

Annual Report



2010-2011

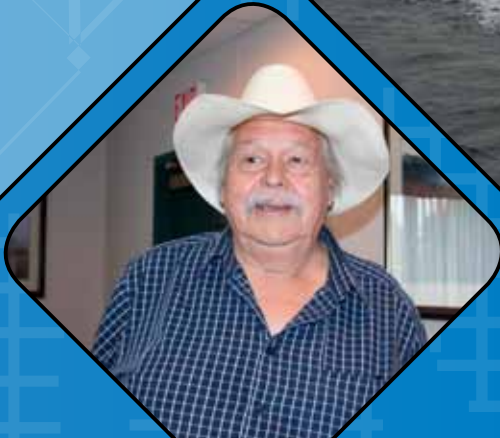


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Message From the Chairman Chief Leroy Denny



First and foremost, I would like to thank the Mi'kmaw Kina'matnewey (MK) Chiefs who recently elected me as the new Chair of MK. I am honoured the ten Mi'kmaq Chiefs gave me the vote of confidence to lead MK to a future filled with higher learning and endless opportunities for our children.

On behalf of MK, the board members, and our Chiefs, I would like to thank former Chair, Chief Morley Googoo of Waycobah, for his professionalism and his vision. Chief Googoo was instrumental in achieving many positive outcomes during his time as Chair and we are forever grateful for his contribution.

As a former teacher, I have always been a firm believer that education empowers our youth and in return empowers our nation. As the new Chair of MK I will look to our Chiefs and leaders for guidance and solidarity in improving the quality of education for our people yet remain strong and vigilant in maintaining and revitalizing our Mi'kmaq language.

I am so grateful to see more and more of our people are graduating in the field of education. They will be the ones who will deliver our programs in the future. Our educators have the great responsibility in molding the minds of our future leaders and they should never take for granted the important role they are playing for our youth and our Mi'kmaq Nation.

I am happy to inform everyone that MK is currently working on a 5 year agreement with the Chiefs and the province. In the near future our Mi'kmaq communities will have two new schools and a new gym.

With that said, I am pleased to present MK's Annual Report for 2010-2011. The annual report is an update of what has happened and where we are heading to.

Wela'lioq,

Chief Leroy Denny

Chairman of Mi'kmaw Kina'matnewey



Executive Director's Message



It's that time of year again.... On behalf of the Mi'kmaw Kina'matnewey Board of Directors and staff, it is a pleasure to present to you, the MK Annual Report for 2010—2011. The MK funding Agreement is signed and we will begin to make some changes in the funding of education for the MK communities. A highlight for the past year has been the successful graduation of our Mi'kmaq immersion teachers with a certificate in teaching immersion. This immersion program is the first program in the Mi'kmaw language to be delivered from St. Francis Xavier University.

The First Nation School Success Program is in its third year and the team will continue their work in providing services to the communities, teachers, staff and most importantly to the students. FNSSP is a program that is designed to facilitate the continued success of the MK schools. When the schools are successful we display our success and the students and communities benefit.

In partnership with the Assembly of First Nations, AANDC will be sending an education panel to hear outstanding issues in education. This panel will present a report on these discussions to the Government of Canada. We will be in contact with the communities to let you know when these meetings will take place.

It is a great pleasure to announce the construction of two new schools, one in Membertou and one in Wagmatcook and a gymnasium for the community of Eskasoni. It is expected that these projects begin construction in the spring of 2012. When we work together, good things happen for all.

Wela'lioq

Eleanor "Tu'ti" Bernard

Executive Director



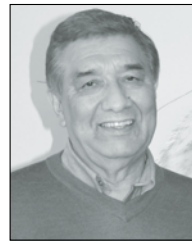
Board of Directors 2010



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



Board of Directors 2011



Chief Terrance Paul,
Membertou



Chief Aileen Francis,
Pictou Landing First Nation



Chief Leroy Denny,*
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 Gerard Julian,
Paqtnkek First Nation



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

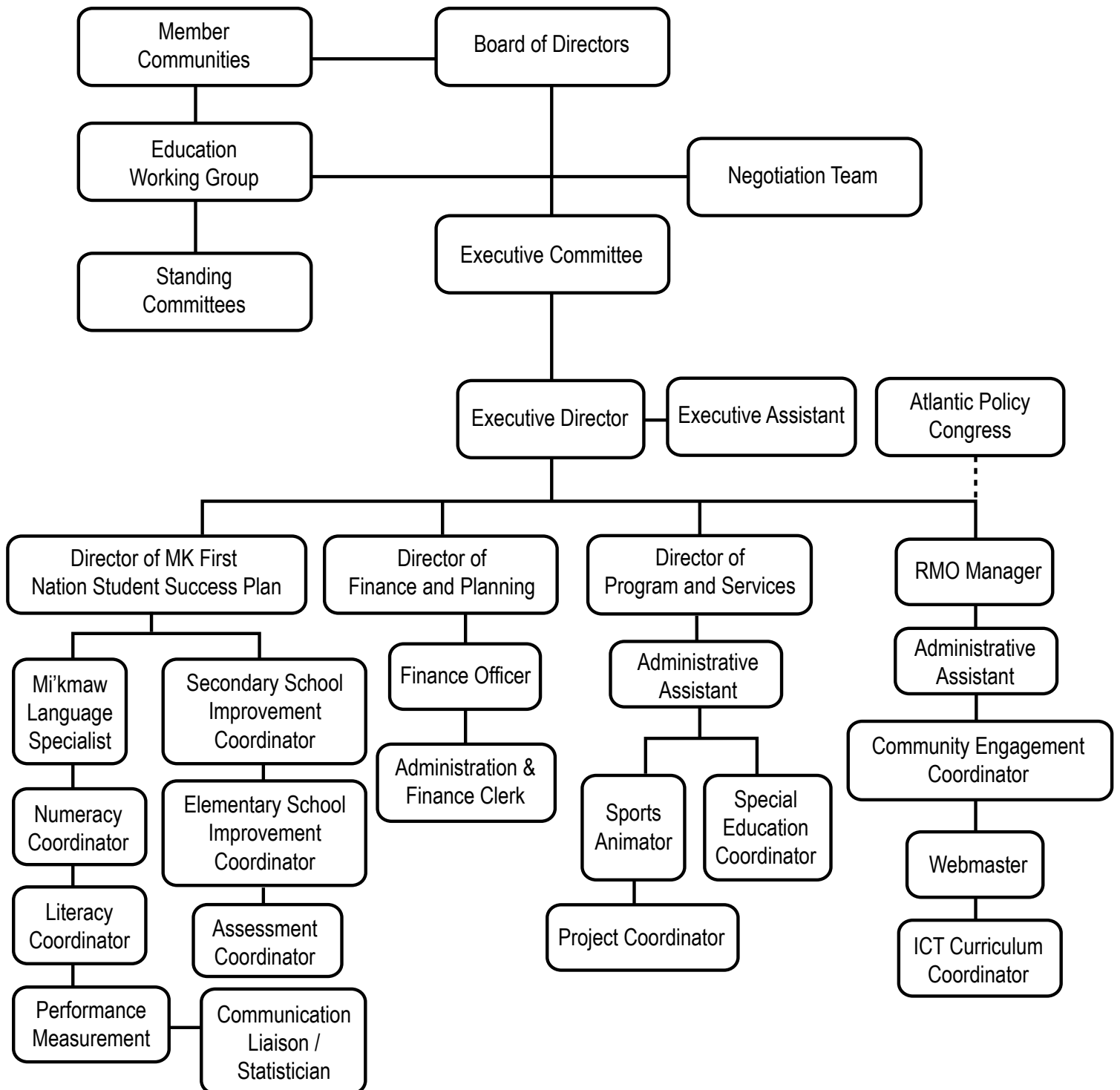


John Frank Toney,
Eskasoni School Board

* Executive Members



Organizational Chart



Mi'kmaw Kina'matnewey Program Reports

Report on Plans and Priorities (2010 – 2011)

Lauretta J. Welsh



The 2011 - 2012 fiscal year marks the beginning of a new five-year strategic planning cycle for Mi'kmaw Kina'matnewey (MK). During the course of the 2010 – 2011 fiscal year the MK Audit and Finance Committee worked with the staff and the Board of Directors to set the pace and identify strategic priorities for the next five years. As a unified team of Chiefs, staff, and educators, MK will continue to advocate on behalf of and represent the educational interests of our communities and protect the educational and Mi'kmaw language rights of the Mi'kmaq people. This strategic direction is evidenced in the goals and objectives that will be implemented during the course of the next five years. The 2011 – 2012 (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. MK is committed to work with the participating communities towards the achievement of the following strategic goals and objectives for 2011 - 2012:

1. Goal 1: Improve literacy rates for our students.

Objectives:

- a. Improve professional development and mentorship for teachers.
- b. Evaluate, develop, and implement the ongoing assessment processes for reading, writing and oral language.
- c. Implement early literacy programs.
- d. Improve resources (human and resources) for supporting our students.

2. Goal 2: Improve healthy and active lifestyles for our students.

Objectives:

- a. Refresh daily physical activity (DPA) in schools.
- b. Continue to build sport specific skills so that sports are a life long activity.
- c. Develop leadership capacity in our communities and schools.
- d. Host the 2016 North American Indigenous Games (NAIG).



3. Goal 3: Improve numeracy rates for our students.

Objectives:

- a. Enhance the numeracy curriculum.
- b. Improve professional development and mentorship for teachers.

4. Goal 4: Improve the rates of bilingualism for our students.

Objectives:

- a. Build the case to support bilingualism for students.
- b. Improve resources and supports for teachers.
- c. Engage community role models in assisting with the development and implementation of bilingualism (parents, chiefs, athletes, ect...)

5. Goal 5: Create a more comprehensive performance measurement and accountability system.

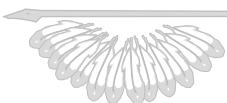
Objectives:

- a. Assist schools in collecting and analyzing data.
- b. Develop and monitor outcomes for each strategic objective on an ongoing basis.

6. Goal 6: Our stakeholder communication will be excellent.

Objectives:

- a. Hire a communication specialist to develop strategies, manage messages, and coordinate media, and public relations.



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 First Nation Education. It is the realization that good staff is the building block of your education system. This is especially true for first nations anywhere, you need your own people to be trained and to stay with you and make the communities stronger. If all we do is import young non-native teachers who develop their skills and then leave us, we are like the minors in baseball, feeding the Big Leagues. New staff from the 2009

B.Ed Co-hort will soon be ready to be integrated into their First Nation Schools. These are students with a special expertise in Science and Math and will make our system stronger. These are the individuals who will be the role models for the kids in the school and put a First Nation face to education. Student success will become an expectation rather than a hope.

A partial list of accomplishments is as follows:

- Enhanced First Nation human capacity in our schools with the availability of new FN teachers. We can never have too many of our own people teaching our children and building the economy of our communities.
- L'nuisultinej Conference 2011 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 75 %, reflect the continued strength of our programs and intervention strategies.
- MK SIS under the Dadavan initiative continues its development with more modules aimed at supporting the work of the teacher in the classroom and helping the student achieve their potential.
- The sports day showed how quickly our students have become true athletes, properly dressed and properly coached.



Post Secondary Education

John Jerome Paul

Director Of Program Services

Last year the government 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.” Clarification has not been forthcoming and the hope that this review would result in greater support for our FN communities and their students has not materialized. The only program that offers the hope of getting out of poverty and the Government of the day only sees it as a burden. Much akin to the Government housing program which does not even address the current need much less the projected need. The “Fix” in all areas where there is clearly a deficit in funding is apparent in housing, water, sewage, roads, and Job creation and on and on...

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. It 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. This number has been growing even though we know that there are many who have given up applying, and given up on their dreams of a better tomorrow, with a good job not Welfare. The First Nation Communities do not have the Funds beyond what they have already over-committed, and an offer of “Debt” is Immoral

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 the bar for student success
- More PSE graduates that enhance our FN human Capacity

Remember

If you promise to review and respond to an issue, but don't, is this not called lip service?



Community Liaison/Statistics

Vera Marr
Community Liaison/Statistician

David Peters
**Performance Measurement
Coordinator**

This year was very exciting for our communities using data; they achieved many milestones during the year.

Our communities are able to use the data collected by Mi'kmaw Kina'matnewey Student Information System (MK SIS) to create useful information. Here are some highlights from the past year. Communities are now doing the following:

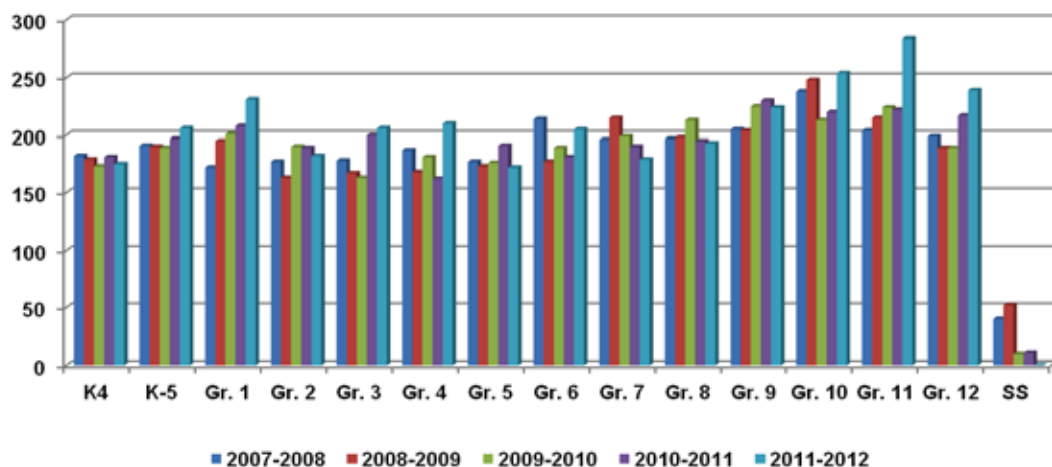
- Creating educational support statistics, i.e., Attendance Rates, Graduation Rates.
- Using MK SIS data to help monitor strategies and goals for their community schools.
- Producing information about their schools in a timely fashion.
- Completing the Nominal Roll quicker (decrease by 1 week).

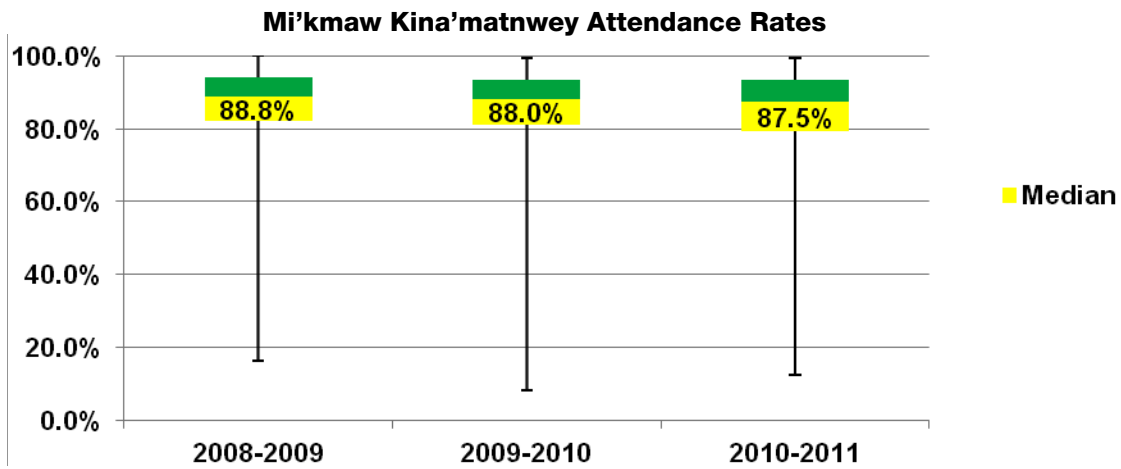
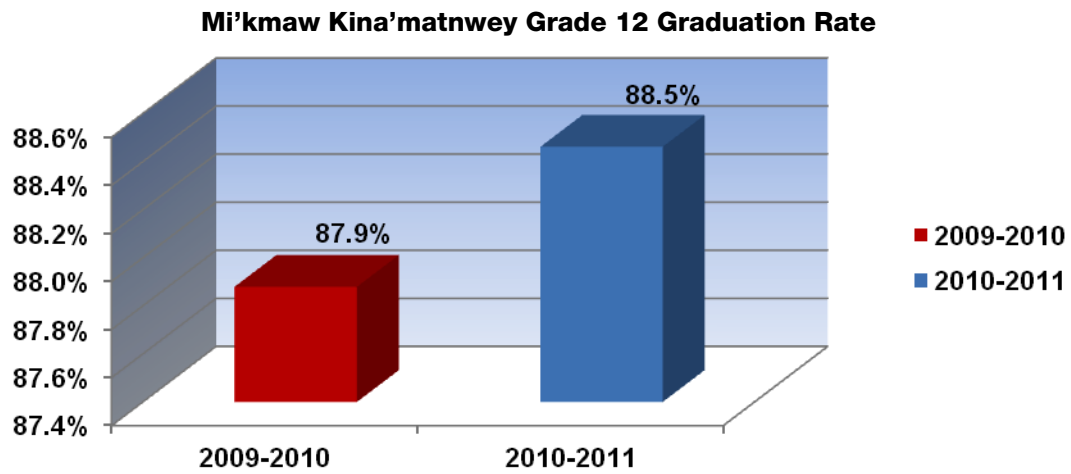
Throughout the year, the school communities have been instrumental in providing guidance and support. Their time and cooperation is very much appreciated.

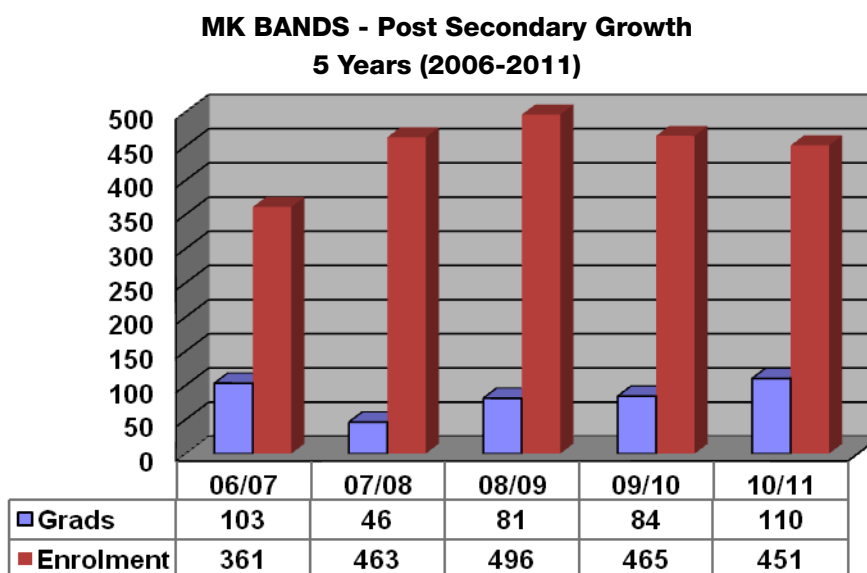
In June, a very successful MK SIS and Nominal Roll in-service were held with 22 key participants from the MK communities. This has led to positive communication and exchange of ideas on MK SIS. This, in turn, has created a positive environment for MK SIS growth. This speaks volumes as our communities are beginning to see the benefits of having student information readily available for both the students and communities.

Below are reports generated by data collected by MK SIS. The Nominal Roll report shows that our student population is increasing year over year. It also shows that more students, in all grades, are graduating to the next grade level.

Mi'kmaw Kina'matnewey Nominal Roll 2007-2012







Mi'kmaw Kina'matnewey Student Information System Development

This year, three new modules have been developed. In the second phase, the following area have been completed:

1. Literacy – ability to import the Provincial Assessment Results for teachers.
2. Numeracy – ability to import the Provincial Assessment Results for teachers.
3. Retention– Student School Planning Form. This allows the student and guidance counsellor to look at Student Self-Assessment, Explore Occupations, Occupation Research, and Education Options.

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.

Provincial Assessment Results

This year Schools participated in Junior High Literacy Assessment (JHLA) in February 2011, Elementary Literacy Assessment (ELA) in October 2010, Early Language Literacy Assessment (ELLA) in September 2010, Elementary Mathematic Literacy Assessment (EMLA) in May 2011 and Early Elementary Mathematic Literacy Assessment (EEMLA) in June 2011. These results will be used for comparison from year to year.

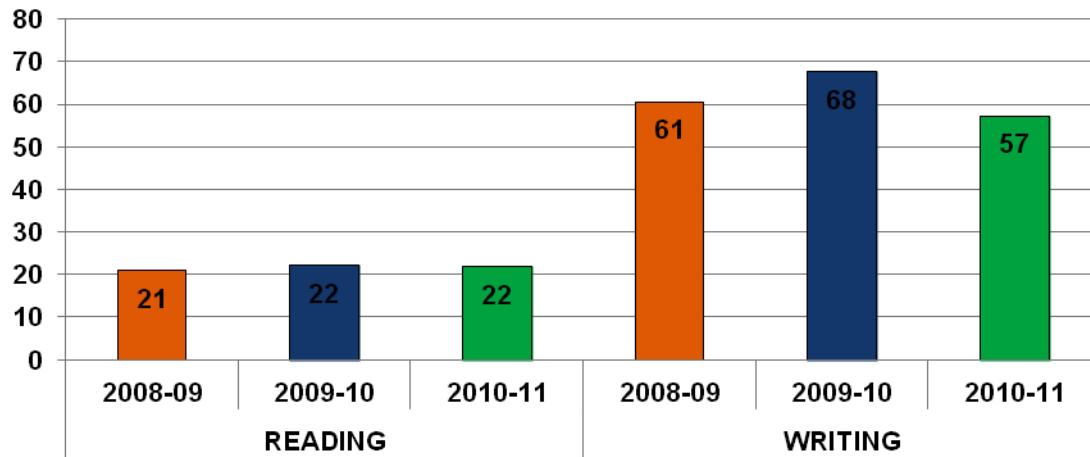
The results from the provincial assessments are showing that schools are improving in Literacy and Numeracy. Here we find that a new process has been implemented:

- Grade level specific professional development for both Literacy and Numeracy.

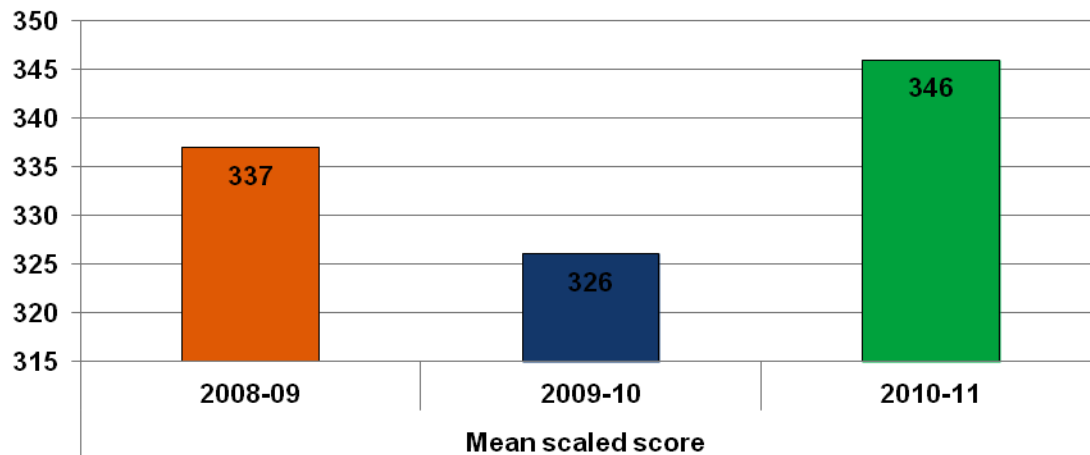
Looking Forward

Junior High Literacy Assessment - Grade 9

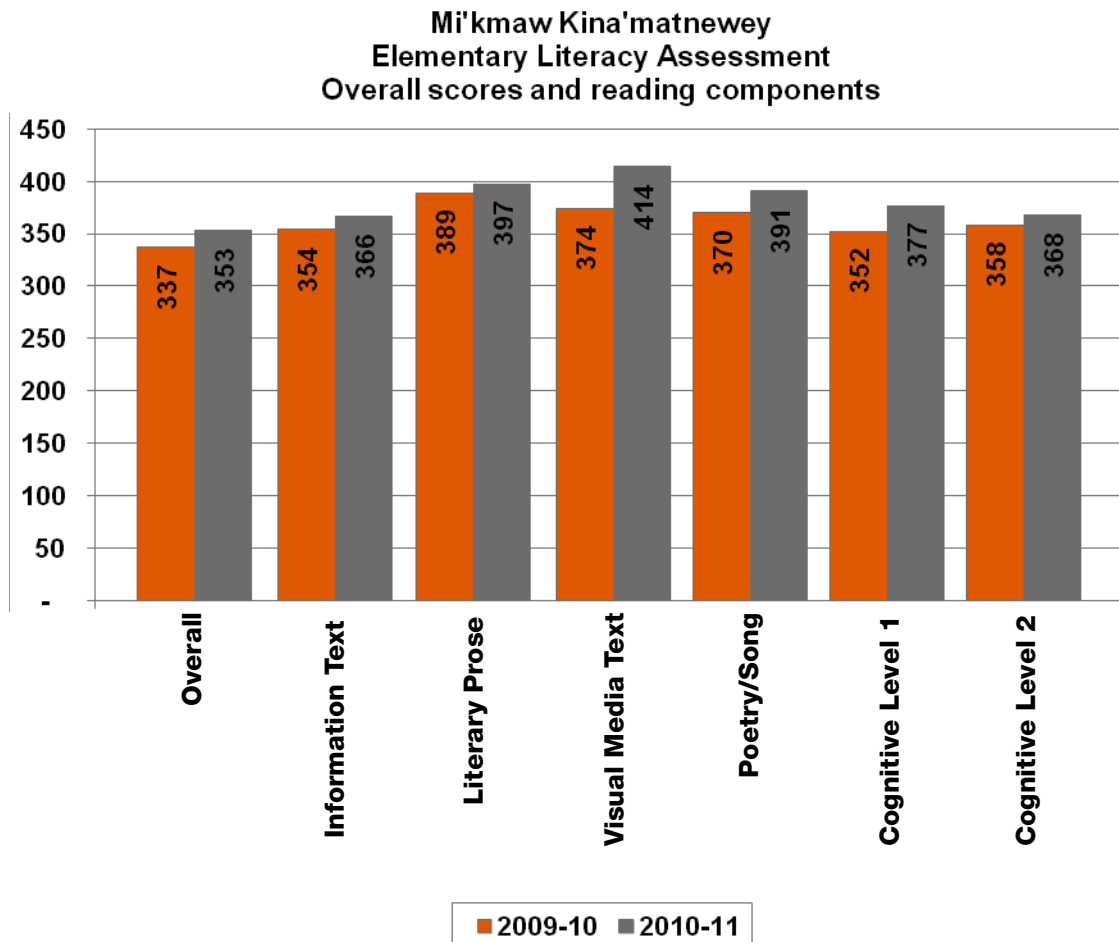
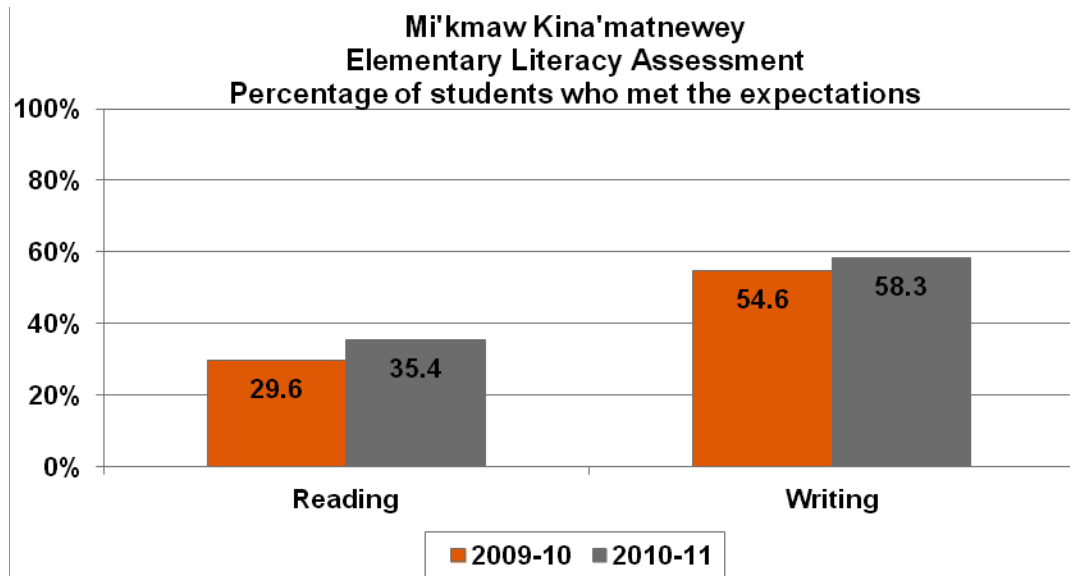
Mi'kmaw Kina'matnewey
Junior High Literacy Assessment
% who met the expectations



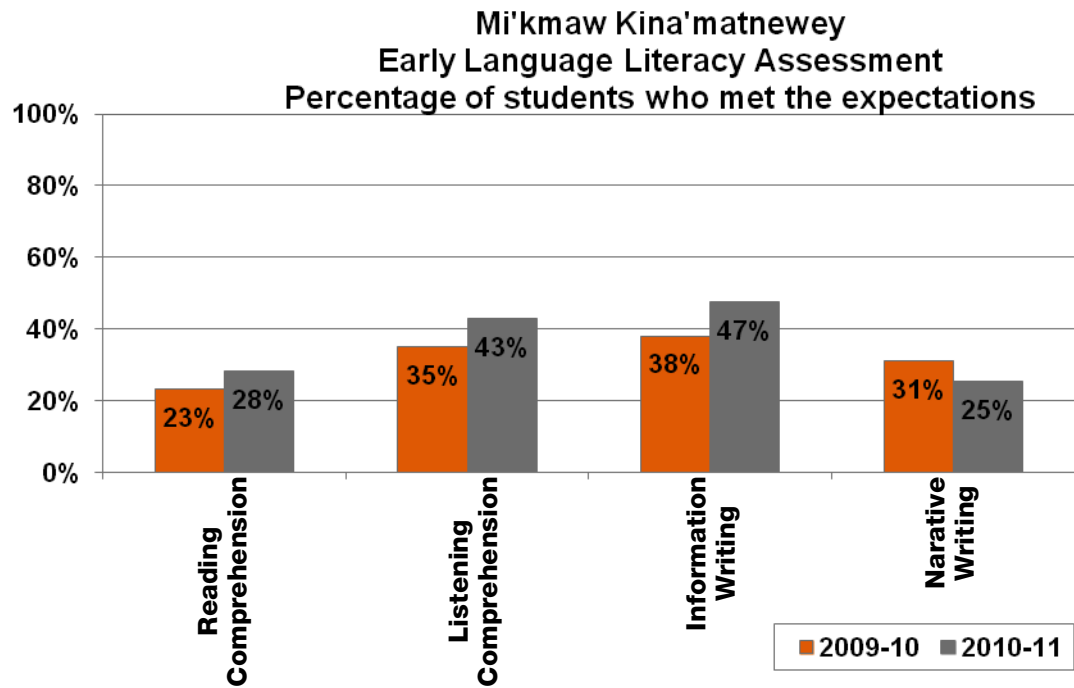
Mi'kmaw Kina'matnewey
Junior High Literacy Assessment
Reading



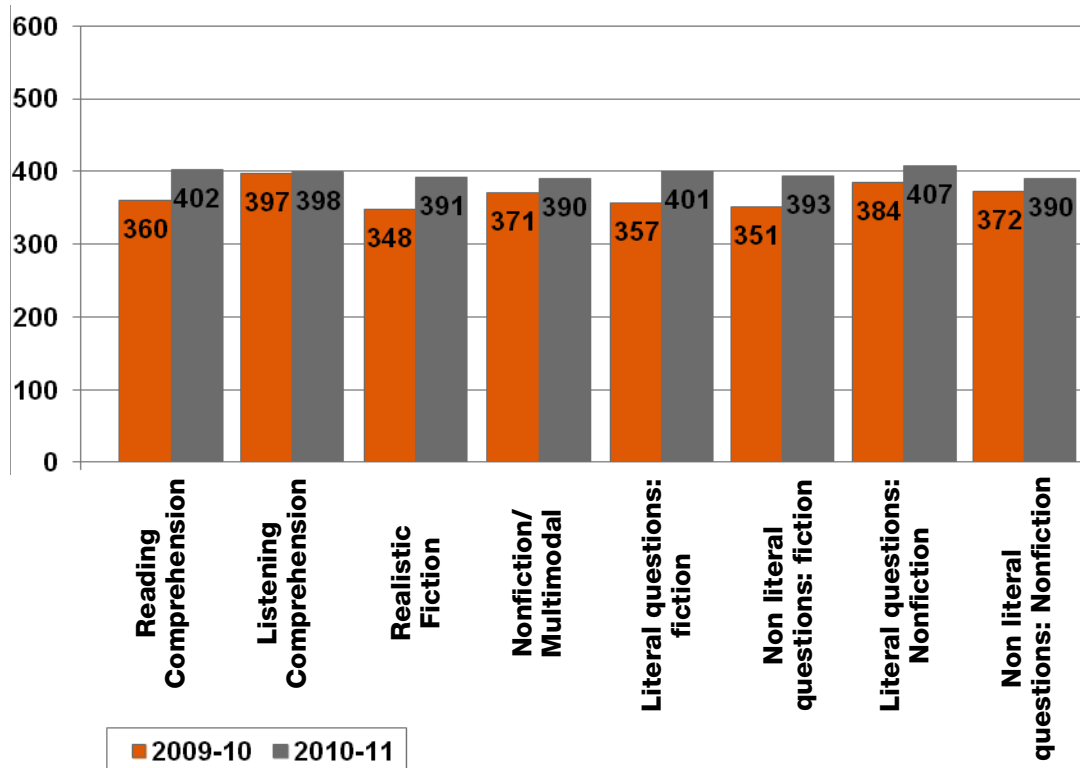
Elementary Literacy Assessment - Grade 6



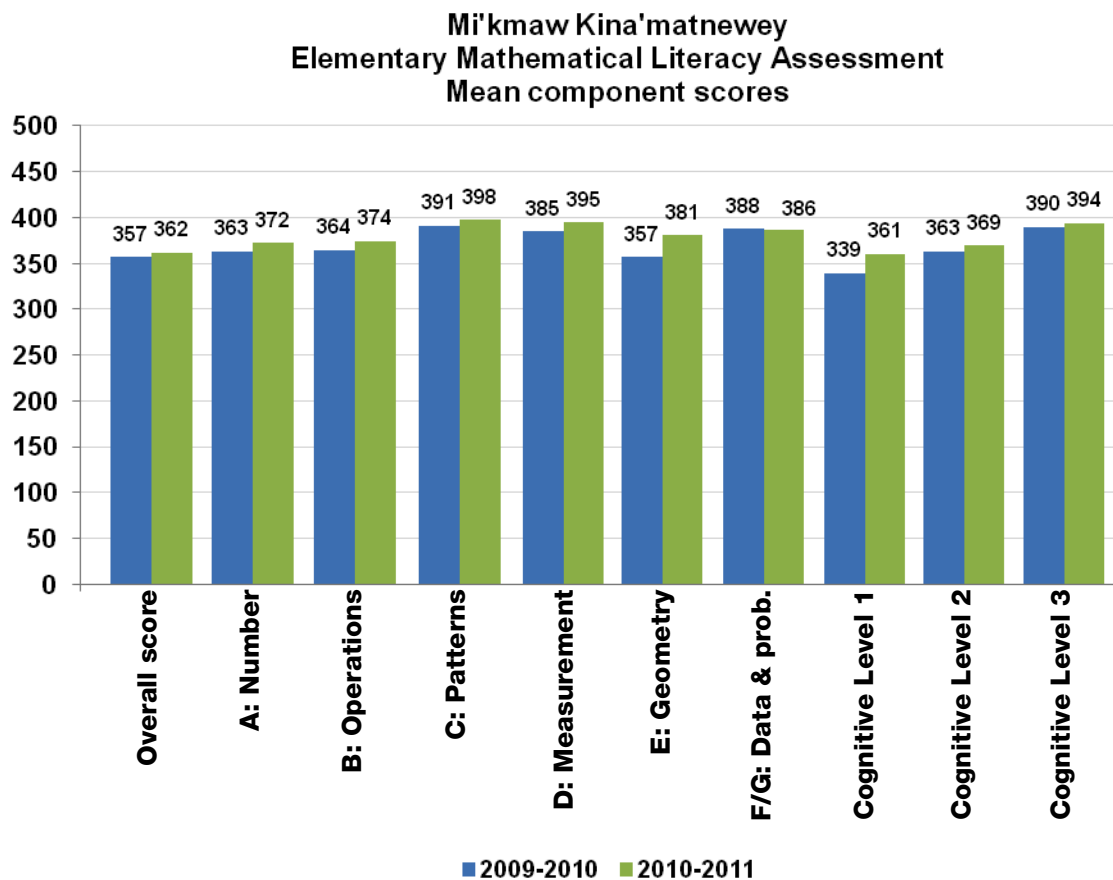
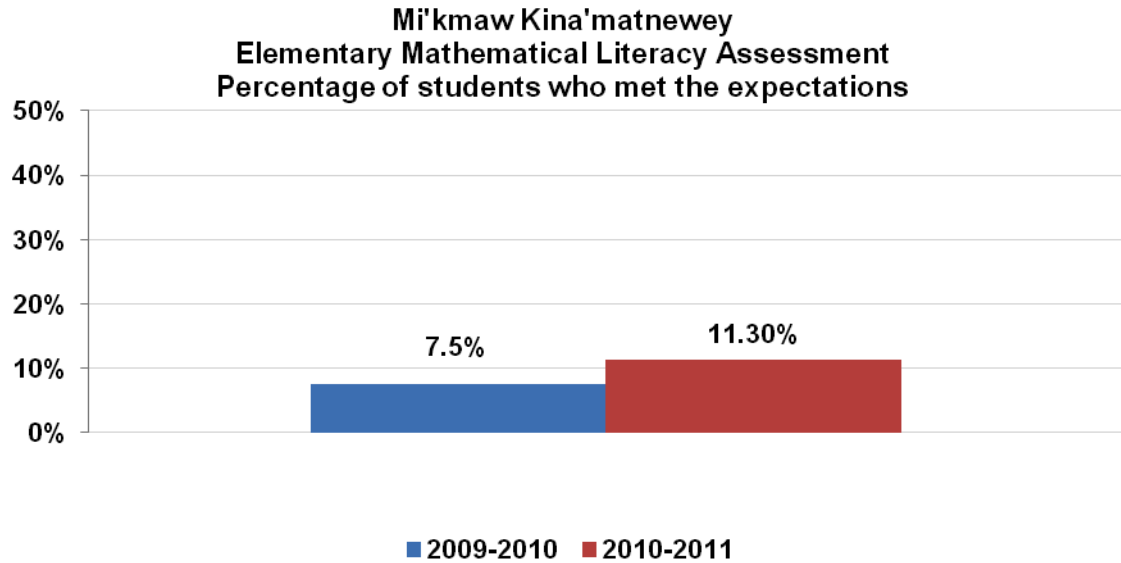
Early Language Literacy Assessment - Grade 3



Mi'kmaw Kina'matnewey Early Language Literacy Assessment Mean scaled scores



Elementary Mathematical Literacy Assessment - Grade 6



In the coming year, MK SIS will begin the process of defining and implementing educational information statistics for students, school administration, communities, and Mi'kmaw Kina'matnewey.

There will be major developments in the areas of gathering perception data and monitoring new processes with Mi'kmaw Kina'matnewey.

Mi'kmaw Kina'matnewey is committed to meeting any challenges and being part of a very important and successful year for its communities.



Atlantic Canada's First Nation Help Desk

Kevin Burton



Atlantic Canada's First Nation Help Desk continues to provide technology-related resources to Mi'kmaw Kina'matnewey and Atlantic First Nation schools. As has been the case for several years, funding continues to be an issue. In technology, nothing ever stands still. An organization either must move forward with its vision or fall behind.

Among the lists of successes for 2010-11 were:

- Maintaining broadband connectivity to the schools
- Providing a filtered internet feed to the schools that protects our students from pornography, hate mongering, and other inappropriate content.
- Supporting a videoconference network connecting all First Nation schools
- Licensing programs for use in the schools including Microsoft windows, Microsoft Office, and Apple iWorks
- Providing advice, technical support, and repair services as needed.
- Supported a region-wide Youth Employment Effort including a special "Project 60" initiative where students created videos encouraging First Nation citizens to vote (it was 1960 before First Nation people were allowed to vote in Canadian elections)
- Participated in "Videocom" (<http://videocom.knet.ca>) and "First Mile" (<http://firstmile.ca>) projects of the National Research Council, University of New Brunswick, and Simon Fraser University (B.C.) which have highlighted technology needs and achievements of First Nation communities and brought additional resources to the region.
- The Help Desk continued to support efforts to strengthen the Mi'kmaw language through collaboration with efforts that require a technology component.

Disappointments during the previous year include:

- Nationally, Aboriginal Affairs and Northern Development's (formerly INAC) First Nation SchoolNet program was sunset (discontinued). No money to replace the program was transferred to the region. The regional AANDC office supported the program to the extent that they were able by using New Paths educational program money. Unfortunately, that results in financial strains on other programs.
- Funding limitations have resulted in the loss of our educational videoconference liaison who helped provide content to the classrooms through videoconferencing.
- Our best efforts to obtain year-end "slippage" money in support of the schools was unsuccessful. Explanations for that centred around the national election call.



The bottom line is that no “last minute” money for needed new equipment or equipment replacement got to the schools.

Developments and changes to support our mission during 2010-11:

- The Help Desk completed the first year of a two-year fibre optic project. Fibre optics will immediately provide more than six times the amount of bandwidth into the schools than the current copper T1 lines with an on-going cost below current levels. Details of the project can be seen at <http://firstnationhelp.com/fibre>
- New upgrades were purchased to the Websense filtering system. Some students found a “way around” the old filter through using “proxy servers” so the old system had to be upgraded.
- Due to international hacking into computer servers, the Help Desk has changed the way that school web sites are hosted. These changes involved locking down servers behind secure firewalls and using external hosting services to host sites that have to be updated from outside of our offices.

The Help Desk staff, on behalf of the students, teachers, administrators, and parents send out a big “wela’liog” to Mi'kmaw Kina'matnewey and it's member communities for their continued support of using technology to its best advantage in delivering quality educational services to the children.



Mi'kmaq Language Specialist

Blaire Gould

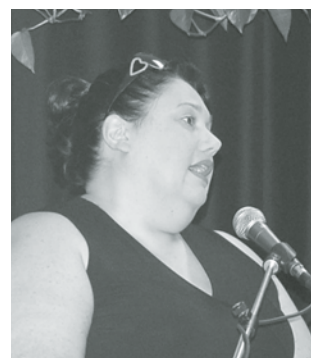


The talking dictionary project is developing a 6000plus word Internet resource for the Mi'gmaq/Mi'kmaq language. Three speakers recorded each word. Multiple speakers allow the listeners to hear differences and variations in how a word is pronounced. This permits learners the opportunity to develop the difficult skill of distinguishing individual words when they are spoken in a phrase. Currently, we are recording words with Unama'ki (Cape Breton) speakers.

Mi'kmaq-Mi'gmaq Online talking dictionary website is under construction; however, content is still available to the public (www.mikmaqonline.org). The website is being redesigned to accommodate picture/video support for each word. There are currently 200plus picture/video words to be updated to the website once it is complete. The website will continue to update picture/video support to fill its 6000+ word database.

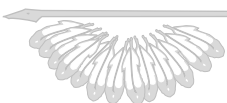
The Jilaptoq joint initiative project involves the creation of digital, multimedia, and interactive Mi'kmaw educational support material. The project is unique in that it is a team effort involving many individuals and organizations within Mi'kmaki. Many of the individuals involved with the project are giving of their knowledge and time because of their love for the Mi'kmaw language. The project's main goal is to build an interactive talking Mi'kmaw Dictionary, and to this end participants in Unama'ki have teamed up with the Mi'gmaq Online developers in Listuguj. Our mandate also involves the development of various multimedia Mi'kmaw language-learning tools, which will be accessed on the web through this site.

The Jilaptoq website (www.jilaptoq.ca) was launched on June 30th, 2010 at the Membertou Trade and Convention Centre. A special thank you to all those attended as well as to our guest speakers, Kji-Keptin Andrew Denny and Candy Palmater. At the launch, we honored our special friend Watson Williams for his years of dedication to the Mi'kmaw language and to the talking dictionary project.



The Mi'kmaw language classes for daycares, via Video Conference, were very successful. The children learned the Mi'kmaw language through song, dance, and puppetry. At the end of the school year, children were able to count, recognize colours and animals, sing along, and understand action words. The daycares were provided with resources to assist language learning in the classroom. The following daycares that the classes were offered to are, Three Wishes Daycare (Annapolis Valley), Muin Sipu Daycare (Bear River), and Acadia Youth Centre (Acadia).

Mi'kmaw Kina'matnewey also offers Mi'kmaq 110/Mi'kmaw Language 11 through a web-based course to all high schools. The course was offered in January through to June with a total of 30 students registered. The course will also be available in the 2011 school year, September through December.



Special Education Policy Development Project

Valerie Marshall Bowers



The Special Education Project for 2011 has been in a transitional phase to become a full Regional Managing Office for the administration of the Mi'kmaw Kina'matnewey Special Education Program. This phase began in January through to March. In 1999, jurisdiction for elementary, secondary and post-secondary education on reserve came under the MK Agreement. However, between 2002-2003 and March 2011, Special Education within the MK participating communities was managed in a way that attempted to recognize both First Nation jurisdiction and INAC program management responsibilities. Specific authority was sought from the Federal Government to include Special

Education as part of the jurisdiction agreement to be effective when the new Agreement is signed.

The planning for this transition began in January 2011 and involved three two-day meetings between January and April of the Special Education Program (SEP) Committee and representatives from all participating communities. In addition several one-day meetings were held. As a result of this transition planning:

An Operational plan for 2011-2012 was developed that contained a framework for planning for school job descriptions, professional development, community collaborations, transition planning, and assistive technology;

New terms of reference were established for the SEP Committee and the name was changed to the Special Education Planning Working Group (SEPWG);

A new job description was developed for the Student Services Consultant;
A new accountability and reporting process for school Special Education funding was established.

May 2010, the Special Education Coordinator and a representative from INAC conducted Special Education Program Reviews by visiting the MK Community schools and reviewing the Special Education classrooms and their files. A final report was sent out to the communities in response to the community review visits. This was the first combined SEP review visit to the MK member communities.

November 1, 2010, the Special Education Coordinator conducted a MK Community School wide in-service on Autism, in which all school staff attended, including Teacher



Aids and all teachers. This successful in-service was hosted by Eskasoni School Board. The Special Education Coordinator continues to liaison with Nova Scotia Department of Education, MK community Schools, Autism Society of Nova Scotia, Nova Scotia Provincial School Boards, Learning Disabilities Associations , of Nova Scotia, AFN SEP Working Group, Centre of Excellence for Children and Adolescents with Special Needs (MSVU).



Sports Animator

George “Tex” Marshall



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

For the first time we had an official Events Calendar for MK schools. The sports / activities included MASH (Dodge ball) Basketball, Soccer, and Track & Field , and also for the first time we also had an MK Hockey Day.

I would like to take the opportunity to acknowledge and thank our hosting schools, Eskasoni, Indian Brook (LSK), We'koqmaq 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, Wela'liek...

Once again we have had our 5th Nova Scotia Schools Aboriginal Track & Field Championships, which were hosted this year at St. Francis Xavier University in Antigonish, NS. There were approximately 300 students who participated and it was a great two days for all those involved with the event. The field events were held on a subsequent day at Eskasoni Ele. & Middle School. A special thank you to our Volunteers for the event. Incidentally, each community / school were once again successful at winning medals at this year's event. We hope to once again make the event bigger and better next year.

I am looking forward to another productive year for our MK Schools in 2011-12. Some planning is being arranged to promote more leadership training for students in the different schools for the upcoming year. It is our hope that this will create and support even more opportunities for our students and schools.
Wela'liq.....



School Improvement Coordinator

Laurianne Stevens



Now in its third year, the First Nation School Success Plan (FNSSP) continues to build on the successes of our MK students and schools. The main areas of focus are based upon literacy (both Mi'kmaw and English), numeracy, and student retention.

Beside myself, the director, the FNSSP team consists of 8 individuals who work collaboratively towards continued school success. Within the team, there is a literacy, a numeracy, and a Mi'kmaw Language consultant, a performance measurement and 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. Each team member also works alongside a mentor from St. Francis Xavier University (STFX) for guidance, direction, and support in their specialized areas.

FNSSP consists of 3 areas in which all activities are connected.

1. School Success Plans
2. School Learning Assessments
3. Performance Measurement

School Success Plans:

All of the MK schools have been working on school success plans over two years now. The three schools in Eskasoni have completed the first cycle under the original School Improvement Framework and will now be working with FNSSP to develop new goals.

The elementary schools in Potlotek, Membertou, and Pictou Landing are currently in the final year, implementing strategies, and collecting data. Data is continuously collected to determine the indicators of success. The schools in Indian Brook, Waycobah, and Wagmatcook are also in their final year of FNSSP. This year, the data and final reports will determine the success of the goals.

In the K4 program, three communities (Acadia First Nation, Pictou Landing and Waycobah) have agreed to be part of an Early Childhood Education (ECE) Pilot Project. The purpose of this project is to begin the process of gathering information and to consider possibilities for a school success framework for early education settings. This plan for school success focuses on the early years before students enter grade primary. Community



meetings will be held to gather this information.

The Literacy, Numeracy and Mi'kmaw Language consultants have been working closely with lead teachers in the schools, their STFX mentors, and consultants in the province to keep the schools on track with new programs and assessment tools, to facilitate professional development and training, and to assure success for our MK students and schools. The three consultants are currently working with common assessment tools to be consistent with performance measurement.

Student Learning Assessments

The assessment consultant has been working closely with Evaluation Services at the Nova Scotia Department of Education. For almost three years, the MK schools have been participating in provincial assessments. Literacy assessments in grade 3, 6, and 9 are administered each year. Numeracy assessments for grade 3 are administered each year and grade 6 is in its pilot year. The grade 8 students will be participating in the new grade 8 Math assessment in May 2012. 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 to determine 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. Our grade 3 literacy assessment results have improved by 10% since the first year it was administered. This is a clear indication that our students are improving in literacy. In our Numeracy Assessments, the results have slightly improved since the first time they were administered. The Numeracy Consultant uses the assessment results to determine supports needed in our classrooms.

The Mi'kmaw Consultant is working with the schools on piloting the Mi'kmaw Language Proficiency tool. This is a major step in collecting data on Mi'kmaw Language Acquisition. The schools are also equipped with resources such as Mi'kmaw leveled books through Eaglecrest. These books assist the teachers in developing language learning.

Performance Measurement

The performance measurement consultant works collaboratively with Dadavan in creating a "user-friendly" Student Information System (SIS) for the MK schools. The new modules in literacy and numeracy are now able to accept the provincial assessment results. The assessment data is now uploaded on the system. Both of these modules have a curriculum outcome rubric, a tool that is used to measure whether or not the students are meeting the provincial outcomes.



Schools are completing their nominal roll with the support of the nominal roll training offered last fall. The student retention module now has new additions including student grades, attendance, future planning form, and a teacher planner.

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 STFX works closely with the performance measurement consultant in carrying out these activities.

STFX research projects

The FNSSP team and STFX University are in the final year of a three-year research project. The long-term goal of this project is to describe and explain the impact of FNSSP on the educational programming associated with MK.

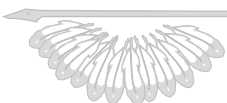
There are 5 research projects that require collaborative efforts of the FNSSP team, STFX mentors, the MK schools and communities, as well as research students from STFX University.

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

These projects have been ongoing. We will continue to collect the data to show the effectiveness of each on the participating schools.

Overall, the FNSSP team has, for the last two years, built trusting relationships with the school communities and worked cooperatively and collaboratively in establishing success for the MK schools. The FNSSP team supports the MK school communities in attaining their goals in literacy (Mi'kmaw and English), numeracy, and student retention. The FNSSP activities have been supported by the Executive Director, as well as the MK Board members.



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 74 students on the band's elementary / secondary nominal roll for 2011 - 2012. All these students attend provincial schools. There are 31 students on the 2011 - 2012 post secondary education nominal roll. For the 2010 - 2011 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 Centre
- End of school year student 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:

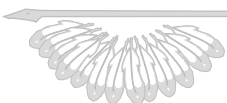
The Mi'kmaw Kina'matnewey flow monies to the First Nation, Financial Controller with Chief and Councils directing the allocation to the following four areas; Administration, Tutoring, Salary.

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

Tina Dixon

Education Director/Special Needs Liaison

Since joining Mi'kmaw Kin'matnewey in April 1, 2004 the Bear River First Nation has experienced challenges. We are a small First Nation with a small number of students on our nominal roll. We struggle with limited funding which makes it difficult to accommodate all of the requests that we receive regarding various school and extra curriculum activities for our students. Bear River First Nation's Chief Carol Thompson, Councillors Carol Ann Potter and Fred Harlow-Robar, continue to work together with departments such as our Health Center, Cultural & Heritage Center, Band Office, and the Muin Si'pu Learning Center to maintain programs that provide support to our students.

Education Demography:

There are 27 students on the band's nominal roll for 2011-2012. For the 2010-2011 academic year, there were 2 high school graduates. All of these students attend provincial schools. Under the jurisdiction of the Tri-County Regional School Board they include the Digby Elementary School and Digby Regional High School. Under the jurisdiction of the Annapolis School Board they include Clark Rutherford Memorial School, Champlain Elementary, Annapolis Royal Academy, and Annapolis West Education Center.

Accomplishments/Highlights & Ongoing Programs:

- Pre-School
- Head Start
- Daycare
- Muin Si'pu Learning Centre
- Math Support Program
- School Lunch Program
- Elder's Teachings
- Adult Education
- Language & Culture
- Computer (internet accessibility, video conferencing, basic computer skills)

Partners In Education include:

- Atlantic Canada's First Nation Help Desk
- The Confederacy of Mainland Mi'kmaq
- Dadavan
- Mi'kmaw Kina'matnewey
- Annapolis Valley Regional School Board



- Tri-County Regional School Board
- Provincial School Board Rep. (Annapolis Valley School Board)
- Mi'kmaw Services Specialist Jude Gerrard AVRSB
- Nova Scotia Department of Education
- Mi'kmaw Family & Children's Services of Nova Scotia
- Department of Labour and Advanced Education

Bear River First Nation holds language and culture classes, and wishes to continue pending on funding. This year we are pleased to have the opportunity to recruit a Language & Cultural Resource Person who delivered the following sessions; Talking Posters Night, Language Lunches, Language with the students at the Learning Center, Talking Sticks and the second Community Language video. Ongoing classes include, Mi'kmaw Oral Teaching, Reading, Writing, Singing and Elder's Teachings. Our Learning Center continually implements cultural aspects into the daily curriculum and routines. The Director of Education/Special Needs Liaison continues to connect with the schools to promote Mi'kmaq Culture and History and to support those students identified with Special Needs.

Our community builds on the provincial education system through these supplementary programs/services. These programs/services are intended to provide holistic education opportunities that promote good health, scholastic success, social development and pride in Mi'kmaw language and culture. We are in desperate need of more Aboriginal support in our provincial schools.

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



Eskasoni First Nation

Elizabeth Cremo
Director of Education

Eskasoni, the largest Mi'kmaq Community east of Montreal, in 1980 took local control over its education system. Since then, we have witnessed increased growth in our staff as well as student enrolment. The Eskasoni School Board strives on offering the best education for our children. The school board has sustained a Mi'kmaq language program, and an immersion program. Under the jurisdiction of the school board, we have the Ksite'taqnk Daycare, Eskasoni Elementary and Middle School, Chief Allison M. Bernard Memorial High School and Una'maki High School.

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 1170 students from daycare to high school. In addition, we have 161 full/part time students enrolled in various universities across the country. Our community's post secondary grads totalled 61 this year, including 11 new certified teacher assistants, 12 early childhood educators, and 14 newly certified immersion teachers.

Our staff consists of 179 employees, which includes teachers, teacher aides, student aides, guidance, administration, a shared speech language pathologist, janitors, bus drivers, clerical and day care workers. Our staff employs 136 Native staff, who live and teach within the community. Our staff is one of our greatest assets, and each year we celebrate their service and dedication during our annual service award dinner. Honoured this year were 11 staff members who observed such major milestones as 25 and 30 year milestones with us, as well as retirement. We were sad to see eight staff members retire this year, but thank them for their service and wish them all the best in the future. There is currently a collective agreement in place between the Eskasoni School Board and the Public Service Alliance of Canada to which our teachers and teacher's aides are members (Local 80510). The collective agreement was signed on September 29, 2010 and will remain in effect until August 31, 2014.



The Eskasoni School Board is under the umbrella of the Eskasoni Band Council. The school board has twelve members, each appointed by a band councillor. The chairperson is appointed to represent Chief and council, and in turn, it is his duty to report back the activities of the school board to council chambers. The chief of the Eskasoni band is also an ex-officio member of the board.

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

Ksitetaqnk Day Care

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

Child care services are open to children from ages two to five years. The four and five year old children are enrolled in the half day program, while the two and three year olds are in the full day program. This year, we had approximately 22 children registered, with increasing numbers of special needs children enrolled. The integration of the students in the day care program is very successful, and our program helps parents, interventionists and the school begin planning for successful school years.

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

Throughout the year, our children have participated in the Terry Fox Walk, Thanksgiving turkey dinner, Halloween party, Christmas concert, weekly skating, Santa visit, winter carnival, Easter bunny visit and party, mother's day tea party, and a field trip to Two Rivers wildlife park. All staff takes turns to fund raise for these activities through weekly bingo games in the community.

Eskasoni Elementary and Middle School

The Eskasoni Elementary and Middle school offers instruction from kindergarten to grade 9. It has a student population of 836 and a staff of 98. The school is involved in the following activities and/or initiatives.



- Immersion program (K-3) with immersion students kept together until grade 5 for transitioning to English program. This year, we were honoured to graduate students from the grade nine program who were the original pilot class for the immersion program.
- Active Young readers program from P-9
- Participation in regional and science fair
- Ongoing training in running records for teachers
- Techsploration for grade 9 girls
- Annual school wide pow wow
- Participation in MK family of schools programs such as fine arts festival, Mi'kmaq language speech festival, show me your math (elder judged) MASH tournaments, track and field
- Teacher/student aides set to graduate certification program in September 2011
- Speech language pathologist on site shared with 5 Cape Breton Mi'kmaq community schools
- Ongoing training in assessment for special needs students
- Four learning centers
- Four full time resource teachers
- Full time student services/literacy coordinator
- Full time resource for immersion students
- IPPs in place for all identified students
- Adaptations in place for all identified students
- 1 reading recovery teacher
- Dadavan report cards, attendance, teacher planner and nominal roll in place

Music Initiatives

- Two full time music teachers
- Music for all grades from K to 6
- Grades 4, 5, 6 choir
- Band program with junior and senior band

Healthy Living Initiatives

- School wide daily DPA for all grades
- Skating program for all grades
- Ski program from grades 4-9
- Swim program grade 5
- Cereal and milk program for all grades
- NADACA programs for all grades
- Health Center programs for all grades
- Participation in grades 4-6 boys and girls basketball leagues with Cape Breton District
- Participation in junior high boys and girls basketball leagues with Cape Breton District
- Participation in grades 4 -6 and 7-9 boy's hockey league with Cape Breton District



- Recycle program
- National anthem and Mi'kmaq morning prayers led by students daily
- Junk food and pop ban for entire school
- Doctor's Nova Scotia Running program

Chief Allison M. Bernard Memorial High School

This school opened its doors as the Eskasoni High School in 1998. The high school has a student population of 174 students and a staff of 17. We were pleased to celebrate the accomplishments of 34 graduates from the high school this year. Also this year we began 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 for students in the community between the ages of 12 to 19. The teen health center is expected to open in September of the 2011-2012 school year. The high school is proud to participate in the following:

- Girls basketball
- RRFB- our students have won in the 10-11 category for the Cape Breton region for several years running
- Golf team
- Intramurals
- Grade 12 travel group
- Prom and graduation committee
- Two Envirothon groups
- Written provincial exams in English 12
- Breakfast program- hot/ cold breakfast provided to all students at no cost
- Role Model of the Year- we recognize and honour an Elder each year, this year's role model was Betty Paul.
- Student participation in Eskasoni Elder project Meals on Wheels to volunteer with community elders food delivery program and safety program.
- Co-Op program- students work 40 hour placements in the community or Sydney area
- Graduation exercises
- Lunch hour running club
- After school peer tutoring program
- Mentoring program
- Participation in MK schools science fair, fine arts festival, track and field, and Mi'kmaw speech festival
- Host school for junior high art extracurricular program
- Student art show at Nova Scotia School of Art and Design gallery in Sydney.

Unama'ki Training and Education Centre

At long last, the students and staff from the TEC have moved into their new facilities.



February 25, 2011 saw the grand opening of the new TEC, which was attended by elected and traditional leaders, elders, members of the MK family of schools as well as community members and members of the media. The new school is housed in the former fitness center at 53 Richard Avenue, Eskasoni. The TEC's pre-10 program, high school and adult classes are very proud and happy with their new home, enjoying the bright, roomy classrooms and common rooms. The move has also encouraged some healthy and active lifestyle changes for the school as a group. Promoting healthier eating habits and physical activity, the staff and students at the TEC are making the best of new beginnings. The TEC has a student population of 138 students in all of their programming and was pleased to celebrate the accomplishments of their 11 graduates this year.

Also opened was the healing room at the TEC, graciously furnished by Journey of Healing. This room is a private area set aside for personal counselling and a quiet place for students to reflect. With its ample room, the new TEC is also becoming home to a growing number of community activities, from University courses offered in the community to afterschool art programs. The facility also offers an outdoor basketball court and baseball field onsite. It is the hope of the school board that this school will become a center of community activities surrounding learning and fitness. Based upon what we have seen so far, we're sure that the TEC will be a positive place for the youth of the community to enjoy for many years to come.

One of the programs of which we are very proud is the art program being held after schools. Students are enjoying this afterschool program and were proud to showcase their work at the fine arts festival this year.



TEC Staff and students.





Indian Brook First Nation

Velvet Paul Education Councillor

In our fourth year here at L'nu Sipuk Kina'muokuom (LSK) we are excited about the prospect of building on our many previous experiences and successes. LSK continues to offer a wide range of academic and extra-curricular opportunities to the Student of Indian Brook in a setting reflective of that which is laid out in both our vision and mission statements. These statements are as follows:

LSK Vision Statement

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

LSK Mission Statement

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.

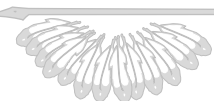
Highlights and Initiatives for the Past Year:

Drum Making – students from all grades as well as community members participated in a drum making workshop. This cultural activity, scheduled as part of Treaty Day celebrations, provided a forum for students, staff and guests to collaborate in an exchange of traditional skills and teachings.

Fine Arts Festival – LSK was proud to host this event for the second time. Students from various MK schools utilized a wide range of artistic expression in displaying their creativity. The paintings, sculptures, singing and musical performances, and other art forms presented as part of the festival provided an inspiring insight into the artistic talents of the students attending MK schools.

L.O.V.E. Program – it is with enthusiastic anticipation that we await the return of the L.O.V.E. Program to our school. L.O.V.E., or Leave out violence, is an organization that undertakes multi-media and leadership training to develop the positive life-skills, sense of community and critical thinking that enable youth to analyze causes of, and alternatives to violence. www.leaveoutviolence.com This valued program has proven to be a popular and meaningful resource of our Junior High school students.
FNSSP L'nu Sipuk Kina'muokuom

LSK completed its school success plan in March of 2010 and began implementing many



of its strategies.

For each goal strategies have been identified and action steps have been taken to ensure proper implementation. Each strategy has team members and they have all been identified and are currently being updated. Roles and responsibilities for each member have allowed staff to be collecting and monitoring data collection. Fontas and Pinell kits are being used in Elementary for running records and Victoria Burnhart performance models are being implemented for data collection. Currently, the Mi'kmaq Language benchmarking has continued to make progress and our attendance strategies are up and running. Common school assessments have been delivered in each grade from P – 8 for Mathematics and new strategies are being incorporated to support student learning. We currently meet regularly with our FNSSP team and continue to follow the SIP.

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. As such, PSE is one of the Education Committee's most important initiatives.

There are over 80 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!



Fine Arts Festival.

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.

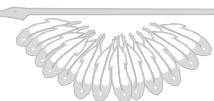
Our School Board is the Membertou Band Council as an independent body that is responsive to various aspects of planning and assessing current educational programming. We will be able to pay staff equal levels as their provincial counterparts and we have Mi'kmaw specialists accessible to our community 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 268 students on the band's Nominal Roll for the 2010-2011 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 22 students on the 2010-2011 post secondary Nominal Roll.

17 High School graduates

13 post secondary graduates

59 students achieved the Chief's Award for Attendance

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

16 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:

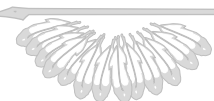
- Cape Breton University
- Atlantic Canada's First Nations Help Desk
- Micmac Family & Children's Services
- Cape Breton Victoria Regional School Board
- Mi'kmaq Employment & Training Secretariat
- Nova Scotia Department of Education
- C@P Society of Cape Breton
- Membertou Interagency
- Aboriginal Headstart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



Paqtnkek First Nation

Tanya Francis
Education Director

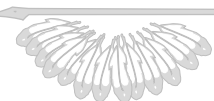
The Paqtnkek Community has recently signed on with Mi'kmaw Kina'matnewey within the past year. Partnering with Mi'kmaw Kina'matnewey will certainly benefit and enhance our community's educational and cultural goals.

Education Demography:

Based on last year's Nominal Roll, we had 111 students attending our local provincial school, East Antigonish Education Centre/ Academy. We have one (1) Band Operated School which is the Paqtnkek Pre-school and there was 10 students enrolled. Our band had sponsored approximately 25 students to attend a Post-Secondary Institution. We have an Adult Learning Program in the community which is for students in Level 2 & 3, there was 15 students registered. We had 7 graduates from high school and 8 from Post-Secondary.

Highlights:

- Cultural & Language
 - i. Guest Speakers in all our schools throughout the year
 - ii. In school powwow
 - iii. Cultural exchange, non-natives within SRSB attending events and presentations at our school
 - iv. Elder Appreciation Dinners
 - v. Sustaining Aboriginal Voices at NSCC Strait
 - vi. Youth Group/Sports
 - vii. Field Trips to Glooscap Caves, Debert Trail and various cultural showcases
 - viii. Enviromental Habitat Restoration Project
 - ix. Language Classes for all community members
- Literacy
 - i. Adopt a Library in our community
 - ii. PARL providing materials to our local preschool and daycare
 - iii. Low income Families receive books and materials to help promote literacy.
 - iv. Reading Recovery
 - v. Local Youth highlighted in a mural at "The People's Place" Library in Antigonish
 - vi. After School Programs



vii. Kids First

- Student Incentive Program
 - i. Bursaries for attendance, school improvement and grades
 - ii. Appreciation Day for all students, year end
 - iii. Inspire Program for Grade 8 female students
 - iv. Tutoring
- Extra-Curricular / Recreation Program
 - i. X-Project, STFX students mentoring our students to strive in academics & sports with weekly and Saturday Programs
 - ii. Drum making, Quill work and Art Classes for students
 - iii. Aboriginal Track & Field
 - iv. Various sports/activities classes held throughout the year



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

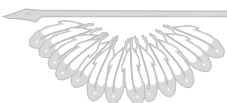
Pictou Landing Early Childhood Center – 12

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

Potlotek Education Office

The Potlotek Education Office developed a five year Strategic Plan. The strategic plan includes our strategic framework: our vision, mission, our educational approach and guiding principles, strategic directions and goals as well as goals for each of our Education programs. This will be the framework to guide our planning and activities for from 2011-2016.

Our planning approach is asset-based which recognizes and builds on our community's assets and strengths. Our planning process included hiring an external facilitator who facilitated two planning workshops with all Education staff. Through this process, staff identified Education Office strengths, then clarified our vision and mission. Then we worked from our institutional assets (our programs) and our strengths to identify strategies to move forward for the next five years. Through this process we identified our strategic directions and goals.

In this five year plan, Potlotek Education proposes eight strategic directions to fulfill our vision and mission as follows:

- Embracing Mi'kmaq Culture and Language as a Guiding Principle for Success
- Creating a Comprehensive, Supportive Community Learning Centre
- Increasing Our Educational Outcomes through Innovation and High Quality Programs
- Validating and Strengthening Community Involvement and Leadership Skills
- Creating and Maintaining Partnerships
- Building a Cohesive Professional Team

Highlights

Potlotek High School Established

"We are taking our children home to educate them." Potlotek Parent

Potlotek First Nation (Chapel Island) will be offering a high school program in the community. Parents, students, leaders, and educators attended several recent community meetings that were organized to discuss issues related to student educational success.

At a duly convened band council meeting held on January 19, 2011 a motion was passed to approve the establishment of Potlotek High School. Orientation activities began on February 4, 2011 and classes on February 14, 2011.



With the support from Potlotek First Nation, Chief & Council, and parents, together with enthusiasm of students, the Potlotek Education Office is well-positioned and committed to provide a quality high school education for the students of Potlotek. 34 students registered in February 2011 – 1 graduate in June 2011- Mary Mae Isaac

Mi'kmawey School

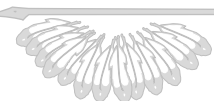
- Wildlife park Field trip on Aboriginal Day June 21
- MK Schools Hockey Champs
- Mi'kmawey Storm volleyball team...hosts of the Unama'ki Volleyball tournament in June
- Mi'kmawey School Drum group
- Snow sculpting
- Blaze and Ekkian's swim program
- Reading Group
- The paving of Sitmukewawti
- Trip to the Movies
- Halloween dance
- Guitar circle with Malcolm MacPhee
- The Canada Games Torch Relay that came to the school by Doug Johnson
- Students weaving their Easter Baskets for the Big Easter Egg Hunt
- Private Performance from Cyril MacPhee
- Snow Angels world's record
- Rabbit Sneering
- Skinning Carcass
- Smelting
- Gardening
- Remembrance Day Celebrations
- Girls Club
- Boys Club
- Reading Club
- Dance Party
- Spring Fling Concert
- Hosting Mash
- Skating Program
- Girls Hockey
- Track and Field



Mary Mae Isaac became the first graduate of Potlotek High School June 30. She is pictured above with Jean Doucette and Potlotek Education Director Nancy MacLeod.

Chapel Island Daycare

The Daycare has been operating with a maximum of 12 children in attendance. The daycare is the subject many discussions related to planning for an improved facility including outdoor play area. The discussions during the strategic planning section outlined the following goals.



Potlotek Outdoor Education Program

The Potlotek Outdoor Education Project began in February 2011. The main goal of the project is to improve physical activity opportunities within the community by training 12 community youth leaders in shoe shoeing, cross-country –skiing, mountain biking, geo-caching, canoeing, kayaking, and wilderness camping. Dr. Andrew Foran, ST FX (outdoor education expert) is conducting training in each of these areas. The training component will run until October 2011.

Project Goals

- outdoor education instruction in the community
- active transportation – promoting mountain-biking, walking,
- equipment purchase – mountain bikes, cross-country skis, snowshoes, canoes, kayaks, wilderness camping equipment, hiking equipment
- building partnerships – connecting with other First Nation communities, youth groups, and provincial recreation organizations (ex. Canoe rallies, etc.)
- overall community physical activity plan – outdoor education instruction for community youth leaders and equipment purchase
- other – revival of outdoor Mi'kmaq cultural skills and knowledge that will inspire participation in active healthy outdoor activities for all ages in the community

Proposed Outcomes

- Increase in cultural pride
- Increase in mastery of traditional cultural skills
- Increase in access to recreational equipment and activities
- Increase in awareness of healthy recreational and sport activities
- Increase in healthy positive activities in the community
- Increase in community capacity for youth leadership
- Increase in community capacity for certified trainers in specific areas such as canoeing, archery, etc
- Increase in recreational experiences and activities for families, youth, elders, and adults



Summer school student Cecil Doucette ponders a mathematical problem.

Potlotek Post-Secondary Program

The Potlotek Post-Secondary Program is going well and is part of our community development plan in education. Currently we have 27 full-time students and 3 part-time. The CBU -Potlotek community-based program is enabling many students to complete their degrees.

Mi'kmaq Pedagogy Conference 2010

The idea of a Mi'kmaq Pedagogy Conference came about as a result of the Education staff brainstorming about what we could do to make our community school more



Mi'kmaq from an educational perspective. We came up with an idea that would serve four purposes:

1. To enlighten teachers on traditional Mi'kmaq educational strategies;
2. To explore curriculum development opportunities as a follow-up to the FORCE Parrsboro experience;
3. To focus on the scientific investigation of Fundy Tidal waters and the verification through Glooscap legends

All of the comments that we received were very positive and quite encouraging and people genuinely enjoyed themselves. All of our presenters received gifts that were handcrafted by Maynard Marshall personally. Our November 23rd Conference was so successful that it appears that the Mi'kmaq Pedagogy Conference will become an annual event!

Potlotek Adult Learning Programs

Potlotek Adult Learning Level 2

The adult learning program is one of our major components of the community strategic plan in education. The current Adult Learning Program is Chapel Island has identified additional adult learner needs that could be met through enhancement. This would require incremental funding, planning and implementation. The plan is to strengthen what is working in the program and enhance areas identified.



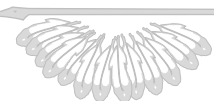
Patricia Paul, Potlotek High student works with Dalhousie architecture students and planners on storage facility for canoes and kayaks.

Potlotek Flight Plan Level 3

The Potlotek Flight Path Program is designed to meet the needs of adults who require a learning plan to move forward in their lives. The target group can be described as being grounded due to lack of skills, certification, tools, and development for employability and further training. This 35 week program will consist of several components that will serve as an intervention and help participants prepare and direct their flight. The intervention will provide an opportunity to address various individual and groups gaps related to employability, preparation for further training and career development.

The title "Potlotek Flight Path Program" describes the concept of the program. The program provides access to employability skills, career development, work place certification, and labour market information. The participants will be prepared to formulate their respective learning plans which will document their flight plans.

Nam'sit



Wagmatcook Board of Education

Brian Arbuthnot
Director of Education

Elementary-Secondary Education
Wagmatcookewey School

2010-2011 was a productive year for students and staff. Ten students graduated and all plan to continue their educations at university or community colleges.

Significant human and fiscal resources were invested in special education and mathematics education. These strategic investments were made to support our diverse student population in the elementary and secondary divisions. Supporting students with learning difficulties and advancing the importance of mathematics as a new “language” to support higher learning are considered high priorities within our school curriculum. We plan to establish a full time math specialist position aimed at teaching the elementary math program to advance student achievement.

Mi'kmaw language, history and culture courses and lessons are an integral part of the school curriculum. A renewed Mi'kmaw language and culture program is planned for the 2011-2012 school year. This plan will include the use of elders as teachers, cultural training for Mi'kmaw teachers and classroom assistants, and Mi'kmaw language curriculum development.

Small schools which offer a comprehensive elementary-secondary program are somewhat disadvantaged by the programs offered by the provincial school system. While we strive to meet program parity with the public school system, as a small school, we are faced with planning challenges due to class size, teaching staff subject matter expertise and operating budgets. We have a dedicated staff and are able to achieve good results for our students. However there is evidence to support that some work is required to design a Mi'kmaw small school curriculum plan which accommodates limited secondary student populations while meeting provincial standards.

A school planning and design committee was established last year. A group of six teachers and the Principal worked with the architect to plan the new school design. Our elders participated in the process and gave the architect some excellent ideas on how to incorporate Mi'kmaw culture and history into the school design. It is expected that construction will begin in late 2011 so the new school will open in time for the 2012-2013 school year. Finally student over-crowding will become a foot note in our band operated school history!!

The MK professional development plan to support our teaching staff has been very



successful. As a result of this development we are now able to meet or exceed provincial in-service requirements for our teaching staff. Our school improvement plan was implemented with some additional changes to the made to enhancing the Mi'kmaw language in the classroom.

The Wagmatcookewey Alternate Program is a day school program designed to accommodate the educational needs of students who prefer a non-standard approach to learning and teaching. A maximum of ten students participate in this program at a classroom located in the Wagmatcook Enterprise and Cultural Center.

Sports and recreation programs are a big priority in our school. Students have participated in many regional and provincial tournaments in various sports and we are really proud of their achievements. Other sports like Tae Kwon Do and floor hockey are offered in the evening and many students have been participating.

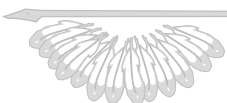
Post-Secondary Education

Wagmatcook actively promotes post-secondary education. Nineteen students attended university and college programs last year. Our participation rates vary from year to year depending on the number of secondary school graduates and the implementation of specialized community based post-secondary programs.

Negotiations with Nova Scotia Community College were initiated to establish a trades training center in Wagmatcook starting in September 2011. It is expected that an agreement will be reached with NSCC to deliver a series of trades in the community that will be open to all Mi'kmaw communities. Strategically we have recommended trades' training as an education option for our students since the employment market is demanding qualified trades persons.

Governance

Our education program is governed by the Chief and Council. The Band Council has maintained a strong commitment to investing resources to student learning in our elementary and secondary divisions and for students attending post-secondary programs.



We'koqma'q First Nation

Gordon MacIver
Education Director

1. Knijannaq Kina=matnewey Ajipjutmaqn:

Mena'ga tla'ltik, jiksitmu'k Mekite'te'n teli nikanu'skewin, Kina'masi wjit iapiwewey.

Student / School Mission Statement:

Listen with Respect, Lead with Pride and Learn for a Lifetime.

2. Education Demography: Based on the 2009 - 2010 Nominal Roll.

Number of students:

Kindergarten to Grade 6	158
Grade 7 to Grade 12	139*
Post-Secondary.....	49

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:

- Our school is a “7 Habits, Leader In Me School”. This beings our third year as a Compass school and on our way to becoming a Lighthouse School.
- Seven of our staff are enrolled in the Math Cohort Program offered off campus by St. Francis Xavier University.
- We'koqma'q Mi'kmaw School is in the Second Year of the school Improvement accreditation process
- The Elementary School is in its ninth year of being junk free and providing a mid-morning snack program.
- The new Levelled Literacy Program has been implemented this year.
- The Teen Health Room has been operating since February 2011 with a nurse and staff.
- 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 fifth 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 and, the Governor General's Medal was awarded to Radney Sylliboy, the Queen Elizabeth II Medal was awarded to Breanne Bernard and the Lieutenant Governor's medal was awarded to Maryln Knockwood and Storm Gould.
- This is the tenth year for the Grade 9 girls to participate in the Techsploration Program. This year's role model was a female welder.
- The school offers Mi'kmaw Language and Cultural studies daily in all grades with an environmental component.
- The Secondary Level had 16 students participate in this year's Envirothon.
- We'koqma'q Mi'kmaw School graduated twelve graduates from Grade 12.
- There were 11 Students who have graduated from Post-Secondary Institutions this year at Cape Breton University, Dalhousie University, St. Thomas University, the Nova Scotia Community College and the New Brunswick Community College. All of our students deserve special recognition.

4. Program Highlights:

- The Secondary school again went moose hunting. The food was then prepared and given to elders in the Community.
- The Elementary School provided celebrated Literacy Week with students and parents through a number of different activities.
- Music program for Grades K to 12 and Drama for grades 10 to 12
- Monthly school newsletter
- Grade 10 student exchange with students from Fond du Lac
- RCMP Dare Program
- Aboriginal Career Fair in Halifax
- Nova Scotia Aboriginal Track Field Championships Participation
- Speech Festival Participation

5. Celebrations:

- Students in our Film and Video Program had four entries in the Atlantic Provinces Film Festival with one entry placing in the top ten.
- The Donelda Googoo Memorial Fund Raiser for the IWK Hospital raised \$3,500.00 this year with a total of \$56,500.00 raised since 2002 with our first event.
- We'koqma'q Mikmaw School was awarded silver in the World Literacy Championship supported by RCMP Adopted-A-Library.
- John Sam Julian participated in the global Leadership conference held in New York and Washington
- The Sea Cadets Squadron 355 Cape Breton was officially recognized with our grand opening this Spring by visiting Commodore Hickey.



6. Partnerships

- Mi'kmaw Kina'matnewey
- First Nations Help Desk
- Math Tutoring Program
- The School Improvement Team
- Dadavan
- Mikmaw Specialists
- Mk schools
- Nova Scotia Department of Education
- Labour Work Force Development Level III ALP

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 four of the Adult Learning Program Level III from the Nova Scotia Labour and Work Force Development Program.

Educational Facilities: Contact Information

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



2011- 2012 Kindergarten Graduates



2011- 2012 Grade 12 Graduates



355 RCSCC Cape Breton Remembrance Day 2011



355 RCSCC Cape Breton



Financial Statements



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

Year Ended March 31

2011

	<u>Revenue</u>	<u>Expenses</u>	
Core education programs			
Band transfers (Page 12)	\$ 32,097,576	\$ 32,097,576	\$ -
Governance	1,433,833	1,433,399	434
Elementary/secondary	178,218	178,218	-
Post secondary student support	1,476,762	1,477,356	(594)
Indian Studies Support Program	483,997	483,997	-
Operations and maintenance	106,989	106,989	-
Capital	19,495	19,495	-
	<u>35,796,870</u>	<u>35,797,030</u>	<u>(160)</u>
Special projects			
First Nation Student Success Program			
School success plans	1,321,508	1,320,777	731
Student learning assessments	103,668	103,729	(61)
Performance measurement	325,226	325,201	25
Other	52,582	52,582	-
	<u>1,802,984</u>	<u>1,802,289</u>	<u>695</u>
High cost special education			
Indirect services	206,661	206,895	(234)
Aboriginal Head Start	20,000	19,994	6
Reading recovery project	14,971	14,971	-
Early childhood education	47,018	47,018	-
Health Canada	49,300	49,300	-
	<u>337,950</u>	<u>338,178</u>	<u>(228)</u>
Sports and recreation			
Sports animator	123,682	123,367	315
Aboriginal bilateral agreement	124,185	124,261	(76)
Health promotion – schools	31,000	31,000	-
Tripartite initiatives	56,600	56,232	368
Health promotion and protection	1,000	1,000	-
North American Indigenous Games	25,000	25,233	(233)
	<u>361,467</u>	<u>361,093</u>	<u>374</u>
Aboriginal language development			
Aboriginal language initiative	232,470	232,856	(386)
Mi'kmaw language project	33,565	33,565	-
Longitudinal research project	22,688	22,688	-
	<u>288,723</u>	<u>289,109</u>	<u>(386)</u>
Other			
Education partnership program	269,534	269,563	(29)
Human Resources and Skills Development Canada	2,741	3,220	(479)
New Paths for Education	399,370	399,370	-
Nova Scotia WorkIT grant	9,724	9,487	237
Parental and community engagement	87,642	87,642	-
Provincial tuition	702,728	-	702,728
Teacher salary enhancements	390,922	390,922	-
Teacher recruitment and retention	134,347	134,347	-
	<u>1,997,008</u>	<u>1,294,551</u>	<u>702,457</u>
Regional Help Desk	<u>1,863,214</u>	<u>1,863,214</u>	<u>-</u>
Excess of revenue over expenses	<u>\$ 42,448,216</u>	<u>\$ 41,745,464</u>	<u>\$ 702,752</u>



See accompanying notes to the financial statements.

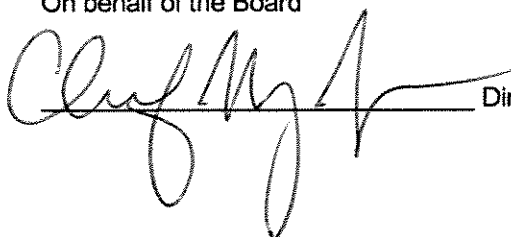
Mi'kmaw Kina'matnewey

Balance Sheet

March 31	2011	2010
Assets		
Current		
Cash	\$ 2,322,346	\$ 5,378,178
Receivables	1,230,214	818,102
Prepays	<u>31,639</u>	<u>3,658</u>
	3,584,199	6,199,938
Donald Marshall Sr. memorial bursary fund	<u>47,411</u>	<u>2,031</u>
	<u>\$ 3,631,610</u>	<u>\$ 6,201,969</u>
<hr/>		
Liabilities		
Current		
Payables and accruals	\$ 1,237,986	\$ 3,348,017
Province of Nova Scotia	-	2,263,093
Deferred revenue		
Operating	357,772	514,161
Capital	<u>1,282,437</u>	<u>71,415</u>
	<u>2,878,195</u>	<u>6,196,686</u>
Equity		
Trust fund	47,411	2,031
Mi'kmaw Language Curriculum Development Fund	702,728	-
Unrestricted	<u>3,276</u>	<u>3,252</u>
	<u>753,415</u>	<u>5,283</u>
	<u>\$ 3,631,610</u>	<u>\$ 6,201,969</u>

Contingency (Note 10)

On behalf of the Board

 Director

 Director

See accompanying notes to the financial statements.



SCHEDULE "A"

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

BETWEEN:

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

AND:

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

AND:

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

CONTENTS:

RECITALS

PART 1: INTERPRETATION OF THE AGREEMENT

PART 2: DURATION

PART 3: SERVICE POPULATION

PART 4: METHOD AND CONDITIONS OF PAYMENTS

PART 5: ANNUAL GRANT

PART 6: FUNDING UNDER THIS AGREEMENT

PART 7: EDUCATION FACILITIES



PART 8: ENVIROMENT

PART 9: CHANGE IN PARTICIPATION

PART 10: ANNUAL ADJUSTMENTS

PART 11: REPORTING REQUIREMENTS

PART 12: UNFORESEEN EVENTS

PART 13: RENEWAL

PART 14: DELEGATION

PART 15: DISPUTE RESOLUTION

THE PARTIES AGREE AS FOLLOWS:

1.0 INTERPRETATION OF THIS FUNDING AGREEMENT

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

1.1 Definitions

In this Agreement, except where the context otherwise indicates:

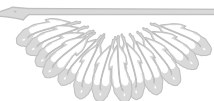
“Annual Grant” means the amount payable by Canada to the Mi'kmaw Kina'matnewey for the Participating Communities in respect of a specific fiscal year under this Agreement.

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

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

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

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



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

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

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

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

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

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

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

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

2.0 DURATION

2.1 Agreement Period

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

3.0 SERVICE POPULATION

3.1 Service Population

The service population for whom funding is being transferred is:

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

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



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

4.0 METHOD AND CONDITIONS OF PAYMENTS

4.1 Subject to Annual Appropriation

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

4.2 Payment

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

5.0 ANNUAL GRANT

5.1 Term

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

5.2 Base Amount

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

5.3 Adjustment to the Annual Grant

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

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



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

6.0 FUNDING UNDER THIS AGREEMENT

6.1 Scope

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

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

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

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

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

6.2 NEW OR ENHANCED PROGRAMS

6.2.1 Incremental Funding

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

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



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

7.0 EDUCATION FACILITIES

7.1 Operations and Maintenance and Major Repairs and Recapitalization

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

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

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

7.2 Health and Safety

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

8.0 ENVIRONMENT

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

8.2 The Participating Communities shall ensure that:

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

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

the Participating Community on the affected reserve(s) has access to the information respecting the project, the environmental assessment and the environmental assessment decision; all mitigation measures and any follow-up program requirements included in



the participating community's environmental assessment decision are implemented;

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

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

9.0 CHANGE IN PARTICIPATING

9.1 Participating to Non-Participating

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

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

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

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

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

9.1.5 Capital – Major Repairs and Recapitalization – Mi'kmaw Kina'matnewey – In the event that there is a change in the number of Participating Communities in this Agreement, the capital funding provided to the Mi'kmaw Kina'matnewey on behalf of the Participating Communities may be adjusted in a manner agreed to by Canada and the Mi'kmaw Kina'matnewey.

9.2 Non-Participating to Participating

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



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

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

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

10.0 ANNUAL ADJUSTMENTS

10.1 Provisions for Annual Adjustments

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

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

10.3 Annual Calculation of Price Adjustment Factor (APAF)

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

The FDDIPI values used to calculate the Annual Price Adjustment Factor will be the FDDIPI published by Statistics Canada immediately following the end of the second quarter of the calendar year immediately preceding the calendar year in which the particular fiscal year commences. In the event that there is a delay in publishing the second quarter statistics, then the Annual Price Adjustment Factor from the previous year, or an estimate as otherwise agreed by the parties to this Agreement, may be used until the statistics are available, and any subsequent adjustments will be made prior to the disbursement of the next scheduled payment.



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

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

where:

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

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

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

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

11.0 REPORTING REQUIRMENTS

11.1 Annual Report

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

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

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



11.2 Student Enrollment Information

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

11.3 Mi'kmaw Kina'matnewey Audit

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

11.4 Combined Audit

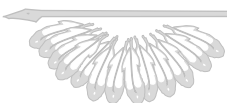
The Mi'kmaw Kina'matnewey on behalf of the Participating Communities shall make publicly available to community members and Canada, a combined annual audited financial statement detailing the revenues and expenditures of the Participant Communities with respect to funding provided pursuant to this Agreement.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

12.0 UNFORESEEN EVENTS

12.1 Emergency Situations

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

12.2 For the purposes of clause 12.1, an emergency situation could arise in the



following situations which could have a significant impact on the Participating Communities performance of the terms and conditions of this Agreement including:

- a natural disaster on Reserve in a Participating Community,
- a health or safety emergency on Reserve in a Participating Community, or
- other events which are beyond the power of the Participating Communities or the Mi'kmaw Kina'matnewey to control, but which create new unexpected responsibilities for the Participating Communities or the Mi'kmaw Kina'matnewey.

13.0 RENEWAL

13.1 New Funding Agreement

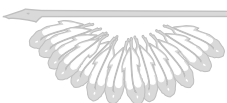
Canada and the Participating Communities shall meet at least one year prior to the expiration of this Agreement for the purpose of negotiating a successor Funding Agreement.

14.0 DELEGATION AND INDEMNITY

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

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

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



15.0 DISPUTE RESOLUTION

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

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

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

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

Signed in the Presence of

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

Signed in the Presence of

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

Signed in the Presence of

(I have the authority to bind the
Corporation)



Contact Information

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B1S 2P5

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Valerie Marshall-Bowers	Student Services Consultant	vmarshall@kinu.ca
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Atlantic Canada's First Nation Help Desk

Atlantic Canada's First Nation Help Desk
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 Email: admin@kinu.ca

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System Analyst



Sarah Doucette,
Community Engagement Coordinator



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Unama'ki Post Secondary
Councillor



Sheldon Googoo
Assessment Consultant



Vera Marr
Community Liaison/Statistician



Patricia Denny
Executive Assistant



Sara Lynne Knockwood
Project Coordinator



Jennifer Paul
Administration & Finance Clerk



Janice Googoo
Financial Officer



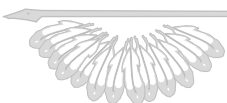
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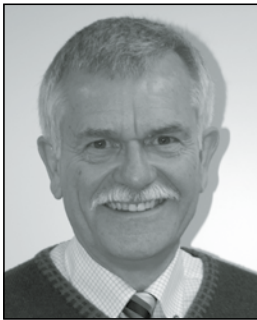
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Secondary Student Success
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Kyle Denny
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Bob Crane
Numeracy Consultant



Marjorie Pierro
Assessment Consultant



Janice Ciavaglia
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Jetta Denny
Administrative Coordinator First
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