the Eskasoni School Board with a wealth of knowledge and experience.



Ms. Marshall has been busy getting familiar with all the intricacies of running a large educational system. The Eskasoni School Board is establishing an improved educational system by revising existing policies and developing new policies as needed. We have just completed new guidelines for Post Secondary Education.

The Eskasoni School Board is involved in administering a teacher aide course that will certify all its aides. This course is offered in conjunction with Waqmatcook and Chapel Island. It will start this July. We also have nine teachers that are enrolled in the various Masters programs for leadership and math.

The Eskasoni School Board just celebrated 8th banquet honoring employees that have been with us for 25, 30, & 35 years. We also say goodbye to the employees who are retiring. This year we had three 25 year recipients, one 30 year recipient, and three 35 year recipients. We also had 6 employees who retired. It was a fun evening all around.

The following are write-ups about each individual school.

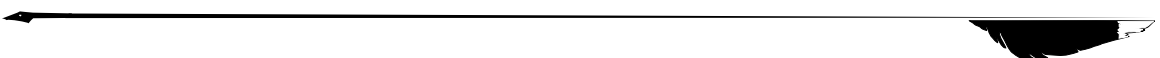
Eskasoni Ksite'taqnk Day Care

The Eskasoni Ksite'taqnk Day Care opened its door in January of 1998. It is open to working parents, foster parents, and secondary and post secondary students. It is operated under the umbrella of the Eskasoni School Board while the day-to-day operation of the center is entrusted to the Day Care staff. The Eskasoni School Board provides policy, direction, financial management and overall administration.

Child Care services are open to children from ages two to five years. The four and five year old children are enrolled in the half-day program while the two and three year olds are in the full day program. In the 2007-2008 academic school year we presently have approximately 23 children registered and three special needs children are enrolled. Our numbers are increasing every day because parents have to fill all required forms before their children can be enrolled in the day care.

The full day and part time program is a fun filled program that enhances the child's intellectual, emotional, and social development. The day care provides two nutritious snacks and healthy hot lunch daily. The program is taught in Mi'kmaq and culturally oriented. During circle time, children are taught the Mi'kmaq colors, numbers, shapes and days of the week, animals and nursery songs. We strive to teach the children the Mi'kmaq culture in our weekly themes. We have received comments from the school how the children that come out of day care are so well prepared going into the school system.

These are some of the things we do for the children throughout the year: Terry Fox Walk, Thanksgiving turkey dinner, Halloween party, Christmas Concert, Weekly skating at the rink, Santa Claus visit, Winter Carnival, Easter Bunny visit & party, Mother's Day Tea Party, and a field trip to the "Two River's Wildlife Park" and "Ed's Play land" in North Sydney. All staff takes turns to fund raise for these activities from weekly bingo games in the community. This year we were able to purchase a digital camera printer from Quality Cameras to print our day care pictures.





In 2008-2009, we are predicting a fun and interesting school year with the day care running in its full capacity.

Eskasoni Elementary & Middle School Initiatives 2007/2008

The Eskasoni Elementary & Middle School offers instruction from kindergarten to grade 9. It has a student population of 850 and a staff of 90. Our Mission Statement was developed and adopted in 1988. It states:

“The Eskasoni First Nation requires its school to provide a quality education delivered by caring competent individuals. Each student is to be encouraged to reach his or her fullest potential in a safe, non-threatening, non-coercive, needs fulfilling environment. Positive people with positive ideas will strive to allow students to become competent and secure in making choices for themselves and in accepting responsibility for those choices. The school is an extension of the community. It will reflect an open, welcoming atmosphere where the rich Mi'kmaq linguistic and cultural heritage will be respected and nurtured”.

In keeping with the spirit of our mission statement, we have introduced and developed the following initiatives:

Academic Initiatives

- Immersion program (K-3) pilot is completed and is now a regular program.
- Active Young Readers program is in effect grades P-9
- Math team in place to liaison with provincial representatives
- Seeking representation on the Provincial Elementary Science Curriculum task force
- Representation on the Provincial Literacy task force
- Provincial Curriculum Outcomes constantly being targeted
- Full time math tutor hired to assist struggling students 7-9
- Teaching in Action grades P-9
- Participation in the regional science fair
- Participation in Show me Your Math locally and regionally
- On-going training in running records for teachers
- Techsploration grade 9 girls
- 330 extra help bus

Resource Initiatives

- Full time speech-language pathologist on staff
- On-going training in assessment for special-needs students
- 3 learning centers
- 4 full time resource teachers
- Full time student services/literacy co-ordinator
- Half time resource for immersion students
- IPPs in place for all identified students
- Adaptations in place for all identified students

**Web Based Administrative Initiatives**

- Dadavan report cards for all students
- Dadavan attendance in all home- rooms
- Dadavan nominal role

Music Initiatives

- 2 full time music teachers
- Music for all grades k-6
- Grade 4-5-6 choir
- Band program grade 4-7

Healthy Living Initiatives

- School wide DPA twice daily
- Daily DPA each class
- Skating Program all grades
- Ski program grades 4-9
- Swim program grade 5
- Cereal & milk program all grades
- NADACA programs all grades

Health Center Programs all grades

- RCMP programs with constable Duma Bernard all grades
- Participation in grade 4-6 boys basketball league with Cape Breton District
- Participation in grade 4-6 girls basketball league with Cape Breton District
- Participation in grade 7-9 girls basketball league with Cape Breton District
- Participation in local and regional track and field competitions
- Anti-Bullying/ Pink Day
- Recycle Program
- Pop ban for entire school
- 4:30 extra curricular bus
- Junk Food Ban school-wide

Staffing Initiatives

- A staff tenure policy has been implemented
- A staff evaluation framework has been implemented

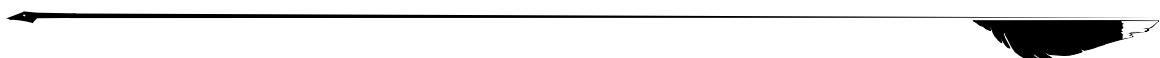
Cultural Initiatives

- Mi'kmaq prayers
- After School Arts and Crafts grades 6-8
- After School Drumming

Governance Framework

- A framework was submitted to The Band Council following 2006 symposium.

The future holds some interesting challenges for our school. We have reached the point in our history where the staff who joined us during the years immediately following Band takeover, are reaching 25, 30, and 35 years of service. As these older





staff members opt to take their retirement, they will be replaced by a new surge of eager young staff. The priorities and the visions which we now hold will be inevitably tinted and influenced as the tides and the times change, and we will undoubtedly have a rush of new ideas accompanying the new era.

Eskasoni High School

The Eskasoni High school opened its doors in 1998. The high school has a student population of 192 and a staff of 17. Eskasoni High School Vision Statement is:

“EHS is committed to recreating a safe, cooperative learning environment providing every student the opportunity to develop his or her cultural, social and academic skills and knowledge. This commitment prepares the student to meet the present and future challenges in the community and beyond.”

Eskasoni High School piloted the School Improvement program under the direction of MK. With Laurianne Stevens acting as coordinator, surveys were sent out to the community and based upon the feedback gathered from those surveys as well as meetings with staff, students and parents a 3 pronged plan for school improvement over the next five years is being developed.

Some of the activities at the high school are as follows:

- Boys & Girls Basketball teams
- RRFB – We have been participating for the last few years and we have had the honor of winning the grade 10-11 categories for Cape Breton Region for the last three years.
- Golf team
- Intramurals
- E-Spirit team- 8 students presented their business plans to judges in Regina.
- Grade 12 travel group who traveled to California
- Prom and Safe Grad Committee
- Graduation Committee
- Envirothon group
- The High School has a semester schedule, which offers a variety of courses to meet the needs of diverse learners. Some of the courses include Mi'kmaq language, Physics, Chemistry Learning Strategies and Computer courses.
- Written provincial exams in English 12
- Breakfast program – we have a hot/ cold breakfast program for the students at no cost to them
- Role Model of the Year – we recognize and honor an Elder each year.
- We have a number of students involved in the Co-Op program. The students get an opportunity to work 40 hours in job placements in the community or in the Sydney area.
- Graduation banquet and convocation.
- After school tutoring available
- Peer Math Tutoring program for jr. high school students struggling in Math
- Interagency committee (all 3 schools)



- Organized winter carnival snowflake ball for community.
- Mentoring groups that meet one a month to expose students to a variety of guest speakers who discuss a wide range of topics from nutrition to career planning.
- The high school is also involved in MK schools science fair, fine arts festival, and Mi'kmaw speech festival
- Participated in Cape Breton Victoria Regional School Board in-service- February 5
- Participated in Show Me Your Math – April 16
- Host school for MK Science In-service- April 18
- Participated in Earth Day Activities on April 22
- Host school for 2 Eskasoni Band Governance Information sessions
- Organized EHS career day workshops
- Participated in Trades workshop in Membertou
- Made visits to Marconi Campus and CBU
- First year participating in World Vision 30 hour Famine- April 25-6
- Parent/ Teacher day meetings held at the high school twice annually.
- Winter Carnival Activities
- Track and Field day in Antigonish. (16 participants)
- Friday lunch sales: The student stay for lunch during the week (brown bag)
- Various tickets sales
- First Nation Help Desk – There is a lot of student participation with respect to the contests from First Nation Help Desk.
- Teleconferencing – Staff and students participate in various teleconferencing sessions and workshops
- Geordy Marshall, a grade 11 student from EHS was selected for the Aboriginal Financial Officers Association of Canada. His essay ranked among the top three in Canada and he traveled to Winnipeg to participate in the national conference. We also had another student who placed in the competition, Tristan Johnson who received an honorable mention.
- EHS Awards Night- June 3
- EHS mini pow wow- June 4

It has been a very successful year at EHS in terms of school/ community relations and student advancement. Given our small staff EHS has been able to offer a variety of experiences to our students and we look forward to the opportunity to bring more opportunities to our students in the upcoming year. We are also excited with the new direction we are taking under school improvement and hope to offer more specialized services to our diverse learners, improve school/ home communication and reaffirm our emphasis on language and culture.

Unama'ki Training and Education Centre

Established in 1990 and originally sponsored by Eskasoni Economic Development, the Unama'ki Training and Education Centre began as an adult upgrading facility. In 1993, the alternative grade nine programs were introduced, and eventually the alternative program was expanded to include secondary from grades ten to twelve. Today TEC comes under the jurisdiction of the Eskasoni School Board, and we continue to offer both adult and alternative high school programming.



Our facility includes five classrooms, a resource library, a computer lab, a combination staff-student lunchroom with kitchen facilities, and several offices. Our staff includes the principal, teaching vice principal, guidance counsellor, office manager, seven classroom teachers, a teaching assistant, and janitor. We can accommodate up to 120 students.

Our secondary program follows the Nova Scotia Department of Education curriculum guidelines with appropriate adaptations and modifications for at-risk students. In addition, in grades nine to twelve, we offer a pre-10 program to struggling students over the age of sixteen. This single semester program begins in September and offers non-credit courses in math and English Language Arts, and well as courses in study skills and Linguistic Cross-Cultural Studies. Successful students are then placed in the regular grade ten programs in the second semester.

Grade nine and secondary students are directed to our facility through guidance/administration at the Eskasoni Elementary and Middle School and Eskasoni High School, at the request of parents or guardians, and by self-referral.

Our adult program offers academic upgrading courses modelled upon the Adult Learning Program curriculum developed by the NS Department of Education, Skills and Learning Branch. We offered both ALP Level II and Level III classes this year. After successful completion of these programs, the goal of the majority of our adult students is to enroll in the ALP Level IV program offered at the Marconi Campus of the Nova Scotia Community College. ALP Level IV completion is equivalent to a high school diploma.

Professional development this year included sessions sponsored by the Nova Scotia Department of Education, the Cape Breton Victoria Regional School Board, Literacy Nova Scotia, the Eskasoni School Board, and the Centre for Leadership Development and MK. Some topics covered were:

- Advancing Adult Computer Literacy in the Classroom
- Mental Math, Focus on Fractions, and Number Sense
- Reading Clinic
- Literacy Across the Curriculum
- Science Education
- Diversity Interchange 2008 for Guidance Counsellors

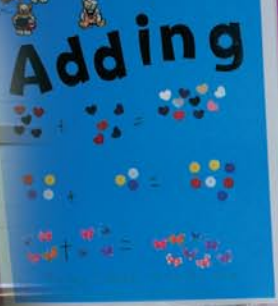
This year TEC was involved in a three-month pilot program sponsored by the Adult Division of the NS Department of Education for a reading recovery software program called My Reading Coach.

Dadavan (Outcomes: Student Information System) is now available through the Internet at our site and has been fully implemented by administration for attendance, report cards, and nominal role.



Adding

Handwritten notes or a small table on a wall.



MT'KMAW KIN



The Science Technology of the
Winnipeg Sweat Lodge

Math
in
Beadwork

Patterns
Symmetry
Fractions
Estimating
Geometry
Measurement

SCIENCE MAGIC

A MATINEW EY



Student and Staff Activities:

- RCMP - Safe Driving Workshop and Canine Unit Visit
- Nova Scotia Community College - Marconi Campus Tour
- Louisbourg National Historic Site Tour
- Micmac Family Workshops: Drug Awareness, Nutrition, Parenting and Money Management
- Toronto Grad Trip
- White Stone Suicide Prevention Training, Halifax
- E-Spirit Team, Regina
- Senior High Graduation Banquet and Prom
- Adult Program Year End Celebration
- Nepisimk Camp 2008 for Mi'kmaq Female Youth sponsored by the Katlin Healing Foundation and National Crime Prevention
- Green Schools Project, Environment Canada
- Post Traumatic Stress Research Follow-up, Dalhousie University
- Lunch and Breakfast Program
- Drug Awareness, NADACA
- Graduate Information Session, CBU
- School Fundraising Activities Video-conferencing sponsored by the Atlantic First Nation Help Desk

Grade 12 graduate awarded \$8000 Cape Breton University Scholarship

Post-Secondary Program 2007-2008

The Eskasoni School Board has passed a new Post-Secondary Education Assistance Policy. The program policy outlines the criteria applicants have to meet in order to continue to be eligible for post-secondary financial assistance, the types and maximum levels of allowance available through this program and the maximum duration of assistance the Eskasoni School Board may provide while an applicant attends a post-secondary program.

The Eskasoni School Board has funded 168 post-secondary students this past year. There were 144 full-time students and 24 part-time students. There were 18 graduates this year and we have 6 potential fall graduates.

The Eskasoni School Board has recently hired Barbara Sylliboy as Post-secondary Advisor. Her role will be :

- to provide counseling services to students in post-secondary programs
- to facilitate guidance program services
- to facilitate public education programming
- to act as a community liaison and resource person

In closing, the Eskasoni School Board takes pride in its delivery of programs and accomplishments and we look to always improving our standards for the betterment of our children.



Indian Brook First Nation

Dawn MacDonald, Education Director

Indian Brook First Nation has seen a lot of growth and changes this past year. Our community now has a new school, L'nu Sipu'k Kina'matnoukoum. This school will be open for students in September of 2008 and will have a grand opening this June. Indian Brook has a new principal, Shirley Mitchell who with the help of a newly formed board is preparing for the upcoming school year. Some of the changes and additions to the school:

- Spiritual Awareness; with an elder
- Cultural activities and crafts
- Daily physical activity for all students
- School Advisory Board in place: 1 year interment: to set field for Official School Board
- Policy and Guideline review, implementation
- Jolly Phonics training and material for resource and TA's
- Create a tile, personal piece to be put into the school
- School naming contest: **L'nu Sipu'k Kina'matnuokuom**

In the provincial schools Indian Brook has started a support program with Nova Family and CCRSB principals. This group will provide support for implementing cultural awareness, support services and updates on aboriginal students. In the Elementary school we have:

- Native awareness, aboriginal day at Shubenacadie District School, arts, crafts, music.
- BEST program: full time staff member
- Jolly phonics taught by the NSA's along with their regular support services

Education has sponsored youth and community oriented programs and activities throughout the year. The most successful being the following:

- Youth Group started for youth 12 – 16, activities include cooking, drama, games, music, arts & crafts.
- Survive & Stay alive camp held this summer, DNR.
- Volleyball tournament
- Seniors sewing club, Education Center
- New Year's Powwow celebration, promoting a sober new year's
- Bring back Labour Day promotion & tournament

The Early Childhood classes of PreK, Head start and Tiny tots during the past year have shared a lot of resources. The main focus has been on culture, literacy and language.

- Elders as teachers of Language
- On going Scholastic orders
- Voice Master (Mi'kmaq translator)
- Shared reading with IBS



Membertou First Nation

Darren Googoo, Education Director

1. Our mission for Membertou's Education System

The Membertou Education System seeks to provide superior, culturally-based, holistic education to all our members, allowing equal access and creating opportunities for our graduates. We will accomplish this through discipline, consistent programming and our fiscal responsibility to the community.

Our Vision for Membertou's Education System in 2010

Education jurisdiction has given Membertou First Nation the opportunity to build a high-tech education facility that encourages holistic learning in diverse knowledge areas, provides choices for education including Mi'kmaw immersion for P-2, and challenges students to reach their full potential. Membertou families and community members are involved in developing an education system that values culture, discipline, and lifelong learning. We are successful in integrating Mi'kmaw culture, history and language in a broad range of subjects to give our children self-confidence through a greater understanding of who they are.

Our youth are active and believe in their own potential and will graduate from high school with the skills and knowledge that will allow them to pursue their interests, be they post-secondary, vocational, or job related. Membertou's adults are also participating in the education system, returning to upgrade or gain skills in a trade.

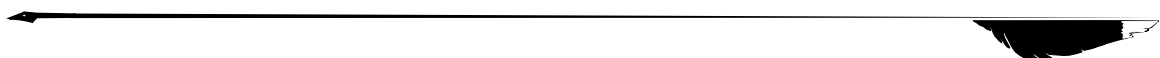
Our School Board is the Membertou Band Council as an independent body that is responsive to various aspects of planning and assessing current educational programming. We will be able to pay staff equal levels as their provincial counterparts and we have Mi'kmaw specialists accessible to our community to meet the needs of our special children.

The positive impacts of our educational programming, has been to create a better educated, active Membertou population that is involved in all aspects of community. We are healthier and stronger through education and have greater employment opportunities that result from an entrepreneurial spirit.

2. Education Demography

Student Profile:

- There are 263 students on the band's Nominal Roll for the 2007-2008 school year, 71 of these students attend Membertou Elementary, an on-reserve Band Oper-





ated School, 192 students attend 6 provincial schools under the Cape Breton Victoria Regional School Board.

- There are 42 students on the 2007-2008 post secondary Nominal Roll.
- There were 10 High School graduates and 6 post secondary graduates and for the 2007-2008 school year 34 students achieved the Chief's Award for Attendance, 14 received the Mi'kmaq Gas Award for Best Attendance, and 28 received the Chief's Award for Academic Achievement.

Staff Profile for Membertou Elementary:

- 11 full time Teaching Staff
- 1 part time Teaching Staff
- 6 full time Student Aides
- 2 full time Support Staff
- 13 of 19 staff are Mi'kmaq (68% are Mi'kmaq)

3. Implementation of Mi'kmaw Jurisdiction

- Membertou has passed its Community Education Constitution in 1998. There is currently a Membertou Education Law that has been developed and presented to council awaiting approval.
- The Membertou Band Council is the School Board exercising the Delegated Jurisdiction under the Mi'kmaq Education Act. The Membertou Education Department operates under the Band council to manage educational programs and services for it's clients through the development and maintenance of a five year Strategic Plan and yearly operational plans.
- The Membertou Band Council is ISO 9002 Certified as a Governance Structure and the Education Department is under this certification designation. All fiscal policies for the Band apply to the Educational Department and provisions are made periodically to review and revise budgets where necessary.
- The Membertou Education Department has recently begun placing information about its programs and services on recurrent weekly basis in the community newsletter and online on the Membertou Website (www.membertou.ca). The Membertou Education Department has successfully partnered with many different organizations and agencies over the year, to plan, develop and implement programming to meet our needs.

Some partners include:

- Cape Breton University
- Atlantic Canada's First Nations Help Desk
- Micmac Family & Children's Services



- Cape Breton Victoria Regional School Board
- Mi'kmaq Employment & Training Secretariat
- Nova Scotia Department of Education
- C@P Society of Cape Breton
- Membertou Interagency
- Aboriginal Headstart
- Mi'kmaw Kina'matnewey
- Hewlett Packard Canada
- Industry Canada

The Membertou Education Department provides the following services to its' clients to meet their unique needs:

Membertou Elementary (18 full time employees, 1 part time employee)
 Membertou C@P Site (2 full time employees)
 Membertou Peer Literacy Centre (2 part time employees)
 Student Support Workers (2 full time employees)
 Educational Social Worker (1 full time employee)
 Religious Education (1 full time employee)
 Post Secondary Student Support (1 full time employee)
 Professional Assessment and Remediation
 Transportation Services (3 full time employees, 3 buses, 7 schools)
 Wallace Bernard Memorial Day care Centre (12 full time employees)
 Youth Services (1 full time employee,

Over the past ten years, several key events have occurred in the evolution of Membertou's Education System. These include:

1997 - Membertou Elementary established Enrolment of 13
 1999 - New 4-classroom building opened
 1999 - Development of Strategic Plan
 2000 - School extension to 6 classrooms - Enrolment at 75
 2001 - Membertou Education Department is ISO Certified - Enrolment at 95
 2002 - New provincial school opens. Membertou Elementary Enrolment drops 50%
 2003 - School Mini-Gym is added
 2004 - Wallace Bernard Memorial Centre is opened for full time year round Day care Services
 2006 - Membertou Youth Centre is opened with new C@psite and peer tutoring centre.
 2007 - MOU with CBU and Membertou Education
 2007 - Wallace Bernard Memorial Centre expands to offer full time universal programming for K-2
 2008 - Recruitment for a CBU/MCI/Membertou Semi modularized community based BACS program for September 2008 with 16 students.

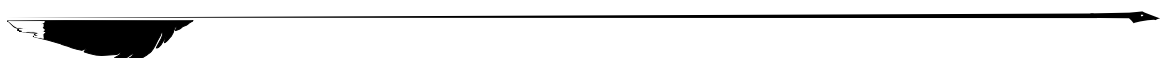
Educational Facilities include a preschool/day care built in 1988, a Community Adult Education Centre built in 1999 (expanded in 2000, again in 2003), a peer literacy cen-



tre and a community C@P Site. In 2005, a new Youth Building was opened to house the youth centre, expanded capsite and new peer learning centre.

The Band has established inspection and maintenance schedules in accordance with all applicable standards.

The Membertou Education Department successfully piloted a new data collection system in conjunction with Mi'kmaw Kina'matnewey to improve the Nominal Roll process and gather local collective data to improve services.





Pictou Landing First Nation

Sheila Francis, Education Director

In its mission statement, the Pictou Landing Education System aims to be a leader in providing diverse learning opportunities, essential life skills and a holistic education experience to our First Nation community members that shares knowledge, develops understanding, builds capacity, encourages higher learning and promotes pride in Mi'kmaw culture.

Student Profile for the 2007-08 academic year (based on September nominal roll) ~

Pictou Landing First Nation School [grades K4 to 6] – 54 students

Provincial schools [Chignecto-Central Regional School Board – grades Primary to 12] - 37 students

Post-secondary education - 35 students

The year at a review ~

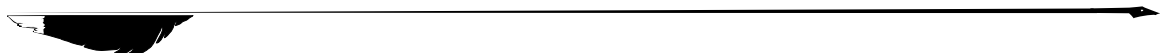
- **Communication** – Through its many initiatives to foster positive and consistent communication with parents and the community, the staff at Pictou Landing First Nation school felt parents appeared to be more comfortable and secure in initiating contact with the school and teachers. More parents were coming to attend school events and field trips with their children – something that was greatly appreciated by the staff.
Some of our communication initiatives were daily home/school communication agendas, weekly community newsletter, monthly school newsletter, school Meet & Greet, Fantastic Friday phone calls, Celebrating Success Wall, “Mesnul” Mijua’ji’jk L’nui’sulti’jik bulletin board, Family Math Night, Student Led Conferences for Grades 4 to 6, Volunteer/Parent Involvement Appreciation Certificates.
- **Programming** – The provincial curriculum continues to direct our educational programming at the school. There are a number of programs established to meet and complement the needs of our student population: Roots of Empathy, Hands are not for Hitting, Second Step Violence Prevention, Reading Recovery, Open Court Language Arts, Buddy Reading, Head Start 3-year old program, Step By Step parenting program, Handwriting without Tears, Write Traits, Reading A-Z. Learning through the Arts, Show Me your Math in-servicing, Science fair
- **Mi'kmaq Language and Culture (school)** – A shift was made in the Mi'kmaq Language & Culture program at the school. With a focus on oral language, the TIPs (Total Immersion Program) system was adopted as the method of instruction. More classroom time was spent speaking and hearing the language in a natural, fun, interactive environment, using hands-on materials found in everyday life.



- Mi'kmaq Language and Culture (community) – The community began the initial task of language revitalization. The Elder Language Support group provided guidance and resource in the creation of a long-term strategy to bring about the revitalization of the Mi'kmaq language. A number of projects were undertaken to meet this important task including creation of cultural Story Sacks with the Elders, collaboration between elders, Mi'kmaq teaching staff and community directors for planning sessions, as well as community events to promote and strengthen exposure of the Mi'kmaq language.
- Learning experiences - As part of our desire to enrich the learning experience of our students, a number of events and excursions were planned, both within the school and outside of Pictou Landing : MASH Tournament, Milk Energy Sports Fair, Robert Munsch, Family Literacy Day activities, presentation by Chuck Temple, Super Nova, Oceans Wild, Sierra Club, Joggins Fossil Center, Museum of Industry, Discovery Center, New Glasgow Junior High School students visits, Milk Energy Sports Fair, Shubenacadie Wildlife Park Tour, St FX Track & Field Meet.
- Partnerships with the school – Our partners continued to provide much appreciated support to maintain and create new opportunities for our school: New Glasgow Rotary Club, Breakfast for Learning Foundation, Dalhousie University Outreach Education program, Pictou Landing Health & Economic Development departments, RCMP visiting personnel and Adopt-A-Library.
- The Education Department in partnership with the Health Department extended registration in the Dolly Parton Imagination Library for our 1 to 3 year olds. This will permit an additional 17 children to participate in this literacy initiative. Also, in partnership with the Day Care and Head Start programs, a Family Resource Fair was organized for the community.
- Staff members participated in the development of the GERMO kit – a health initiative which promotes wellness.

Congratulations to this year's Grade 12 graduates – Aaron Prosper and Shaelene Thomas.

And our post-secondary graduates – Pam Denny, Jason Denny, Valerie Bernard, Jenny Stevens, and Sarah Clark.





Potlotek Education Office

The following report is an overview of the different goals and objectives that have been accomplished by the seven programming areas established by the former Potlotek Board of Education.

Programming Area 1: Potlotek Daycare

The Potlotek Daycare has had its staff upgrade their training over the last year. Staff members have completed or are nearing completion of Early Childhood Training. A nutritionist has been appointed to the daycare facility to develop healthy eating habits for children. As of yet the combining of the Daycare, Head Start and Early Intervention programs are still in working process.

Programming Area 2: C@P Site

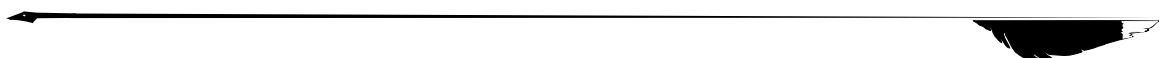
The C@P Site has been a solid communications structure for the members of the community by providing users with access to the internet and various other resources. Also, some IT training has been provided throughout the year for community members including basic computer skills, word processing and presentation skills, internet and e-mail skills, GED training courses and elementary and high school tutoring. We have recently moved into a new facility nearer the Mi'kmawey School with all new equipment and upgraded programs.

Programming Area 3: Mi'kmaw Language and Culture

The First Voices program has been completed and is now available online to any user to access. This program is a learning program that uses various forms of media such as sound and video to demonstrate the parts of speech in the Mi'kmaq language. This program is used in schools both on and off the reservations, those that offer Mi'kmaq courses. The Potlotek Mi'kmaq Language and Cultural Centre have collaborated with the Mi'kmawey School to develop new and innovative learning techniques that include use of media in the classroom. All members of the Mi'kmawey school and of the Language and Cultural Centre have attended the Atlantic Native Teacher Education Committee (ANTEC) conference held in Sydney at the Member-tou Trade and Convention Center. They have taken the techniques demonstrated in the workshops and have integrated them into the school curriculum.

Programming Area 4: Potlotek Education office

The Potlotek Education Office has been responsible for writing quality proposals to the provincial government for funding of programs. We are also responsible for gathering information from all the schools on what members of the community are eligible for bursaries, plaques, graduation awards and academic and achievement awards.





We have new equipment at our new facility and widely used the information systems such as the DADAVAN database system to record student population characteristics, education information and community related statistics.

Potlotek Education office has been working with other organizations like the First Nations Help Desk to help with funding and programs. Working together with the Potlotek Band Council and the Potlotek Health Centre has resulted in the development of various informational sessions and brochures about healthy living and addiction awareness as well as personal hygiene practices.

Programming Area 5: Mi'kmawey School

The Mi'kmawey School has many cultural programs including Mi'kmaw Immersion, Recognizing Elders, Treaty Day activities, field trips, Mi'kmaw History Month, Christmas Dinner with Elders, a mini Pow Wow, video conferencing and online programming with other Mi'kmaw communities. Students have participated in Mi'kmaw speech competitions with other schools all across Nova Scotia, sending their best speakers to represent the school. Language courses have been developed and implemented into Richmond Academy and East Richmond Education Centre as well. Mi'kmawey was also proud to send a science team to the provincial competition in Pictou Landing.

Programming Area 6: Post-Secondary Education

The post-secondary education policy had been updated accordingly and we are currently working on a new brochure for the students. There is a continuing effort being made to engage adults in continuing their education through GED, literacy and upgrading programs in the community.

With the completion of the DADAVAN program it has accelerated the application process for students. The program has a new post-secondary education form which allows the students to see first hand the monies that have been put into their education thus giving them a better perspective of educational worth.

Students undergoing testing for adult upgrading are provided with transportation to and from the examination. Also any high school students going to university for orientation have their expenses covered by the Potlotek Education Office.

Programming Area 7: Provincial School representation

We've continued the student support workers for both Richmond Academy and East Richmond Education Centre to assist native students attending school off-reserve. These support workers are there to help the students with academic challenges as well as personal issues.

Negotiations with the Strait regional School Board will continue following the fall election. Such topics to be negotiated are tuition and bussing agreements.



Wagmatcook First Nation

Kathleen Pierro, Director of Education

The 2007 - 2008 Wagmatcookewey School year was very interesting and exciting for all of students and staff.

Our first visitors of the school year were Remembrance Day veterans, who celebrated the day with us and place poppies for our community veterans: Lest We Forget.

The Super Nova students from Halifax were back again to our school to do various science experiments with our grade P to 6 students. Super Nova really got the student's attention and participation; always look forward to see them next year.

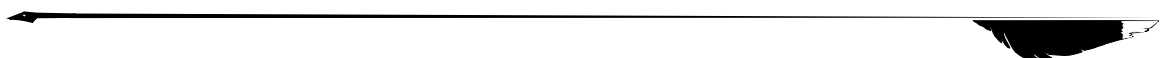
The E-Spirit conference was held in Regina, Saskatchewan this year. The E-Spirit brings native students from across Canada to present their business plans. Wagmatcookewey School sent 8 students and 2 chaperones with their business plans in their hands. The students had opportunity to visit RCMP Training Facility: First Nation University in which students participate in Round Dance.

Another group from our school took part in Envirothon in Acadia University, Wolfville, N.S. The Envirothon group took part in workshop and presentation on the environment. It was a good experience for all students and learn about our environment at the same time.

Techsploration Program involves girls that learn about women in a workforce. Our girls were Keisha Pierro, Chantel Francis, Celine Pierro and Kayla Googoo. Their role model was Corinna Parker, a power engineer. In the future, Wagmatcook may have engineers like Corinne Parker.

Speaking of work and jobs, our Co-op Education had five Grade 10 students placed in various locations. Job placements were at the Fishery Office, Al Gould's Electrical, the Wagmatcookewey School and Wagmatcook Culture and Heritage Centre. Students gained experience in job placement and we would like to thank these organizations and people for taking our students.

Wagmatcookewey School has been busy during the year taking part in table tennis, badminton and track and field in both districts, regional and provincial. It is a good experience for our students to compete outside our school. They get to meet other people and most importantly develop friendship along side the competition. Our school took part in Aboriginal Track and Field events in Antigonish. Our students came home with gold, silver and bronze. Congratulations to all who took part.





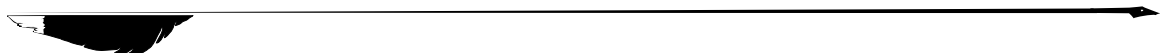
The school took 2 groups of students from Memorial High to see the Wagmatcook Cultural and Heritage Centre and visit the school. Our students drummed and dance for our visitors. The students took in Friendship dance with our visitors. Wagmatcookewey School gave each group a dreamcatcher to have in their classroom.

We had visitors from the Armed Forces again this year. They did a presentation with the grade 12 class. They told them about the enrollment for the First Nation People and the summer programs they offer for 6 weeks.

Wagmatcookewey School embarked a new adventure this year. The grade 12 class fundraised for their 1st Grade 12 Prom, which was a success and we thank people who helped in anyway to make this a memorable event. Then Grade 12 class is also travelling to Toronto as part of their Graduation trip.

In conclusion, the Wagmatcookewey School had student enrollment of 155 students from Kindergarten to grade twelve. There are 10 graduates for the year of 2008 and we are sad to see them leave but happy they are moving to further their education. The Wagmatcookewey School wishes all the graduates the best wishes in your future endeavours.

Wagmatcookewey School continues to encourage the Mi'kmaq language to its students and staff throughout the year. Most of the language is oral and it is good to hear students speak the language. To conclude, I would like to say; Wela'lin aqq siaw l'nui'sultnej no'kmaqtuk.





Waycobah First Nation

Gordon MacIver, Director of Education

1. Knijannaq Kina'matnewey Ajipjutmaq:

Mtlkmanenow Knijannaq wulo'ti-iktuk, Kina'masultinow ta'n mkite'lsultitaq aqq ms̄t skwijinu'k, mkitetmnow ta'n wetapeksulti'tij aqq mtlkimtnewaqatinow wula'taqatinew.

Student / School Mission Statement:

To encourage our children, in a safe and supportive environment, to become life long learners, who respect themselves and others, to have pride in their culture and possess a strong desire to succeed.

2. Education Demography: Based on the 2006 - 2007 Nominal Roll.

Number of students:

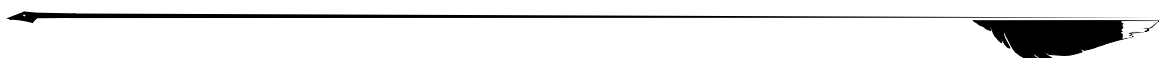
Kindergarten to Grade 6	192
Grade 7 to Grade 12	116
Post-Secondary	51

Teaching Staff:

Waycobah First Nation Elementary School.....	15
Waycobah First Nation Secondary School.....	11
Administration Support Staff, Student and Teacher Assistants.....	20

3. Educational Highlights:

- The Elementary School is in its sixth year of being junk free and providing a mid-morning snack program.
- The Donelda Googoo Memorial Fund Raiser for the IWK Hospital raised \$4,500.00 this year with a total of \$46,400.00 raised since 2002 with our first event. This is the second year that we were awarded the Big Fish Award for the largest contribution for any school in Cape Breton.
- The Reading Recovery Program was offered for the second year in Grade 1 with two staff members working with the students.
- The Grade Four, Five and Six students had a cultural mentoring program using elders, community members and resource people from other communities.
- Building Technology continues to include Grades 5 and 6 students
- The Grade Five and Six students held the second annual Mini-prom this year.
- The Elementary School staff attended the Math Fair in Membertou.
- The Elementary School provided literacy bags containing books and some reading tools for parents to enhance reading skills at home for parents who came in to the school to read with their child on Literacy Day.
- Three teacher Aid training modules were held this year with staff from the Elementary, Secondary Schools.





- This year the Lieutenant Governor's Medal were awarded Ms. Tara Julian and Mr. Evan Toney, the Governor General's Medal was awarded to Mr. Willy Muise and the Queen Elizabeth II Medal was awarded to Ms. Rayanna Googoo.
- This is the eighth year for the Grade 9 girls to participate in the Techsploration Program. This year's role model was Virginia Brake a marine Geophysicist student at Dalhousie in Halifax.
- The Secondary school again went moose hunting and eel fishing. The food was then prepared and given to elders in the Community.
- The both schools offer Mi'kmaq Language and Cultural studies daily in all grades.
- The two schools provide speech therapy services on a regular basis.
- The Secondary School had three students: Kalen Bernard, Gavin Cremo and William Muise participate in the Team Nova Scotia Science Showcase held at St. Mary's University before going on to the Canadian National Science Fair that was held in Ottawa this year.
- Five of our Envirothon students: Tara Julian, Whitney Gould, Earl Gould, Victoria Googoo, Evan Toney and Josh Poulette were successful in lobbying for the selection of a Provincial soil with support of the Premier and the Nova Scotia Legislature.
- This year the Grade 12 class had eleven graduates. Seven students have graduated from Post-Secondary Institutions this year. All of our students deserve special recognition. One of our Post-secondary students Mr. Jarvis graduated with a degree in law from Dalhousie University this year.



4. Funding Initiatives:

Special funding was received this year for High Cost Special Education, New Paths, Parental Involvement, Teacher Recruitment and Retention and through the Aboriginal Languages Initiative. We have also received funding for an Adult Learning Program Level III from Literacy Nova Scotia.

5. Educational Facilities:

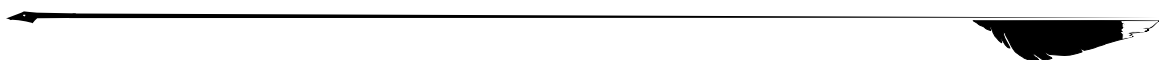
Waycobah First Nation Elementary School - Tel: 902-756-9000, Fax: 902-756-2171

Waycobah First Nation Secondary School - Tel: 902-756-3002, Fax: 902-756-2017

6. Web Sites:

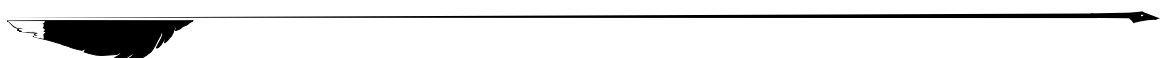
Waycobah Nation Elementary School: wfnes.ca

Waycobah First Nation Secondary School: wfns.bravehost.com





Financial Statements





Mi'kmaw Kina'matnewey Statement of Operations

Year Ended March 31

	Revenue	Expenses	2008
Administration			
Governance	\$1,138,426	\$1,138,426	
Band transfers	27,843,925	27,844,204	\$(279)
Special Projects			
Confederacy of Mainland Mi'kmaq	429,255	428,508	747
Capital Construction			
Shubenacadie First Nation school	6,351,398	6,351,398	
Waycobah First Nation school	5,095,465	5,095,465	
Environmental Scan	5,000	5,000	
Longitudinal Study	37,000	36,100	900
New Paths for Education - Strategic Planning	25,000	24,914	86
New Paths for Education - Contributions to Communities	567,804	572,759	(4,955)
New Paths for Education - Dadavan Project and Consultation on Policy Development	173,507	168,638	4,869
High cost special education	126,403	126,403	
Parental and community engagement	86,464	86,464	
Sports and health promotion			
Sport and recreation	113,189	121,340	(8,151)
HSOH&P Aboriginal Bilateral Agreement	102,847	94,696	8,151
Health Promoting School	3,693	3,693	
Teacher recruitment and retention	120,349	120,349	
Teacher salary enhancements	369,189	369,189	
School improvement	44,067	44,067	
	<u>13,650,630</u>	<u>13,648,983</u>	<u>1,647</u>
Elementary/Secondary	509,647	509,647	
Post Secondary			
Incremental Funding (Student Support)	913,454	913,454	
Indian Studies Support Program	432,013	432,013	
	<u>1,345,467</u>	<u>1,345,467</u>	
Aboriginal Language Initiative	245,586	245,419	167
Mi'kmaw Dictionary Project	3,780	3,780	
Mi'kmaw Language Project	54,214	53,069	1,145
Province of Nova Scotia Curriculum Project	20,000	21,028	(1,028)
	<u>323,580</u>	<u>323,296</u>	<u>284</u>
Regional Help Desk	1,241,189	1,240,758	431
Excess of revenue over expenses	\$46,052,864	\$46,050,781	\$2,083
Surplus			
Excess of revenue over expenses			<u>\$2,083</u>
Surplus, end of year			<u>\$2,083</u>



Mi'kmaw Kina'matnewey
Balance Sheet

March 31	2008	2007
Assets		
Current		
Cash	\$4,986,276	\$7,282,068
Receivables	<u>1,690,209</u>	<u>672,391</u>
	6,676,485	7,954,459
Donald Marshall Sr. Memorial Bursary Fund	<u>9,615</u>	<u>12,554</u>
	<u>\$6,686,100</u>	<u>\$7,967,013</u>
Liabilities		
Current		
Payables and accruals	\$2,875,069	\$2,748,657
Deferred revenue		
Operating	1,311,794	883,737
Capital	<u>2,487,539</u>	<u>4,322,065</u>
	<u>6,674,402</u>	<u>7,954,459</u>
Equity		
Trust Fund	9,615	12,554
Surplus	<u>2,083</u>	<u> </u>
	<u>11,698</u>	<u>12,554</u>
	<u>\$6,686,100</u>	<u>\$7,967,013</u>

On behalf of the Board

Eleanor Bernard Director

Thomas J. Paol Director

See accompanying notes to the financial statements.



Schedule A

AN AGREEMENT
WITH RESPECT TO FUNDING FOR
MI'KMAQ EDUCATION IN NOVA SCOTIA

BETWEEN:

HER MAJESTY THE QUEEN IN RIGHT OF CANADA,
as represented by the Minister of Indian Affairs and Northern Development
(hereinafter referred to as "Canada")

AND:

THE MI'KMAQ BANDS IN NOVA SCOTIA who have ratified the Agreement
with respect to Mi'kmaq Education in Nova Scotia,
(hereinafter referred to as the "Participating Communities")

AND:

THE MI'KMAW KINA'MATNEWEY, a body corporate established pursuant to the
laws of Canada and having its head office at Sydney in the Province of Nova Scotia
(hereinafter referred to as the "Mi'kmaw Kina'matnewey")

CONTENTS:

RECITALS

PART 1: INTERPRETATION OF THE AGREEMENT

PART 2: DURATION

PART 3: SERVICE POPULATION

PART 4: METHOD AND CONDITIONS OF PAYMENTS

PART 5: ANNUAL GRANT

PART 6: FUNDING UNDER THIS AGREEMENT

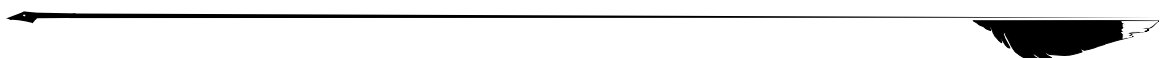
PART 7: EDUCATION FACILITIES

PART 8: ENVIROMENT

PART 9: CHANGE IN PARTICIPATION

PART 10: ANNUAL ADJUSTMENTS

PART 11: REPORTING REQUIREMENTS





PART 12: UNFORESEEN EVENTS

PART 13: RENEWAL

PART 14: DELEGATION

PART 15: DISPUTE RESOLUTION

THE PARTIES AGREE AS FOLLOWS:

1.0 INTERPRETATION OF THIS FUNDING AGREEMENT

This Funding Agreement is referred to herein as "this Agreement". The provisions of the Final Agreement, apply to this Agreement unless the context otherwise requires.

1.1 Definitions

In this Agreement, except where the context otherwise indicates:

"Annual Grant" means the amount payable by Canada to the Mi'kmaw Kina'matnewey for the Participating Communities in respect of a specific fiscal year under this Agreement.

"Base Amount" means the amount which is subject to the adjustment provisions contained in this Agreement, payable by Canada to the Mi'kmaw Kina'matnewey on behalf of the Participating Communities and Mi'kmaw Kina'matnewey, through an Annual Grant in each year of this agreement.

"Year One" means the fiscal year beginning April 1, 2005 and ending March 31, 2006.

"Canadian Environmental Assessment Act (CEAA)" means an Act to establish a federal environmental assessment process, S.C 1992, c.C-37, as amended from time to time.

"Comprehensive Funding Arrangement" (CFA) is a program-budgeted funding agreement that INAC enters into with Recipients for a one year duration and which contains programs funded by means of Contributions, Flexible Transfer Payments and /or Grants.

"Final Agreement" means "An Agreement with Respect to Mi'kmaq Education in Nova Scotia" signed on February 14, 1997, amended on February 22, 2002 and as amended from time to time.

"Fiscal Year" means a twelve-month period beginning on and including April 1 of a year and ending on and including March 31 of the immediately following calendar year.

"Funding Agreement" means this agreement "An Agreement with respect to Funding for Mi'kmaq Education in Nova Scotia" which shall be appended to the Final Agreement as Schedule "A".



“Indian Studies Support Program” means a DIAND program component of the post-secondary student support program which provides for financial support to institutional projects

“Mi'kmaw Kina'matnewey” means the body described in Section 5.7 of the Final Agreement.

“Nominal Roll” means a students count taken annually, in September, of students ordinarily resident on reserve and attending federal, band operated, provincial or private schools at the kindergarten, elementary and secondary level.

“Participating Community” means one of the Mi'kmaq Bands in Nova Scotia that has ratified the Final Agreement prior to its coming into force, or has chosen to ratify the Final Agreement in accordance with the provisions contained therein.

“Reserve” means a reserve as defined in the Indian Act, R.S.C. 1985, c.I-5, located within the province of Nova Scotia.

2.0 DURATION

2.1 Agreement Period

This Agreement shall be in effect from April 1, 2005 until March 31, 2010.

3.0 SERVICE POPULATION

3.1 Service Population

The service population for whom funding is being transferred is:

3.1.1 Primary, elementary and secondary education – all members resident on Reserves of the Participating Communities.

3.1.2 Post –Secondary – all members whether or not resident on Reserves.

3.1.3 Primary, elementary and secondary education – all non-members resident on Reserves of the Participating Communities.

4.0 METHOD AND CONDITIONS OF PAYMENTS

4.1 Subject to Annual Appropriation

Subject to an annual appropriation by Parliament of monies for the purposes set out herein, Canada shall provide to the Mi'kmaw Kina'matnewey on behalf of itself and the Participating Communities an Annual Grant, adjusted in each fiscal year in accordance with section 5.0 of this Agreement.

4.2 Payment

The Annual Grant shall be paid on a quarterly basis beginning April 1 of each year to the Mi'kmaw Kina'matnewey of behalf of the Participating Communities and the Mi'kmaw Kina'matnewey.



5.0 ANNUAL GRANT

5.1 Term

Canada shall provide to the Mi'kmaw Kina'matnewey, on behalf of the Participating Communities and the Mi'kmaw Kina'matnewey, an Annual Grant to deliver the programs and services set out in section 6.0 for the period specified in section 2.0.

5.2 Base Amount

Canada shall provide to the Mi'kmaw Kina'matnewey on behalf of the Participating Communities and the Mi'kmaw Kina'matnewey in Year One (2005/06), a Base Amount of \$ 29,063,977.00 (twenty-nine million, sixty three thousand, nine hundred and seventy-seven dollars). This Base Amount will be adjusted annually in accordance with the adjustment provisions of this Agreement, including section 5.3.

5.3 Adjustment to the Annual Grant

5.3.1 The Annual Grant amount will be adjusted to reflect the number of Participating Communities consistent with section 9.0 of this Agreement, and Section 12 (1), (2), (3) of the Mi'kmaq Education Act, S.C. 1998, c.C-24, as amended.

5.3.2 In respect of each fiscal year of this agreement, subsequent to Year One, Canada shall pay to the Mi'kmaw Kina'matnewey on behalf of the Participating Communities and the Mi'kmaw Kina'matnewey, an Annual Grant equal to the Year One amount as specified in sections 5.2 and 5.3 and adjust by the annual adjustment factors provided for in section 10.0 and the provisions of section 6.2.

5.3.3 If, during the term of this Agreement, new schools are completed on the reserves at Waycobah and Shubenacadie, funding provided under this Agreement for operations and maintenance and education equipment for education facilities will be recalculated, in accordance with DINAD funding formulas for operations and maintenance, as of the effective date of the completion certificate.

6.0 FUNDING UNDER THIS AGREEMENT

6.1 Scope

Funding under this agreement is provided to the Mi'kmaw Kina'matnewey on behalf of the Participating Communities and the Mi'kmaw Kina'matnewey for the support of the governance and delivery of education, programs and services as set out in Section 5.0 of the Final Agreement, including:

6.1.1 funding with respect to primary, elementary and secondary education, post-secondary support, Indian Studies Support Program, education facilities, education-related band support and tribal council support and band employee benefits;

6.1.2 capital funding with respect to major repairs and replacement of existing education facilities;



6.1.3 operations and maintenance funding and classroom equipment for education facilities,

6.1.4 governance funding for the Mi'kmaw Kina'matnewey and the Participating Communities.

6.2 NEW OR ENHANCED PROGRAMS

6.2.1 Incremental Funding

The Mi'kmaw Kina'matnewey, on behalf of the Participating Communities and the Mi'kmaw Kina'matnewey may be eligible for incremental funding in the event of new and enhanced policy approvals resulting in supplementary funding being received for education by the Department of Indian Affairs and Northern Development ("DIAND") through increases to departmental appropriations.

6.2.2 In the event of incremental funding approvals, DIAND agrees to establish a targeted budget allocation for the Mi'kmaw Kina'matnewey which will be managed through Comprehensive Funding Arrangement with the Mi'kmaw Kina'matnewey, on behalf of and in partnership with the Participating Communities to the extent possible, and in accordance with approved Treasury Board authorities.

6.2.3 In the event that new and enhanced policy approvals become part of regular ongoing education programming resulting in supplementary funding being received for education by DIAND through increases to departmental appropriations, a negotiated adjustment shall be made to the Annual Grant.

7.0 EDUCATION FACILITIES

7.1 Operations and Maintenance and Major Repairs and Recapitalization

With respect to education facilities and any subsequent modifications for replacement of those facilities in the Participating Communities:

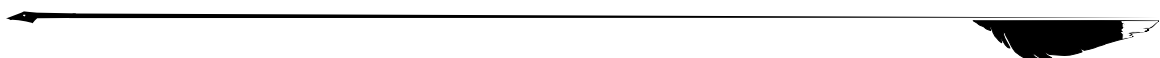
7.1.1 The Mi'kmaw Kina'matnewey and the Participating Communities shall ensure that education facilities are operated and maintained in accordance with the Federal Government's standards for real property management.

7.1.2 The Mi'kmaw Kina'matnewey shall be responsible for the management and allocation of capital funding related to major repair and replacement of existing facilities provided through this Agreement to the Mi'kmaw Kina'matnewey on behalf of the Participating Communities.

7.2 Health and Safety

7.2.1 For education related facilities and activities, Participating Communities shall provide for the preservation of public health and safety through adherence to applicable laws and regulations.

8.0 ENVIRONMENT





8.1 Prior to making any decision on projects triggering environmental assessments under the Canadian Environmental Assessment Act, ("CEAA") the Participating Communities shall notify Canada.

8.2 The Participating Communities shall ensure that:

every project on a reserve, which does not appear on the Exclusion List, prescribed under CEAA paragraph 59(c) and which is to be carried out with funding provided under this Agreement, undergoes an environmental assessment;

work does not commence on a project until an environmental assessment is completed and the Participating Community has made an environmental assessment decision;

the Participating Community on the affected reserve(s) has access to the information respecting the project, the environmental assessment and the environmental assessment decision;

all mitigation measures and any follow-up program requirements included in the participating community's environmental assessment decision are implemented;

Canada is provided with the environmental assessment decision including the environmental assessment report; and

Canada is notified promptly if the intended results of the specified mitigation measures and/or follow-up program requirements are found to be inadequate.

9.0 CHANGE IN PARTICIPATING

9.1 Participating to Non-Participating

In the event a community is initially or subsequently becomes a non-participating community to this Agreement pursuant to Section 8.0 of the Final Agreement, funding in that year and subsequent years will be decreased as follows:

9.1.1 Operating – Participating Communities – amounts provided to the Mi'kmaw Kina'matnewey in effect at the time that notice is given;

9.1.2 Governance – Participating Communities – amounts provided to the Mi'kmaw Kina'matnewey in effect at the time that notice is given.

9.1.3 Governance – Mi'kmaw Kina'matnewey – In the event that there is a significant change in the number of Participating Communities, the funding provided directly for the Mi'kmaw Kina'matnewey may be adjusted in a manner agreed to by Canada and by the Mi'kmaw Kina'matnewey;

9.1.4 Capital – Education Equipment – Participating Communities – amounts for education equipment in effect at the time that notice is given; and

9.1.5 Capital – Major Repairs and Recapitalization – Mi'kmaw Kina'matnewey – In the event that there is a change in the number of Participating Communities in this



Agreement, the capital funding provided to the Mi'kmaw Kina'matnewey on behalf of the Participating Communities may be adjusted in a manner agreed to by Canada and the Mi'kmaw Kina'matnewey.

9.2 Non-Participating to Participating

In the event that there is a non-participating community which becomes a participating community pursuant to Section 8.0 of the Final Agreement, funding to the Mi'kmaw Kina'matnewey for this community, in that year and subsequent years during which it remains a participating community, will be increased as follows:

9.2.1 Operating and Capital – Participating Community – amounts will be calculated in accordance with the DIAND funding provided for that community at the time the notice is given.

9.2.2 Governance – Participating Community- amounts as calculated in accordance with the allocation methodology for the governance funding of a Participating Community in effect at the time notice of intention to become a participating community is given as adjusted in a manner agreed to by Canada and the Mi'kmaw Kina'matnewey.

9.2.3 Governance- Mi'kmaw Kina'matnewey – may be adjusted in the event of a change in the number of Participating Communities.

10.0 ANNUAL ADJUSTMENTS

10.1 Provisions for Annual Adjustments

The Base Amount for the period April 1, 2006 to March 31, 2010 shall be adjusted annually for Price and Volume in accordance with sections 10.2 and 10.3 and subject to the annual appropriation of funds by Parliament.

10.2 Adjustments for Volume will be calculated annually by taking the year over year change in the average annual growth in Nominal Roll for the most current five years, as compiled by the Mi'kmaw Kina'matnewey as of September 10th of each year, and submitted to Canada by September 20th of each year as defined in section 11.2. An example of the calculation is contained at Appendix 1 to this Agreement.

10.3 Annual Calculation of Price Adjustment Factor (APAF)

The Annual Price Adjustment Factor (APAF) to be applied for a fiscal year is equal to the quotient obtained by taking the Final Domestic Demand Implicit Price Index (FD-DIPI), for the second quarter of the calendar year immediately preceding the calendar year in which the new fiscal year for which the adjustment is being made begins, and dividing it by the FDDIPI for the second quarter of the calendar year prior to the immediately preceding year.

The FDDIPI values used to calculate the Annual Price Adjustment Factor will be the FDDIPI published by Statistics Canada immediately following the end of the second quarter of the calendar year immediately preceding the calendar year in which the particular fiscal year commences. In the event that there is a delay in publishing the



second quarter statistics, then the Annual Price Adjustment Factor from the previous year, or an estimate as otherwise agreed by the parties to this Agreement, may be used until the statistics are available, and any subsequent adjustments will be made prior to the disbursement of the next scheduled payment.

Therefore, the Annual Price Adjustment Factor will be calculated as follows:

$$\text{APAF} = \text{FDDIPI } 2\text{Qy-1} / \text{FDDIPI } 2\text{Qy-2}$$

where:

FDDIPI 2Qy-1 is the first published value of FDDIPI for the second quarter of the calendar year immediately preceding the calendar year in which the new fiscal year begins; and

FDDIPI 2Qy-2 is the value of FDDIPI for the second quarter of the calendar year prior to that immediately preceding (y-1) calendar year, which is published in the same publication and at the same time as the FDDIPI value used for 2Qy-1.

Once an Annual Price Adjustment Factor had been calculated, the result shall be final and shall not be subject to revisions, unless otherwise agreed by the Parties. For greater certainty, subsequent revisions, rebasing or other changes to FDDIPI figures used to calculate the Annual Price Adjustment Factor for fiscal years of this agreement shall not result in adjustments to the Annual Price Adjustment Factor for previous fiscal years.

An example of the calculation of annual adjustments is contained at Appendix 1 to this Agreement.

11.0 REPORTING REQUIRMENTS

11.1 Annual Report

The Participating Communities and the Mi'kmaw Kina'matnewey shall make publicly available to community members and Canada an annual report on the previous school year operations of the Mi'kmaw Kina'matnewey and that of the Participating Communities' education programs and services. This annual report is not to be inconsistent with information published by other education systems in Canada and will be made available to Canada by October 31 of each year.

For greater certainty the annual report will included information related to the Participating Communities and the MK such as, but not limited to:

- primary, elementary / secondary and post-secondary enrollment statistics,
- success indicators such as graduation rates and dropout rates for elementary / secondary and post-secondary education, and
- other relevant areas as agreed to by the parties.



11.2 Student Enrollment Information

In addition to the information identified in sections 11.1, the Mi'kmaw Kina'matnewey will provide detailed student enrollment information to Canada as of September 10th of each year. This information will be used to support the Volume adjustment calculation as defined in sections 10.1 and 10.2 and will be included as a component of the annual report. The student enrollment information will include statistics by Participating Community, members and non-members, grade level and other relevant areas as agreed to by the parties.

11.3 Mi'kmaw Kina'matnewey Audit

The Mi'kmaw Kina'matnewey shall make publicly available to community members and Canada, an annual consolidated audited financial statement encompassing the complete operation of the Mi'kmaw Kina'matnewey, with respect to funding provided pursuant to this Agreement. These statements are to be prepared in accordance with generally accepted accounting principles as prescribed by the Canadian Institute of Chartered Accountants and will be made available to Canada by July 31 of each year.

11.4 Combined Audit

The Mi'kmaw Kina'matnewey on behalf of the Participating Communities shall make publicly available to community members and Canada, a combined annual audited financial statement detailing the revenues and expenditures of the Participant Communities with respect to funding provided pursuant to this Agreement. These statements are to be prepared in accordance with generally accepted accounting principles as prescribed by the Canadian Institute of Chartered Accountants and will be made available to Canada by October 31 of each year in conjunction with the Annual Report.

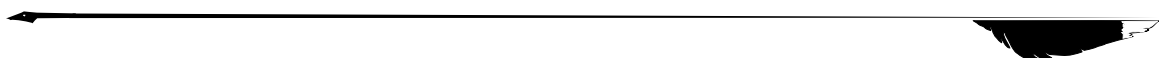
12.0 UNFORESEEN EVENTS

12.1 Emergency Situations

When the Parties agree that circumstances causing unforeseen expenses pursuant to the funding provided under this Agreement have occurred, the Mi'kmaw Kina'matnewey on behalf of the Participating Communities may seek adjustment to the Annual Grant. This clause is envisioned as dealing with an emergency situation, which could in no way have been predicted at the time that this Agreement was executed. In the event that Canada agrees to change the level of funding, that change shall be made by way of an Amending Agreement.

12.2 For the purposes of clause 12.1, an emergency situation could arise in the following situations which could have a significant impact on the Participating Communities performance of the terms and conditions of this Agreement including:

- a natural disaster on Reserve in a Participating Community,
- a health or safety emergency on Reserve in a Participating Community, or





- other events which are beyond the power of the Participating Communities or the Mi'kmaw Kina'matnewey to control, but which create new unexpected responsibilities for the Participating Communities or the Mi'kmaw Kina'matnewey.

13.0 RENEWAL

13.1 New Funding Agreement

Canada and the Participating Communities shall meet at least one year prior to the expiration of this Agreement for the purpose of negotiating a successor Funding Agreement.

14.0 DELEGATION AND INDEMNITY

14.1 The Participating Communities and the Mi'kmaw Kina'matnewey agree that funding which would have been payable by Canada to each Participating Community in accordance with the terms of the Final Agreement and this Agreement, shall be directed by Canada to the Mi'kmaw Kina'matnewey, which shall allocate these funds to the Participating Communities pursuant to the funding methodology utilized by the Mi'kmaw Kina'matnewey as set out in the Constitution and in accordance with applicable provisions of the Final Agreement.

14.2 Notwithstanding section 14.1, the Participating Communities will remain liable to Canada for the performance of their obligations under this Agreement.

14.3 The Participating Communities and the Mi'kmaw Kina'matnewey will save harmless and fully indemnify Canada, her officers, employees, servants and agents, successors and assigns from and against all claims, liabilities and demands arising directly or indirectly from any act, omission, or negligence of the Mi'kmaw Kina'matnewey, any breach of this Agreement by the Mi'kmaw Kina'matnewey, and performance or non-performance (in whole or in part) of the Participating Communities' obligations under this Agreement and any claims, liabilities and demands that may arise from the Mi'kmaw Kina'matnewey entering into any loan, capital lease, construction contract, or other long term obligation and such indemnification will survive the termination or expiration of this Agreement.

15.0 DISPUTE RESOLUTION

15.1 In the event of a dispute between the parties to this Agreement, the parties agree to be bound by the Dispute Resolution process provided in section 6.0 of the Final Agreement.

IN WITNESS WHEREOF this Agreement has been executed by the Chiefs of the Participating Communities on behalf of the participating Mi'kmaq Bands in Nova Scotia, by _____ on behalf of Canada, and by the Mi'kmaw Kina'matnewey as of the date(s) indicated herein:



SIGNED ON BEHALF OF THE MI'KMAW BANDS IN NOVA SCOTIA THIS 14th DAY OF March, 2005 BY:

- Chief Wilbert J. Marshall, Chapel Island Band
- Chief Blair S. Francis, Eskasoni Band
- Chief Terrance Paul, Membertou Band
- Chief Lester M. Peck, Wagmatcook Band
- Chief Ann Francis-Muise, Pictou Landing Band
- Chief Alexander P. MacDonald, Shubenacadie Band
- Chief Alexander B. Googoo, Waycobah Band
- Chief Frank Meuse, Bear River Band
- Chief Deborah Robinson, Acadia Landing Band
- Chief John James Brian Toney, Annapolis Valley Band

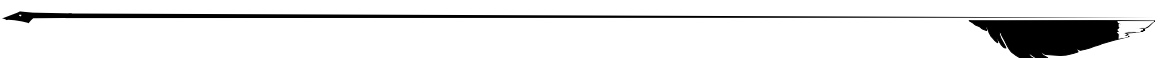
Signed in the Presence of

SIGNED ON BEHALF OF CANADA THIS 17th day of March 2005 BY:

Signed in the Presence of

SIGNED ON BEHALF OF THE MI'KMAW KINA'MATNEWEY THIS 14th day of March 2005 BY:

Signed in the Presence of
(I have the authority to bind the Corporation)





Contact Information

Head Office (Membertou)

Mi'kmaw Kina'matnewey
47 Maillard Street
Membertou, NS
B1S 2P5

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Sub-Office (Indian Brook)

Indian Brook First Nation
MicMac Post Office
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Email: mkeducation@eastlink.ca

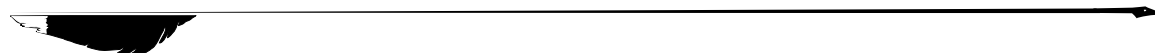
Mi'kmaw Kina'matnewey Staff

Head Office:

Eleanor Bernard	Executive Director	ebernard@kinu.ns.ca
Patricia Denny	Executive Assistant	patriciadenny@kinu.ns.ca
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Colleen Christmas	Financial Officer	colleen@kinu.ns.ca
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Laurie Doucette	Administrative & Finance Clerk	
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Sara Lynne Knockwood	Project Coordinator	sknockwood@kinu.ns.ca

Sub-Office:

Vera Marr	Community Liaison/Statistician	mkeducation@eastlink.ca
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Atlantic Canada's First Nation Help Desk

Atlantic Canada's First Nation Help Desk

47 Maillard Street
Membertou, NS
B1S 2P5

Tel: (902) 567-0842
Toll Free: 1-877-484-7606
Fax: (902) 567-0337
Email: admin@firstnationhelp.com

Atlantic Canada's First Nation Help Desk Staff

Kevin Burton	RMO Manager	admin@firstnationhelp.com
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Sarah Doucette	Community Engagement Coordinator	sdoucette@firstnationhelp.com
Leroy Denny	ICT Curriculum Coordinator	leroydenny@firstnationhelp.com
Dawn Bear	Administrative Assistant	dawnbear@firstnationhelp.com

