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Message From the Chairman Chief Morley Googoo



As Chairman of Mi'kmaw Kina'matnewey it is my pleasure to present you with the Annual Report for 2009-2010. It has been a very interesting year, as the Board of Directors for MK, we have created many opportunities for the students in furthering their education, by ensuring that they have a quality education available to them. It is very important that we focus on achievable goals in this way we are sure that our students benefit. The focus of the communities has been on the revitalization and development of the Mi'kmaw Language. The Chiefs are committed to working together to see that the students have the opportunities to learn their language.

In the upcoming year we will focus on negotiating a new funding agreement, one that will accommodate the needs of the MK communities. We would also like to welcome the community of Paqtnkek to MK.

It is my hope as the Chairman that we continue to work as a collective for the benefit of all Mi'kmaq students.

Wela'liog,

Chief Morley Googoo

Chairman of Mi'kmaw Kina'matnewey



Executive Director's Message



Another year over at Mi'kmaw Kina'matnewey, this has been an eventful year. We have signed an Interim Funding Agreement with INAC that will extend the life of the existing one for another year. There have been many successes that we can celebrate, increasing number of graduates in Secondary and PSE and of course it is the tenth year of some schools delivering Mi'kmaw Immersion classes. These are just a few of our success stories.

The securing of funds for the First Nation Student Success Plan will allow us to take a close look at the accomplishments of our students and address any concerns that may arise. There have been some accomplishments achieved through the Education Partnership Programs as well. The new EPP will allow us to partner with the NS Department of Education so that our Mi'kmaq students will gain more support and opportunities.

As part of the Assembly of First Nations, we have made contributions in the formation of a position paper stressing the concern for Post Secondary Education and how it will be funded. The Socio - Economic status of our communities will not change if our students do not have the opportunities to attain a higher education.

It is with great pleasure that we welcome Paqtnkek to the Mi'kmaw Kina'matnewey. This now makes 11 participating communities under the MK. On behalf of the Board of Directors and staff, we are pleased to help facilitate the jurisdiction over education in Paqtnkek.

I am very proud to be part of the MK team to assist communities in the Jurisdiction of Education. By working together as a Collective Voice, we can create more success.

Wela'lioq

Eleanor "Tu'ti" Bernard

Executive Director



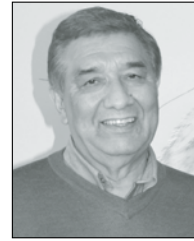
Board of Directors 2009



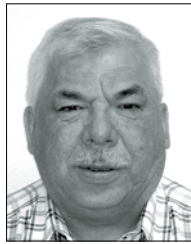
Chief Terrance Paul,
Membertou



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

Board of Directors 2010



Chief Terrance Paul,*
Membertou



Chief Aileen Francis,
Pictou Landing First Nation



Chief Charles Dennis,
Eskasoni First Nation



Chief Brian Toney, Annapolis
Valley First Nation



Chief Norman Bernard,*
Wagmatcook First Nation



Chief Deborah Robinson,*
Acadia First Nation



Chief Carol D. Thompson,
Muin Sipu (Bear River)



Chief Wilbert Marshall
Potlotek First Nation



Chief Jerry Sack,
Indian Brook First Nation



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

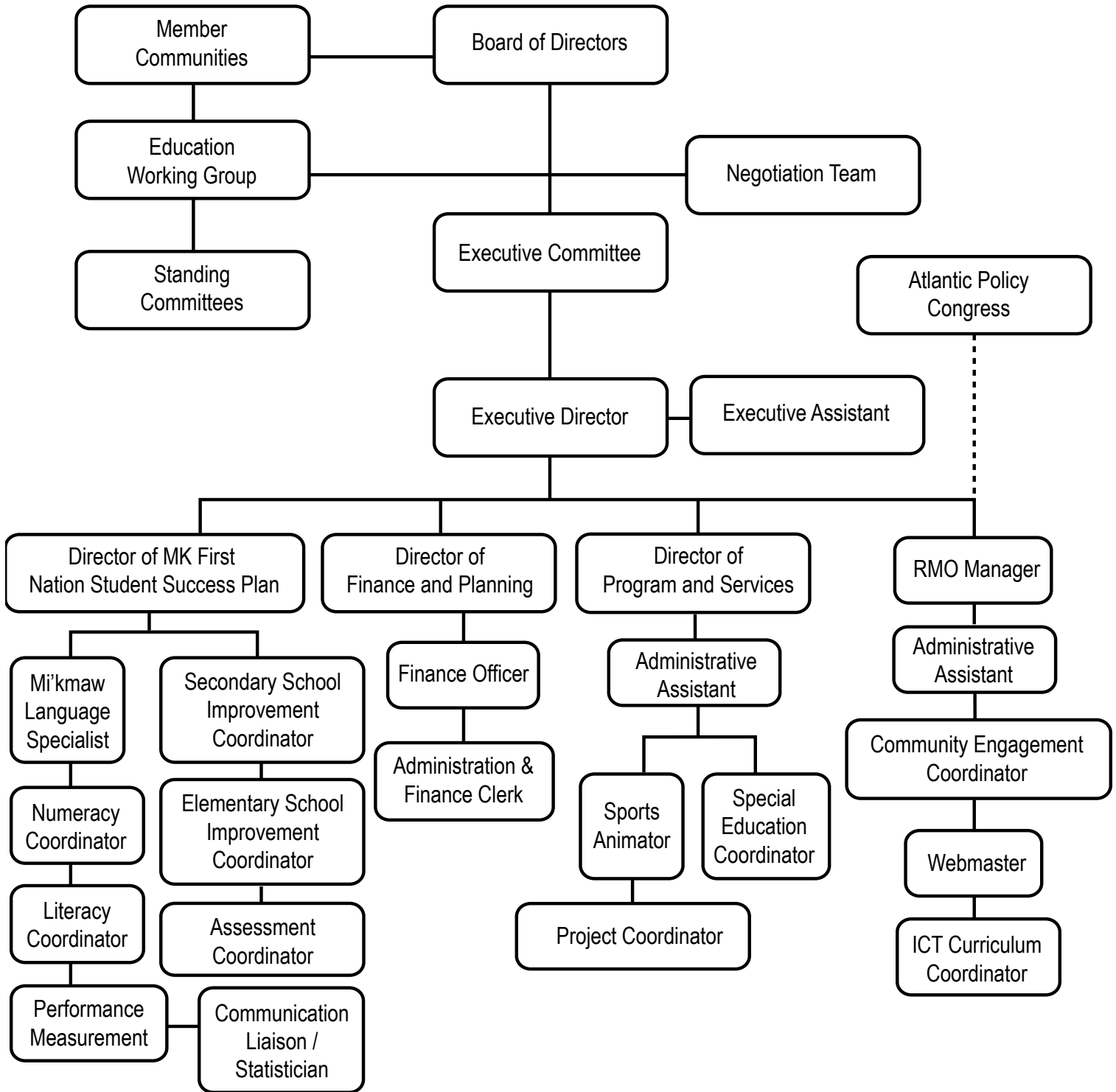


John Frank Toney,*
Eskasoni School Board

* Executive Members



Organizational Chart



Mi'kmaw Kina'matnewey Program Reports

Report on Plans and Priorities (2010 – 2011)

Lauretta J. Welsh



The 2010 – 2011 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 2010 – 2011:

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, etc.)
- 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 Wagmatcook 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 exiting 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 Culture material (Hard copy material and VCR tapes)
- g. To update on-line Mi'kmaw Dictionary.
- h. Increase video-conferencing networking and teaching opportunities
- i. Develop a Website for the First Nation Student Success Program
- j. Add links to other Mi'kmaw Kina'matnewey schools

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

Objectives:

- a. To explore the feasibility of certifying Mi'kmaw Language Teachers in the provincial school system.
- b. To develop a centralized resource centre for Mi'kmaw Language materials.
- c. To explore the feasibility of establishing a Mi'kmaw Language College.
- d. To 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
(incorporate traditional teachings, visual based teaching resources, and
traditional ceremonies)

- h. Develop and implement standardized testing for the Mi'kmaw language.
- i. Provide Mi'kmaw language training opportunities for Mi'kmaw Language teachers and immersion program for adults.

5. Programming Area 5: Band Operated/ Public School Programs

Objectives:

- a. To enhance student support programs for high school students.
- b. To increase networking opportunities with the provincial school system, including the integration of Mi'kmaw language and culture in the provincial curriculum.
- c. To meet and/or exceed provincial standards for literacy and numeracy.
- d. Evaluate the provincial student assessment initiative in Band Operated Schools.
- e. To develop and implement a program for teacher orientation that is relevant to community dynamics.
- f. Promote literacy through the adopt-a-library program.
- 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. Introduce traditional sports (i.e. canoeing, lacrosse, archery)
- f. To increase parental involvement in Healthy Living activities.
- g. Up-grade outdoor equipment and playgrounds.
- h. Provide access to after school programs.
- i. Provide access to healthy cooking lessons with family partnerships.
- j. Implement healthy breakfast and lunch program in all band operated schools.
- k. Promote alcohol and drug awareness



7. Programming Area 7: Special Education

Objectives:

- a. To increase program development and enhance direct and indirect 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, Mi'kmaw language and culture)
- 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. Facilitate the development of Mi'kmaw immersion program for adults.
- c. Facilitate a partnership with the METS program to provide increase opportunity for students.
- d. To increase the number of Mi'kmaw teachers in post-secondary institution.
- e. To increase partnership opportunities with post-secondary institution by taking into consideration community labor force requirements.
- f. To address the child care needs of post-secondary students.
- g. Develop and implement PSE student performance indicators.
- h. Increased support for off-campus program delivery.
- i. Increase opportunities for career planning and support at the university level



Elementary / Secondary Education

John Jerome Paul
Director Of Program Services



Mi'kmaw Kinamatnewey communities continue to build / develop the governance infrastructure and the human capacity to run an Education system that has made them the leaders in Indian Education. New staff from the 2008 B.Ed Co-hort have been integrated into their First Nation Schools and are doing well. These are the individuals who will be the role models for the kids in the school and put a First Nation face to education. This is one of the important steps in de-colonizing our Education System. They will also pump dollars into the local economy and which will result in spin-off employment. Student success will become an expectation rather than a hope. Success breeds' success, and these new teachers will be examples to those communities that it is possible to break the cycle of poverty.

A partial list of accomplishments is as follows:

- New schools in We'koqma'q and in Indian Brook are both running very well
- ANTEC Conference 2010 is a success, with over 300 participants and a chance for First Nation Educators to meet and share, and build success for our First Nation students
- High School Graduation rate at 70 %, reflect the continued strength of our programs and intervention strategies.
- MK SIS under the Dadavan initiative has now developed and made available new modules, one of which is the teacher planner. This will allow teachers to do their planning on line and connect to strategies that are built into the program that link classroom assessment, student achievement, to teacher planned classroom interventions
- Development fund for the MK Principals Committee continues to provide for more integrated professional development for all school staff in the MK school system
- Sports/Healthy Lifestyle are taking an increased role in our schools

Post Secondary Education

John Jerome Paul
Director Of Program Services

This is the year that the government has finally decided to act on its long-term promise to review the PSE program. On page 73 of Budget 2010, it announced that it was going to develop a “new approach that will be effective and accountable, and will be coordinated with other federal student support programs.” From my understanding of PSE student support there are only three other projects that provide student support; with HRSDC, the Canadian Military and the Canada Student Loan programs. If these are the options that the current Canadian Government is offering then we choose the program with the Canadian Military. I can't believe that Canada is offering Debt to First Nation students and HRSDC has a habit of changing program eligibility on a whim. Then we have the voices in the wilderness which offer solutions such as annuities/Education Saving Plans which would result in a student having access to enough funding for two years (at the proposed funding levels). This is the only program that offers the hope of getting out of poverty and the Government of the day only sees it as a burden.

This position is immoral and this Government talks of “Closing the Gap”, yet their fiscal policies in PSE are only “Widening the Gap”. MK is now leading the way to provide greater access to PSE and will continue to provide extra dollars to its First Nation member communities. Yet this is only a drop in the bucket as these dollars will only help our First Nation communities pay for those over-committed students in the system and will not in any way come close to addressing the 200+ deferred students, who have met all entrance requirements to enter a PSE program but cannot do so as their First Nation Communities do not have the Funds beyond what they have already over-committed.

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
- Community delivery of PSE programs continues to raise bar for student success
- First Nation Student Advisors are necessary to provide support for our students
- Science and Math B.Ed co-hort has started and continues our development of the human capacity, needed to run our First Nation Education System

Remember

Poverty is just a condition not a Legacy, or the way we as First Nation People should be living.

Community Liaison/Statistics

Vera Marr
Community Liaison/Statistician

David Peters
**Performance Measurement
Coordinator**

This year was an exciting and challenging. We achieved many firsts this year.

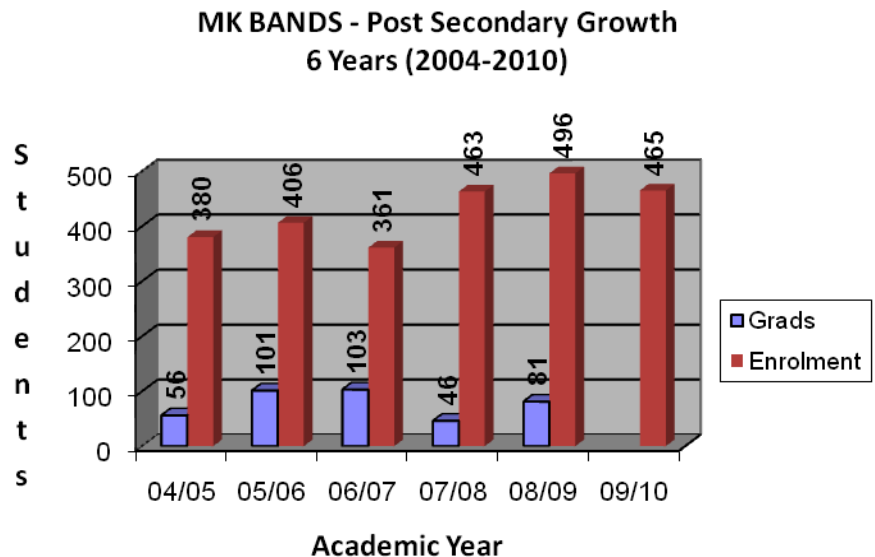
For the first time we are able to use the data collected by Mi'kmaw Kina'matnewey Student Information System (or MK SIS formerly known as Dadavan Outcome) to create useful information. We are currently working on development of educational support statistics, i.e., Attendance Rates, Graduation Rates.

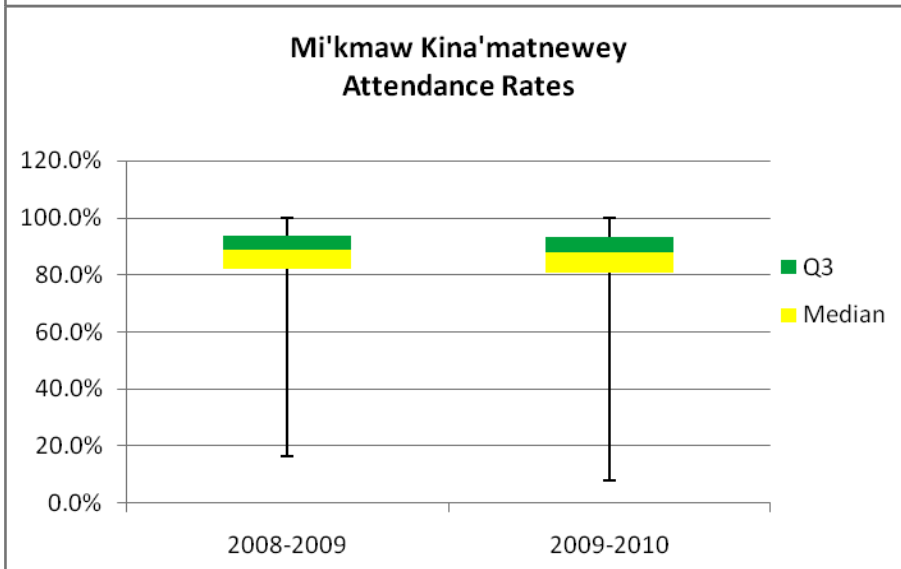
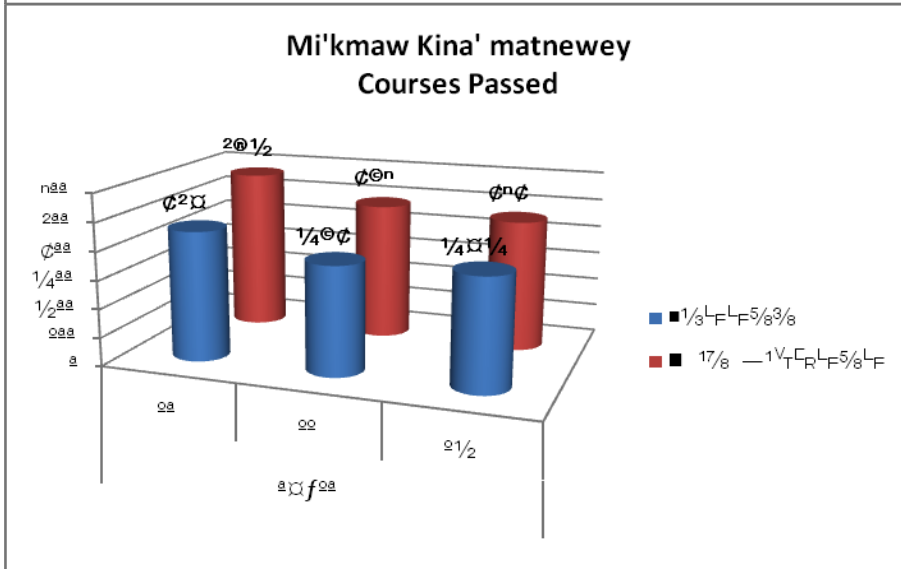
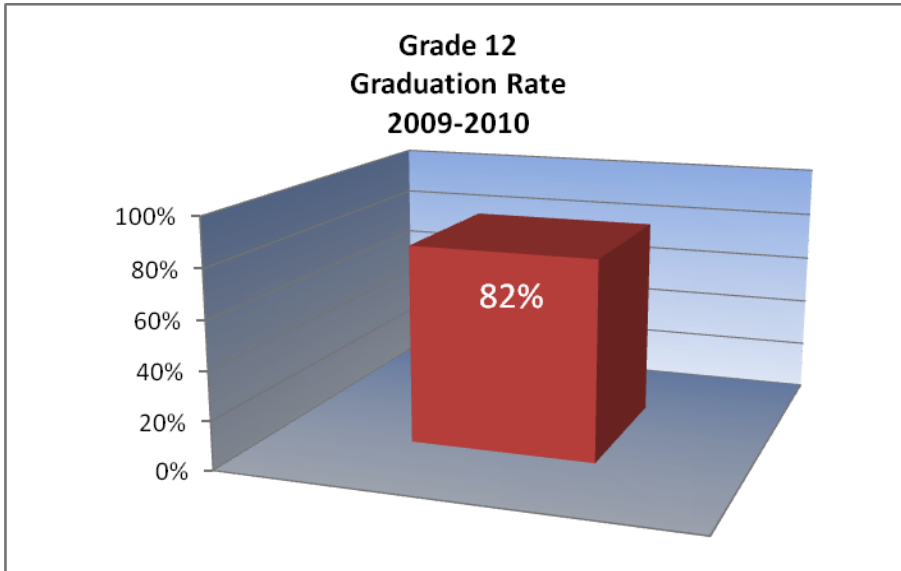
This is the first year for using MK SIS data to help in the development of goal and strategies for all schools. We were able to use Marks and Attendance records to create achievable Goals for schools. We are only at tip of the informational possibilities for MK Schools.

Throughout the process of development of information, the School communities have been instrumental in providing guidance and support, and we really appreciate their time and cooperation.

In June, we had very successful MK SIS and Nominal Roll in-service with key people within the community. This has led to positive communication and exchange of ideas on MK SIS. This, in turn, has created positive environment for MK SIS growth.

Below is some of the information that was created from information within MK SIS





Mi'kmaw Kina'matnewey Student Information System Development

This year there was development of three new modules and an update to Early Childhood Development.

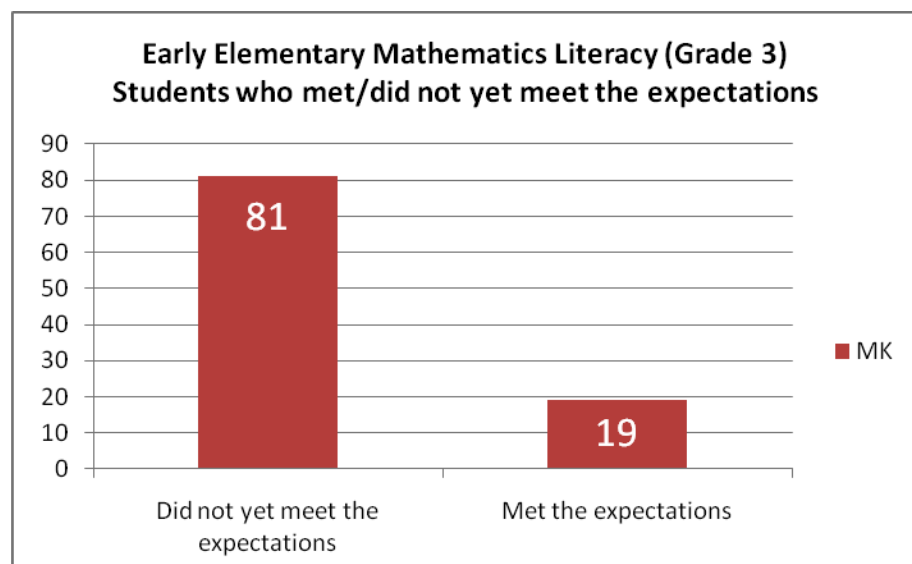
First phase development of three new modules with MK SIS

1. Literacy – Developed the ability to display the Provincial Assessment Results for Teachers.
2. Numeracy – Developed the ability to display the Provincial Assessment Results for Teachers.
3. Retention– Developed the Parent Communication Page. This allows the parents to communicate with the teachers and administrators.

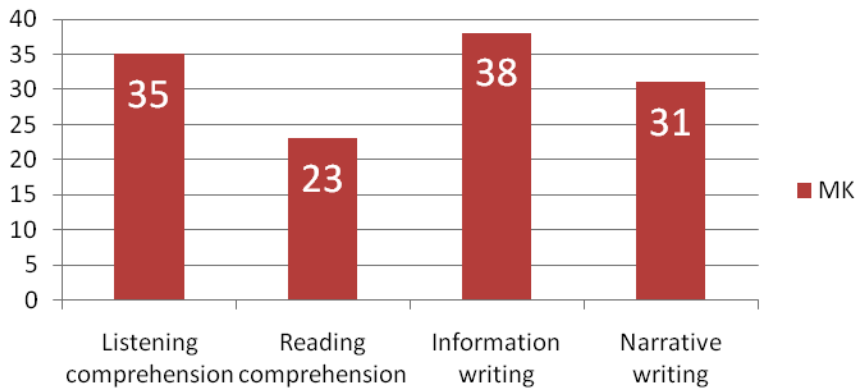
With these new modules, parents, teachers and administrators will be able to check the progress of students and be able to ask and respond to questions and comments. Early Childhood Development Module was completed this year. The module is now ready to be move into the Web-Based MK SIS.

Provincial Assessment Results

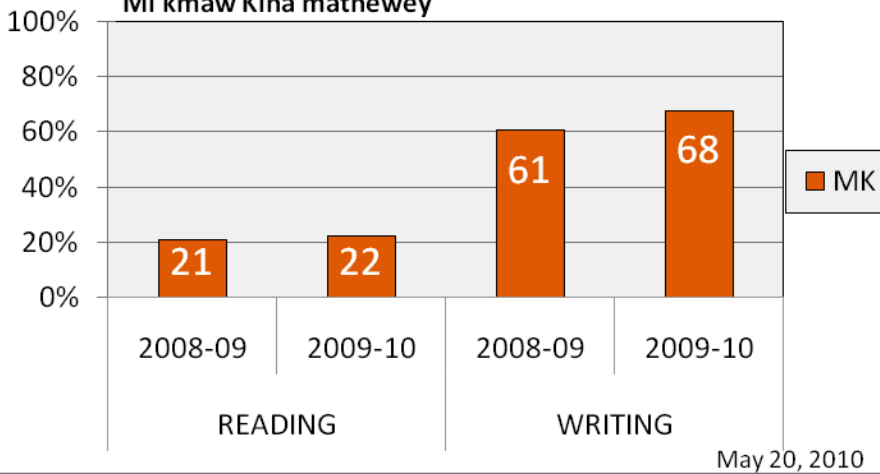
This year was the first time we had Provincial Assessment Results. Schools participated in Junior High Literacy Assessment (JHLA) in Feb 2010, Elementary Literacy Assessment (ELA) in Oct 2009, Early Language Literacy Assessment (ELLA) in Oct 2009 and Early Elementary Mathematic Literacy Assessment (EEMLA) in June 2009. These results will be used as a baseline for the future.



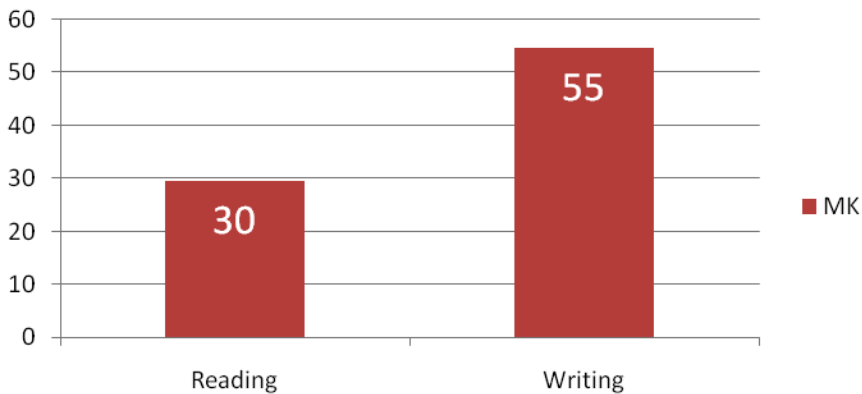
Early Language Literacy (Grade 3)
% of students who met the expectation
2009-2010



Junior High Literacy Assessment (grade 9)
Reading and writing
Percentage of students who met the expectations by year
Mi'kmaw Kina'matnewey



Elementary Literacy Assessment (Grade 6)
Students who the expectations
Mi'kmaw Kina'matnewey in 2009-10



Looking Forward

Looking forward, I see the future of Mi'kmaw Kina'matnewey as the educational leader and innovator for First Nation Peoples.

In the coming year, MK SIS will be finishing the structural part of the system to capture all the data required for creating useful Educational information.

There will major developments in the areas of Educational Statistics (i.e. Attendance Rates, Promotion Rates, Retention Rates), Forecast Modelling of Informational needs for MK, Measuring Rubrics for Strategies and Improved Data Processes.

Both Vera and I look forward to the challenges and being part of a very important and successful year for Mi'kmaw Kina'matnewey.



Atlantic Canada's First Nation Help Desk

Kevin Burton



Atlantic Canada's First Nation Help Desk (firstnationhelp.com) provides broadband connectivity, technical support, and some 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 throughout Canada. The Help Desk serves all Atlantic First Nation schools.

This past year was one of the most rewarding ever for the Help Desk, the schools, the teachers and the students. Despite a low initial budget at the beginning of the year, there were four contribution agreement amendments to augment that funding. The last amendment gave us the resources to purchase 17 new Apple Mobile Learning Labs.

Each school received a cart of 15 or 20 Apple MacBook computers. The cart can roll into any classroom and provides an instant computer lab. No wires are required to the computers. They get fully recharged on the cart and connect to the internet through wireless connectivity. Even the scanner and printer on the cart connects wirelessly to the students. The teacher has a program, Apple Remote Desktop, that allows supervision and control of the lab.

Through our licensing agreements, the full Microsoft Office suite of applications has been added to the computers, as well as new iLife and iWork Apple programs. Training has been successfully implemented using our videoconference network to bring additional resources to the teachers and students. Of course, we still provide support for existing PC computers, licensing operating system upgrades, antivirus programs, and software. All of the schools are connected by T1 lines that deliver a filtered internet feed, providing students with state of the art information and safety.

2009-10 also saw approval of a proposal to bring fibre optic connectivity to Atlantic First Nation communities. During the next two years, fibre optic connectivity will increase the bandwidth available by seven times while reducing ongoing operating expenses. Information about the project can be found at: <http://firstnationhelp.com/fibre>

After all of the good news, a lot of bad news followed. First Nation SchoolNet program authorities are scheduled to expire March 31, 2011. Initial funding levels for 2010-11 are so low that they will last only about ten months of the year. Funding of the program was shifted to the region without any national money to support it. As a result, New Paths

funding was used, creating an overall shortfall to programs that depend on that money.

We will continue to work diligently to overcome these challenges and will always keep our focus squarely on the needs of the students. Wela'liq!



Special Education Policy Development Project

Valerie Marshall Bowers



The Special Education Program Committee submitted their proposal to support the Special Education Program for another year, which was approved by the Mi'kmaw Kina'matnewey Working Group Education Directors, for submission to INAC.

The Special Education Program Funding Guidelines were implemented into the Nominal Roll Report that was due on October 15, 2010. SEP Workplans are still required for communities to access funding for Special Needs Students in the MK communities. The SEP Committee met in May to allocate SEP Funding as per the communities' work plan requirements.

The SEP Coordinator continues to work with the AFN SEP Working Group and traveled to various parts of Canada to attend the AFN SEP WG Meetings. The SEP Coordinator also was invited to participate on the AFN SEP Experts Group meetings in Ottawa.

This past February, 2010, INAC sent out the Special Education Compliance Preparation Handbook to all of the MK communities in preparation for a joint visit by INAC and Mi'kmaw Kina'matnewey. The visits were completed by the end of May and reports have been sent out to all of the communities. These joint visits will continue in the future with compliance to the INAC SEP Guidelines.

The SEP program continues to be guided by the SEP Committee by meeting regularly and making recommendations, which are then voted on by the committee members. The SEP Committee make decisions on the Professional Development Needs of the schools in the MK communities. Last October, 2009, all of the teachers in the MK community schools were in-serviced on IPP's and SOR (Student Outcome Rubrics), in Eskasoni.

The Special Education Program Project is still involved with the Early Literacy Initiatives. The Dolly Parton Imagination Library is being administered by Mi'kmaw Kina'matnewey, with funding contributed by First Nations and Inuit Health Branch, and RBC Literacy Grant. Another literacy initiative is the purchase of and distribution of "Welcome to Parenting: Comfort, Play, and Teach" kits. These literacy initiatives are ongoing, which babies are registered into the program until they reach five years of age.

Health Canada First Nation Inuit Health Program funded the Germs and Flu Kit projects, which were first launched in Pictou Landing in May 2008. They are educational games loosely based on the book, Farm Flu. The kits have been made for all of the MK

community schools and were all distributed to all of the MK schools and Headstarts/ Daycares in November 2009.

Masters of Education in Curriculum with Specialization in Supporting Learners with Diverse Needs, cohort is still ongoing. There are currently no First Nations Community school teachers attending this cohort. This cohort is in conjunction with Mount Saint Vincent University, Nova Scotia Provincial School Boards and the Nova Scotia Department of Education. This allows the MK community schools to piggyback with the NS School Boards in their geographical areas.

Masters of Education in Counselling cohort with the Strait Regional School Board, Nova Scotia Department of Education and Acadia University began in January. There are no MK community school teachers attending at this time.

The Student Services Needs Consultant continues to work with Doug Hill of Dadavan Solutions with the IPP program which is now under the Outcomes. The MK community schools are using Outcomes to do their IPP's. The Outcomes Program has the SEP High Cost Special Needs Work Plan application embedded in it. The MK communities are using it to apply for their SEP funding.

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

- MK Community Schools
- 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 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)
- Royal Bank of Canada (Literacy Grant)
- Mi'kmaw Kina'matnewey SEP Committee



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



Mi'kmaw Kina'matnewey



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, with the Tripartite enhancement funds, 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 through Sport.

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, Eskasoni, Indian Brook (LSK), 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 the School's for their hospitality, Wel'aliek...

Some of our students also participated in the 2010 National Aboriginal Hockey Championships (NAHC) as we had sent both Male and Female Teams this year. Team Nova Scotia (Male) and Team Atlantic (Girls). Thank you to all those involved in this very worthwhile opportunity for our young Aboriginal Hockey players.

Once again we have had our 4th Nova Scotia Schools Aboriginal Track & Field Championships which were hosted this year by Pictou Landing School in the Town of Westville on May 18 & 19. There were approximately 320 students who participated (most ever) 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 were successful at winning medals at this year's event. A special congratulations and thank you to the community of Millbrook for participating for the first time this year.

I am looking forward to another productive year for our MK Schools in 2010-11 school year. It is our hope that this will create and support even more opportunities for our students. Wel'aliq.....

Olympic Torch
November 16, 2009
George Tex Marshall

" dedicate this run to all the Mi'kmaq youth who have passed on to the spirit world. The ancient Olympic flame from Greece which I carried for a brief time, is with Love, Honor, and Respect to them... and for all those who suffer in silence, may the Great Spirit and Strength of the Creator Guide you" ...Kjit Msit Nokamaq



School Improvement Coordinator

Laurianne Stevens



Laurianne Stevens
Director-First Nation School Success Plan
2009-2010

The First Nation School Success Plan (FNSSP), a collaborative team of eight individuals, began in August 2009. The purpose of the project is to build on the successes of our MK students and our schools. The main areas of focus are based upon literacy (both Mi'kmaw and English), numeracy, and student retention.

Each team member is paired up with a mentor from St. Francis Xavier for guidance, direction, and support in their specialized areas.

Besides myself; the director of FNSSP, the team consists of literacy, numeracy, and Mi'kmaw Language consultants, a performance measurement consultant, an assessment consultant, and two-school success plan coordinators, one in elementary and one in secondary. All FNSSP activities are centered on the school success plan coordinators who work directly with teams in each of the MK schools. The consultants support the coordinators in the development and implementation of the school success plans.

The FNSSP is comprised of three components in which all activities are centered around:

School Success Plans

To date, each MK school has a school success plan developed. The three schools in Eskasoni are currently in their second year of implementation. The elementary schools in Potlotek, Membertou, and Pictou Landing have developed school success plans and will be implementing their plans in the 2010-2011 school year. Indian Brook, Waycobah, and Wagmatcook will also be in the implementation phase in the new school year with their newly developed school success plans. The K4 schools are in their beginning stages of school success planning and will continue in the fall. In all schools, there is an ongoing collection of data, monitoring, and reporting in order to identify indicators of school success.

The school communities are supported by Literacy, Numeracy and Mi'kmaw Language consultants in creating a school success plans, developing strategies, building common assessment tools, facilitating professional development and training, and assuring success for our MK students and schools. Each consultant works closely with lead teachers in the schools, their ST.FX mentors, and consultants in the province.

Student Learning Assessments

The assessment consultant works closely with Evaluation Services at the Nova Scotia Department of Education where she receives support, training, and direction in the area of assessment. She attends monthly meeting in Halifax so that our MK schools receive the same information that our counterparts do in the rest of the province. She is now in the process of involving some of our MK teachers in the provincial advisory committees.

For over a year, the MK schools have been participating in provincial assessments. Literacy assessments in grade 3, 6, and 9 (pilot) have been administered. Numeracy assessments have been administered in grade 3 and 6 (pilot). Some schools also participated in the English 12 examination. Each assessment is first administered as a pilot. In the second time around, both literacy and numeracy results will be used as base-line data in determining indicators of school/student success.

The assessments are based on the provincial curriculum outcomes. The results give a reliable indication that our MK students are meeting the expected outcomes in specific grade levels. The assessment consultant works with all the MK schools to assure that teachers are planning their daily lessons according to the provincial curriculum outcomes.

Performance Measurement

The performance measurement consultant works collaboratively with Dadavan in creating a "user-friendly" Student Information System (SIS) for the MK schools. New modules have been recently developed in literacy, numeracy, and student retention. Nominal roll training has also been available to the SIS users. These modules will be field tested in the fall.

The performance measurement consultant supports the FNSSP consultants in the collection, analysis and management of data. These activities are ongoing throughout the FNSSP process. The mentor from ST. FX works closely with the performance measurement consultant in carrying out these activities.

St. FX research projects

The FNSSP team has been involved in a three-year study with ST. FX University. The long-term goal of the research project is to describe and explain the impact of the FNSSP on the educational programming associated with MK.

The project is currently in its second year. There are 5 research projects that require collaborative efforts of the FNSSP team, ST. FX mentors, the MK schools and communities, as well as research students from ST. FX University.



The following projects are as follows:

1. Assessing the Impact of Teacher Professional Development upon Literacy Learning
2. Supporting Middle School Math through Professional Learning
3. Understanding Success in the MK Early Childhood Programs
4. Profile of Mi'kmaw Language Learners
5. Assessing the Impact of Instructional Leadership upon Student Learning

Overall, the FNSSP has, for the last year, built trusting relationships with the school communities and worked cooperatively and collaboratively in establishing success for the MK schools. The FNSSP team facilitates the MK school communities in attaining their goals in literacy, numeracy, and student retention.

Mi'kmaw Community Education Reports

Acadia First Nation

Janice Francis **Education Director**

1. Mission Statement

To protect the rights 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 75 students on the band's elementary /secondary nominal roll for 2010-2011. All these students attend provincial schools. There are 26 students on the 2010-2011 post secondary education nominal roll. For the 2009-2010 academic year, 6 students graduated from post secondary studies.

3. Some partners in education are:

Atlantic Canada's First Nations Help Desk
Dadavan
Micmac Family & Children's Services
Mi'kmaq Employment & Training Secretariat
Mi'kmaw Kina'matnewey
Queens County Museum
South Shore Regional School Board
Tri-County Regional School Board

4. Accomplishments and Highlights:

- After school activities
- Communication – newsletters
- Daycare, Youth Center
- End of school year students awards ceremonies
- Field trips
- Language program for pre-schoolers
- Participation in cultural awareness/events



- Partnership development with local businesses and organizations
 - Provincial school board representation
 - School lunch programs
 - Student support/ tutoring services
5. 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.

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

Our Mi'kmaq representative with the school board is 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 above-mentioned institutions of learning and like each person in the community each student is unique so each situation that poses itself is unique:

The amount of funding allocated to our First Nation for the Language Program is not sufficient for the amount of expenses that would be incurred from such an endeavor. However, the two provincial schools located off reserve observe and celebrate Mi'kmaq History Month and Aboriginal Day. The Three Wishes Daycare located on reserve is continually implementing cultural aspects into the daily routines and curriculum. Tutoring is also offered to those children who require it. The First Nation has worked closely with the school to have a hot lunch program for the children in grades primary through grade six and High school students are given \$25.00 per week to purchase lunch. We also have a Breakfast Program which provides our children with a healthy breakfast five days a week. Students who successfully pass into the next grade level are given \$50.00. If they pass with honors, they are given an additional \$100.00 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, Winsdor.

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 which stands for Allan Bernard Computer Room it has five Apple Computers on site for students use. This room is also used for tutoring, which is available for students who have had assessments and need special resources.

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

Krista Peck **Education Counselor**

Since joining Mi'kmaw Kina'matnewey in April 1, 2004 Bear River First Nation has experienced challenges. We are a small First Nation with a small number of students on our nominal roll. Our students attend the 6 schools in our area: Digby Elementary, Digby Regional High School, Clark Rutherford Memorial School (Clementsport), Champlain Elementary (Annapolis), Annapolis Royal Regional Academy, and Annapolis West Education Center. Being a smaller First Nation with a small nominal roll causes limited funding and makes it very hard to accommodate all the requests coming in for the school year and extra curriculum activities for our students. Bear River First Nation's Chief Carol Thompson, and Councillors Carol Ann Potter and Fred Harlow-Robar, continue to work together with their departments; Heath Center, Cultural & Heritage Center, Band Office, and Muin Si'pu Learning Center in order to keep programs going and to continue to help students.

Accomplishments/Highlights & Ongoing Programs:

- Pre-School
- Head Start
- Daycare
- Elder's Teachings
- Adult Learning (as needed)
- Tutoring
- Language & Culture
- Computer (internet accessibility, video conferencing, basic computer skills)

Partners In Education include:

- Atlantic Canada's First Nation Help Desk
- Dadavan
- Mi'kmaw Kina'matnewey
- South Shore Regional School Board
- Tri County Regional School Board
- Special Needs Assistant/Student Support Worker
- Provincial School Board Rep (Annapolis Valley School Board)
- Mi'kmaw Services Specialist
- BRFN Health Center
- Cultural & Heritage Center

Bear River First Nation holds language and culture classes, and wishes to continue pending on funding. Language classes consist of: Oral Teaching, Conversation, Writing,



Reading, Singing & Video. Culture classes/times include: Crafts such as Ribbon Shirt Making, Fly Tying, Elder's Teachings; our Learning Center continually implements cultural aspects into the daily routines and curriculum, and our Student Support Worker/Special Needs Assistant goes into the Schools to promote the learning of Mi'kmaq History & Culture and interacts with & supports those identified with Special Needs.

Our community builds on the provincial education system though these supplementary programs, these programs are intended to provide holistic education opportunities that promote good health, scholastic success, social development and pride in Mi'kmaw language and culture. All of these activities are designed to give students the opportunity to explore learning outside of the regular school curriculum and take pride in their culture.

End of school year graduation ceremonies & feast are held annually the end of June with a celebration of all our graduates (Primary – Post Secondary).



Eskasoni First Nation

Elizabeth Cremo
Director of Education

In 1980, Eskasoni took local control over its educational system with the focus to bring the best education possible to our children. Since our beginnings, our jurisdiction has grown to include Ksite'taqnk Daycare, Eskasoni Elementary and Middle School, Chief Allison M Bernard Memorial High School, and the Una'maki High School. Under the umbrella of the Eskasoni Band council, our school board of twelve members is appointed by council. Our Chairperson, appointed to represent Chief and Council on the board; acts as a liaison between the board and Chief and Council. The Chief of the Eskasoni band is also an Ex-Officio member of the school board.

Our programs from Mi'kmaq language immersion to the resources created by the TLE center respect our mission statement of:

“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 vision statement is also reflected within our schools' participation in the First Nation School Success Program. All of our schools are on board with this program and in various stages of implementation. The goals each of our schools work toward in literacy, numeracy and the Mi'kmaq language will ensure that we are delivering the best education possible to our children to prepare them for the future.

Our student population totals well over one thousand students with a majority of these at the Elementary and Middle School. We have 130 full/part time students enrolled in various universities across the country. Our staff consists of 192 employees, who comprise of 89 teachers and 103 non teaching staff. Our working family represents the different services vital to student success, from teachers, teacher and student aides, guidance staff, administrative and clerical staff, daycare workers, janitors, bus drivers and maintenance staff.

This year we are pleased to announce the construction of a youth health center at the Chief Allison M Bernard Memorial High School site in partnerships between Eskasoni First Nation, First Nation Inuit Health, Mi'kmaw Kina'matnewey Education and the Cape Breton District Health Authority. This center will provide health education, health promotion, information and referral, follow-up and support, as well as some clinical services. Also plans are underway to construct a gymnasium for Chief Allison M Bernard Memorial High School. This year, we honoured our largest graduating class to

date during our annual graduation ceremony where 43 students graduated.

The Una'maki High School is also scheduled to move into their new building in August. The move is welcomed with much excitement and anticipation. The adult students at the TEC have done an excellent job writing and launching their own book, a collection of stories and poetry.

We currently have 10 teachers enrolled in various masters programs. We also have a teacher's aide certificate program tailored specifically to the needs of students within our board with a component in the instruction of children in the Mi'kmaq language.

Eskasoni Ksite'taqnk Day Care provides child care services to approximately 25 children registered in full time and part time programs. Several children within the program have been identified as special needs students and our staff has sought out training around working with children who have autism. Moving into the future, the daycare also are trained in using smartboard technology with the students to teach them about numbers, shapes, colors and more in a fun, interactive way. 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.

This year, we have begun to produce a community newsletter called "Eskasoni School Connection" which celebrates the successes of our staff and students. It is our hope that this newsletter continue in the future as a means to keep the community informed on the good things that are happening in the school community.





Eskasoni
School Connection





JUNE | 2010

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Indian Brook First Nation

Velvet Paul
Education Councillor

L'nu Sipuk Kina'muokuom (LSK) Vision Statement

Our vision is to educate our children with honour, wisdom, bravery, and love and to help students realize the power within them so they can overcome life's obstacles and achieve their full potential.

L'nu Sipuk Kina'muokuom (LSK) Mission Statement

At LSK, our mission is to be an inclusive, safe, caring and diverse environment that embraces Mi'kmaq language, culture, and history as a holistic integral part of the school and strive to consider the whole child by providing an enriched learning atmosphere that stimulates the student academically, socially and culturally.

Indian Brook L'nu Sipuk Kina'muokuom is in our third year of operation with many positive experiences and successes. Since our opening of LSK, we strive to be a forward thinking educational institution providing our students with academic choices as well as non-academic opportunities to create a well rounded student and community member. There is a total of 58 staff members employed with LSK School with 73% Mi'kmaq ancestry.

One of the main focuses is Mi'kmaq Language and history being implemented in Day Care, Head-start, Tiny Tots and Pre-K. We are working with the Mi'kmaq Language Teachers at LSK School to develop a Cultural/Language package.

LSK Events

In December, Indian Brook was the first native community to host the International Human Rights Day which celebrated different cultures and the diversity that the world has to offer. Sister Dorothy Moore was an inspirational keynote speaker on the Mi'kmaq Culture.

The launch of the first Mi'kmaq "Read To Me" bag was presented to Neal and Theresa Levi and their son Peyton, encouraging and promoting literacy in the Mi'kmaq Language to infants.

In April, the community along with LSK had the wonderful opportunity to share traditional knowledge with a team of young hockey players from Coral Harbour, Nunavut. During the Mawio'mi, an exchange of traditional clothing took place between our students and the visitors.

The class of 2010 will contain a student who will be the first who has completed

her secondary education from K-4 through grade 12 within the Indian Brook/ MK community run school. We are enormously proud of this achievement.

Indian Brook Education Department effectively runs all programs which include:

- Head Start Program/Tiny Tots
- Little Eagle's Day Care
- Sister Elizabeth Cody Pre-K School
- L'nu Sipuk Kina'muokuom School
- ELO
- Post Secondary
- ALP Program
- Free Breakfast and Lunch Program
- In School Suspension Program
- Out School Suspension Program
- Resource – Elementary, Jr. High, Sr. High
- Cultural Awareness Program

Indian Brook Post Secondary Education (PSE)

Providing ample opportunity for community members to attend Post-Secondary Education is very important to the Indian Brook Chief and Council and as such PSE is one of the most important initiatives. Currently a new Post –Secondary Education Policy is under review. It will address all facets of our PSE program.

Currently, there are more than 75 students enrolled in Post-Secondary programs in more than 14 universities and technical programs across Canada.

Congratulations to our recent graduates and continued good luck to all current students!



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

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 269 students on the band's Nominal Roll for the 2009-2010 school

year, 64 of these students attend Membertou Elementary, an on-reserve Band Operated School, 26 students attend the Wallace Bernard Memorial Centre and 179 students attend 6 provincial schools under the Cape Breton Victoria Regional School Board.

- There were 42 students on the 2009-2010 post secondary Nominal Roll.

10 High School graduates

11 post secondary graduates

46 students achieved the Chief's Award for Attendance

14 received the Mi'kmaq Gas Award for Best Attendance,

17 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 recurrent weekly basis in the community newsletter and online on the Membertou Website (www.membertou.ca). The Membertou Education Department has successfully partnered with many different organizations and agencies over the year, to plan, develop and implement programming to meet our needs.

Some partners include:

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

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

Membertou Elementary (20 full time employees, 2 part time employees)
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 thirteen 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.
- 2009 - Mi'kmaw Immersion offered to students in the K-2 program at the Wallace Bernard Memorial Centre for 22 students.
- 2009 - First Membertou Elementary School Hockey team to participate in the local CBVRB Elementary Schools Hockey League.
- 2010 - First Membertou Elementary School Girls Volleyball team to compete in the Unamaki Schools Volleyball league.
- 2010 - Partnership with Membertou 400 to bring 40 Membertou youth grade 5 and 6 from both our school and Shipyard Elementary along with 10 elders to Port Royal and Kejimikujik National Park on 4 day Educational camp.

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

Mission Statement for Pictou Landing First Nation Education System:

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

Student Profile for the 2009-2010 academic year (based on September nominal roll) ~

Pictou Landing First Nation School [grades K4 – 6] – 73

Pictou Landing Early Childhood Center – 12

Provincial Students [grades 7 – 12] – 59

Post-secondary Education – 31

Highlights from the school year:

- creation of school website – www.pictoulandingschool.ca
- School Improvement Planning process begins
- Potlotek and Pictou Landing begin collaborative partnership focusing on on Mi'kmaq Language and Culture
- creation of Behaviour Intervention Worker (BIW) position. The BIW will work as a team with all educators and support personnel to create a positive and supportive learning environment at school. This will include working on Individual Program Plan Teams and Individual Behaviour Plan Teams. It is the role of the BIW to provide support for students with special behavioural needs. Further development will involve support for parents and the community.
- The students from the community school were invited to sing O Kanata at the June graduation for NSCC – Pictou campus.
- PLFNS won the national eco-awareness prize for our events during Earth Day (we had Earth Week) by Earth Day Canada. The students were all awarded an MP3 player for their awesome efforts!
- creation of Math and Science Advisor position. The purpose of this newly created position and initiative is to increase the importance and exposure



of Math and Science, both closely interconnected subjects, to the students and staff at Pictou Landing First Nation School, and expand familiarity and comfort of Math and Science to the community of Pictou Landing. . One statement which has been made to explain the low numbers of students in post-secondary science programs is that “disengagement often begins as early as elementary school.” It is the intention through this initiative, students will be motivated to better understand the importance of math and science, and to become excited and interested in these areas. The strategic areas to meet this initiative are in Cross-curricular Education, Environmental Education, Educational Resources, Community Connection, and a Mi'kmaq Language/ Culture connection.

- creation of Homework Literacy Sacks – these will be used by the Head Start and Primary programs to supplement their Early Literacy support at home.
- Summer Program – a series of summer camps with a focus on career awareness. The camps are themed with a purpose of introducing children to possible careers. Example, a CSI camp will involve various forensic topics such as fingerprinting, and visits by a RCMP Forensics Officer and K9 unit.

Mi'kmaq Language and Culture:

With language and culture being one of the goals through the school improvement plan, there were a number of activities undertaken this past school year.

- Elder Experience Program. An Elder was hired to provide Mi'kmaq language support to students in everyday activities.
- compilation of traditional human resources survey in community
- in-servicing on Grandfather Teachings to school staff. The discipline policy will be revamped to reflect integration of the teachings.
- begin work on integration of Outdoor Education, aka the Living Classroom, into the science curriculum

Supplemental programming for students

- Music program for Grades 1 to 6 based on provincial curriculum
- Music for Young Children for Head Start and Primary
- Bully Smart Training (anti bullying program) for students in Grades 4 -5
- After School French Club

Physical Activity

- basketball program
- swimming program



- skating program
- track & field meet
- After School Running Club

Additional Parental / Community Support

- After School Care program
- Family Literacy Night
- Family Math Night
- Outreach Support Program through Day Care (in house)

Partnerships

- METs
- Pictou Landing Health Center
- ST. FX Chemistry department
- Breakfast for Learning foundation
- Big Brothers Big Sisters In-school Mentoring
- local businesses
- Service Canada
- NADACA
- Pictou Landing Service Team
- Chignecto Central Regional School Board
- Potlotek
- Mikmaw Kinamatnewey



Potlotek First Nation

Nancy MacLeod
Director of Education

We recognize the important role of our partners.

2009-10 Highlights from the Potlotek Education Office

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:

- New and energetic principal – Shauna Francis
- 3 Grade 6 students will be graduating to Middle School
- Hosted Show me your MATH
- Participated in Fine Arts festival, track and field, science fair
- Received \$5000 from Nova Scotia Culture & Youth for music program
- Hosted a mini pow-wow
- Christmas concert
- Held Thanksgiving dinner with elders
- Grade 5/6 students and parents travelled to Ottawa for Interlude in February – initiating the shared experience approach for parents/ children
- Started a community garden
- Increase on focus for 2-eyed seeing integrative science model
- Mi'kmaw speaking principal teaches children to pray and sing O'Canada in Mi'kmaq
- Mi'kmaq language instructor embraces technology in teaching Mi'kmaq language using interactive animation and video
- Principal starts a girls volleyball team – Mi'kmawey Storm – leads into Unama'ki league
- Mi'kmawey boys start Drum Group

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 continues to June 2010
- Potlotek Adult Learning Program- 5 days – Level 2
- Potlotek Flight Path Program introduced – GED classes – Level 3
- Increase in adult class trips – St.FX, CBU, NSCC, etc.
- 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 and Pictou Landing First Nation elders meet twice to discuss issues related to education, youth, and culture
- Lillian B Marshall recognizes past and present leaders with plaques as part of 400 year anniversary of baptism of Chief Membertou
- Grading Picnic for all community in June 2010
- Community Award Night – graduates, families, leaders, partners, elders, etc invited
- Lillian B Marshall is awarded Lifetime Achievement Award for preservation of Mi'kmaq Language and Culture at Community Awards Banquet June 2010. Presentation made by Lindsay Marshall, Band Councillor, Education Portfolio.

Post-Secondary

We have worked to promote and encourage students to attend university and college. The addition of the Potlotek CBU – BA Program has enabled us to sponsor an additional 25 students for 09-10 along with our regular 22 students we sponsor.

Potlotek Daycare

Maximum students – 12, currently exploring possibilities for a new building and program enhancement. A recent needs assessment has outlined recommendations for programs, equipment, etc as per regulations.

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.

Wagmatcook First Nation

Brian Arbuthnot
Director of Education

Elementary-Secondary Education Program

Wagmatcook delivers a comprehensive elementary secondary school program from Kindergarten to Grade 12. In addition, an alternative school program for students usually in grades 9-12 but requiring an individualized modified education program is also offered September to June each year.

The Wagmatcookewey School program is based on bi-lingual-bi-cultural education philosophy. Instruction is offered in two languages at various grades where Mi'kmaq teachers are assigned. In other elementary classrooms and in secondary courses, Mi'kmaw is used as a language of instruction. All teaching staff are supported by a small group of Mi'kmaw classroom assistants who enhance the use of Mi'kmaw language in the classroom. The school program adapts the Nova Scotia Department of Education elementary secondary curriculum. All staff adapts provincial approved programs to include culturally relevant concepts and materials for their students. One of the strengths of our school program is the commitment to maintain a low student-teacher ratio (STR). The 2009-2010 STR was 6-1. This enables teaching staff to spend more time with students requiring additional help and allows all students to learn in positive classroom environments.

Our school has a strong commitment to resource or special education services for students. Reading, literacy and mathematics education are key components to the resource program. The resource/special education program is coordinated by qualified teacher; pedagogy is offered by two other full time teaching staff between primary and grade nine.

The Wagmatcook Alternative School has successfully been able to provide adaptive education programs for students who require special support or who are more successful in a classroom where instruction is "time adapted" to meet the students unique educational learning style. The class size is no greater than 10 students at any given time. Students negotiate an education program with the instructor and a plan is devised. The goal is to have students ready to leave school with a basic battery of skills and competencies' that will permit them to be self-reliant. The alternative school program has a work-study component which trains students for life experiences and gives them some work experience.

Our school administration, teaching and support staff are committed to the education of our elementary and secondary students. Our school faces challenges' similar to



other Mi'kmaw and non-Mi'kmaw schools in Canada. Our staffs do more non-teaching intervention to support students and their families by dealing with external negative conditions which deny or delay student achievement.

Since 1985, Chief and Council have dedicated all education program monies/budgets to elementary, secondary and post secondary education programming. Council continue to maintain this commitment to supporting teaching and learning by directing all revenue to the band's education program. Significant gains have been made to pay certified Wagmatcook School teachers based on the Nova Scotia Teachers Union collective agreement. In 2009-2010, all teachers were paid 90% of the NSTU salary grid posted for the year ended August 2010.

Our school facility is due for replacement in the next two years. It was constructed in 1984, opened in 1985 and has a school space accommodation capacity for 75 students. In 2009-2010, we had 144 full time students. Our staff and students have experienced overcrowding for many years but the anticipation of a new school facility is exciting news. A school planning committee has been formed and the school community will be actively involved with the Architect to design the new school. We are hoping for a new school opening in September 2012.

The school has made a commitment to sports, recreation and physical education for our students. Physical education is offered school wide and after school sports programs are held in a wide range of sports. The MK school system is moving toward more school based teams in sports like soft ball, soccer, volleyball and badminton. This is encouraging since it will promote greater cooperation between the bands operated schools during the school year.

Community Elders held weekly evening gatherings with youth/students who were interested in only speaking Mi'kmaw for the evening. The Elders and youth participated in traditional Mi'kmaw games, stories and dancing. Traditional teachings were held outside the school building and accepted as a positive experience for elders and youth.

We had six grade twelve secondary school graduates in 2009-2010.

Post Secondary Education Program

Wagmatcook offered post secondary assistance to twenty two full time students and seven part time students in 2009-2010. Five students completed undergraduate degrees. The Wagmatcook post secondary student assistance program has successfully offered advice and assistance to students since 1986 and encourages university programs on and off reserve. The post secondary program is open to all band members without restrictions to residency.

We'koqma'q First Nation

Gordon MacIver
Education Director

1. Knijannaq Kina'matnewey Ajipjutmaqn:

Mtlkmanenow Knijannaq wulo'ti-iktuk, Kina'masultinow ta'n mkite'lsultitaq aqq msttskwijinu'k, mkitettmnow ta'n wetapeksulti'tij aqq mtlkimtnuaqatinow wula'taqatinew.

Student / School Mission Statement:

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

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

Number of students:

Kindergarten to Grade 6	156
Grade 7 to Grade 12	107
Post-Secondary.....	56

Staff:

We'koqma'q Mi'kmaq School (K - 12).....	26
We'koqma'q Mi'kmaq School Student Assistants.....	11
We'koqma'q Mi'kmaq School Administrative Support Staff.....	3
We'koqma'q Mi'kmaq School Administration.....	3

3. Educational Highlights:

- The 7 Habits Program has been implemented at our school. This being our first year of implementation has us in our Foundation Year on our way to becoming a Lighthouse School in two years time.
- Nine of our staff are enrolled in the Mi'kmaw Immersion Program offered off campus by St. Francis Xavier University.
- We'koqma'q Mikmaq School has formally entered into the Mi'kmatnewey School Improvement Process for school accreditation.
- Two Laptop carts with twenty-four Apple Laptops have been put in use at our school to broaden student access to their student accounts for work in all subjects.
- The Donelda Googoo Memorial Fund Raiser for the IWK Hospital raised \$3,100.00 this year with a total of \$49,500.00 raised since 2002 with our first event.



- The Elementary School is in its eighth year of being junk free and providing a mid-morning snack program.
- The Reading Recovery Program was offered for the fourth year in Grade 1 with two staff members working with the students.
- This year we held a Wellness Week with guest speakers visiting the Secondary School Grades doing presentations on mental and physical wellness.
- This year we were able to implement a full time music program for the first time.
- We'koqma'q Mikmaw School participated in the Music Monday with 700,000 students from across Canada and part of the USA.
- 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 their fourth annual Mini-prom this year.
- The Elementary School provided celebrated Literacy Week with students and parents through a number of different activities.
- This year the Lieutenant Governor's Medal were awarded Ms. Breanne Bernard and Mr. Gavin Cremo, the Governor General's Medal was awarded to Ms. Natasha Prosper and the Queen Elizabeth II Medal was awarded to Ms. Katlin Bernard.
- This is the ninth year for the Grade 9 girls to participate in the Techsploration Program. This year's role model was Megan Tuttle an environmental technologist.
- 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 Secondary Level had five students participate in this year's Envirothon. The five students included: Joshua Poulette, Natasha Prosper, Jesse Googoo, Dakota Googoo and Jenna Poulette.
- Students in our Film and Video Program had three entries placed in the top ten for the Atlantic Provinces. One of the videos created by John Sam Julian placed third in the competition and premiered at the Oxford Theatre in Halifax during the judging.
- Dylan Googoo placed fourth in the youth completion for this year's East Coast Music Awards for the rap song he wrote and sang.
- Three students will be attending the Science Camp being held at the Coast Guard College this July.
- This year the Grade 12 class had twelve graduates. Eight students have graduated from Post-Secondary Institutions this year. All of our students deserve special recognition.

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, The Elementary and Secondary Mi'kmaq Grant and through the MK Health and Safety Capital Grant. We have also received funding for year three of the Adult Learning Program Level III from the Nova Scotia Labour and Work Force Development.

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

2010

	<u>Revenue</u>	<u>Expenses</u>	
Core education programs			
Band transfers (Page 12)	\$ 29,768,820	\$ 29,768,820	\$ -
Governance	1,611,200	1,612,243	(1,043)
Elementary/secondary	1,532,064	1,532,064	-
Post secondary student support	1,350,393	1,350,393	-
Indian Studies Support Program	476,061	476,061	-
Operations and maintenance	530,762	-	530,762
Capital	109,238	640,000	(530,762)
	<u>35,378,538</u>	<u>35,379,581</u>	<u>(1,043)</u>
Special projects			
First Nation Student Success Program			
School success plans	1,199,454	1,199,454	-
Student learning assessments	92,105	92,105	-
Performance measurement	315,754	315,754	-
	<u>1,607,313</u>	<u>1,607,313</u>	<u>-</u>
High cost special education			
Indirect services	110,000	110,000	-
Aboriginal Head Start	20,000	20,000	-
Reading recovery project	2,236	2,236	-
	<u>132,236</u>	<u>132,236</u>	<u>-</u>
Sports and recreation			
Sports animator	105,247	104,204	1,043
Aboriginal bilateral agreement	120,000	120,000	-
Diabetes initiative	25,000	25,000	-
Health promotion – schools	31,000	31,000	-
Tripartite initiatives	103,929	103,929	-
Health promotion and protection - Chapel			
Island project	25,000	25,000	-
New paths for education	51,599	51,599	-
Oral health strategy	20,000	20,000	-
North American Indigenous Games	26,500	26,500	-
	<u>508,275</u>	<u>507,232</u>	<u>1,043</u>
Aboriginal language development			
Aboriginal language initiative	221,031	221,031	-
Mi'kmaw dictionary project	19,340	19,340	-
	<u>240,371</u>	<u>240,371</u>	<u>-</u>
Other			
Early childhood education - tripartite	17,979	17,979	-
New Paths for Education	688,026	688,026	-
Operations and maintenance – fuel relief	528,673	528,673	-
Parental and community engagement	88,070	88,070	-
Teacher salary enhancements	370,749	370,749	-
Teacher recruitment and retention	123,968	123,968	-
	<u>1,817,465</u>	<u>1,817,465</u>	<u>-</u>
Regional Help Desk (Page 10)	1,767,633	1,767,633	-
Excess of revenue over expenses	<u>\$ 41,451,831</u>	<u>\$ 41,451,831</u>	<u>\$ -</u>

Surplus

Surplus, beginning of year	\$ 3,252
Excess of revenue over expenses	<u>-</u>
Surplus, end of year	\$ 3,252



See accompanying notes to the financial statements.

Mi'kmaw Kina'matnewey

Balance Sheet

March 31	2010	2009
Assets		
Current		
Cash	\$ 5,378,178	\$ 2,232,915
Receivables (Note 3)	818,102	1,322,777
Prepays	<u>3,658</u>	<u>-</u>
	6,199,938	3,555,692
Donald Marshall Sr. memorial bursary fund (Note 4)	<u>2,031</u>	<u>5,599</u>
	<u>\$ 6,201,969</u>	<u>\$ 3,561,291</u>

Liabilities

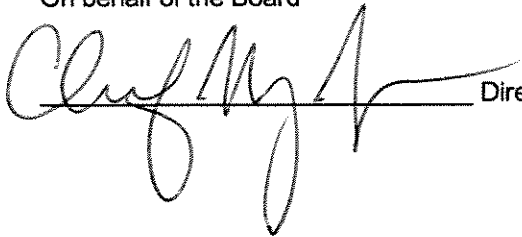
Current		
Payables and accruals (Note 5)	\$ 3,348,017	\$ 1,860,036
Province of Nova Scotia (Note 9)	2,263,093	451,494
Deferred revenue		
Operating (Note 6)	514,161	1,194,908
Capital	<u>71,415</u>	<u>46,002</u>
	<u>6,196,686</u>	<u>3,552,440</u>

Equity

Trust fund (Note 4)	2,031	5,599
Surplus	<u>3,252</u>	<u>3,252</u>
	<u>5,283</u>	<u>8,851</u>
	<u>\$ 6,201,969</u>	<u>\$ 3,561,291</u>

Contingency (Note 10)

On behalf of the Board

 Director

 Director

See accompanying notes to the financial statements.

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")

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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:

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

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 2Q $y-1$.

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'MATNEWY 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)

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Mi'kmaw Kina'matnewey Staff

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Sub-Office:

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Valerie Marshall-Bowers	Student Services Consultant	vmarshall@kinu.ca
J.R. Isadore	System Analyst (ACFNHD)	jr@kinu.ca



Atlantic Canada's First Nation Help Desk

Atlantic Canada's First Nation Help Desk
 47 Maillard Street
 Membertou, NS
 B1S 2P5

Toll Free: 1-877-484-7606
 Fax: (902) 567-0337
 Email: admin@kinu.ca

Atlantic Canada's First Nation Help Desk Staff

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Sarah Doucette	Community Engagement Coordinator	sdoucette@kinu.ca
Leroy Denny	ICT Curriculum Coordinator	leroydenny@kinu.ca
Dawn Bear	Administrative Assistant	

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	Valerie Marshall-Bowers	(902) 407-4119
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J.R. Isadore,
System Analyst



Sarah Doucette,
Community Engagement Coordinator



Dawn Bear,
Administrative Assistant



Leroy Denny
ICT Curriculum Coordinator



Vera Marr
Community Liaison/Statistician



Patricia Denny
Executive Assistant



Sara Lynne Knockwood
Project Coordinator



Jennifer Paul
Acting Admin. & Finance Clerk



Janice Googoo
Acting Financial Officer



Claire Meuse
Administrative Assistant (PS)



Yolanda Denny
Mi'kmaw language Coordinator



Blaire Gould
Mi'kmaw Language Teacher





Denise Toney
Secondary School Improvement
Coordinator



Kyle Denny
Elementary School Improvement
Coordinator



Dave Peters
Performance Measurement
Coordinator



Bob Crane
Numeracy Consultant



Marjorie Pierro
Assessment Coordinator



Janice Ciavaglia
Literacy Coordinator

