



Mi'kmaw Kina'matnewey

ANNUAL REPORT 2004 - 2005

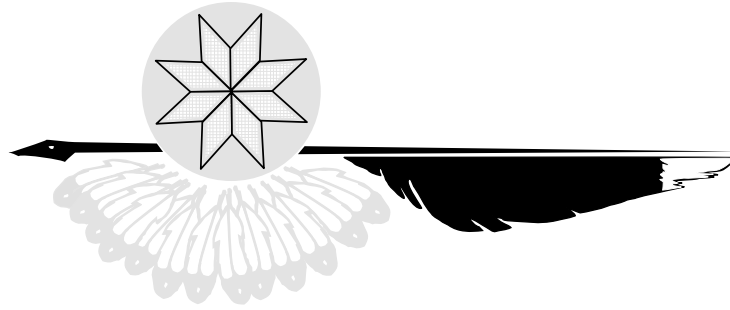


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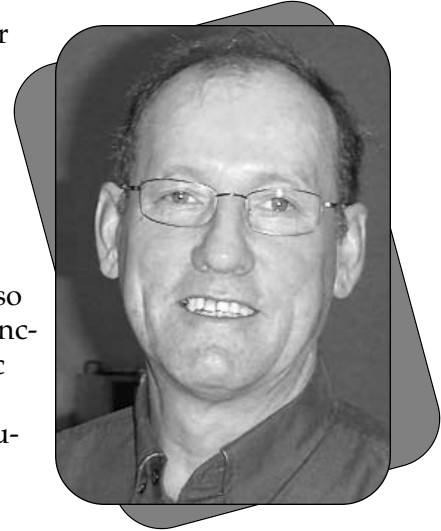
Chairman's Message

Mi'kmaw Kina'matnewey has signed another five year funding agreement, one that has some significant changes. These changes will enhance programs that are delivered to the Mi'kmaw students. As a result of successful negotiations we will have two new schools in Indian Brook and We'koqma'q.

Technology was historically the cause for the loss of our language and culture, ironically it will be the vehicle that will also bring it back to our communities. Through the video conferencing and connectivity of the Mi'kmaw communities in Atlantic Canada we can now use this tool of technology to bring language and culture to where it has been lost. For many communities this is the answer and it is available to most Mi'kmaw communities in the region.

A Mi'kmaw Language Dictionary is in the works at MK. This Dictionary will be made available to the communities in November 2005. A CD of this Dictionary will follow. Once again technology will make this happen.

Partnerships and working together we can make things happen. At MK we are committed to making progress and success in all aspects of learning.



Chief Terrance J. Paul

Chairman of the Board



Executive Director's Message

Mi'kmaw Kina'matnewey (MK) begins another five-year agreement. There are some changes that will benefit the MK communities. MK is very excited that there will be the construction of two new schools for the communities of We'koqma'q and Indian Brook.

Currently, there are reviews being conducted on the Band Operated Funding Formula (BOFF) and Post Secondary Education (PSE). These reviews are being done jointly by the Assembly of First Nations (AFN) and Indian & Northern Affairs Canada (INAC). There has been a review of the Special Education Programs (SEP) and a Business Case that will be presented to Treasury Board for additional funding. After all of these reviews, we would like to see better programs for the students.

At a provincial level, MK is in the process of negotiating a common tuition agreement with the Nova Scotia government. It is the hope of MK that this agreement be in place for September 2005. Some of the issues that have been discussed in the Common Tuition agreement are better services for the Mi'kmaq students in the Provincial Schools.

It is a pleasure to present you with the MK Annual Report and on behalf of the MK Staff and Board of Directors we look forward to the next annual report.



Ukjit Kuji'jinaq Elmi'knik,

Eleanor Bernard



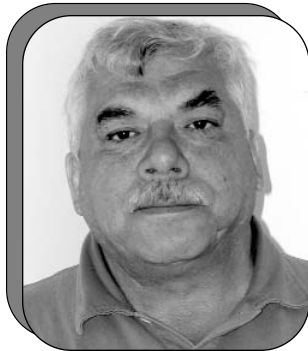


Board of Directors

** Executive Committee*



Chief Deborah Robinson
Acadia



* Chief Brian Toney
Annapolis Valley



Chief Frank Meuse
Bear River



Chief Wilbert Marshall
Chapel Island



* Chief Blair Francis
Eskasoni



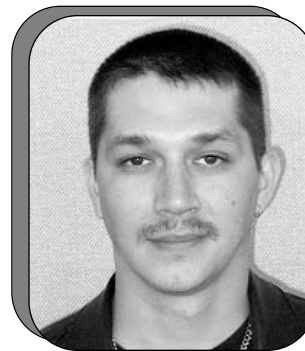
Chief Alexander MacDonald
Indian Brook



* Chief Terry Paul
Membertou



* Chief Anne Francis-Muise
Pictou Landing



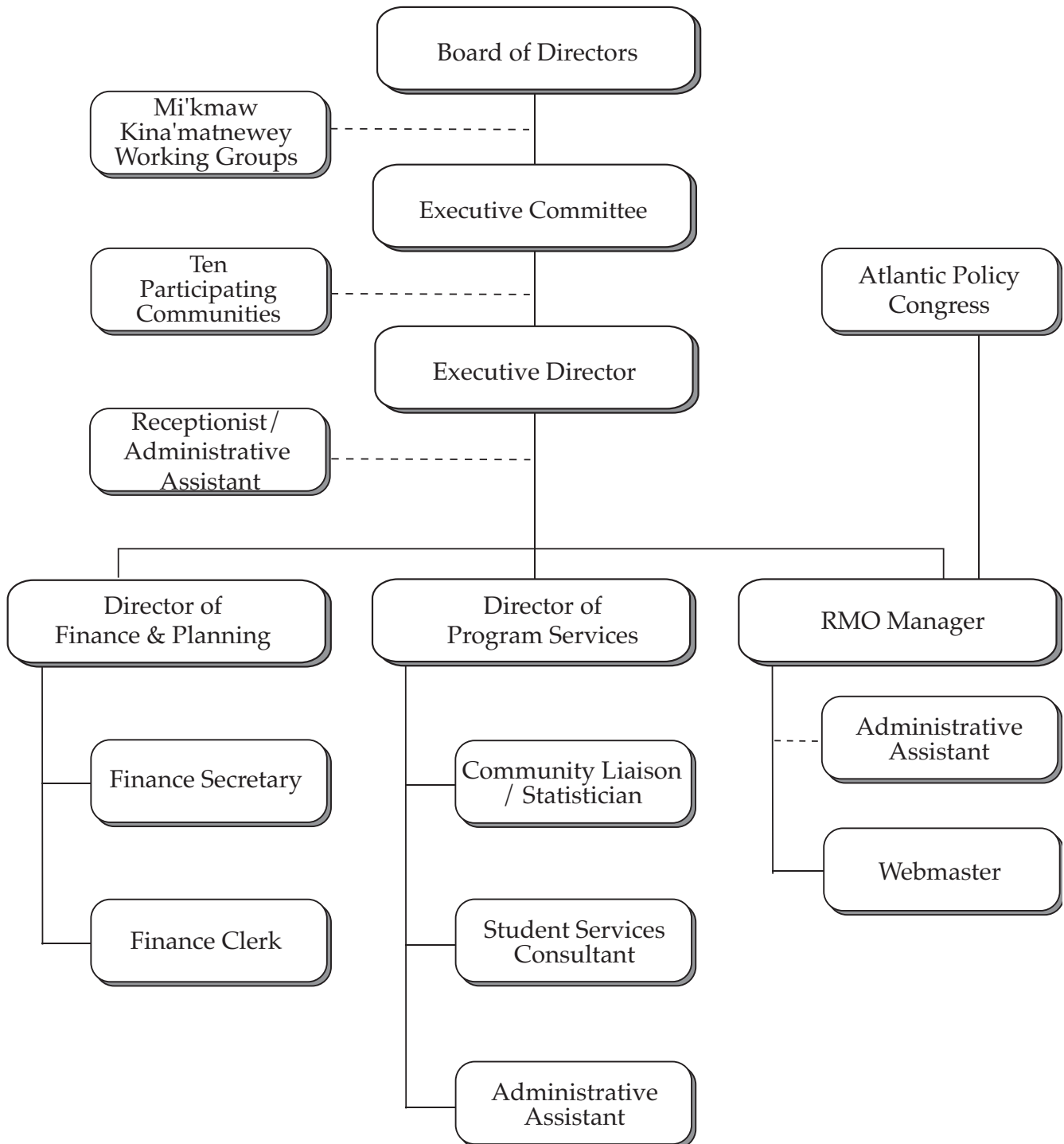
Chief Lester Peck
Wagmatcook



* Chief Alexander (Sandy) Googoo
We'koqma'q



Mi'kmaw Kina'matnewey Organizational Chart





MI'KMAW KINA'MATNEWEY PROGRAM REPORT

Plans and Priorities (2004 – 2005)

~ Loretta Welsh ~

Director of Finance & Planning

The 2005 – 2006 Mi'kmaw Kina'matnewey (MK) operational plan focuses on the effective and efficient management of education programs while creating new opportunities and striving for excellence within our First Nation education system. MK is committed to work with the participating communities towards the achievement of the following goals for 2005 – 2006:



1. To negotiate appropriate level of education resources to support the governance, administration and delivery of quality education programs for the Participating Communities, and ensure equitable allocation. The following planning objectives will contribute towards the achievement of this goal:

- Implementation of new five year Funding Agreement signed on March 17, 2005.
- Review MK funding methodology for the allocation of the education grant.
- Establish real cost of education and negotiate appropriate level of funding for enhanced and new programs at the federal level on behalf of our First Nation Communities.
- Complete negotiation with Nova Scotia for a common provincial tuition agreement for Mi'kmaw students attending provincial schools.
- Seek additional educational partnerships to expand opportunities.

2. To represent and to further the collective education interests of member communities. This goal will be achieved through the implementation of the following objectives:

- Hold regular meetings with the MK Board of Directors and communities.
- Submit annual Board Report to communities to review progress and seek input on issues.
- Advocate with key groups to build strong education links.
- Continue to hold regular Directors of Education Working Group meetings and meetings with school principals.
- Develop an integrated communications plan.
- To develop the technological infrastructure required to enhance the delivery of all educational programs.

3. To facilitate and support the implementation of community-specific education governance systems. This goal will be achieved through the implementation of the following objectives:



- Facilitate the development and distribution of Governance Models to member communities.
- Facilitate and support the development of Governance Capacity.
- Facilitate and encourage the development of Community Education Act in each community as required pursuant to the Mi'kmaq education agreement.
- Facilitate the annual education strategic/operational planning process for member communities

4. Assist in the development of community appropriate education standards, policies, evaluation, and monitoring systems. This goal will be achieved through the implementation of the following objectives:

- Work with member communities to develop education standards that will seek equity among communities, allow for common outcome statements, and ensure transferability between education systems.
- Develop and distribute sample policies to facilitate education processes on reserves.
- Create a school evaluation model for member communities.
- Continue the implementation of the student data gathering and monitoring system (DADAVAN).

5. To assist communities in acquiring and maintaining appropriate on-reserve education facilities. This goal will be achieved through the implementation of the following objective:

- Finalize cash flow negotiations with INAC for the Construction of two new schools by the fall of 2008 (Shubenacadie and Waycobah).

6. To facilitate the development of foundation documents and curriculum guidelines that are inclusive of Mi'kmaq language and culture. This goal will be achieved through the implementation of the following objectives:

- Work with community educators and Mi'kmaq elders to prioritize curriculum requirements.
- Working with communities and elders, collaborate with the Province and School Boards to develop Mi'kmaq curriculum standards and foundation documents.
- Working with community representatives to develop resource materials for use in all schools.

7. To assist in the provision of an appropriate range of second level services for member communities. This goal will be achieved through the implementation of the following objectives:

- Continue to identify 2nd level services requirements (Special Education, Sports/Recreation and Healthy Living)
- Assess 2nd level requirement.
- Develop a plan with options to address 2nd level services requirements.





MI'KMAW KINA'MATNEWAY PROGRAM REPORT

Strategic Planning

~ Laretta Welsh ~

Director of Finance & Planning

A three day educational planning symposium was held from March 9 to March 11, 2005, to develop the 2005-2006 operational plans for Mi'kmaw Kina'matnewey (MK) and its member communities. The goal of the annual symposium is to provide community technician with the necessary tools to develop an education operational plan to further the education goals and objectives of their respective community and to identify common goals and objectives to align the operational direction of MK.



The following topics were addressed during the symposium:

- Highlights of Communities and MK 2004-2005 operations.
- Student data gathering and monitoring system (DADAVAN).
- MK negotiation up-date.
- Teacher certification.
- Special education.
- After school programming.
- Autism.
- MK community law template.
- Sports/ recreation and healthy living.
- Operational plans for MK and Participating Communities for 2005-2006.

The symposium was attended by over 60 participants from across the province. Participants departed the symposium with a draft 2005-2006 operational plan for discussion and approval at the community level.



MI'KMAW KINA'MATNEWAY PROGRAM REPORT

Elementary / Secondary Education**~ John Jerome Paul ~****Director of Program Services**

The Mi'kmaq Education Act that provided the Mi'kmaq Kina'matnewey Bands, the ability to set the direction for their educational systems was successfully renewed in 2005. This will continue to allow our Member communities to identify those resources that they require in order to achieve their community education goals. A Government study of all the self government initiatives across the country showed that our communities are at the top. Our communities have clearly shown that they are the leaders in Indian Education. Yet we can only be as successful as the support we receive from Government. They cannot hope for our communities to continue to achieve these rates without the proper infrastructure. This is where the announcement for two new schools in Indian Brook and We'koqma'q will allow those communities to provide an educational experience not available to them. The success is in large part due to the expanded Mi'kmaq human resources that the Mi'kmaq Kina'matnewey communities have worked so hard to develop. An example of this, is our relationship with St F.X. University who as a partner has provided our communities with over 60+ B.Ed. graduates and 10+ Ed. Masters since 1995. This is the infrastructure that has allowed for immersion classes, more Mi'kmaq language courses and a more stable workforce. Phase two of the MK SIS project is now complete and will bring on line all the MK communities / schools. The Mi'kmaq Education Act has allowed our Mi'kmaq communities the reality of community control of our educational system, and the next five years will show that we can do even more.

A partial list of accomplishments are as follows:

- School planning teams in We'koqma'q and in Indian Brook
- Increased programming in Special Education
- Expansion of Mi'kmaq immersion programs into Potlotek
- Increase in retention at all grade levels
- More Mi'kmaq language courses in band operated schools
- High School Grad rate approaching 50, this reflects the overall strength of our programs and intervention strategies.
- New Sports/Healthy Lifestyle position at MK to promote healthy active living





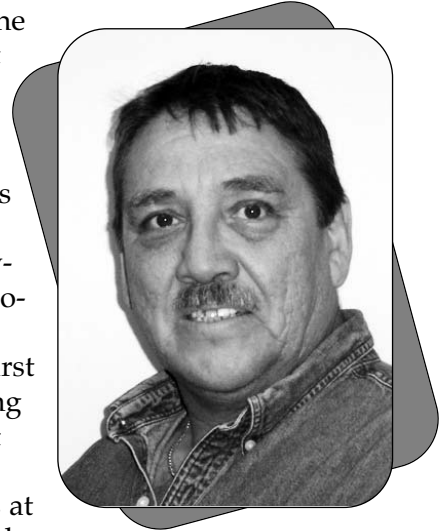
MI'KMAW KINA'MATNEWEY PROGRAM REPORT

Post Secondary Education

~ John Jerome Paul ~

Director of Program Services

This area continues to do very well and at the moment is in crisis. Since 1987 the program has been capped while costs have exploded. The amount of money that our communities receive per student is barely enough to pay for all the cost. It has meant that our PSE students have to survive on allowances that barely support them. The government own student loan rates are at best set at the poverty line. Yet our communities are forced to survive on less than 3/4ths of this amount. There are more over-committed students and the list of deferred students continues to grow. The government has to realise that the only program that will lead our people to self sufficiency is being made less accessible. A UN report released in early April compared the living conditions faced by First Nation people on and off reserve. They took these conditions using Data provided by Canada and came up with statistics that set out our standard of living as if we were a separate country. The UN researcher then compared these standards of living and placed us at 49th in the world. Yes, forty-ninth in the world, which puts us with some of the poorest countries in Africa, etc. Our communities need more PSE dollars and the government has set 2008 as the year that all its studies will be done and a remedy will be forthcoming. MK reminds the government that maybe by that time our standard of living will decline without a greater investment into PSE.



A partial list of achievements is listed:

- Up to 450 students in post secondary institutes
- About 1 in 5 students in Post Secondary are in a science related field
- Community delivery of PSE programs in B.A., B.B.A., B.Sc., B.ED. and plans for other areas
- Greater partnership with communities and PSE institutes
- More students in the Community Colleges, and community delivery agreements in place
- Up to 6 students in Masters in Resource (Special ED)

Remember:

These are the graduates who will be the role models for our young, and the ones to lead our communities away from the social dependence of welfare and the numbing cycle of poverty that is present in many of our First Nation Communities.



MI'KMAW KINA'MATNEWAY PROGRAM REPORT

Community Liaison / Statistics

~ Vera Marr ~

This past year has focussed mainly on getting the new computerized nominal roll program developed by DADAVAN implemented at the band level. The system has been downloaded and the bands and at the MK office in Shubenacadie. We have been working steadily to have it in place and eventually running smoothly. As with any new system, we have encountered the normal glitches when developing the reporting system. Some of it has been in our control and some has not. Problems with the internet and computer hardware at some bands has made it difficult to process the information. As we move along the learning curve, hopefully the entire system will be running smoothly.



A common complaint the bands have had with regard to the new reporting system for elementary nominal roll is the deadline date of September 10.

Many bands felt that it was not an adequate amount of time to report accurate numbers. In addition to the glitches that were being worked out as being one of the issues, the deadline date caused a concern for many of the schools as they had started classes on the 7th or 8th. . Some schools had not started until the 9th. Again, the bands felt that was not adequate. As an interim measure to deal with this concern, bands were asked to submit a summary nominal roll sheet that indicated their numbers for the current year. Reports would be based on that Summary Sheet. Any changes to the nominal roll can be dealt with in the June Report projections. Bands are asked to keep separate track of changes to nominal roll after the deadline and they will be addressed for the June Preliminary Reports.

I am in the process now of going through the electronic submissions from the bands and doing the normal checks for things such as duplicates, student information such as band numbers, leavers etc. It is proving to be a time consuming task. We are still developing customized reports within the actual DADAVAN program at the MK so we can begin to look at statistics – what we need to know and how to report them. I will be in contact with the bands on an ongoing basis as I go through the reports and ask them to clarify and/or verify the information. Hopefully by June we will have all of this information straightened out and submissions for the September report deadline will flow more smoothly.

A Post Secondary component was added to the Nominal Roll Program. Bands should be able to do their submissions for PSE nominal roll much the same way as the elementary/secondary nominal roll. I have contacted the bands and asked them to start inputting their post secondary information on the program and report any problems they may have or suggestions for improvement to me as soon as possible. I have also advised them to report these problems or suggestions to Doug Hill of DADAVAN. Again, customized reports will be developed from the submissions so our organization can have a view of the post secondary programs at band and MK levels.

All in all, it has been a busy year and I am looking forward to everything running smoothly once all the adjustments have been made and the programs are up and running.





MI'KMAW KINA'MATNEWAY PROGRAM REPORT

Atlantic Canada's First Nation Help Desk

~ Kevin Burton ~

Atlantic Canada's First Nation Help Desk and Mi'kmaq Kina'matnewey have made significant enhancements in opportunities available to First Nation students. Two years ago there was only one First Nation school with internet connectivity on par with provincial schools. Today there are twenty-eight (28) Atlantic First Nation schools with broadband connectivity that is superior to what is available in provincial schools.

The first step, of course, was to provide high speed internet to the schools. Now students have access to world-wide resources and can learn to use computer tools in ways not previously available. The Help Desk also licenses Websense filtering software and virus protection software to help ensure that students are not subjected to inappropriate materials and are not unduly bothered by viruses and spyware.

Beyond simple internet access, Atlantic First Nation schools have a videoconference network second to none. This means that teachers and students in different schools can work together on projects, or share teaching resources, broadening the range of classes that can be offered. Courses including Mi'kmaq language, legends, and science have already been offered. Students began producing monthly installments of MMTV News (Mi'kmaq / Maliseet TV) and collaborated in making public service announcements. Elders in the communities shared their stories (Ke'l Amali Aqnutma'tinej) with each other and with students, seeing and hearing people over great distances as the old legends had predicted. We look forward to schools creating even more innovative uses as using the network can be done at no cost to the schools.

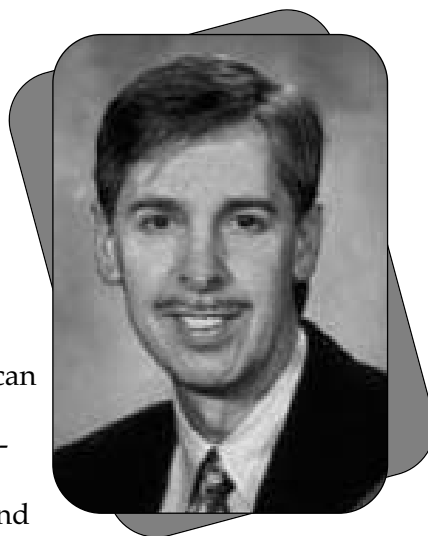
These advancements were made largely through being a Regional Management Organization (RMO) for Industry Canada's First Nation SchoolNet program. More than one million dollars (\$1,000,000) has been spent in each of the last two years developing these capabilities and supporting schools in their ICT needs, such as purchasing computers, smart boards, LCD projectors, video and still digital cameras and software.

Other activities successfully completed include:

Encouraged active ICT use by schools and students by hosting school web sites and conducting on-going contests and activities at <http://firstnationhelp.com>. Fifteen (15) school web sites were hosted by the Help Desk.

Utilized YEI (Youth Employment Initiative) to provide more grassroots support to the schools.

Supported ICT in schools by providing Hardware and Software (approximately \$2500/year per school).





Participated in National RMO collaboration related to Cisco Certified Training project.

Computers for Schools Aboriginal Workshop produced and distributed more than 300 recycled computers and hired two full-time Native employees.

Hosted a national Earth Day videoconference linking First Nation schools from the 5 RMO's and from Nunavut.

Continued to develop and promote materials to support the survival of Aboriginal languages. More materials were added to <http://firstnationhelp.com/ali> and workshops were conducted at the Lnuisultenej (Let us Speak our Language) Conference at St. Francis Xavier University.

Early education Mi'kmaw Language courses were initiated using point-to-point videoconferencing.

Actively promoted the benefits of ICT to Chiefs, symposia, meetings, and conferences.

Continued to supply Help Desk services to Atlantic First Nation schools, and renewed promotional and contest efforts to increase awareness, especially to new teachers and administrators.

With the foundation that has been put in place, and the wonderful cooperation among elders, educators, organizations, and political leaders, we feel that important steps have been made in educational resources for our children. We look forward, with anticipation, to seeing new applications and enthusiasm in our students. It is an honour to work with those who have worked so long to improve the opportunities of our next generation of leaders.





MI'KMAW KINA'MATNEWAY PROGRAM REPORT

Special Education Policy Development Project

~ Valerie Marshall-Bowers ~

During the past academic year a number of initiatives were taken by Mi'kmaq Kina'matnewey (MK) in the area of Special Education. Among the initiatives were community consultations, presentations at conferences and the explorations of various uses of technology and forms of accountability for programming for students with special needs.

The Special Education Policy and Procedure manual for Mi'maw Kina'matnewey has been finalized and distributed to all the member communities. Along with this manual, the Parental Handbook has been developed and distributed to the same communities.

The area of Special Education has been active in working with the ten MK member communities in helping them work with the Special Education Program (SEP) guidelines while keeping in focus with the Provincial Education Guidelines. This has been implemented through in-servicing the member community schools, throughout the school year. The Mi'kmaq Kina'matnewey Special Education Project has brought in guest keynote presenters in the Student Outcomes Rubric System (SOR). The SOR is a practical way to measure the success of students with special needs in meeting the goals of their individual program plans that is educationally sound, culturally sensitive and teacher friendly. The SOR methodology is an enhancement on the IPP Report Form that was developed by the province of Nova Scotia.

Working with DADAVAN, the IPP Pro Software was developed which has been distributed to the member community schools. The IPP Pro is in line with the requirements of the Indian and Northern Affairs Canada, Special Education Nation Program Guidelines. This software helps writing Individual Program Planning for students more streamlined. The Special Education Project is working with Mount Saint Vincent University and the Provincial School boards with the Masters of Education Resource Teacher Cohorts. This cohort has been successful in recruiting native teachers in specializing in resource education, which has been lacking in the first nations schools.

The Nova Scotia First Nations Adopt-A-Library-Literacy Program initiative 2005 in partnership with Mi'kmaq Kina'matnewey was funded by Indian and Northern Affairs Canada. This project distributes books and materials to encourage literacy in all school age levels in the MK member communities. Project teams have been selected in each community, which include a school representative, a health centre representative and a RCMP representative.





MI'KMAW KINA'MATNEWAY COMMUNITY REPORT

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 effectively managing our resources, developing appropriate laws and quality education and educating our neighbours so they will be more tolerant of our beliefs.

2. Education Demography:

There are 54 students on the band's nominal roll for 2004-2005. All these students attend provincial schools.

There are 22 students on the 2004-2005 post secondary education nominal roll.

For the 2004-2005 school year, funding was provided for one Student Support Worker.

Some partners in education include:

- Atlantic Canada's First Nations Help Desk
- Mi'kmaq Employment & Training Secretariat
- South Shore Regional School Board
- Micmac Family & Children's Services
- Mi'kmaq Kina'matnewey
- TriCounty Regional School Board

3. Accomplishments and Highlights:

- After school activities
- Daycare, Youth Centre, Community Access Site
- Field trips, e.g. - cultural weekends in Bear River First Nation, career symposium in Indian Brook
- MK to improve the nominal roll process
- Provincial school board representation
- School lunch programs
- Communication - newsletters
- End of school year student awards ceremonies
- New data collection system in conjunction with First Nation, local museums
- Partnership development with local businesses and organizations
- School bus services
- Workshops on drum-making, cultural awareness





MI'KMAW KINA'MATNEWAY COMMUNITY REPORT

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 lifelong learning while maximizing educational opportunities.

The implementation of Mi'kmaq 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'kmaq 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 Michael Halliday with the Glooscap First Nation. 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. The Three Wishes Daycare located on reserve is continually implementing cultural aspects into the daily routines and curriculum. Every family in the community with a child in school has been given a computer. 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 seven, 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 cap to \$200.00. 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 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, Windor.

In the summer the band pays for Golf, Soccer and Baseball Registration. 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 31, 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.

Fire inspectors come in twice yearly, fire extinguishers are inspected every six months, and Health Canada performs inspections regularly.





MI'KMAW KINA'MATNEWAY COMMUNITY REPORT

Bear River First Nation

~ Carol D. Thompson ~
Education Director

Our community is one of the smaller First Nations.

We are running programs out of our school, which consists of:

- Pre-school
- Head Start
- Computer room, video conferencing, basic computer skills, and internet accessibility with Jenna Melanson
- Youth group
- Elder's Teachings
- Adult learning as needed, or other education programming

Bear River First Nation held language classes and wish to continue but are still waiting on funds;

- Conversation in Mi'kmaw
- Reading Mi'kmaw
- Writing Mi'kmaw
- Singing in Mi'kmaw
- Recording in Mi'kmaw
- Video in Mi'kmaw

Education continues to work on in our Cultural Center with the adults. Also our Education Counsellor, Carol Thompson, attends Mi'kmaw Kina'matnewey Education meetings.

Working with nominal roll. Our students attend Provincial Schooling off-reserve in both Digby and Annapolis Counties, and some attend Post Secondary schools, Community Colleges and Adult Learning Centers.



MI'KMAW KINA'MATNEWEY COMMUNITY REPORT

Chapel Island First Nation

~ Shirley Mitchell ~

Director of Education



Mi'kmawey School

Before the signing of the Mi'kmaq Education Act in 1998, the Chapel Island First Nation had full responsibility and jurisdiction over their education. Jurisdiction over all educational matters has now been vested in the Potlotek Board of Education.

Potlotek Board of Education's mission statement is as follows:

The Chapel Island First Nation Education System seeks to encourage lifelong learning in our members by providing a complete and holistic education based in Mi'kmaq culture. This will allow our people to understand who they are, be independent, and have the ability to compete with others to achieve a prosperous future.

Enrollment for our schools this year is one hundred and sixty three students. There are fifty seven students attending school off reserve at Richmond Academy from grades 7 - 12. Fifty students from Grade Primary to Grade 8 attend St. Peter's Schools. At Mi'kmawey School, there are fifty six students enrolled from Headstart to Grade 7. The children attending these schools have done well in the past year.

The Board of Directors were successful in planning Graduation Ceremonies for the community. The ceremony was held at the community hall on June 29th.

Congratulations to the following Chapel Island Band Members who received the following awards:





Emma Johnson Gr. 9 Distinction; **Jillian Johnson** Gr. 9 ~ Distinction;
Terrilyn Johnson Gr. 11 ~ Distinction; **Samantha Carter** Gr. 9 ~ Distinction

CONGRATULATIONS TO OUR GRADUATES

Shelley Denny, Master of Science (Biology), St. F.X.
Kelvin DeWolfe, Master of Oriental Medicine
Mariah Battiste, BA Honors, U of Saskatchewan
Amanda Benoit, BBA Cape Breton University
Patrick Battiste, Automotive Service Technician, CBU
Noel Charlie Doucette, Heavy Equipment Operator, NSCC

Grade XII Graduates:

Annie Battiste, Evan Hardy Collegiate, Saskatchewan
Jonathan Powers, Maine, USA

Richmond Academy Student Graduates

Edna Doucette. Michelle Marshall, Terra Marshall. Justin Nicholas

POTLOTEK BOARD OF EDUCATION:

Arising from the wishes of the Chapel Island Community, the Potlotek Board of Education was formed in August, 1999. The purpose of the formation of the Board was to place matters relating to education in the hands of the community. At the August community meeting, nine Band members were elected from the floor to serve as members of the Potlotek Board of Education.

A new Potlotek Board of Directors were elected on July 12, 2004. Diane Basque, Mary Ann Basque, Robert Pictou, Irene Johnson, Shauna Marshall, Francis Doucette, and Wendy Lameman assumed their duties as members of the Potlotek Board of Education School board. School Board elections will be held in July 2006. Shirley Mitchell was hired in July 2004 as the new School Board Administrator. Rosemary Marshall, Executive Assistant, has been working with Potlotek Board since 1999. Potlotek School Board operates at arm's length from the Band Council. MK provides funding to the school through the Band Council. The School Board has met regularly throughout the year. On November 23, 2004, the Chapel Island Band Council ratified, through a B.C.R., the delegation of its jurisdiction for Education to the Potlotek Board of Education.

The Potlotek Board of Education is responsible for the following: Chapel Island Day Care, Chapel Island Headstart, the Mi'kmaqwey School, all students (Grades Primary to Twelve) who attend Provincial schools in nearby St. Peter's and Louisdale, students attending Post-Secondary institutions, the Potlotek Community Access site and the Etli Mawa'tasik Mi'kmaqwey Language Department.

CAPSITE:

Our community has a CAP site at the school board office which is open all year. The Board





received a grant to hire Rosie Nicholas as the Coordinator of the CAP site, and also to purchase new computers to be used by students at the CAP site.

ETLI MAWA'TASIK MI'KMAWEY:

The Etli Mawa'tasik Mi'kmawey is currently engaged in a number of projects pertaining to the Mi'kmaq Language. The inter-active CDRom and Book set is completed and is available through the Potlotek School Board office. The CD/Book set offers a comprehensive lesson on the Mi'kmaq alphabet, core sounds and diphthongs. Other interactive multi-media developed by the department include two introductory interactive CDRom's for daycare learning. These CD's cover basic conversational Mi'kmaq and commonly used words. An interactive CD which includes the Mi'kmaq prayers which is taught one hieroglyphic at a time complete with sound. Currently work is being done to develop another interactive CD covering the 7 conjugations in their 11 forms. There will also be some work done in conjunction with the First-voices organization in B.C. to archive the language on their web site. Work on the history of chapel Island from a Mi'kmaq perspective is still under-way. Plans to produce Mi'kmaq video lessons for Mi'kmawey School is being discussed and it is hoped that this will be a valuable resource for the students.

THE CHAPEL ISLAND DAY CARE:

The Chapel Island Day Care operates on a year-round basis on the Chapel Island Reserve. Offering weekday care, the Day Care opens at 8:30 am until 4:30 pm. Children attending the Day Care follow daily routines and are provided with lunch and snacks. Jeannette Marshall is the Coordinator of Chapel Island Day Care and Beverly Stevens is the Instructor.:

jmarshall@potlotek.ns.ca

THE CHAPEL ISLAND HEADSTART:

The Chapel Island Headstart operates for children aged four years. This full-day program offers children school readiness, experiences in Mi'kmaq language and culture, care and nurturing. Lorena Tracey and Anne Marie Marchand staff the Headstart (K4) program under the direct supervision of the Principal, Peter Paul, of Mi'kmawey School. The Chapel Island Headstart is located at the Mi'kmawey School.

THE MIKMAWEY SCHOOL:

Mi'kmawey School is situated overlooking the B'ras D'or Lake and was officially opened on October 1, 1998. The school is home to the Chapel Island Headstart program as well as grades primary to six. Students at the school have opportunity to receive a quality education from a qualified and enthusiastic staff. We have culturally relevant education, Mi'kmaq teachers, and teacher aides to assist our children. Following Nova Scotia, Department of Education guidelines, students take part in daily Mi'kmaq language courses and have access to the latest in technology.





Peter Paul is the new Principal at Mi'kmawey School. He began work on August 23rd. Peter was the Principal at the Membertou First Nations' school for the past three years.

OFF-RESERVE STUDENTS:

The local provincial schools in St.Peter's also provide education to students from Chapel Island. Grades P-4 students attend the East Richmond Elementary and Grades 5-8 students attend the East Richmond Education Centre. The Potlotek School Board provides East Richmond Education Centre with a Mi'kmaq Language teacher/Liaison Officer and a Teacher Aide.

The Grade 9 to 12 students attend Richmond Academy in Louisdale. The Potlotek School Board provides Mi'kmaq Student Services at Richmond Academy. Rosanne Murray acts as Mi'kmaq Language teacher/liaison officer

New Plans for September 2005

The Potlotek School Board has made new plans this year. Effective September 2005, the following changes were made:

1. There will be no school bus service provided to students attending P-4 at St. Peter's East Richmond Elementary Education Centre.
2. Donna Lameman is working at East Richmond Education Centre, as the Mi'kmaq Language Teacher, Student Support and Liaison worker.
3. The Headstart (K-4) program will be full-time, from 8:30 a.m. to 2:30 p.m. each day.
4. Mi'kmawey School is implementing more Mi'kmaq language in Headstart (K- 4), Grades Primary and One and in the classrooms. Andrew Paul also teaches Mi'kmaq to students on a daily basis.

This year, the Potlotek Board of Education has pledged to:

- Return our Primary to Grade six students to Mi'kmawey School,
- Improve relationship with parents,
- Improve communications,
- Improve relationship with SRSB,
- Introduce new projects,
- Enhance programs for the school, and
- Provide a positive and safe environment for staff and students.



MI'KMAW KINA'MATNEWAY COMMUNITY REPORT

Eskasoni First Nation

~ Marian Paul ~

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 1210 from Daycare to High Schools. In addition we have 79 full time students and 15 part time students enrolled in various universities across the country. Our staff consists of 157 employees which includes 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, are appointed by each band councillor. 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 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 centre is entrusted to the Day Care staff. The Eskasoni School Board provides policy, direction, financial management and overall administration.



Ksite'taqnk Daycare and Staff



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 2004-2005 academic school year we had 51 part time and full time children that registered at the day care. Presently we have approximately 20 children registered and two 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. One of the special needs child has down syndrome while the other has cerebral palsy. The children are really receptive to our special needs children.

The full day and part time program is a fun filled program that enhances the child's intellectual, emotional, and social development. The program is taught in Mi'kmaq and culturally oriented. 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, Winter Carnival, Easter Bunny visit & party, Mother's Day Tea Party, and a field trip to the "Two River's Wildlife Park".

In 2005-2006, we are predicting a fun and interesting school year with the day care running in its full capacity.

Eskasoni Elementary & Middle School Initiatives 2004/2005

The Eskasoni Elementary & Middle School offers instruction from kindergarten to grade 9. It has a student population of 877 and a staff of 88. The school is involved in the following activities and or initiatives.

- Active Young Readers Program is now fully operational in all grades from P-8. Training is ongoing for new staff in these areas.
- All grade levels are now fully self-contained in an effort to maximize class-time efficiency.
- Grade three staff has completed in servicing for the new math program.
- Special Ed. Initiatives are being instituted in partnership with MK and the Saskatchewan model.
- The first students have graduated from the K-3 immersion pilot project, and the graduates are beginning the second phase of the program-integration back into the main stream.
- Phase 1 of the Emphatic program is completed and phase 2 (moving the program into the regular home-room curriculum), has begun under the tutelage of Mr. Waldman and Ms. Sylliboy.
- We work closely with The Eskasoni Health Center, and the Community Health Nurse Ms. Judy Rutherford, to provide ongoing education in health related areas to all grade levels.
- We have established a working relationship with Ms. Ann Gottschall and the Aboriginal Diabetes Foundation, to strive for a better understanding of the causes and preventions of this disease.
- All our classes have begun a program of 15 minutes of DPA to help in the promotion of healthier more active lifestyles.



- We have banned pop from our school.
- Our school has become affiliated with the Elementary Basketball League in The Cape Breton District.
- Our teacher aides have all enrolled in a teacher aide certification program with The Cape Breton Business College.
- We work closely with the Cape Breton District School Board, to co-ordinate in-service needs and training.
- We have staff representatives on the Provincial Curriculum Implementation Teams.
- We have a very successful school-wide recycling program, run almost entirely by grade 5 students.
- Our breakfast/snack program incorporates all students from grades K-9.
- In partnership with Mrs. Bonnie Sawler, we receive a weekly allotment of fresh fruit for our students in the amount of \$200.00.
- The grade 5-9 exploratory program continues to be very popular with staff and students.
- We have instituted a new music program and a second teacher, which allows us to provide music education to many more children. We currently have a school choir that has performed and recorded widely, and we are expanding the program this year to include a band program.
- Fund raising activities for our band program are currently under discussion.
- Our Speech & Language Pathologist is with us again this year 4 days a week.
- We have adopted a 5-day cycle in an effort to eliminate problems caused by frequent school interruptions usually associated with Mondays and Fridays.

Eskasoni High School

The Eskasoni High school opened its doors in 1998. The high school has a student population of 175 and a staff of 17. Some of the activities at the high school are as follows:

- Boys & Girls Basketball teams
- Golf team
- Intramurals
- Yearbook committee
- E-spirit team (which won best Logo at National competition)
- Grade 12 Florida travel group
- Two Enviro-thon groups (one Envirothon teams placed second overall in province)
- Adopt a Library





The High School has a semester schedule where we offer a variety of courses to meet the needs of diverse learners. Some of the courses include Mi'kmaw Language, Physics, Chemistry, Learning Strategies and Computer courses.

This past school year 2004-2005 twenty-three students graduated, and in 2005-2006 academic year we expect to have close to 40 students graduate.

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.



Students and staff Unama'ki TEC

Presently we have two teachers enrolled in Mount St. Vincent University's Masters Program in Special Education. Also, staff have been in serviced in Immersion and they continue to improve their teaching methods for diverse learners.

The high school replaced one of its computer labs. Ten new machines in all.

The high school is also involved in MK schools science fair, fine arts festival, and Mi'kmaw speech festival.

Unama'ki Training and Education Centre

Established in 1990 and originally sponsored by Eskasoni Economic Development, the Unama'ki Training and Education Centre started life as an adult upgrading facility. In 1993, the alternative grade nine program was introduced, and eventually alternative programming was developed to include the senior high school level. As well, TEC was chosen to house the Eskasoni Community Access Site (CAP) which provides computer service to community members on a drop-in basis.

Today TEC comes under the umbrella of the Eskasoni School Board, and we continue to offer Level II and III adult classes and alternative high school programming. The high school program follows the curriculum guidelines of the Nova Scotia Department of Education. A number of staff have been involved in workshops provided by the department in several subject areas - TEC is one of the pilot schools for the new Math 10 and 11 Essentials program.

Our school provides an option to students who have had difficulty adapting to regular school programming. We accommodate many young single parents and students who are, on average, two to three years older than others at the same grade level.

The single story building contains five classrooms, a resource library, a computer lab, and a combination student-staff room with kitchen facilities and several offices. The staff includes: principal, teaching vice principal, guidance counsellor, secretary, seven teachers, teaching assistant, and janitor. We can accommodate up to 120 students.

Through the support of the Chief and Council, funding from the Eskasoni Recreation, and the efforts of our staff, we are able to provide a hot lunch program for all of the high school students. In addition, the staff and students contribute to a number of "potluck" meals throughout the



school year to mark occasions such as parent-teacher meetings, holiday, mid-term, and year-end celebrations. These activities allow students and teachers to develop their relationships outside of the traditional classroom. As a result, there is a definite culture of care and respect that has evolved at TEC over the years.

As a result of changes in the youth justice act, more young people in trouble with the law are being accommodated in their home communities with the help of local support services - this had impacted our school in many ways. In response, we have worked together with the local RCMP and the Intensive Supervision and Support Service of the Youth Justice office. This year, representatives of these agencies have provided excellent staff development opportunities in the form of in-services and workshops. Students have benefited from ISS workshops on topics such as Options to Anger and Healthy Relationships.

Other agencies that TEC works closely with include: the Eskasoni Interagency Committee, Mi'kmaq Family Services, Mi'kmaq Social Services, and the Eskasoni Case Management Committee.

This year we have had the opportunity to work closely with Dr. Nancy Comeau, a psychologist from Dalhousie University, on a project related to helping students with substance abuse issues. In addition, our Media 12 students continue to collaborate on a video documentary project with Professor Glynis Ross, Education Faculty, Acadia University. Prof. Ross, along with Elizabeth Marshall and Katani Julien of Eskasoni, have submitted a SSHRCC proposal related to native education and traditional knowledge of the Mi'kmaq treaties. If the proposal is accepted, the goal is to help our students gain a deeper understanding of their culture and its relationship to their formal education and lifelong learning.

Our results:

- over 75 graduates from the grade nine program (since 1993)
- over 75 graduates from the high school program (since 1997)
- over 700 participants in the adult program (since 1990)

Many of our graduates have continued on as students at the University College of Cape Breton, St. Francis Xavier University and other post-secondary institutions. In turn, these individuals are making valuable contributions to the community.

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.





MI'KMAW KINA'MATNEWAY COMMUNITY REPORT

Indian Brook First Nation

~ Dawn MacDonald ~
Education Director

Operated by the Shubenacadie Band Council, Indian Brook School is committed to offering quality educational experiences to students ranging from Primary to Grade 12. Since its inception in 1997, Indian Brook School has continuously strived for improvement in all aspects of education.

Through the development of partnerships throughout the community, province, and country, Indian Brook School has been able to provide students, and staff, a quality educational experience. Students are able to learn by doing more than just achieving provincial curriculum outcomes.

An emphasis has been placed on healthy lifestyle choices at school. Grants from various organizations allow the students to experience a free and extremely healthy breakfast program, as well as a healthy lunch for only one dollar per day. Some of the other opportunities offered to our students include; an annual camping trip, Techsploration, Nemi'simk (Seeing Oneself), Adopt-a-Library Literacy Program, QDPA, and many educational outings throughout the school year.

Through the use of daily Mi'kmaq Language classes and an emphasis on Mi'kmaq culture across the curriculum, students are immersed in the traditions and beliefs of the Mi'kmaq people. In addition to cultural teachings, students are subject to the provincial curriculum. With increased access to technology in each classroom, teachers are able to educate their students using a well rounded approach.

With the announcement of a new school for the community of Indian Brook, the future is looking very promising. Currently there is an emphasis on the promotion of school and community ties through such things as community feasts, parental meetings and workshops, student participation in charity events, and by inviting parents along on school outings. Also by focusing on the recruitment and retention of quality staff, and then offering professional development opportunities to these staff members, Indian Brook School hopes to continue as a successful educational institution.

The school year 2004-2005 was one of much success. Students and staff flourished in the daily life of Indian Brook School and took great pride in their accomplishments. With the assistance of outside agencies, Indian Brook School is able to offer families the reassurance that their children are being well taken care of and well educated.



Indian Brook graduation celebrations





MI'KMAW KINA'MATNEWAY COMMUNITY REPORT

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 PA, 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 229 students on the band's Nominal Roll for the 2005-2006 school year, 61 of these students attend Membertou Elementary, an on-reserve Band Operated School, 168 students attend 6 provincial schools under the Cape Breton Victoria Regional School Board.

There are 38 students on the 2005-2006 post secondary Nominal Roll.





Staff Profile for Membertou Elementary:

- 11 full time Teaching Staff
- 5 full time Student Aides
- 1 part time Support Staff
- 1 part time Teaching Staff
- 2 full time Support Staff
- 12 of 17 staff are Mi'kmaq (70.6%)

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:

- Atlantic Canada's First Nations Help Desk
- Cape Breton Business College
- Micmac Family & Children's Services
- C@P Society of Cape Breton
- Mi'kmaq Employment & Training Secretariat
- Membertou Interagency
- Mi'kmaw Kina'matnewey
- Hewlett Packard Canada
- Eskasoni Center of Excellence for Mi'kmaq Language
- Cape Breton Victoria Regional School Board
- Nova Scotia Department of Education
- Aboriginal Headstart
- Local Businesses
- Industry Canada

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



Membertou Elementary

Membertou C@P Site (2 full time employees)

Membertou Peer Literacy Center (2 full 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 Daycare Center (7 full time employees)

Aboriginal Head Start

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

1997 B Membertou Elementary established Enrolment of 13

1999 B New 4-classroom building opened

1999 B Development of Strategic Plan

2000 B School extension to 6 classrooms B Enrolment at 75

2001 B Membertou Education Department is ISO Certified - Enrolment at 95

2002 B New provincial school opens. Membertou Elementary Enrolment drops 50%

2003 B School Mini-Gym is added

2005- Member Youth Centre is in the completion phase

Educational Facilities include a preschool/ daycare built in 1988, a Community Adult Education Center built in 1999 (expanded in 2000, again in 2003), a peer literacy centre and a community C@P Site.

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.





MI'KMAW KINA'MATNEWAY COMMUNITY REPORT

Pictou Landing First Nation

~ Sheila Francis ~
Education Director

1. Mission Statement:

The mission of the Pictou Landing First Nation Education System is 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'kmaq culture.

2. Education Demography (as of September 30, 2004 nominal roll):

- Pictou Landing First Nation (Headstart – Grade Six) – 61 students
- Provincial Schools (Celtic Family of Schools, Grade Primary – Twelve) – 79 students

Bus Services: Francis Bus Service

Education Department	
Full-time	Director of Education
Full-time	Education Advisor
(3) Full-time	Student Support Workers (for provincial schools)
Full-time	Reading Recovery Teacher/Principal (Pictou Landing First Nation School)
Full-time	Receptionist (Pictou Landing First Nation School)
Full-time	Headstart Director
Full-time	Headstart Assistant
Full-time	Grade Primary Teacher
Full-time	Grade One/Two Teacher
Full-time	Grade One Teacher/Learning Center Teacher
Full-time	Grade Three/Four Teacher
Full-time	Grade Five/Six Teacher
60%	Speech and Language Pathologist
60%	Physical Education Teacher/Student Support
(3) Full-time	Student Support Workers/Mi'kmaq Teachers
(2) Full-time	Kitchen Staff
Full-time	Custodian



3. Highlights:

- *Communication* – Daily Home/School Communication Books, Monthly School Newsletters, Weekly Community Newsletter, Information Sessions held after school.
- *Education Partnership Initiatives:* Pictou County YM/YWCA, Pictou Landing Health Department, Pictou Landing Recreation, RCMP – Adopt a School Literacy Program, Big Brothers/Big Sisters In-School Mentors, NADACA, Saint Francis Xavier University, Breakfast for Learning Foundation, DARE Program, Pictou Landing Lands and Trust Fund, Business/Personal Sponsorships for Annual Awards Banquet, INAC grants for summer programs, Active Kids Healthy Kids
- Second Step Violence Prevention Program
- Fantastic Friday Phone Calls
- Honour Level System
- Membership in the League of Peaceful Schools
- Reading Recovery™
- Open Court Language Arts
- Breakfast Program
- Hot Lunch Program
- Lunch subsidy for all students (grade primary to twelve)
- Writer's Tea
- Buddy Reading
- Awards Banquet (June)
- Swimming Program
- Grammar School Hockey
- Track and Field Competition
- Scholastic Book Fair
- Mi'kmaq Exploratories
- Run Against Racism
- Field Trips
- Tutorial Program
- Healthy Heart – Heart and Stroke Foundation
- Headstart Graduation June 2005
- Grade Six Graduation June 2005
- Community Education Awards Banquet – June 2005
- Atoms to Asteroids Science Summer Camp (Summer 2004)
- Earth-Tek 2005 – Science Camp (Summer 2005)



RCMP Constable Clifford talking with Grade 5 and 6 students



Corn Maze in New Glasgow



Fire Safety



Pictou Landing First Nation Students take part in Santa Claus parade in New Glasgow





MI'KMAW KINA'MATNEWAY COMMUNITY REPORT

Wagmatcook First Nation

~ Kathleen Pierro ~

Director of Education

The story telling at Wagmatcookewey School continues as students, parents, staff and visitors come together at the Wagmatcookewey School to learn and share with each other. As we all listen to these stories, I come to realize how lucky we are to be so immersed in our cultures and to be able to listen to one another.

The past school year was an exciting journey for all of us. We looked forward to the first day of school. We looked forward to seeing the lunch menu for the month of September. We looked forward to seeing our student drummers perform their first song at our first gathering of the year. We looked forward to our first talking circle. We looked forward to the first break of the year. We looked forward to the first storm of the season. We were a positive group last year and I know we will continue to do so in the future. In the next few paragraphs, I will provide our readers with a snapshot of Wagmatcookewey School in action.

There were approximately 10 after school clubs on the go. The most popular ones were the computer club and the knitting club. The scrap booking club was probably the third in the running. Students just didn't want to go home during these clubbing days. The following are a few comments made by our teachers who led the scrap booking club: The purpose of this club is to inspire and encourage students to creatively display family photos. They do this by making personal albums and decorating these memories to last forever. There were approximately 10 members who met each Thursday and spent an enjoyable hour and a half together.

The staff and students took part in the healing gathering at Wagmatcookewey School with Diane Longboat. The four days of healing involved smudging, age appropriate groupings to learn about traditional ways, visits to the wigwam for teachings from the fire keeper, and in the evenings we had naming ceremonies. The gathering was well received by all staff and students. We hope to call them back soon.

Trying to live physically active lifestyles is always a challenge, especially when students are enjoying their game cubes, television, computers, etc. To curve this dilemma, the physical education teacher offered intermarual sports every noon hour. He also had the gym open after school every day. As the students became more confident in their skills and became more fit, teams of different sports emerged. As an example, table tennis and badminton became very popular sports. Several of our students participated in tournaments in Cheticamp, Belle Cote, Inverness, and Margaree.

Here are a few words from our Phys. Ed. Teacher:

Highland Region Table Tennis Tournament-

- Gold medal-Junior girls-Wagmatcookewey students Tasha, Hailey, and Celine.
- Silver medal-senior girls-Courtney, Vanessa and Michelle.



- Silver medal-senior girls-Courtney, Vanessa and Michelle.
- Bronze medal-Junior boys-Grant Matthew and Tad.
- Provincial Table Tennis Tournament- Bronze-Junior girls-Tasha, Hailey, and Celine.
- Highland Region Badminton Tournament-Silver-Junior girls doubles-Tasha and Hailey.
- Gold-Junior boys singles-Grant
- Track and Field Highland Region Meet
- Silver-Junior boys-Grant
- Bronze-Junior boys shot put-Grant
- Silver-Junior boys 100 meter dash-Matthew

Thanks to Robert Bernard and Tex Marshall for briefing principals about the importance of keeping active even during school hours, and our staff and students are becoming more aware of how important it is for everyone to keep fit. In several classrooms some drills became a part of classroom routine. In the grade four class, the teacher and students did an activity called "jump on the bell". Every time the bell rang, everyone jumped out of their seats and they touched their toes ten times.

Even our resource teacher became involved in the action. Everyday, she initiated a 'walk around the block.' Many students enjoyed this break from class and came back very refreshed and enthusiastic about finishing their work in class. Anne Gotteshal, the nutritionist and the community health nurses often visited our classrooms to guide us through healthy living.

Wagmatcookewey School began an alternative program this year. There were eight students in this class. This program is very unique in that the curriculum involves different resources from all over Cape Breton Island. They include mental health, a local social worker, First Nation Help Desk, Royal Canadian Mounted Police, Salvation Army Cape Breton Youth Resource Centre, a probation officer from Sydney and there is also members from Parks and Recreation. All students participated in a work experience program. The students all participated in eight courses for their academic studies. Field trips, physical activity and guest speakers were also included in this program. All reports indicate that this was a successful year for those involved.

Wagmatcookewey School takes pride in hosting an in-service on provincial in-service day with themes surrounding our beautiful Mi'kmaq language and culture. Different schools from the area come and celebrate with us the endless survival of our Mi'kmaq cultural entity.

We continue to listen to the Lord's prayer in Mi'kmaq everyday. This gives us the strength to accept the things we can not change and to enjoy the things we can. As part of our tradition, we continue to honour the teachings of the Jesse Tree during the Christmas season. For this year, students video taped themselves singing Christmas carols, and the drama class performed a play of the Scrooge on video. For the first time students actually got to sit back and enjoy themselves, with their families, by watching on a large screen the Christmas videos which were made in each class. No rushing or crying at this concert. It was truly a Christmas wish granted!

The video-conference equipment we received from MK was truly a Christmas gift for all of us. Some math-inservicing was successful and especially seeing the elders on video was amazing to watch.



The month of January was a tough time for all of us. Five storm days and examinations all in the same month. The tsunami on the other side of the globe really made us sombre for the rest of the winter. We learned many facts after witnessing the fierceness of mother nature. We learned how vulnerable we all are in this world.

Throughout the year, we had many visitors drop in. Many were by the parents and the new milkman. Several members of the Royal Canadian Mounted Police formed a floor hockey team and challenged our students and staff to several games of floor hockey. Everyone had to wear goggles. Nobody looks hot in this attire. Not even the police officers, but safety comes first! We all had fun!

Several of our students participated in the e-spirit competition. They and a few chaperones flew to Edmonton for the competition in May. Many had fun but a few of us left our eyeballs somewhere over Montreal. The plane rides were exciting but the flight delays were not. Here is what the students thought: One student said she "enjoyed meeting new people and having the opportunity to go because there are a lot of students that can not". Another student said "the plane ride was fun". He also mentioned that the e-spirit organizers gave an opportunity for everyone to present their ideas in the form of great projects.

For the IWK Telethon, we raised \$1000. For the Terry Fox Run, we raised \$400. As part of Treaty Day activities, we planted trees by the church.

Sports night continues every Friday and Saturday night in the school gym. The students look forward to these nights and go home exhausted each time. Many of our clubs continue to swing throughout the year. Hopefully, the next year, we will attract more students to the movie club.

There were several potluck meetings at the school for parents and guardians. These meetings gave an opportunity for parents to voice their concerns and to give us suggestions on how to handle delicate subjects like head lice and bullying. As the year progressed, more parents dropped by.

We had our May procession this year. Students walked the statue of the Blessed Mother down to the church with the priest leading the way. Our modest student choir sang beautiful songs to welcome everyone in this celebration. The month of June came and we were all in shock. None of us could believe the year had ended. We were very proud to let go one graduate this year. Once again, the graduation ceremony was done all in the Mi'kmaq language. What a wonderful world we live in. Stay tuned for next year's stories. Nmu'ltoqsip.



2005 UCCB Graduates



MI'KWAW KINA'MATNEWAY COMMUNITY REPORT

We'koqma'q First Nation

~ Gordon MacIver ~

Director of Education

1. Knijannaq Kina'matnewey Ajipjutmaq:

Mtlkmanenow Knijannaq wulo'ti-iktuk, Kina'masultinow ta'n mkite'lsultitaq aqq msttskwijinu'k, mkitettmnow ta'n wetapeksulti'tij aqq mtlkimtnuaqatinow 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 pocess a strong desire to succeed..

2. Education Demography: Based on the 2004 - 2005 Nominal Roll.

Number of students:

Kindergarten to Grade 6	162
Grade 7 to Grade 12	89
Post-Secondary.....	32

Teaching Staff:

We'koqma'q First Nation Elementary School	21
Wekoqma'q First Nation Secondary School	17
Total staff including Administration and Teacher Assistants	39



Halloween in We'koqma'q

3. Educational Highlights:

In March of this year, the formal announcement was made that a new school would be constructed in We'koqma'q to replace the two existing facilities.

The Elementary School is in its third year of being junk free and providing a mid-morning snack program.

Building Technology has been extended to include Grades 5 and 6.

The drug awareness program, "The Dare Program", has been offered by the RCMP for the second consecutive year.

The Donelda Googoo Memorial Fund Raiser for the IWK Hospital rased \$4,000.00 this year.



This year both schools held a feast and open house to introduce the both schools' student hand-books.

We'koqma'q First Nation Secondary School hosted the first Elder video conference hosting elders from ten communities.

The Elementary School has started a centred based system of instruction for Physical Education.

This year the Lieutenant Governor's Medal were awarded to Mr. Jordan Bernard and Ms. Tiffany Gould, the Governor General's Medal was awarded to Ms. Chrissy Googoo and the Queen Elizabeth Medal was awarded to Ms. Crystal Bernard.

This is the sixth year for the Grade 8 to 10 girls to participate in Techsploration. This year's role model was a vehicle technician from the Canadian Armed Forces.

The Secondary school again went moose hunting and ell 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 to the student population.

Home room teachers delivered school report cards to each student's home for the first reporting period.

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.

5. Educational Facilities:

We'koqmaq First Nation Elementary School - Tel: 902-756-9000, Fax: 902-756-2171

We'koqma'q First Nation Secondary School - Tel: 902-756-3002, Fax: 902-756-2017

6. Web Sites:

We'koqmaq First Nation Elementary School: wfnes.ca

We'koqma'q First Nation Secondary School: wfns.ca



We'koqma'q High School students



MI'KMAW KINA'MATNEWAY PROGRAM REPORT

Statement of Operations

Year Ended March 31

2005

	<u>Revenue</u>	<u>Expenses</u>	
Administration			
Operations			
Governance	\$ 845,550	\$ 844,607	
Operations and maintenance	55,000	55,000	
Capital	60,000	63,529	
Special Projects			
Combined audit	750	750	
Gathering Strength – Mi'kmaq Language	54,994	54,994	
Development			
New Paths for Education – Strategic Planning	30,000	30,000	
New Paths for Education – Contributions to			
Communities	541,031	541,031	
Datavan project	70,000	67,513	
Evaluation	12,300	12,201	
High cost special education	120,443	120,443	
Negotiation	84,551	84,551	
Parental and community engagement	103,985	103,985	
Teacher recruitment and retention	72,868	72,868	
Teacher enhancements	373,836	373,836	
	<u>\$ 2,425,308</u>	<u>\$ 2,425,308</u>	
Post Secondary			
Incremental funding (Student Support)	288,608	288,608	
Indian Studies Support Program	367,396	367,396	
	<u>\$ 656,004</u>	<u>\$ 656,004</u>	
Aboriginal language initiative (AFN)	232,470	232,470	
Regional Help Desk	<u>1,179,376</u>	<u>1,179,376</u>	
Excess of revenue over expenses	<u>\$ 4,493,158</u>	<u>\$ 4,493,158</u>	<u>\$ _____</u>





MI'KMAW KINA'MATNEWAY PROGRAM REPORT

Balance Sheet

March 31	2005	2004
Assets		
Current		
Cash	\$ 1,482,160	\$ 119,547
Temporary investments	93,522	141,882
Receivables	768,032	1,574,724
Prepays	8,506	25,291
	2,352,220	1,861,444
Donald Marshall Sr. Memorial Bursary Fund	18,486	21,343
Property and equipment	18,597	26,567
	\$ 2,389,303	\$ 1,909,354
 Liabilities		
Current		
Payables and accruals	\$ 775,177	\$ 1,077,582
Deferred revenue		
Operating	123,599	272,361
Capital	1,472,041	538,068
	2,370,817	1,888,011
 Equity		
Trust fund	18,486	21,343
	\$ 2,389,303	\$ 1,909,354



APPENDIX A

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'kmaq Kina'matnewey")

Contents

Recitals

Part 1: Interpretation of the Agreement

Part 3: Service Population

Part 5: Annual Grant

Part 7: Education Facilities

Part 9: Change in Participation

Part 11: Reporting Requirements

Part 13: Renewal

Part 15: Dispute Resolution

Part 2: Duration

Part 4: Method and Conditions of Payments

Part 6: Funding under this Agreement

Part 8: Environment

Part 10: Annual Adjustments

Part 12: Unforeseen Events

Part 14: Delegation

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'kmaq 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'kmaq Kina'matnewey on behalf of the Participating Communities and the Mi'kmaq 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'kmaq Kina'matnewey" means the body described in Section 5.7 of the Final Agreement.

"Nominal Roll" means a student 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 on 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 adjusted 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 DIAND 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 or 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 PARTICIPATION

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 the 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 Repair 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 (FDDIPI), 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:

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

where:

FDDIPI 2Q y-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 2Q y-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 has 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 REQUIREMENTS

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 include 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 section 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



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 Participating 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 their Constitution and in accordance with the applicable provisions of the Final Agreement.

14.2 Notwithstanding section 14.1, the Participating Communities will remain liable to Canada for the performance



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'kmaq 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'kmaq Kina'matnewey, any breach of this Agreement by the Mi'kmaq 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'kmaq 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'kmaq 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 First Nation
- 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:

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





Mi'kmaw Kina'matnewey Support Staff



Colleen Christmas
Finance Officer



Laurie Doucette
Finance &
Administration
Clerk



Sarah Doucette
Receptionist /
Administrative Assistant



Claire Gloade
Administrative Assistant



J.R. Isadore
Webmaster



Jeanette Christmas
Administrative Assistant





Contact Information

MK Offices:

Head Office (Membertou):

Mi'kmaq Kina'matnewey
47 Maillard Street
Membertou, NS B1S 2P5
Tel: (902) 567-0336
Fax: (902) 567-0337
Email: mkeducation@kinu.ns.ca

Sub-Office (Indian Brook):

Indian Brook First Nation
Micmac Post Office
Shubenacadie, NS B0N 1W0
Tel: (902) 758-1185
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Board of Directors *Executive Members:

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 * Chief Alexander Googoo, Wagmatcook
 Chief Frank Meuse, Muin Sipu (Bear River)
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