

Table of Contents

Chairmans' Message	2
Executive Director's Message	3
Board of Directors	4
Organizational Chart	5
Mi'kmaw Kina'matnewey Program Reports:	
Plans and Priorities	6
Elementary / Secondary Education	10
Post Secondary Education	11
Mi'kmaq Web Based Dictionary	12
Community Liaison / Statistics	15
Atlantic Canada's First Nation Help Desk	17
Special Education Policy Development Project.	19
Sports Animator	22
Mi'kmaw Language Specialist	23
School Improvement Coordinator	24
Mi'kmaw Community Education Reports:	
Acadia	25
Annapolis Valley	27
Bear River.	30
Eskasoni.	31
Indian Brook	38
Membertou	40
Pictou Landing	44
Potlotek	46
Wagmatcook	48
We'koqma'q	50
Statement of Operations.	54
Balance Sheet	55
Schedule "A"	56
Mi'kmaw Kina'matnewey Contact / Staff Information	68
Help Desk Contact / Staff Information	70



Message From the Chair Chief Morley Googoo



As the new Chair of Mi'kmaw Kina'matnewey (MK), I would like to take the opportunity to thank the MK Board of Directors for appointing me to the position. I have had the privilege to be part of MK since the beginning and I have seen its growth and development and success in facilitating Mi'kmaq working together in education. Education is something that is vital for us as Mi'kmaq to achieve a better quality of life and well being for ourselves and our children. One example of the success of working together has been displayed through the opening of two schools for Indian Brook and We'koqma'q this past year.

We are committed to build more success stories within our Mi'kmaq communities as we enter into our third round of negotiations to renew our funding agreement. I would also like to take this time to acknowledge the work of all of our staff, as each and every person contributes in us having the ability of exercising our jurisdiction in education as Mi'kmaq.

On behalf of the Board of Directors of Mi'kmaw Kina'matnewey, we would like to ensure that our communities take advantage of all of our programs that will benefit our students and future generations. We will continue the course in working together, ensuring that the educational needs of all of our communities are represented for the betterment of all Mi'kmaq.

I am pleased to present to you the MK Annual Report for 2008-2009.

Wela'liog,

Chief Morley Googoo

Chairman of the MK Board



Executive Director's Message



It is with great pleasure that I present to you the Mi'kmaw Kina'matnewey Annual Report. In this past year there has been much to celebrate with the opening of the two new schools in Indian Brook and We'koqma'q. These new facilities are now a year old and the students are enjoying their new space. Both facilities are top notch and offer many new learning experiences for the students.

The L'nui'sultinej Conference was held at St. Francis Xavier University this year; this was by far the most successful Conference ever. The students from Lennox Island, PEI, provided entertainment during the opening ceremonies. This is something that was well received because the students performed the Honour Song in Mi'kmaw. We congratulate them and thank them for their hard work.

The highlight of this year at MK was the signing of the Provincial Education Services Agreement. This is the first time that the Province of Nova Scotia has agreed to accept responsibility for the delivery of quality educational programs and services for the Mi'kmaw students attending public schools. This will benefit the students attending Nova Scotia schools. This year, also marks the final year of the MK funding agreement with the hopes of renewal set for April 1, 2010.

It has been my pleasure to serve as the Executive Director for Mi'kmaw Kina'matnewey.

Wela'liog,

Eleanor "Tu'ti" Bernard



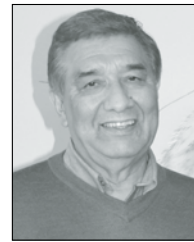
Board of Directors



Chief Terrance Paul,
Membertou



Chief Anne Francis-Muise,*
Pictou Landing First Nation



Chief Charles Dennis,*
Eskasoni First Nation



Chief Brian Toney, Annapolis
Valley First Nation



Chief Lester Peck,*
Wagmatcook First Nation



Chief Deborah Robinson,*
Acadia First Nation



Chief Theresa Meuse,
Muin Sipu (Bear River)



Chief Kenny Basque,
Potlotek First Nation



Chief Jerry Sack,
Indian Brook First Nation



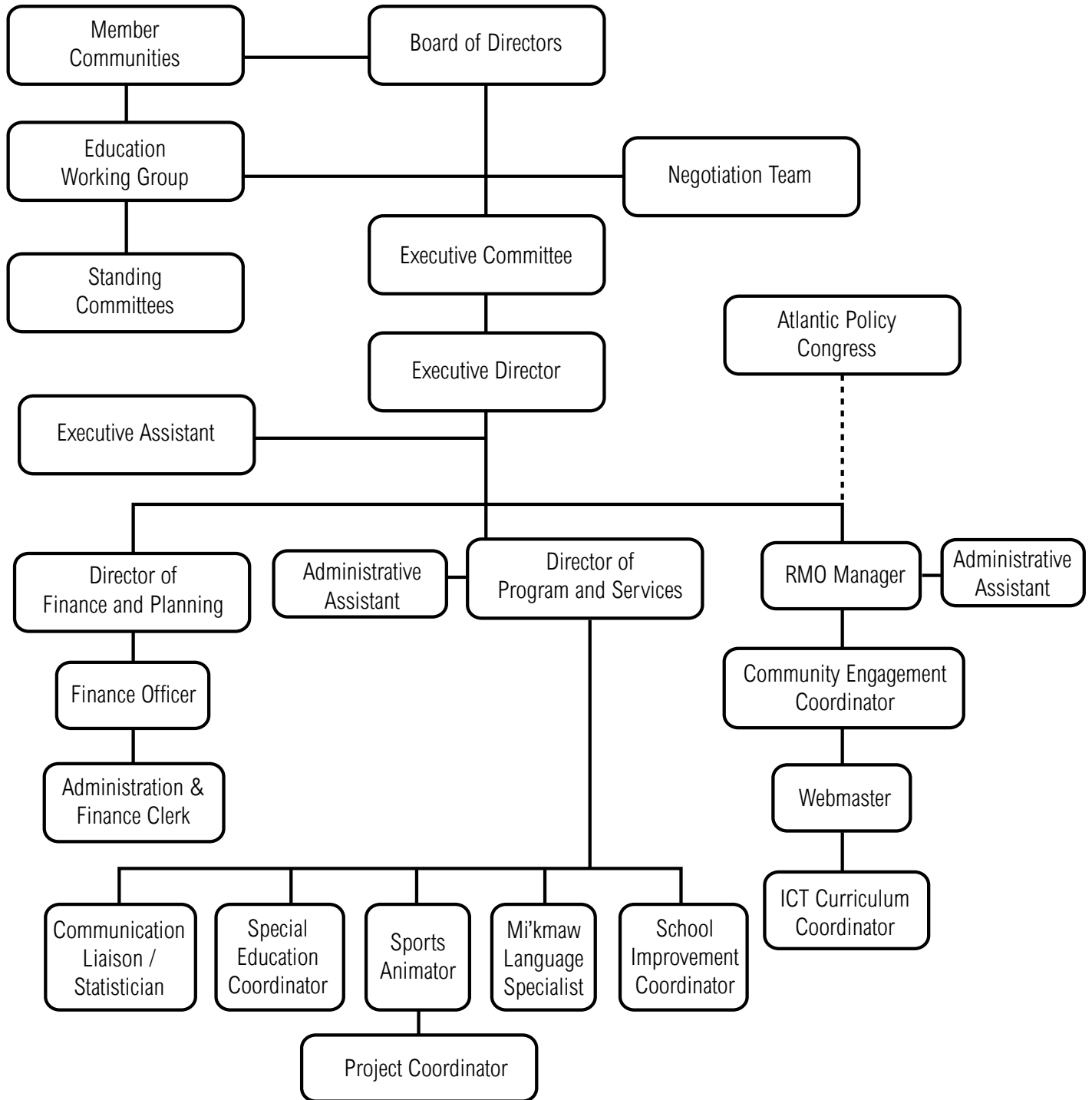
Chief Morley Googoo,*
We'koqma'q First Nation



John Frank Toney,
Eskasoni School Board

* Executive Members

Organizational Chart



Mi'kmaw Kina'matnewey Program Reports

Report on Plans and Priorities (2009 – 2010)

Lauretta J. Welsh



The 2009 – 2010 Mi'kmaw Kina'matnewey (MK) operational plan continues to focus on the effective and efficient management of education programs while creating new opportunities and striving for excellence within our First Nation education system. During the 2005 – 2006 fiscal year an in-review of MK's strategic goals and objective was undertaken with the aim of establishing a strategic direction for MK and its member communities for the next five year period. MK is committed to work with the participating communities towards the achievement of the following strategic goals for 2009 – 2010:

1. Programming Area 1: Inter-Governmental Relations

Objectives:

- a. Implement existing provincial tuition agreement in an effort to improve student success and manage expenditures within budget.
- b. Strive for equitability of funding between provincial schools and band operated schools with emphasis on securing additional funding to implement the provincial teacher's salary scale within band operated schools.
- c. To increase transparency in community education governance and spending.
- d. Develop and implement a communication strategy for MK and its member communities (i.e. MK newsletter, website, ect.)
- e. Advocate for increased funding opportunities for Mi'kmaw Language and culture.
- f. To develop Mi'kmaw assessment model and curriculum based on Mi'kmaw language and culture.
- g. Provide training on the student assessment process.
- h. Provide student assessment results segregated by band operated school and provincial school.

2. Programming Area 2: Community Governance and Administrative Frameworks

Objectives:

- a. Advocate for additional school construction projects for Watmatcook First Nation (school), Membertou First Nation (school), and Eskasoni First Nation (high school gym.).



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

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

Objectives:

- a. To increase the number of computers per capita in band operated schools.
- b. Increase opportunities to access new technology in band operated schools (i.e. Micro Media Flash Suite, editing technology, multimedia technology) and provide professional development opportunities for teaching staff to learn and implement new technology.
- c. To increase response time for request for services and increase the number of visits to band operated schools.
- d. Upgrade existing Internet access from T1 lines to fibre optics.
- e. To increase on-line multimedia curriculum for Mi'kmaw Language and Culture (i.e. e-books, CD ROMs).
- f. Digitize existing Mi'kmaw Language and Cultural material (Hard copy material and VCR tapes)
- g. To update on-line Mi'kmaw Dictionary.
- h. To develop and implement a "Teacher Web" web site for access by all schools.
- i. Access to increased professional development opportunities.
- j. Provide opportunities for information technology summer camps for our youth.
- k. Increase video-conferencing networking and teaching opportunities

4. Programming Area 4: Mi'kmaw Language and Culture

Objectives:

- a. To explore the feasibility of certifying Mi'kmaw Language Teachers in the provincial school system.
- b. To develop a centralized resource centre for Mi'kmaw Language materials.
- c. To explore the feasibility of establishing a Mi'kmaw Language College.
- d. To develop partnerships with other First Nation communities to exchange and develop language skills.
- e. To develop and implement a Mi'kmaw immersion summer camp for adults who are non-speakers, and for youth.
- f. To explore the feasibility of implementing a Mi'kmaw immersion program, including Mi'kmaw interactive software, from k-4 to grade 12.
- g. To collaborate with the elders, communities, and educators in the



- development of Mi'kmaw language and cultural curriculum.
- h. Develop and implement standardized testing for the Mi'kmaw language.
- i. Provide Mi'kmaw language training opportunities for Mi'kmaw Language teachers.

5. Programming Area 5: Band Operated Public School Programs

Objectives:

- a. To enhance student support programs (i.e. guidance and counseling) for high school students.
- b. To increase networking opportunities with the provincial school system.
- c. To enhance education standards.
- d. To develop and implement a program for teacher orientation that is relevant to community dynamics.
- e. Promote literacy through the adopt-a-library program.
- f. Access to qualified librarians.
- g. Support for the implementation of school improvement plans.
- h. Provide access to standardized templates for school policies and administrative frameworks.

6. Programming Area 6: Healthy Living

Objectives:

- a. To help communities obtain adequate resources and programs for life-long learning.
- b. To provide communities with policies related to students with special needs and opportunities for professional development on related issues.
- c. To help communities obtain adequate resources and programs for early childhood education.
- d. To ensure that high quality educational materials are available for all students.
- e. To increase parental involvement in Healthy Living activities.
- f. Up-grade outdoor equipment and playgrounds.
- g. Provide access to after school programs.
- h. Provide access to healthy cooking lessons with family partnerships.
- i. Implement healthy breakfast and lunch program in all band operated/ public schools.
- j. Promote alcohol and drug awareness

7. Programming Area 7: Special Education

Objectives:

- a. To increase program development and enhance service delivery.
- b. To increase access to assessment for learning disabilities.

- c. To provide professional development for teaching staff.
- d. To increase access to teaching resources (i.e. software and technology)
- e. To develop partnership with stakeholders.
- f. To provide increasing funding opportunities for programming.
- g. Increased support for early screening intervention and remediation.

8. Programming Area 8: Continuing Education

Objectives:

- a. To provide increased funding opportunities for programming.
- b. To increase the number of Mi'kmaw teachers in post-secondary institution.
- c. To increase partnership opportunities with post-secondary institution.
- d. To address the child care needs of post-secondary students.
- e. Develop and implement PSE student performance indicators.
- f. Increased support for off-campus program delivery.

9. Programming Area 9: Early Childhood Education

Objectives:

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



Elementary/Secondary Education

John Jerome Paul
Director Of Program Services



Our MK community's were led by Indian Brook and We'koqma'q in 2009, in the development of the infrastructure they need to run their own school system. Both of these communities were able to complete new schools where their students can benefit from expanded programming. From this will come the Governance and the human capacity to run an Education system that will make them the leaders in Indian Education. Student success will be an expectation rather than a hope. The repatriation of their students will set the stage for future development. In 2009, all MK communities look forward

to the implementation of the First Nation Student Success Program which will allow for the future Pedagogical Development of our schools and its professionals. As stated in previous years, "Success breeds success," yet we can only be as successful as the support we receive from Government. MK is in the midst of negotiating a new funding agreement and it is the hope of all our communities that a properly funded Education System is the result. The Government always talks of "Bridging the Gap" with the public school system but only funding the Band Operated system at 70%.

A strong school system is what will break the cycle of poverty.
 A partial list of accomplishments is as follows:

- We'koqma'q and in Indian Brook School projects were opened in Sept 2009, and the anticipation has been replaced with the joy and now realization of the ability of both communities to complete on time and on budget their new schools.
- L'nui'sultinej Conference 2009 is a success, with over +400 participants
- High School Graduation rate at 70 %, reflecting the continued strength of our programs and intervention strategies.
- MK SIS under the Dadavan initiative has now gone web based. The FNOutcomes program will allow for easier access by all communities and staff. Modules for Teacher Plan Book, Parent Page and other features are set to be released in the fall of 2009
- Development fund for the MK Principals Committee has provided for more integrated professional development for all school staff in the MK school system.
- School Improvement Planning being expanded under the FNSSP with a rollout to all schools in the next few years.

Post Secondary Education

John Jerome Paul
Director Of Program Services

In the past four years our MK communities have, on average, deferred about one hundred (yes 100) students who met all entrance requirements to go to a PSE Institute. These numbers are set to go higher as our schools have been achieving increased success. This is the one program that our FN Students are relying on to escape the poverty that surrounds them, the one program that offers them a hope for a brighter future. The government has yet to come up with a remedy for the chronic under funding of the PSE system and in 2009 will under take to audit the PSE program for waste and misappropriation. Someone should remind the Government that a similar exercise was done in 2000 but with a promise for quick action if unfounded. No waste nor WMD's etc were found and no action to fix an underfunded program was taken. At least this Government has not promised quick action if it does not find what it is looking for. Then again, this Government has not needed to have an excuse for its repressive policies, it just does it.

This Government talks of "Closing the Gap", yet their fiscal policies in PSE are only "Widening the Gap". Last year the Canadian Government apologized for its role in the Residential schools. It was the hope of all FN's that this apology would be followed by fiscal policies in all areas of our lives that truly bridge the gap between FN's and the rest of Canadian Society.

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

- Increased PSE funding, with up to 400 students in post secondary institutions
About 1 in 5 of these students is in a science related field
- Community delivery of PSE programs continues to raise the bar for student success. Graduates from 2006 BEd co-hort set for graduation in fall of 2009.
- Math and Science co-hort doing well and a new BSW co-hort in the works.
- Completion of course tracking and funding tracker under FNOutcomes, rollout and training scheduled for fall of 2009

Remember

There are still deferred students in our MK communities, and about 50 students on student loans. These are the people we need to break the cycle of poverty we live in, and the Debt to escape this poverty is Immoral and is not the answer.



The Jilaptoq Joint Initiative (formerly called “The Piamaptimk Project”)

Stephanie Inglis

Mi'kmaq Web Based Dictionary

The Piamaptimk Project now known as the Jilaptoq Joint Initiative (Jilaptoq meaning “S/he makes or leaves footprints”) was funded to create digital, interactive Mi'kmaw educational support material for the Nova Scotia Department of Education Grade 7 Mi'kmaw Curriculum. We have made great progress during 2009 with the former Piamaptimk Project now known as the Jilaptoq Joint Initiative or Jilaptoq for short.

We now have the Jilaptoq Website up and running.

www.firstnationhelp.com/jilaptoq The website contains many digital interactive Mi'kmaw educational support tools:

1. a Talking Mi'kmaw Dictionary, with pictures and video, in both the Smith Francis and Listiguj Orthographies;
2. a Teacher Resource Section including talking books, songs, prayers, animated culture videos and basic Mi'kmaw conversations for everyday use;
3. a Mi'kmaq Grammar section which is under construction but which will have interactive ways of explaining how the Mi'kmaw language works including a wordpart dictionary for looking up what each part of a Mi'kmaw word means. The content is done for this section (see deliverables 2008 report). We are now working on the web design.

The Jilaptoq Website was tested at the L'nui'sultinej Conference held at St. Francis Xavier University in Antigonish, Nova Scotia, this past May, 2009. The website was very well received. The Jilaptoq Website is licensed under the Creative Commons License. Please refer to the Creative Commons website for more details.

<http://creativecommons.org/licenses/by-nc/1.0/>

A two-day working meeting with all “Dictionary Team Members” was held at Mi'kmaw Kina'matnewey in Membertou, Nova Scotia, on January 12th and 13th, 2009. Participants from Listiguj, Quebec, included the creators of the Mi'gmag Online Talking Mi'kmaw Dictionary: Diane Mitchell, David Ziegler, Fred Metallic, Joe Wilmot, Sean Haberlin and Watson Williams. The Unama'ki project team was made up of Kevin Burton, Blaire Gould, John Jerome Paul, Yolanda Denny, Stephanie Inglis, Rosemary Marshall and Peyton Chisholm. Mi'kmaw Elders were also present. They included Elizabeth Paul, Josephine Peck and Lillian Marshall.

A test transliteration of the Mi'kmaq Online Dictionary from the Listiguj Orthography into the Smith Francis orthography has been completed and is now being checked.

<http://www.mikmaqonline.org/servlet/dictionaryFrameSet.html?arg0=ey&method=searchFromMikmaq&fs=1>

All Videos and photographs are now tagged and ready to be up-loaded to the Talking Mi'kmaw Dictionary. The up-load will be done by Dave Ziegler, the Dictionary data base manager.

One of our dictionary website projects involves taking categories from the MK dictionary and Listiguj dictionary and blending them together. This has resulted in a new database, which shows twice as many words for each thematic category and, more importantly, regional differences for Mi'kmaw words. Our joined thematic categories should be loaded up on to the Talking Dictionary by September of 2009.

Watson Williams of Listiguj has donated his digitized copies of both the Rand and the Clark Mi'kmaw Dictionaries. We hope to load these to the Jilaptoq site for use by educators once copy right on "out of print" materials has been checked.

The Mi'kmaw Language Department of the Potlotek First Nation's School Board has decided to join us in our Jilaptoq Website Initiative. The Language Department of Potlotek School has indicated a willingness to contribute some of their excellent interactive videos to enhance the Jilaptoq Joint Initiative.

Keeping the project going: planning for sustainability

1. MK has set up a language lab for Mi'kmaw university students to translate material.
2. MK / MCI video conferencing site has been set up to enable networking between Mi'kmaw university students and Mi'kmaw Elders. Mi'kmaw Kina'matenewey has set up a language lab where Mi'kmaw university students as part of their Mi'kmaq Studies course work done in Stephanie Inglis's university courses will be able to digitize and translate Mi'kmaw material for the Jilaptoq Website. An MK / MCI video conferencing site has also been set up to allow for Mi'kmaw university students to liaison with Mi'kmaw Elders involved in the Jilaptoq Initiative.

As we talk more about the Jilaptoq website we are beginning to realize that this truly is a Jilaptoq Joint Initiative. Mi'kmaw educators are very excited about the direction taken by the project in terms of shared ownership and to this end we have begun to receive very positive feedback concerning our test website. Beginning in June 2009 will be having monthly video conferencing meetings with all of our teams. We foresee that more Mi'kmaw communities will want to become involved with the Jilaptoq Joint Initiative, with each community contributing Mi'kmaw language material as well as unique Mi'kmaw educational needs to the project. Non-Speaking Mi'kmaw communities have requested more everyday conversational units; while, Mi'kmaw teachers from Mi'kmaw speaking communities such as Potlotek, Listiguj and Eskasoni have requested more interactive online Mi'kmaw material for the advanced students in higher level grades.

Lastly, it is important to note that the Jilaptoq website www.firstnationhelp.com/jilaptoq is in a process of development. As we share the website with Mi'kmaw and Non-Mi'kmaw educators the website will undergo many changes as we upload and test new material and as we get feedback. We foresee by the end of March, 2010, to have a very exciting Digital Interactive Mi'kmaw Educational Support Material Website which will help to sustain and support the teaching of the Mi'kmaw language.

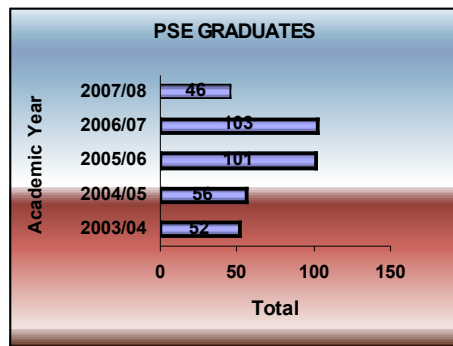


Community Liaison/Statistics

Vera Marr
Community Liaison/Statistician

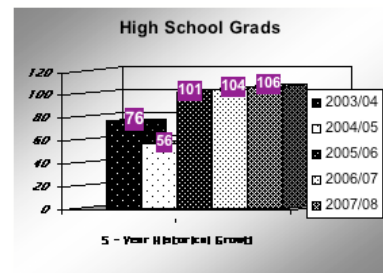


During past year the main focus has been on the DADAVAN nominal roll reporting system and ensuring the bands have complete and accurate information inputted into the system. To date, bands have completed their information and most of the glitches have been worked out. A preliminary report was done in May by the band and again in June in to meet the deadline requirements. Training was also provided for any new components added to the system was done in June and provided to the key people in communities. They are now ready for the academic year 09/10 beginning in September.



The system has now switched over to a web-based program called Outcomes and is being housed through the secure system at the Department of Education. Bands can now access their information by signing on to the Outcomes system from remote locations if necessary. Bands and permitted administrators can only access their band's information that they have permission to access. For example, if an individual is responsible for collecting and inputting elementary/secondary on-reserve student information then that is the information to which they will have access.

The program has evolved over the last couple of years to include all aspects of education from daycare to post secondary. Components and updates have been made to include the daycare, headstart, elementary/secondary and post secondary students in the Outcomes system. This allows MK and the bands to track an individual's academic life up until he or she graduate from the schooling system. This will be a huge help in identifying areas such as school attendance projections, graduates, dropouts, etc., or any other area that all bands may want to monitor for their own purposes. A band can transfer information into reports from the program into an Excel format and manipulate information or they can build reports suitable for their communities purposes directly from the program.

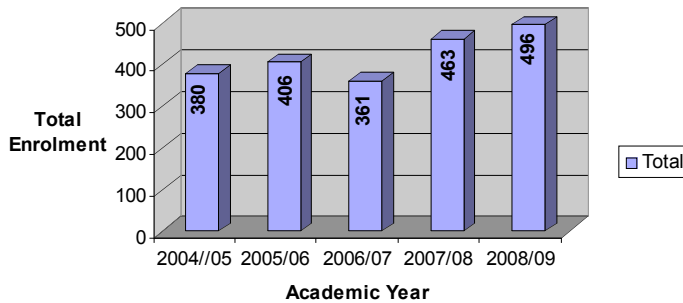


Key people in the communities who are responsible for inputting this information have been trained or familiarized with the Outcomes (Dadavan) systems. Two major training sessions took place in June and August. This allows the key people to become familiar

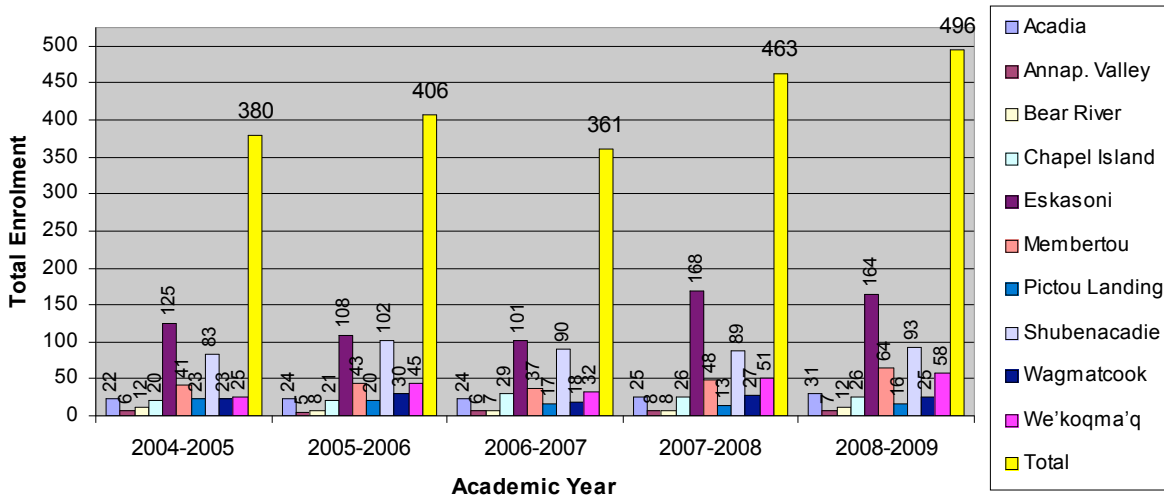
with the new changes to daycare, nominal roll and post secondary. Ongoing training will be provided as necessary throughout the upcoming year. As it stands right now, bands are becoming used to operating in the system. A hands-on approach is probably the only way to ensure that the use of the system becomes efficient. My goal is to have key people in the communities/schools proficient in the program and have one key or a go-to person in that community to assist them and build a network amongst themselves. This, I think, helps overall to make the system run as smoothly as possible.

As the year progresses, I hope to explore and expand the community liaison aspect of my position. I'll be in touch with the bands for any input to new initiatives that may arise that may be beneficial to the bands. If any bands have ideas or information they would like to share about programs that may be of use to all of MK, they can contact me at the office in Shubie.

**MK BANDS - Post Secondary Growth
5 Years (2004-2009)**



Post Secondary Total Student Enrolment (2004-2009)



Atlantic Canada's First Nation Help Desk

Kevin Burton



Atlantic Canada's First Nation Help Desk (firstnationhelp.com) provides broadband connectivity, technical support, and limited hardware and software support to Atlantic First Nation schools. The program is part of the First Nation SchoolNet (FNS) program of Indian and Northern Affairs Canada. Mi'kmaw Kina'matnewey is the Regional Management Organization (RMO) for the Atlantic region. There are five other RMO's across the country, providing services across Canada.

Fiscal year 2008-09 was, in many ways, similar to several of the previous years. Once again, this was the last year of the FNS program mandate and initial financial commitments continued to fall. One of the rewarding aspects of this past year's activity was the wonderful support of the program shown by many different people and sectors.

First, the Assembly of First Nations (AFN - November, 2008) and the Mi'kmaq, Nova Scotia, Canada Tripartite Forum (December, 2008) each passed the following resolution of support:

ISSUE: Continuation/ Full Funding of First Nation SchoolNet Program

WHEREAS: The First Nation SchoolNet program has been one of the most successful educational initiatives ever, bringing connectivity, technical support, videoconferencing, and programming to First Nation schools; and

WHEREAS: In this, the last year of the program's authority and budget, all of the six RMO's have had significant cutbacks: and

WHEREAS: The SchoolNet program is basically the only level of technical and connectivity support for our schools.

BE IT THEREFORE RESOLVED THAT: The Chiefs support new five-year program authorities and full funding for the First Nation SchoolNet program.

Following these outstanding shows of support, there was a nation-wide program review of the First Nation SchoolNet program. Numerous students, teachers, administrators, counsellors, and education directors came forward and responded to online, telephone, and videoconference surveys and interviews. The evaluation was completed with very positive results, demonstrating overwhelmingly how important the program is to our



communities. The evaluation is now online at:

<http://www.ainc-inac.gc.ca/ai/arp/aev/pubs/ev/fns/fns-eng.asp>

The Mi'kmaw Kina'matnewey Board of Directors, again courageously made a commitment to support the Help Desk for its member schools regardless of federal funding levels. There was even a Member of Parliament, Tilly O'Neill-Gordon of Miramichi, NB who used to be a teacher in the Burnt Church First Nation School who wrote a strong letter of support to INAC Minister Strahl. Wela'lioq (thank you) to all who came forward in support of this critically important program.

During this period of so many people showing support, our funding level was increased twice. The initial funding level of \$630,000 would have carried the program through only ten months. The first increase of \$72,830 was supplied by the national INAC education office and guaranteed that connectivity would continue through the full twelve months. Then, in January, the Atlantic Regional office of INAC allocated another \$82,000 which provided money for each school to acquire needed hardware or software for their schools. Often the purchases were Smart Boards, Smart Audio, laptop or desktop computers, LCD projectors, printers, or software programs.

In the end, the First Nation SchoolNet program received a two-year mandate (through 2010-11) at a funding level that is not sufficient for the need, but which will enable the Help Desk to survive and for the schools to receive their high speed internet and videoconference services that they have come to expect. With everyone's help, we will continue to work to provide the best possible service!



Special Education Policy Development Project

Valerie Marshall Bowers



The Special Education Program Project has continued in the intervention based model for Special Education practices in schools and communities under the Mi'kmaw Kina'matnewey Agreement. This year funding for SEP was allocated to Acadia, Annapolis Valley and Bear River for the first time, under this agreement. These three communities were able to provide Special Education services for their children, which included professional educational assessments, assistive technology, tutoring services among many other programs and services.

Reporting guidelines for SEP funding has changed this year, it is now tied into the Nominal Roll report that is due on October 15th . SEP Workplans are still a requirement for the communities to receive SEP funding.

One of the Literacy initiatives that Mi'kmaw Kina'matnewey has been doing is The Dolly Parton Imagination Library which had its official launch at the Elizabeth Cody Preschool in Indian Brook. Representatives from INAC, Health Canada, MK, volunteer Kay Desborough, Catriona Sturton from Invest in Kids and Chief Jerry Sack. Among the attendees were the parents and children of the Preschool, elders and community members of Indian Brook, CHR and the Nurse, the preschool staff, and the Eastern Eagle Drumming Group. APTN, ATV News, CBC and ASN provided coverage for the Launch. Mi'kmaw Kina'matnewey was the first Aboriginal community in Canada to launch the Dolly Parton Imagination Library. This program has been funded by INAC and Health Canada for this year. Proposals have been sent out to request funding to continue this program. The Dolly Parton Imagination Library mails out appropriate books to registered newborns until they reach the age of five. Funding for the Dolly Parton Imagination Library has been cost shared by INAC and a Literacy Grant from RBC.

Another one of MK's Literacy initiative are the StorySacks, Kay Desborough, MK Volunteer, has once again produced 13 StorySacks for all the 13 First Nation communities. Unfortunately this past May is the last time that Kay Desborough will be volunteering her services for all literacy initiatives, which includes the production of StorySacks. Funding for Storysacks has been cost shared by FNIHB and INAC. The StorySacks, the Germs and Flu Kits were delivered in May to all of the 13 communities.

Mi'kmaw Kina'matnewey purchased 60 "Welcome to Parenting: Comfort, Play, and Teach" kits for the Health Centre & Maternal Child staff. They have been given out to parents of newborns, born between January and March 2009.



The Eating Game has been translated into Mi'kmaw by Yolanda Denny of MK and provided to MK community schools, preschools, daycares and Headstart Centres. MK bought the Eating Games for schools and INAC bought the rest for Daycares and Headstart Centres. The Eating Game has been developed by Jean Nicloe of EyeCan Productions and it is a game designed to help children with special needs to make better food choices. The game has modified to meet the dietary needs of First Nations people.

Mi'kmaw Kina'matnewey, under the Special Education Program Project purchased 10 copies of the Black and White Professional Version of the Kurzweil Software last March. This past August, 12 resource teachers were trained on how to use this assistive technology software in North Sydney. Sheila Kublek, the Assistive Technology Specialist, from the Cape Breton Victoria Regional School Board, did the training. All teachers reported that this was very good training and they were each given a copy of the Kurzweil Software to take back to their schools. The Mi'kmaw Kina'matnewey Special Education Sub-committee, that was formed January 2008, is still meeting regularly, almost every month. The committee decides on issues dealing with Special Needs, which include professional development for the teaching staff. The SEP sub-committee also reviews the SEP Workplans for SEP funding. The SEP sub-committee also provides guidance for the IPP Pro software development.

This past year, there were a number of in-servicing available that each community schools participated in. A few of the communities had PEBS training, Autism workshops, while others took part in the Crisis & Trauma Resource Institute Inc. Workshops held in Halifax and Moncton.

Starting in August 2008, Deanna Morris Francis, started her training as a Reading Recovery Teacher Trainer in Truro. It is the first time that a member of one of our First Nations communities will be trained as a Trainer. Ms. Morris will be able to train teachers to become Reading Recovery teachers in about two years. Ms. Morris's name was chosen by the SEP Sub-committee members as being the ideal candidate for the Reading Recovery Training.

There is involvement in a national level with having membership with the AFN –INAC Special Education Working Group, which requires quarterly meetings, either in person or conference calling.

The Student Services Needs Consultant on Special Needs continues to liaison with the following groups:

- MK Community Schools and School Boards
- Nova Scotia Department of Education
- Mount Saint Vincent University (Cohort: Masters of Education in Curriculum with Specialization in Supporting Learners with Diverse Needs)
- Nova Scotia Provincial School Boards
- Learning Disabilities Association of Nova Scotia
- Autism Society of Nova Scotia

- Centre of Excellence for Children and Adolescents with Special Needs (MSVU)
- AFN/SEP Working Group
- DADAVAN, software developer
- Acadia University Cohort: Masters of Education in Counselling)
- Health Canada First Nation Inuit Health Program
- Indian and Northern Affairs Canada (Education Department)
- Invest in Kids (The Dolly Parton Imagination Library)
- RBC Financial Group
- Provincial Autism Centre of Nova Scotia

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



Sports Animator

George "Tex" Marshall



We have had another productive year with MK Schools and the numerous events and activities for the students. The PA Grant project was a tremendous success with 100 % of the schools and communities participating. The students do in fact benefit from these projects, as the goal is to promote Physical Activity.

We did in fact have MASH (Dodge ball) tournaments for all grade levels this year. I would like to take the opportunity to acknowledge and thank our hosting schools, We'koq'maq, Eskasoni, and Potlotek.

The students enjoy these events, as they are an opportunity to spend a day with students from other communities. A special thank you is extended to Potlotek School and their hospitality, and they provided a meal for all the students who participated in the MASH Tournament that was held there. Wel'aliek...

Some of our students also participated in the 2009 National Aboriginal Hockey Championships (NAHC) as we had sent both Male and Female Teams this year. Thank you to all those involved in this very worthwhile opportunity for our young Aboriginal Hockey players.

Once again we have had our 3rd Nova Scotia Schools Aboriginal Track & Field Championships which were hosted this year by Eskasoni School on May 27,28. There were approximately 200 students who participated and it was a great two days for all those involved with the event. A special thank you to our Volunteers for the event. Incidentally, each community / school won at least 1 Gold, 1 Silver, 1 Bronze at this year's event (a first).

I am looking forward to another productive year for our MK Schools in 2009-10. Some planning is being arranged to promote more Inter-school events, tournaments, and activities in different sports for the upcoming school year. It is our hope that this will create and support even more opportunities for our students. Wel'aliq.....



Mi'kmaq Language Specialist

Yolanda Denny



Kwe, ni'n na Yolanda Denny aq kekkina'muey L'nui'simk. Ni'n elp sewaskiwi'kikey wjit Mi'kmaw Kina'matnewey aq wjit ta'n wen tel nuta't. Kekkina'maqik mijua'ji'jk L'nui'simk ta'n wutanl mu weskwewaql l'nui'siln wenl. Metue'k wjit na wutanl m'ta entutij tli'suti'muow. Ni'n ewe'm Greymorning Accelerated Second Language Acquisition ta'n tel kina'muey, aq mijua'ji'jk kesatmi'tij mta naqmasiaq wjit nekmow.

Ni'n elp apoqntm wjit online dictionary. Apukjik nekmowey kaqkisa'tasik aq we'wasitew kekkina'muemk l'nui'simk wjit grade 7. Tettew nasik internet-iktuk ta'n msit wen kis we'wtew.

Tettal klusuaqn aq maw tettal picture'l aq video'l wjit wen ta'n mu l'nui'sik.

Amujpa kelo'tmu'k L'nui'simk, mta ne'wt sika'q, mtuwe'kitew ta'n tel apija'tumk.

Hello, I am Yolanda Denny and I teach Mi'kmaq Language. I also translate English words to Mi'kmaw for Mi'kmaw Kina'matnewey and for anyone that requires it. I teach Mi'kmaq language to children in communities who have few or no language speakers. It is very difficult for these communities because they are losing or have lost their language. I use the Greymorning Accelerated Second Language Acquisition program to teach basic language skills and the children respond very enthusiastically to the program.

I also work with the online dictionary group. It is very exciting because we have made very big strides in putting the pieces together for this project. It will soon be available online for the grade seven Mi'kmaq language program and it will also be available for the general public.

We have to keep our Language because if it's gone, then it will be extremely difficult to get it back. Our language is the core of our culture, without it, we will lose our identity.

Wela'liog.



School Improvement Coordinator

Laurianne Stevens



For the 2008-09 school year, the FNSSP has been focused on the schools in Eskasoni. To date, all three schools in Eskasoni are currently working towards the completion of their school improvement plans. The Chief Allison M. Bernard Memorial High School's plan is currently being implemented with the approval of the MK Validation Team. In September 2009, the high school will be in their second year of implementation. The Eskasoni Elementary / Middle School and Unama'ki Training and Education Center (TEC) are near completion of their first draft of the school improvement plan. In September, both schools will be meet with the MK Validation Team. During this visit, the approval of the plans will be decided.

By the end of the 2008-09 school year, Membertou, Potlotek, We'koqma'q, and Wagmatcook will be on board with the FNSSP. Each community will be gathering information from stakeholders (students, parents, and staff). In September 2009, there will be two coordinators who will be dividing the workload. One coordinator will work with the team leaders in Membertou and Potlotek while the other coordinator works with We'koqma'q and Wagmatcook.

During the 2008-09 school year, the directors and principals participated in workshops on how to prepare for the school improvement process. Following this, the communities previously mentioned, took part in a similar type of workshop to further their knowledge of the school improvement process.

In April 2009, all of the team leaders in all MK schools, participated in the Data Driven Decision Making Module facilitated by Ben Samson (NSELC) along with myself, Laurianne Stevens. The three-day workshop gave each participant the opportunity to look at various types of data and learned how to use it.

With regards to the MK Strategic/Operational Planning, the evaluations suggested to us that we must make changes to next year's symposium. Although the symposium was once again a success, the communities expressed an interest in revising the contents of the symposium. A planning committee will be formed and will begin planning in the new school year. The communities will be on their own next year without facilitators during the community planning sessions. Each community has the tools and the templates to work independently as suggested by the facilitators, themselves.

I look forward to working with more communities in the upcoming school year towards the continuing success of our First Nation students.



Mi'kmaw Community Education Reports

Acadia First Nation

Janice Francis
Education Director

1. Mission Statement:

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

2. Education Demography:

There are 63 students on the band's elementary/secondary nominal roll for 2008- 2009. All these students attend provincial schools. There are 31 students on the 2008-2009 post secondary education nominal roll. For the 2007-2008 academic year 6 students graduated from post secondary studies.

Some partners in education include:

- Atlantic Canada's First Nations Help Desk
- Dadavan
- Micmac Family & Children's Services
- Mi'kmaq Employment & Training Secretariat
- Mi'kmaw Kina'matnewey
- South Shore Regional School Board
- TriCounty Regional School Board
- White Point Beach Lodge Resort

3. Accomplishments and Highlights:

- After school activities
- Communication - newsletters
- Daycare, Youth Centre
- End of school year student awards ceremonies
- Field trips
- Language program for pre-schoolers
- Acadia First Nation
- 2008-2009 Community Annual Report
- Education
- RCMP - Adopt - A - Library Program
- Participation in cultural awareness/events



- Partnership development with local businesses and organizations
- Provincial school board representation
- School lunch programs
- Student support/tutoring services

4. Web Site: www.acadiafirstnation.ca



Annapolis Valley First Nation

Marilyn L. Toney
Education Director

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

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

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

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

The Administration follows this flow:

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

Financial Management flows in the following way:

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

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.

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 Tammy Morrison from Bear River First Nation and Jude Gerrard is employed with Annapolis Valley Regional School Board



who is the Mi'kmaq Services Specialist. Three Wishes Daycare is located on reserve and is also overseen by a committee as well.

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

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

In the summer the band pays for Golf, Soccer and Baseball Registration and funds any child who wants to attend a summer camp. We also fund all students 10 years old and up who are in school and going back to school in the fall to be a part of a youth team to do numerous duties and activities in the community.

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

We now have an ABC Room located at the Youth and Elder's Centre that have five on site Apple Computers for students. This room is also used for tutoring and youth gatherings.

Education Parent Handbooks were distributed to each household in the community, these handbooks were filled with Parent resources and local contact information for School representatives.

Some key factors that have impacted our education system are:

The level of funding for several education program initiatives such as: language, tuition,

children diagnosed with special needs (ADD/ADHD, OCD, FAE/FAS and Dyslexia) is inadequate. The existing education facilities that are servicing our community now are:

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



Bear River First Nation

Carol Thompson **Education Counselor**

Since joining Mi'Kmwaw Kina'matnewey in April 1, 2004 Bear River First Nation has experienced challenges. Being a smaller First Nation students attending 6 school this causes limited funding and makes it very hard to accommodate all the requests coming in for the school year and extra curriculum activities. Bear River First Nation's Chief & Council continue to work together with their departments; Health Center, Cultural & Heritage Center, Band Office, and Muin Si'pu Learning Center in order to keep programs going and to continue to help students.

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

- Elders Teachings
- Pre-School
- Head Start
- Adult learning as needed and started as of April 2009 and continue through to April 2010 Teacher Hal Theriault To date 17 Adults registered for classes
- Tutoring (looking for a person to accommodate this area)
- Language (looking to change this area for the betterment of the community)
- Computers, video conferencing, basic computer skills and internet accessibility
- with Jena Melanson along with First Nation Help Desk
- Child Care Co-Ordinator Belynda Skerry
- Child Care Assistants Jena Melanson, Angela Meuse and Kathy Carty
- Special Needs Assistant / Student Support Worker Krista Peck
- Annapolis Valley School Board Member (2008-09) Tammy Morrison

The Bear River First Nation holds language classes and wishes to continue pending on funding. Language classes consists of; Recording, Reading, Writing, Singing, Video and Conversation in Mi'Kmwaw Rose Meuse helped produce Video of our community in our language

Carol Thompson, Education Counselor, attends M.K. Education meetings and workshops when possible and funding is always an issue. Carol works with the nominal roll, provincial schools, students, teachers ,school related activities, parental and community involvement, special needs and teacher retention proposals. School Improvement workshop. Students residing on the Bear River First Nation attend provincial schools in both Annapolis and Digby Counties and there are some who attend community colleges, universities, and Adult Learning Centers.

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

Eskasoni First Nation

Patricia Marshall
Director of Education

Eskasoni, the largest Mi'kmaq Community east of Montreal, in 1980 took local control over its educational system. 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 Una'maki 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 1202 from Daycare to High Schools. In addition we have 164 full/part time students enrolled in various universities across the country. Our staff consists of 175 employees, who include teachers, teacher aides, student aides, guidance, administration, speech language pathologist, janitors, bus drivers, clerical, and daycare workers.

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

ESB had nine of its teachers enrolled in the various Masters of Education Programs. Two have recently received their Masters. The other seven are continuing with their studies. Also, a Teacher Aide certification course, was offered through the Institute for Human Services Education, and will be completed by the end of July and a second course is scheduled to start in the fall.

The Una'maki Training Centre will be moving into a new building later on in the fall. Also, a feasibility has been done for a new gym at the Allison M. Bernard Memorial High School.

Some activities that the school board has done this year involves revising policies and working on its strategic plan. The Eskasoni School Board has undergone a new face lift!



We have painted our walls and put in new flooring. We also have new computers. Our office is looking very nice.

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. The Eskasoni School Board provides policy, direction, financial management and overall administration.

Child Care services are open to children from ages two to five years. The four and five year old children are enrolled in the half-day program while the two and three year olds are in the full day program. In the 2008-2009 academic school year we have approximately 25 children registered and one special needs child. Our numbers are increasing every day because parents have to fill all required forms before their children can be enrolled in the day care.

The full day and part time program is a fun filled program that enhances the child's intellectual, emotional, and social development. The day care provides two nutritious snacks and healthy hot lunch daily. The program is taught in Mi'kmaq and culturally oriented. During circle time, children are taught the Mi'kmaq colors, numbers, shapes and days of the week, animals and nursery songs. We strive to teach the children the Mi'kmaq culture in our weekly themes. We have received comments from the school how the children that come out of day care are so well prepared going into the school system. In 2009-2010, we are predicting a fun and interesting school year with the day care running in its full capacity.

Eskasoni Elementary & Middle School

The Eskasoni Elementary & Middle School is proud to have a number of success stories. The primary success story from an administrative perspective is our immersion program, which runs from Kindergarten to Grade 3 and has been a tremendous success. This program is also supported through school wide initiatives such as students' reciting of the Lord's Prayer and singing O Canada in Mi'kmaw every morning. Students also have access to Mi'kmaq Language courses straight through to grade nine that are offered as part of the core program. Our school also provides access to local elders from the community who visit classrooms to speak to our children about our culture, language and traditions. In this way, all students are able to access knowledgeable role models to help pass on the teachings through the generations. A major success story that continues is the McGill partnership that trained teacher aides to become teachers. The teachers trained through this program have been invaluable members of our teaching staff. Our teacher/student assistant training program has also been a great success in our school, bringing skilled professionals into our community. Other valuable

partnerships we have developed throughout the years are our relationship with the Cape Breton-Victoria Regional School Board. This relationship allows our staff to access professional development and resources beyond our own school board, keeping us in the current of changes in the provincial system. On a local scale, our relationship with local organizations such as NADACA, the RCMP, and Eskasoni's Healthcare facilities has brought a wealth of learning opportunities to our students.

A lot of time and effort is dedicated to the extra curricular activities that take place in our school community throughout the year. Many of our students are musically talented and our band and choirs give these students an outlet for these talents. Our drama group is another activity that allows our students to shine in the performing arts, this year our students will be performing a Native American legend entirely in Mi'kmaq with the theme of accepting and embracing the differences in people that create diversity. The Historica Fair that our grade five and six students take part in is always a great success for our students. The projects completed by these students for the fair always display creativity, hard work and dedication by our students. This year, grade seven student Aaron Prosper was chosen to represent the Eskasoni School Board as well as the Cape Breton Regional School Board at the National Historica Fair in Ottawa in July with his project on Mi'kmaw Mawiomi. Aaron is the first Mi'kmaw student chosen to represent these boards at this level, so we are all very proud. In addition, Aaron received an award of excellence and the Minister of Culture and Tourism's Award for Culture and Tourism at the regional level.

In the area of sports and healthy living, our school has had great success from our "no junk food" policy which includes providing a healthy breakfast daily, to our school wide policy on daily physical activity. There are also several different extra curricular activities for students that flow along the lines of healthy active living such as our hockey, basketball, cheerleading, and running programs. From our basketball team, a member was even selected for a provincial rep team, the Riverview Sonics.

There are also a number of ceremonies and celebrations that take place throughout the year such as the annual Remembrance Day ceremony and the pow-wow/ cultural day honoring community members and school community members who are retiring. Graduation ceremonies for our school are always a tremendous success with large community turn out. We often hold rallies with motivational/inspirational speakers, or host performances such as this year's performance of DRUM! which was also widely attended by the school and community of Eskasoni.

The Eskasoni Elementary & Middle School offers instruction from kindergarten to grade 9. It has a student population of 870 and a staff of 100.

The future holds some interesting challenges for our school. We have reached the point in our history where the staff who joined us during the years immediately following Band takeover, are reaching 25, 30, and 35 years of service. As these older staff members opt to take their retirement, they will be replaced by a new surge of eager young



staff. The priorities and the visions which we now hold will be inevitably tinted and influenced as the tides and the times change, and we will undoubtedly have a rush of new ideas accompanying the new era.

Chief Allison M Bernard Memorial High School

Chief Allison M Bernard Memorial High School (formerly Eskasoni High school) opened its doors in 1998. The high school has a student population of 187 and a staff of 17. CAMBMHS is going into its tenth year of operation. Before the school was built, students were bused to Sydney to attend provincial schools. Today, the students of Eskasoni have the advantage of graduating from their own community school.

Chief Allison M Bernard Memorial High School Vision Statement is:

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

CAMBMHS piloted the First Nations School Success Program under the direction of MK. The administrators, two team leaders, director, student representatives, parents, teaching staff, and the school improvement coordinator worked collaboratively throughout the year to continue to develop and implement our school success plan. We are in our second year in planning and implementing our school's goals and strategies to ensure student success. We are also very excited with the new direction we are taking under the First Nations School Success program and hope to offer more specialized services to our diverse learners, improve school/ home communication and reaffirm our emphasis on language and culture.

Unama'ki Training and Education Centre

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

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

Our secondary program follows the Nova Scotia Department of Education curriculum guidelines with appropriate adaptations and modifications for at-risk students. In

In addition to grades nine to twelve, we offer a pre-10 program to struggling students over the age of sixteen. This single semester program begins in September and offers non-credit courses in math and English Language Arts, and well as courses in study skills and Linguistic Cross-Cultural Studies. Successful students are then placed in the regular grade ten program in the second semester.

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

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

Post-Secondary Program 2008- 2009

The Eskasoni School Board funded 164 post-secondary students in 2008 – 2009. There were 113 full-time students and 51 part-time students.

Of this number

38 High School Graduates funded for First Year University & Community College
9 have withdrawn, leaving 29 still attending.

77 Continuing Full-time students

75 University

2 Community College

4 have withdrawn, leaving 71 still attending.

51 part-time students funded for Tuition and books

There were 17 University Graduates this year and 2 Graduate degrees. We have 2 fall graduates.

In the past transportation to and from CBU and NSCC has been a major concern for students. To address this problem a partnership between Eskasoni, Membertou, Marconi and CBU was created to provide transportation to and from CBU and NSCC. Beginning in January, a bus travels from Eskasoni every morning Monday to Friday, stopping in Membertou to pick up additional students and take them to CBU and NSCC. This arrangement will continue in September for the 2009-2010 academic year.







Indian Brook First Nation

Velvet Paul **Education Councillor**

Indian Brook has had a busy year with the opening of the new school "L'nu Sipuk Kina' Muokuom". We have also started the Mentoring Program which will cater to students at risk who have little or no chance of functioning in the daily program. A total of 70 employees in the Education Department effectively run all programs which include:

- Head Start Program/Tiny Tots – Pasty Michael
- Little Eagle's Day Care – Deborah Googoo
- Sister Elizabeth Cody Pre-K School – Lyn Sack, Principal
- L'nu Sipuk Kina'muokuom – Shirley Mitchell, Principal & Sarah Brenton, VP
- Mentoring Program – Jake Maloney, Stacy Lovell
- Post Secondary – Velvet Paul, Shirley Mitchell, Sarah Brenton, Stephanie Dennis
- ALP Program – Shirley Mitchell
- Adventure and Experiential Program – Patrick Wilmont
- Community Outreach Councilor
- Free Breakfast and Lunch Program
- In School Suspension Program
- Out School Suspension Program
- Resource – Elementary, Jr. High, Sr. High
- Music Program
- Arts Program
- Cultural Awareness Program
- Best Program

The Chief and Council made several changes to the Education Program in the past year. A temporary appointed Education School Board, the "Shubenacadie Education Board", was very successful in assisting the Band Council in setting up the new school, "L'nu Sipuk Kina'muokuom.

The whole process of the School Board is now in place; the jurisdiction of Education, the Education Act, the Education By-laws, the Policies and an Organizational Chart are completed, approved by a Band Council Resolution and is being implemented. The Band Council is presently in the decision making process of how they will form a more permanent School Board.

L'nu Sipuk Kina'muokuom is near the end of its first year. It is normal for all schools to go through trials and tribulations and we are happy to announce that, despite very few trails, we were very successful. The Chief and Council, the School Board and LSK worked

collaboratively to ensure that the transition and the administration of the school were running efficiently. The LSK school monthly newsletter can attest to the community that we accomplished a lot and have established a good reputation throughout the Maritimes.

The Chief and Council had such confidence in the management of the new school that they directed the school administration to assist them in doing the Post-Secondary Education Program. The first directive was to develop a draft Post-Secondary Policy and present it to the Chief and Council for final approval. The new PSE managers spend some time in re-organizing the files through the Web-based Dadavan Outcomes System and it is now making the administration process more efficient. We want to thank MK, especially Vera Marr, for helping us through this laborious journey.



Membertou First Nation

Darren Googoo
Education Director

1. Our mission for Membertou's Education System

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

Our Vision for Membertou's Education System in 2010

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

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

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

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

2. Education Demography

Student Profile:

- There were 250 students on the band's Nominal Roll for the



2008-2009 school year, 70 of these students attend Membertou Elementary, an on-reserve Band Operated School, 180 students attend 6 provincial schools under the Cape Breton Victoria Regional School Board.

- There were 64 students on the 2008-2009 post secondary Nominal Roll.

12 High School graduates
35 post secondary graduates
42 students achieved the Chief's Award for Attendance
14 received the Mi'kmaq Gas Award for Best Attendance,
10 received the Chief's Award for Academic Achievement.

Staff Profile for Membertou Elementary:

11 full time Teaching Staff
2 part time Teaching Staff
7 full time Student Aides
2 full time Support Staff
15 of 22 staff are Mi'kmaq (68% are Mi'kmaq)

3. Implementation of Mi'kmaw Jurisdiction

- Membertou has passed its Community Education Constitution in 1998. There is currently a Membertou Education Law that has been developed and presented to council awaiting approval.
- The Membertou Band Council is the School Board exercising the Delegated Jurisdiction under the Mi'kmaq Education Act. The Membertou Education Department operates under the Band council to manage educational programs and services for its 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 a recurrent weekly basis in the community newsletter and online on the Membertou Website (www.membertou.ca). The Membertou Education Department has successfully partnered with many different organizations and agencies over the year, to plan, develop and implement programming to meet our needs.

Some partners include:

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

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

Membertou Elementary (20 full time employees, 2 part time employee)
Membertou C@P Site (2 full time employees)
Membertou Peer Literacy Centre (2 part time employees)
Student Support Workers (2 full time employees)
Educational Social Worker (1 full time employee)
Religious Education (1 full time employee)
Post Secondary Student Support (1 full time employee)
Professional Assessment and Remediation
Transportation Services (3 full time employees, 3 buses, 7 schools)
Wallace Bernard Memorial Day care Centre (12 full time employees)
Youth Services (2 full time employee),

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

1997 - Membertou Elementary established Enrolment of 13
1999 - New 4-classroom building opened
1999 - Development of Strategic Plan
2000 - School extension to 6 classrooms B Enrolment at 75
2001 - Membertou Education Department is ISO Certified - Enrolment at 95
2002 - New provincial school opens. Membertou Elementary Enrolment drops 50%
2003 - School Mini-Gym is added
2004 - Wallace Bernard Memorial Centre is opened for full time year round Day care Services
2006 - Membertou Youth Centre is opened with new C@psite and peer tutoring centre.

2007- MOU with CBU and Membertou Education

2007-Wallace Bernard Memorial Centre expands to offer full time universal programming for K-2

2008- CBU/MCI/Membertou Semi modularized community based BACS program for with 16 students.

Educational Facilities include a preschool/ day care built in 1988, a Community Adult Education Centre built in 1999 (expanded in 2000, again in 2003), a peer literacy centre and a community C@P Site. In 2005, a new Youth Building was opened to house the youth centre, expanded capsite and new peer learning centre.

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

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

The Band has begun the implementation of a K2 Mi'kmaq Immersion Program set to begin in September 2009. It is intended that this program will expand by an Additional grade every year until 2016.



Pictou Landing First Nation Education

Sheila Francis
Education Director

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

In September 2009, Pictou Landing First Nation School had 43 students registered in Grades K4 – 6 with a further 7 children in the K3 program. There were 36 students attending the provincial schools Primary to 6. Grades 7 – 9 had 59 students registered with a potential 9 Grade 12 graduates this year. Post-secondary education (part time & full time) had 27 students in various programs.

In Pictou Landing, the Day Care & Head Start programs are managed under the Education Department. The year was one of changes and collaboration as the two programs together were housed in the former Health Center. It called for the staff to reconsider how they ran their programs in terms of independent activities to meet their mandate but also collaboratively to make the best of their shared physical space and resources.

The community school continued to maintain its goal of fostering positive and consistent communication with parents and the community. Some of the continuing initiatives were daily home/school communication agendas, weekly community newsletter, monthly school newsletter, school Meet & Greet, Celebrating Success Wall.

The provincial curriculum continues to direct the educational programming at the school. There were a number of programs established to complement and meet the needs of our students:

- Hands are Not for Hitting
- Reading Recovery
- Music curriculum program (Music for Young Children was offered for the Head Start)
- Fire Safety and Prevention
- Grade Six Literacy & Grade Three Math Assessments
- Take Your Kid to Work Day (hosted 3 Grade 9 students)
- Insectarium Presentation
- visit from nutritionist

- curling classes
- WOW Reading Challenge
- Discovery Center workshops
- Handwriting without Tears
- Reading A-Z
- Open Court Reading program
- Speech language pathologist services along with training provided to the support workers.

The Pictou Landing Education Department and the School take a proactive and supportive approach to advancing itself as a community school. There were a number of initiatives taken to honor and support members and programs of Pictou Landing:

- Veterans' Tea
- Scholastic Book Fair
- Strategies for Early Literacy for Parents
- elders quilting project
- inter-department collaboration (i.e. Health, Economic Development)
- After School care program for working parents and student parents
- Monthly Family Literacy Nights
- Youth Strategy Planning Team
- Mi'kmaq Language & Culture Planning Team
- cultural & language activities during March Break
- Babysitters course
- Earth Day activities including community clean-up
- Education Awards Banquet
- end-of-year education bbq and celebration for children.

Congratulation to our Grade 12 graduates – Samantha Clark, Haley Bernard, Holly Francis, Jordan Francis, Stephanie Gardner and Rodney Prosper.

And our post-secondary graduate – Jennifer Mills.



Potlotek First Nation

Nancy MacLeod
Director of Education

Mi'kmawey School which includes Headstart and Primary through Grade 6 had a full year of activities. Here is a list of some events and accomplishments:

- 10 Grade 6 students will be graduating to Middle School
- Hosted MASH tournament
- Participated in Fine Arts festival in Indian Brook First Nation and track and field in Eskasoni First Nation
- Received \$25,000 from Nova Scotia Health Promotion to purchase a Climbing Wall
- Grade 5/6 had a Regalia –making project with funds secured by Potlotek Education Office from Nova Scotia Culture and Youth Program
- Hosted a mini pow-wow
- Christmas concert and Christmas Party for entire community with Santa available for pictures with children
- Elders appreciation dinner
- Hosted Provincial Science Fair

Potlotek Education Office

The Potlotek Education staff worked closely as a team to develop and support many new initiatives and programs this year. This includes:

Unama'ki Student Program which initiated the Unama'ki Student
Firewood Business –Youth Program
Potlotek Adult Learning Program- 5 days – Level 2/3
Mi'kmaq Experiential Learning Program – Teepee – Youth Program
Research and Curriculum development on 2-eyed seeing – integrative science
Potlotek Career Day promoting Education and Culture

Mi'kmaq Language Department - Mi'kmaq Animation, video, e-books, etc. being created to enhance cultural and language programs for Potlotek.

Potlotek Capsite

Providing Access to Internet Monday – Friday at the Potlotek Education Centre

Post-Secondary

We have worked to promote and encourage students to attend university and college. We sponsored 26 students for 08-09 and that number will be increasing for 09-10.

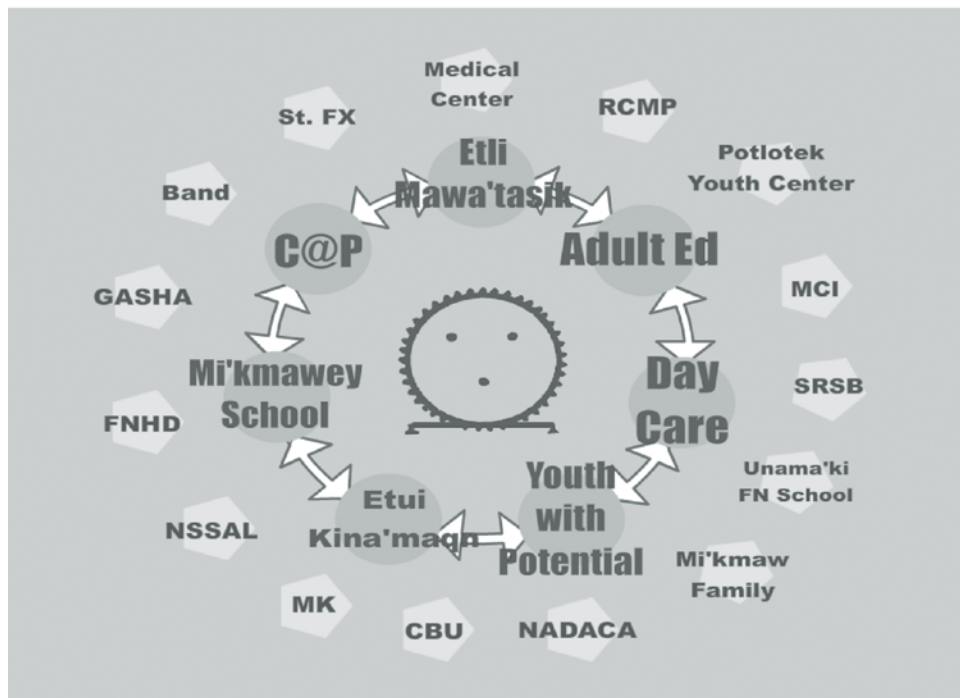
Potlotek Daycare

Maximum students – 12, currently exploring possibilities for a new building and program enhancement

Sports and Recreation

This department was put under the administration of Potlotek Education Office in April 2009. We have used MK sports money to expand our recreation and sports activities in Potlotek. We have opened Mi'kmawey school in evenings and Saturdays for basketball and climbing wall – this is open to all community members. Teams are being organized in baseball in preparation for tournaments.

HOW WE WORK



We recognize the important role of our partners.



Wagmatcook First Nation

Brian Arbuthnot
Director of Education

The 2008-2009 Wagmatcookewey school year is drawing to close and here are some highlights of our year. As always our first event is the Remembrance Day celebrations are a somber moment where we remember the veterans who served from our community. We have our traditional drumming and the last call. Nearby veterans help us celebrate this special occasion. Lest We Forget.

Every year, Super Nova comes to our school to show various science experiments to our Primary to Grade 6 classes. It is an eye opener for our students where they get the chance to participate with the SuperNova students. Thank You again to the students from SuperNova. They will be back in the Spring to entertain our students.

Wagmatcookewey students participated in the E-Spirit Conferences in Kelowna, B.C. We had at least 10 students taking part in business plans with other native students across Canada. One of the groups won the best presentation given at the conference. Congratulations to all our students who took part.

Technsploration program is another venture for our students. This involves girls that learn about women in the workforce. Our girls consist of Keisha Pierro, Celine Pierro, Kendall GooGoo, Kayla GooGoo and Brenda Peck. Their role model was Nancy Herve who is a machinist at Halifax Naval Dockyard. Again the girls did a presentation for the group and a job well done.

Envirothon is another group that students learn about our environment and the preservation of it. Wela'lin Corinne Philops.

Wagmatcookewey School was busy in the sport scene, we take part in badminton, table tennis and track and field in district, regional and provincial levels. It is a good experience for our students in sportsmanship and good will. Our students took part in the Nova Scotia Aboriginal Track and Field competitions held in Eskasoni. We came home with gold, silver and bronze. Again, congratulations to our students for the efforts and Wela'lin Mr. Jamie White for your help.

Our school is open to anyone who comes to visit and it was no exception, we welcome 2 groups of students from Memorial School from Sydney Mines. As part of their course in Mi'kmaq Studies, they went on a field trip to Wagmatcook School. It was an experience for these students to learn and hear the language first hand. Our school welcomed our visitors with drumming (Indian Bay Drummers) and dancing by our students and staff.

The Honor Song, Friendship Dance and Snake Dance were performed by the drummers sent chills to our visitors. Key chains were given out to our visitors, both students and their teachers. Keisha Pierro made the key chains, Wela'lin Keisha.

Throughout the year we had Sylvia GooGoo and Lawrence Wells come in weekly to teach our students about traditional values and customs. Students and teachers took part in Talking Circles, smudging and respect to one another. Wela'lin Sylvia aqq Lawrence. Look forward to next school year.

June is a busy month and it was no exception this year in Wagmatcookewey School. This year, our grade 12 class fund raised for a grad trip to Niagara Falls. Brenda Peck, Hailey Isadore, Tasha Francis, Derek Isadore and Dawn Marshall along with Vince Budge and Brittany Fitzgerald as their chaperones. "Fun was had by all" as the saying goes. Another event was the Graduation Prom that was held in June as an annual event. A night of glamour and a ride in a limo to the Wagmatcook Cultural and Heritage Centre for the Grade 12 graduates.

In conclusion, the Wagmatcookewey School had about 140 students from Kindergarten to Grade 12 including our Alternate school at the Wagmatcook Cultural and Heritage Centre. It is always sad to see our Grade 12 students graduate but there will be another group to come along. But a lot of our former students come by the school to say hello and offer encouragement to our current students. The Wagmatcookewey School would like to extend best wishes to our 2008-2009 Graduates in their future plans. Our school always encourages the L'nuisultnej to our staff and students. Wela'lin aqq nemultes app.



We'koqma'q First Nation

Gordon Mac Iver
Education Director

1. Knijannaq Kina'matnewey Ajipjutmaqn:

Mtlkmanenow Knijannaq wulo'ti-iktuk, Kina'masultinow ta'n mkite'lsultitaq aqq msttskwijinu'k, mkitetmnow 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 possess a strong desire to succeed.

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

Number of students:

Kindergarten to Grade 6	154
Grade 7 to Grade 12	110
Post-Secondary.....	58

Staff:

We'koqma'q Mi'kmaq School (K – 12).....	25
We'koqma'q Mi'kmaq School Student Assistants.....	15
We'koqma'q Mi'kmaq School Administrative Support Staff.....	3
We'koqma'q Mi'kmaq School Administration.....	3

3. Educational Highlights:

- The new We'koqma'q Mi'kmaq School was opened for the 2008 – 2009 School Year
- The First Teen health Room located in a First Nations School is opened. The program is funded through Health Canada and staffed and equipped through funding from the Cape Breton District Health Board.
- Chief Morley Googoo, two Councillors and two administration staff travelled to Alberta along with a MK representative and four other Education Directors to observe two schools which have incorporated the “Seven Habits” developed by author Steven Covey in order to evaluate the effectiveness and suitability of this curriculum for our school.



- The Donelda Googoo Memorial Fund Raiser for the IWK Hospital raised \$4,588.00 this year with a total of \$50,988.00 raised since 2002 with our first event. This is the fifth year that we were awarded the Big Fish Award for the largest contribution for any school in Cape Breton.
- The Reading Recovery Program was offered for the third year with the Grade Students 1.
- The Grade Four, Five and Six students had a cultural mentoring program using elders, community members and resource people from other communities.
- Building Technology continues to include Grades 5 and 6 students
- The Grade Five and Six students held the third annual Mini-prom this year.
- The Elementary School Literacy Day participated in the 2009 Robert Munch Reading Challenge to break the Guinness World Book of Records for most children being read to at a time. The record was broken in this attempt.
- This year Vice-Admiral Maddison from Atlantic Command visited the school with a military and civilian career information team. On June 2nd to June 4th, twenty students above the age of sixteen travelled to the Halifax Naval base to tour the facilities and experience career opportunities courtesy of the Canadian Armed Forces.
- This year the Lieutenant Governor's Medal were awarded Ms. Natasha Prosper and Mr. Dakota Googoo, the Governor General's Medal was awarded to Ms. Justine Gould and the Queen Elizabeth II Medal was awarded to Ms. Holley Denny.
- This is the ninth year for the Grade 9 girls to participate in the Techsploration Program. This year's role model was Debby Cordeau a foreman with East Link Cable Company.
- The Secondary school again went moose hunting and eel fishing. The food was then prepared and given to elders in the Community.
- The school offers Mi'kmaq Language and Cultural studies daily in all grades.
- The school DADAVAN Team assisted with the development of several special education templates.
- The school held a writing workshop using the ABC Boom technique for the elementary school staff.
- The Secondary Level had three students: Kaylen Bernard, Scott Peters and Coady Googoo participate in the Team Nova Scotia Science Showcase held at St. Mary's University before going on to the Canadian National Science Fair that was held in Winnipeg this year. A robotics team competed in the F.F.I. competition at Acadia University. Five students participated in the Envirothon Competition at Acadia University
- Students at the school participated in the Steve Nash Basketball Program. Students in our choir participated in the 100th Anniversary Flight of the Silver Dart. Our students in music also recorded a musical CD of their some of their songs from this year's classes. Ballet classes were held for students in Grades Primary to Grade 5.
- Students in our Video & Film class entered and attended the Atlantic Canada

Youth Film Festival held in Halifax this year.

- This year the Grade 12 class had eight graduates. Fifteen students have graduated from Post-Secondary Institutions this year.

4. Funding Initiatives:

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

5. Educational Facilities:

We'koqma'q Mi'kmaq School - Tel: 902-756-9000, Fax: 902-756-2171



Financial Statements



Mi'kmaw Kina'matnewey**Statement of Operations and Surplus**

Year Ended March 31

	<u>Revenue</u>	<u>Expenses</u>	
Administration			
Governance	\$ 1,224,810	\$ 1,224,810	\$ -
Operations and maintenance	<u>1,000,289</u>	<u>1,000,290</u>	<u>(1)</u>
	<u>2,225,099</u>	<u>2,225,100</u>	<u>(1)</u>
Band transfers	<u>29,714,806</u>	<u>29,714,230</u>	<u>576</u>
Special projects			
Capital construction			
Shubenacadie First Nation school	1,558,242	1,558,242	-
Waycobah First Nation school	677,774	677,774	-
Eskasoni First Nation "TEC"	524,000	524,000	-
Environmental scan	13,360	13,260	100
Longitudinal study	42,176	42,175	1
New Paths for Education	689,117	688,599	518
Datavan – Instruction and professional development	160,000	160,000	-
High cost special education	174,755	174,755	-
Parental and community engagement	88,033	88,033	-
Sports and health promotion			
Sport and recreation	128,094	144,946	(16,852)
HSOH&P Aboriginal Bilateral Agreement	259,680	248,190	11,490
Health Promoting School	31,000	25,638	5,362
Teacher recruitment and retention	144,523	144,522	1
Teacher salary enhancements	405,125	405,121	4
School improvement	<u>103,786</u>	<u>103,786</u>	<u>-</u>
	<u>4,999,665</u>	<u>4,999,041</u>	<u>624</u>
Elementary/secondary	<u>1,141,931</u>	<u>1,141,931</u>	<u>-</u>
Post secondary			
Incremental funding (student support)	1,252,723	1,252,733	(10)
Indian Studies Support Program	<u>464,761</u>	<u>464,761</u>	<u>-</u>
	<u>1,717,484</u>	<u>1,717,494</u>	<u>(10)</u>
Aboriginal language initiative	219,470	219,491	(21)
Mi'kmaw language project	56,288	56,288	-
Province of Nova Scotia Curriculum Project	<u>52,823</u>	<u>52,823</u>	<u>-</u>
	<u>328,581</u>	<u>328,602</u>	<u>(21)</u>
Regional Help Desk (Page 9)	<u>1,113,882</u>	<u>1,113,881</u>	<u>1</u>
Excess of revenue over expenses	<u>\$ 41,241,448</u>	<u>\$ 41,240,279</u>	<u>\$ 1,169</u>
<hr/>			
Surplus			
Surplus, beginning of year			\$ 2,083
Excess of revenue over expenses			<u>1,169</u>
Surplus, end of year			<u>\$ 3,252</u>
<hr/>			

See accompanying notes to the financial statements.

See accompanying notes to the financial statements.

Mi'kmaw Kina'matnewey

Balance Sheet

March 31	2009	2008
Assets		
Current		
Cash	\$ 2,232,915	\$ 4,986,276
Receivables	<u>1,322,777</u>	<u>1,690,209</u>
	3,555,692	6,676,485
Donald Marshall Sr. memorial bursary fund (Note 3)	<u>5,599</u>	<u>9,615</u>
	<u>\$ 3,561,291</u>	<u>\$ 6,686,100</u>
<hr/>		
Liabilities		
Current		
Payables and accruals	\$ 2,311,530	\$ 2,875,069
Deferred revenue		
Operating (Note 4)	1,194,908	1,311,794
Capital	<u>46,002</u>	<u>2,487,539</u>
	<u>3,552,440</u>	<u>6,674,402</u>
Equity		
Trust fund (Note 3)	5,599	9,615
Surplus	<u>3,252</u>	<u>2,083</u>
	<u>8,851</u>	<u>11,698</u>
	<u>\$ 3,561,291</u>	<u>\$ 6,686,100</u>

On behalf of the Board

Eleanor Bernard Director Cheryl Myr Director

See accompanying notes to the financial statements.

SCHEDULE "A"

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

BETWEEN:

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

AND:

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

AND:

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

CONTENTS

RECITALS

PART 1: INTERPRETATION OF THE AGREEMENT

PART 2: DURATION

PART 3: SERVICE POPULATION

PART 4: METHOD AND CONDITIONS OF PAYMENTS

PART 5: ANNUAL GRANT

PART 6: FUNDING UNDER THIS AGREEMENT

PART 7: EDUCATION FACILITIES

PART 8: ENVIRONMENT

PART 9: CHANGE IN PARTICIPATION

PART 10: ANNUAL ADJUSTMENTS

PART 11: REPORTING REQUIREMENTS

PART 12: UNFORESEEN EVENTS

PART 13: RENEWAL

PART 14: DELEGATION

PART 15: DISPUTE RESOLUTION

THE PARTIES AGREE AS FOLLOWS:

1.0 INTERPRETATION OF THIS FUNDING AGREEMENT

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

1.1 Definitions

In this Agreement, except where the context otherwise indicates:

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

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

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

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

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



or Grants.

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

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

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

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

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

"Nominal Roll" means a 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 We'koqma'q 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

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 of their obligations under this Agreement.

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

termination or expiration of this Agreement.

15.0 DISPUTE RESOLUTION

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

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

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

- Chief Wilbert J. Marshall, Chapel Island 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, We'koqma'q 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 14 day of March 2005 BY:

Signed in the Presence of

(I have the authority to bind the Corporation)



Contact Information

Head Office (Membertou)

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

Tel: (902) 567-0336

Fax: (902) 567-0337

Email: mkeducation@kinu.ns.ca

Sub-Office (Indian Brook)

Indian Brook First Nation
MicMac Post Office
Shubencadie, NS
B0N 1W0

Tel: (902) 758-1185

Fax: (902) 758-1184

Email : vera@kinu.ns.ca

Mi'kmaw Kina'matnewey Staff

Head Office:

Eleanor "Tu'ti" Bernard	Executive Director	ebernard@kinu.ns.ca
Patricia Denny	Executive Assistant	patriciadenny@kinu.ns.ca
Lauretta Welsh	Director of Finance and Planning	lwelsh@kinu.ns.ca
Colleen Christmas	Financial Officer	
Janice Googoo	Acting Financial Officer	janice@kinu.ns.ca
Jennifer Marshall	Acting Admin. & Finance Clerk	jennifer@kinu.ns.ca
Gwen Poulette	Administrative & Finance Clerk	
John Jerome Paul	Director of Program Services (PS)	sanpaul@kinu.ns.ca
Claire Denny	Administrative Assistant (PS)	claire@kinu.ns.ca
Valerie Marshall-Bowers	Student Services Consultant	vmarshall@kinu.ns.ca
Yolanda Denny	Mi'kmaw Language Specialist	yolanda@kinu.ns.ca
Laurianne Stevens	School Improvement Coordinator	lstevens@fnhelp.com
George "Tex" Marshall	Sports Animator	tex@kinu.ns.ca
Sara Lynne Knockwood	Project Coordinator	sknockwood@kinu.ns.ca

Sub-Office:

Vera Marr	Community Liaison/Statistician	vera@kinu.ns.ca
-----------	--------------------------------	-----------------



Sara Lynne Knockwood
Project Coordinator



Jennifer Marshall
Acting Admin. & Finance Clerk



Janice Googoo
Acting Financial Officer



Claire Denny
Administrative Assistant (PS)



Patricia Denny
Executive Assistant



Atlantic Canada's First Nation Help Desk

47 Maillard Street
Membertou, NS
B1S 2P5
Tel: (902) 567-0842
Toll Free: 1-877-484-7606
Fax: (902) 567-0337
Email: admin@firstnationhelp.com

Atlantic Canada's First Nation Help Desk Staff

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



J.R. Isadore,
System Analyst



Sarah Doucette,
Community Engagement Coordinator



Dawn Bear,
Administrative Assistant



Leroy Denny
ICT Curriculum Coordinator





