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Chairman's Message



Chief Leroy Denny

Congratulations to Mi'kmaw Kina'matnewey staff for continuing to make Mi'kmaw education a priority. Your hard work, leadership and team spirit has allowed us to forge ahead, exploring new opportunities for academic excellence, and re-visiting and enhancing existing operations and programs.

While we have seen significant growth and have met many successes over the past twelve months, we still do face challenges, and we will stand up to these challenges in the coming year. One issue we will soon address is the negotiation of Own Source Revenue (OSR) for inclusion in the next funding agreement. As Chiefs and administrators of Mi'kmaw education, we must be prepared to deal with this matter and the implications it may have on our educators, our students, and our schools.

On a positive note, as per our mandate, we continue to increase student graduation, post-secondary enrollment, and numeracy and literacy rates. Notably, in 2011-2012, we take pride in our 75 per cent high school graduation rate, our more than 400 students enrolled in post-secondary education, and the more than 100 post-secondary graduates going out into the world, expanding personal horizons and making a change in their communities.

We congratulate Eskasoni First Nation on the construction of their new school gym, and Wagmatcook First Nation on the construction of their new school, which nears completion. Congratulations also goes to Potlotek First Nation on the construction of their longhouse school - a project that will focus on cultivating Mi'kmaq language and culture for their community.

Finally, I warmly welcome the communities of Glooscap First Nation and Millbrook First Nation to the jurisdiction of Mi'kmaw Kina'matnewey. We will do everything we can to assist them in the delivery of Mi'kmaw education to their communities. I also extend congratulations to both the new and re-elected chiefs on the 2012-2013 MK Board of Directors.

Our MK team has made incredible progress over the past year. I look forward to working alongside you again this year as we continue to strive for academic excellence in our students and communities, and make great strides in empowering youth, and in turn, the Mi'kmaw nation.



Executive Director's Message



Eleanor "Tu'ti" Bernard

It is a pleasure to present you with the Mi'kmaw Kina'matnewey (MK) Annual Report for 2011-2012. It has been a very busy year with the signing of the MK five-year funding agreement. With this new agreement comes a lot of changes, the negotiation of Own Source Revenue (OSR) to be part of the next five-year funding agreement in 2016. This is something that the MK Board of Directors takes very seriously and they are focusing on their next steps regarding OSR with caution. This is something that will affect the future of our children and grandchildren. Along with the signing of this new agreement comes the construction of two new schools, one in Membertou and one in Wagmatcook, and a gymnasium in Eskasoni.

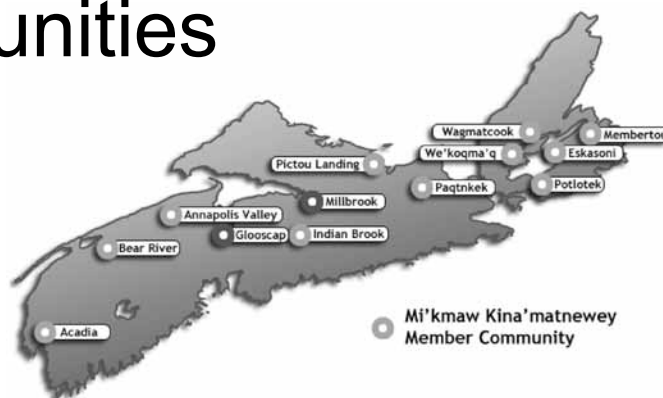
In September we will be signing a new Education Services Agreement with the Nova Scotia Department of Education. This new agreement will focus on the success of the Mi'kmaq students attending the schools in the province. The MK Board and staff are looking forward to seeing more student success in the provincial schools and the continued working relationship with the First Nation schools.

In September 2013, Aboriginal Affairs and Northern Development Canada (AANDC) will be implementing an Education Information System to all First Nation Schools in Canada. This is something MK has already established and this new system will be compatible with the MK Student Information System. Also, in September 2014, AANDC will be implementing the First Nation Education Act. Again, this is not unfamiliar to MK, as we are currently under the Mi'kmaw Education Act since 1998. The Assembly of First Nations is taking a pro-active approach to this First Nation Education Act and has formed a sub-committee to examine the whole concept of this new legislation, and MK is a part of this sub-committee.

I believe that as an organization, MK has a lot of experience and expertise to offer to the rest of the country as we move forward in the facilitation of the jurisdiction of education in the First Nation communities.



Member Communities



Acadia First Nation

5163 Hwy 210 PO Box 639
Milton, NS B0T 1P0
Ph: 902-685-2956
Fax: 902-685-2237
www.acadiafirstnation.ca
Chief Deborah Robinson
Director of Education: Janice Francis

Annapolis Valley First Nation

89 Toney Boulevard
Cambridge Station, NS B0P 1G0
Ph: 902-538-7149
Fax: 902-538-7734
www.kinu.ca/annapolis
Chief Janette Peterson
Director of Education: Nastasya Kennedy

Bear River First Nation

PO Box 210
Bear River, NS B0S 1B0
Ph: 902-467-3802
Fax: 902-467-4143
www.bearriverfirstnation.com
Chief Frank Meuse
Director of Education: Tina Dixon

Eskasoni First Nation

PO Box 7959
Eskasoni, NS B1W 1B8
Ph: 902-379-2507
Fax: 902-379-2273
www.eskasoni.ca
Chief Leroy Denny
Director of Education: Elizabeth Cremo

Indian Brook First Nation

579 Church Street
Hants County, NS B0N 1W0
Ph: 902-236-3041
Fax: 902-236-3048
www.indianbrook.ca
Chief Jerry Sack
Director of Education: Velvet Paul

Membertou First Nation

111 Membertou Street
Membertou, NS B1S 2M9
Ph: 902-564-6466
Fax: 902-539-6645
www.membertou.ca
Chief Terrance Paul
Director of Education: Darren Googoo

Paqtnekek First Nation

7 Dillon Street R#1, Afton
Antigonish County, NS B0H 1A0
Ph: 902-386-2781
Fax: 902-386-2043
www.paqtnekek.ca
Chief Gerard Julian
Director of Education: Tanya Francis

Pictou Landing First Nation

RR#2 Box 55 Site 6
Trenton, NS B0K 1X0
Ph: 902-755-9954
Fax: 902-752-4916
www.plfn.ca
Chief Andrea Paul
Director of Education: Sheila Francis

Potlotek First Nation

PO Box 558
Chapel Island, NS B0E 3B0
Ph: 902-535-3160
Fax: 902-535-3164
www.potlotek.ca
Chief Wilbert Marshall
Director of Education: Nancy MacLeod

Wagmatcook First Nation

PO Box 30018
Wagmatcook, NS B0E 3N0
Ph: 902-295-3267
Fax: 902-295-1331
www.kinu.ca/excellence/wagmatcook.html
Chief Norman Bernard
Director of Education: Brian Arbuthnot

We'koqma'q First Nation

80 Mountain View Road
PO Box 209 B0E 3M0
Ph: 902-756-9000
902-756-2171
www.kinu.ca/waycobah
Chief Roderick Googoo
Director of Education: Gordon MacIver

Board of Directors 2011



Chief Deborah Robinson,
Acadia First Nation



Chief Brian Toney,
Annapolis Valley First Nation



Chief Carol D. Thompson,
Bear River First Nation



Chief Leroy Denny,
Eskasoni First Nation



John Frank Toney,
Eskasoni School Board



Chief Jerry Sack,
Indian Brook First Nation



Chief Terrance Paul,
Membertou First Nation



Chief Gerard Julian,
Paqtnkek First Nation



Chief Aileen Francis,
Pictou Landing First Nation



Chief Wilbert Marshall,
Potlotek First Nation



Chief Norman Bernard,
Wagmatcook First Nation



Chief Roderick Googoo,
We'koqma'q First Nation



Board of Directors 2012



Chief Deborah Robinson,
Acadia First Nation



Chief Janette Peterson,
Annapolis Valley First Nation



Chief Frank Meuse,
Bear River First Nation



Chief Leroy Denny,
Eskasoni First Nation



John Frank Toney,
Eskasoni School Board



Chief Jerry Sack,
Indian Brook First Nation



Chief Terrance Paul,
Membertou First Nation



Chief Gerard Julian,
Paqtnkek First Nation



Chief Andrea Paul,
Pictou Landing First Nation



Chief Wilbert Marshall,
Potlotek First Nation



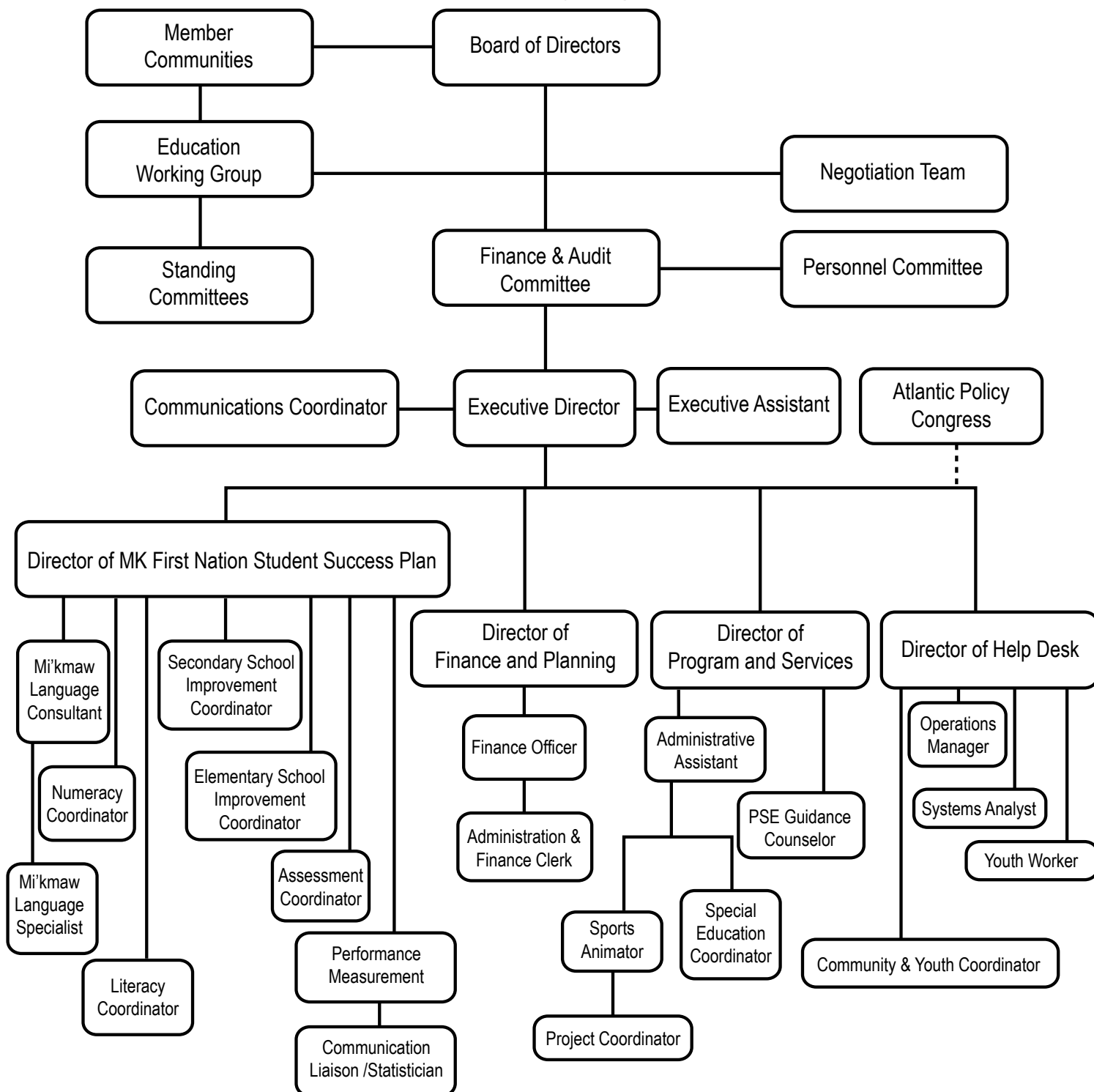
Chief Norman Bernard,
Wagmatcook First Nation



Chief Roderick Googoo,
We'koqma'q First Nation

Organizational Chart

Mi'kmaw Kina'matnewey Organizational Chart



Mi'kmaw Kina'matnewey Program Reports



Plans and Priorities (2011 – 2012)



Laurretta J. Welsh

Director of Finance and Planning

The 2012 - 2013 Mi'kmaw Kina'matnewey (MK) operational plan marks the first year of our new five year planning cycle. We will continue to focus on the effective and efficient management of education programs while creating new opportunities, building capacity, and striving for excellence within our First Nation education system. During the 2011 - 2012 fiscal year, Mi'kmaw Kina'matnewey developed a new five-year vision and direction that will foster the educational interests of our communities and protect the educational and Mi'kmaw language rights of the Mi'kmaq people. During the 2012 - 2013 fiscal year, MK is committed

to work with the participating communities towards the achievement of the following strategic goals and objectives:

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 lifelong 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 new students.

Objectives:

- a. Build the case to support bilingualism for students.
- b. Improve resources and support for teachers.

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 communications specialist to develop strategies, manage messages, and coordinate media and public relations.



Elementary and Secondary Education



John Jerome Paul

Director of Program Services

Local human capacity is the most important feature of any Mi'kmaw First Nation governance infrastructure. Each year we see more and more graduates, and this will translate into an increased human capacity to run an education system - not just in education, but in all areas of First Nation governance. This will also translate into marketable skills that will help in breaking the cycle of poverty and dependency. The dream of a better standard of living is what a good education will give our young.

Mi'kmaw Kina'matnewey continues to be a leader in First Nation education and is a fine example to other entities across Canada. This is especially true for first nations anywhere. You need your own people to be trained and to stay with you to make your community stronger. We must develop long-range community employment goals, and continue to support our students so that we can break this reliance on importing outside labour. There are students with a special expertise in math, as evidenced by the Show Me Your Math! fair, and these are the students who will make our system stronger and explore and work in areas of science and technology.

Student success will become an expectation, rather than a hope.

A partial list of our accomplishments is as follows:

- Construction of a new school in Wagmatcook and Membertou, as well as a new gym in Eskasoni. There are first-rate structures that we need to support the work of our educators.
- ANTEC 2012 was a great success with over 500 participants. This was a chance for First Nation educators to meet, share ideas, and build success for our First Nation students.
- Our High School graduation rate at an outstanding 80% reflects 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.



Post Secondary Education



Ann Sylliboy
PSE Guidance Counselor

There is a healthy and steady demand for post secondary education as a means to independence and self-sufficiency. There are presently around 450 students in post secondary institutions. In 2012, approximately one hundred Mi'kmaw graduated from various post secondary institutions. For many, this is only the first step towards independence and self sufficiency. We must continue to support our students in their continued studies at professional and graduate levels.

Mi'kmaw Kina'matnewey is committed to working for greater collaboration and effective partnerships with post secondary and community economic development agencies.

Mi'kmaw Kina'matnewey is committed to continue to provide extra dollars to its First Nations member communities to pay for over committed students. However, this still does not address the large number of students that are deferred for funding.

Mi'kmaw Kina'matnewey is committed to working with member communities to ensure that students entering post secondary are willing and able to be successful in post secondary. We will continue to work on having a greater percentage of students graduating from post secondary and being able to secure a career and future.



Performance Measurement/ Statistics (as at March 31, 2012)



Vera Marr

Community Liaison/
Statistician, Mi'kmaw
Kina'matnewey



David Peters

Performance Measurement
Coordinator,
Mi'kmaw Kina'matnewey

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. teacher reports, principal reports
- Using MK SIS data to help monitor strategies and goals for their schools
- Producing information about their schools in a timely fashion
- Completing the nominal roll within one week in September
- Development of two MK SIS educators

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

In May, Performance Measurement participated in ANTEC 2012, providing a general overview of Mi'kmaw Kina'matnewey Student Information System. This was a great success in the exchange of ideas and issues around Student Information Systems.

In June, a very successful MK SIS and nominal roll in-service was held with 23 key participants from 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 the communities.

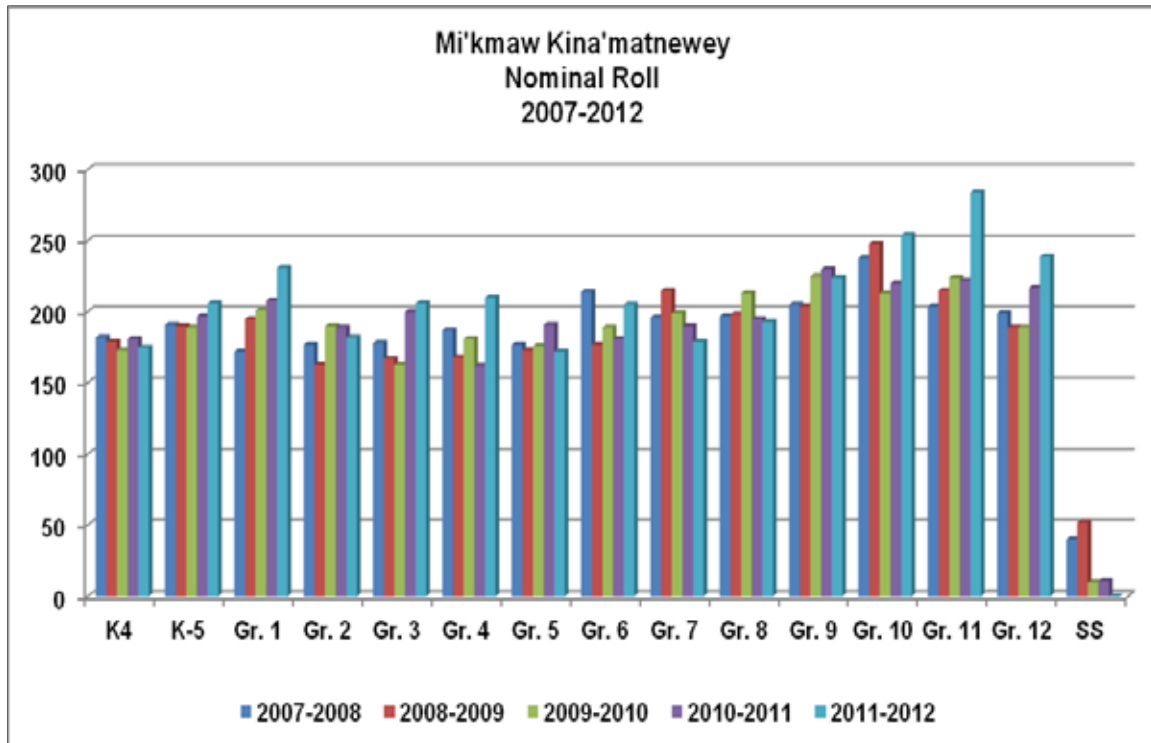
In the past year, Performance Measurement was asked to develop 5 year strategic plan goals. Below are these goals.

1. Development of Mi'kmaw Kina'matnewey Student Information System
2. Development of Mi'kmaw Kina'matnewey information
3. Communities control their own information

Below are reports generated from data collected by MK SIS.

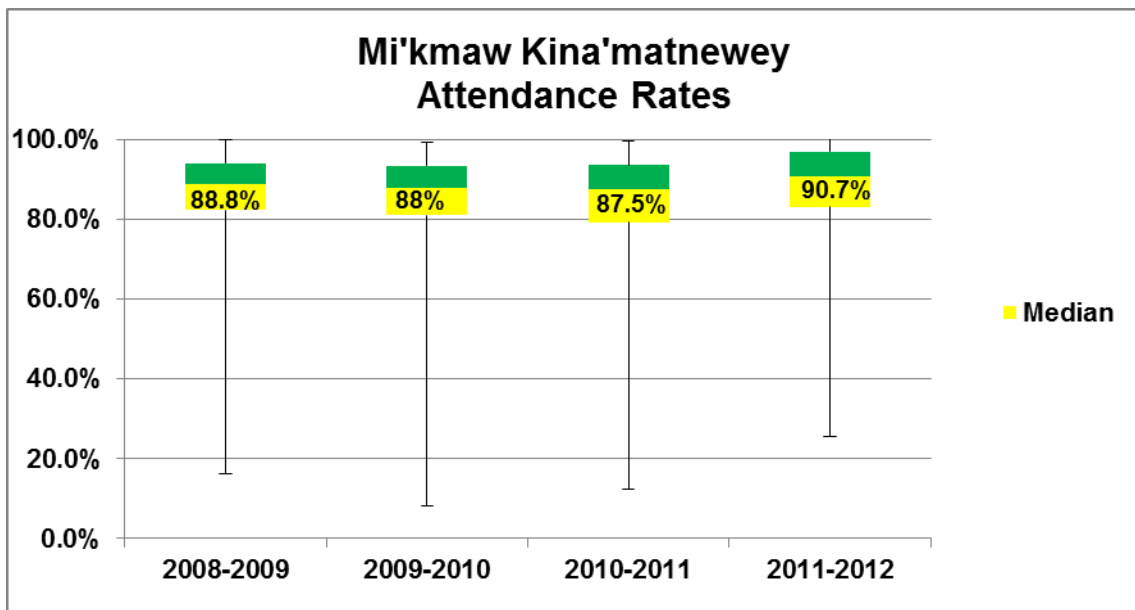
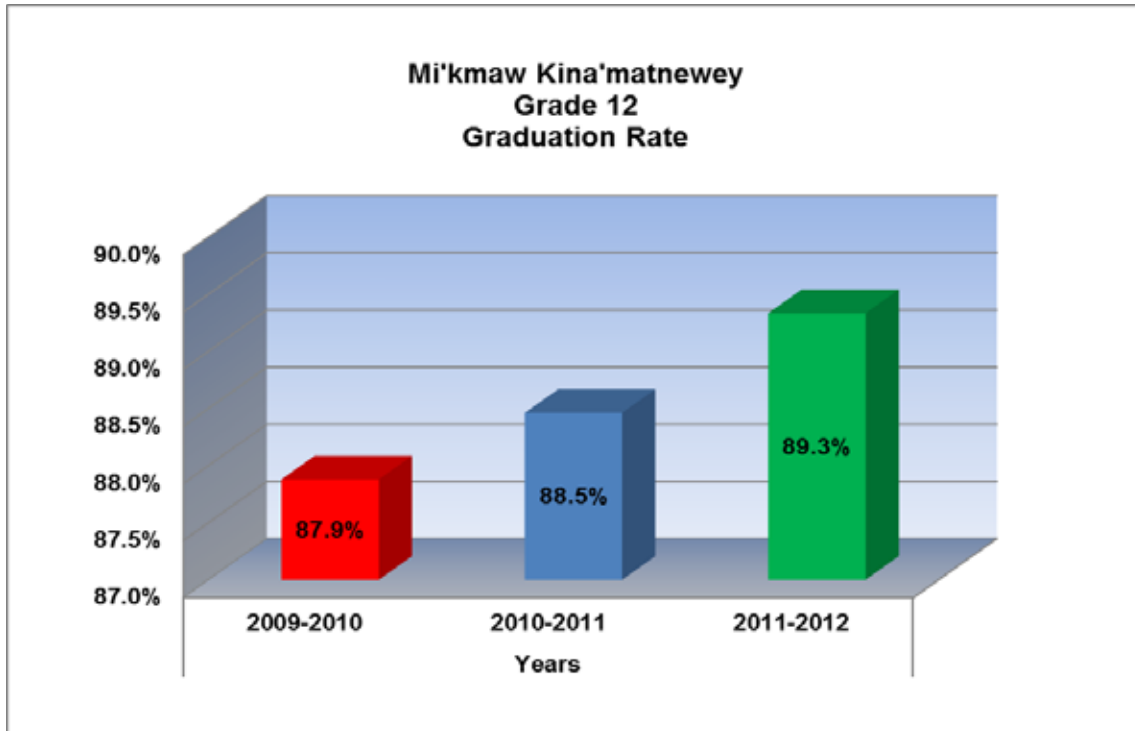
The Nominal Roll report shows that our student population is increasing year over year. It also shows that more students, in all grades, are graduating to the next grade level.



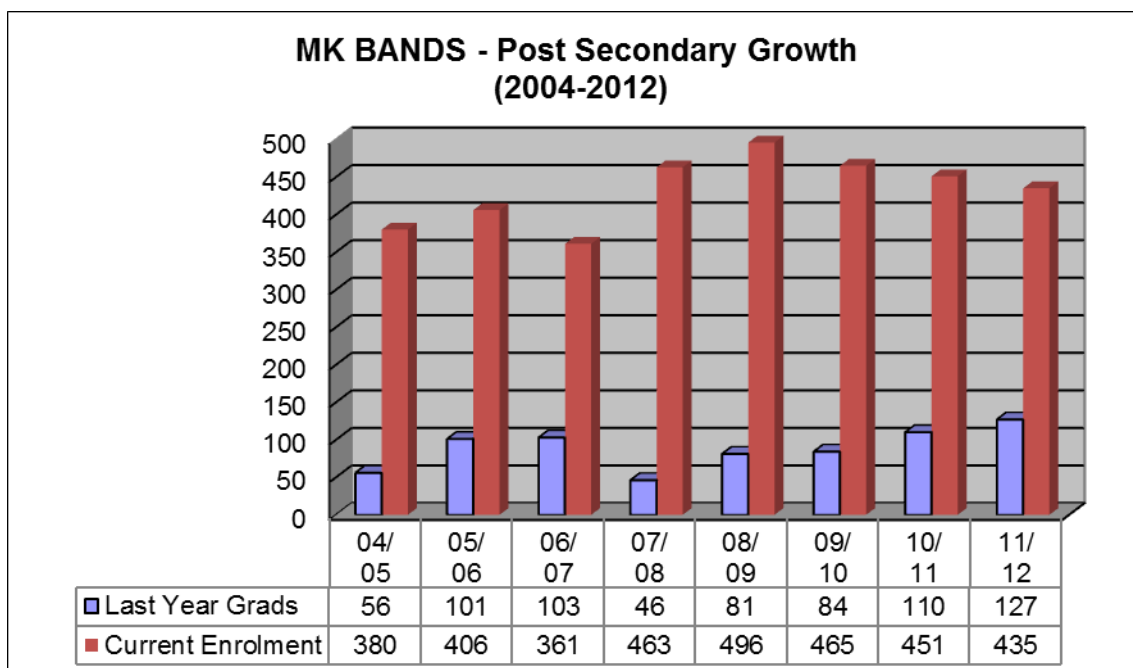


This data is based on the ratio of actual graduates and potential graduates of all MK students in provincial and band-operated schools.

Based on the data from 2009-2011, it appears that if our students are supported during the crucial Grade 9, Grade 10, and Grade 11 years, by the time they reach Grade 12, they have a high likelihood of graduating.



The schools are now using the Attendance modules more consistently, and the reports generated by principals provide them with an immediate picture of what is happening in their schools and enables them to be proactive.



Funding for post-secondary education has stabilized over the past number of years, leading to a corresponding enrolment levelling. The enrolment is based on population.

Mi'kmaw Kina'matnewey Student Information System Development

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

1. Literacy: ability to input data from Fountas and Pennell from teachers. This is used in providing literacy data per student on demand
2. Numeracy: ability to input and import the PRIME data for teachers.
3. Retention: Student Support Tab was developed. This allows the student and guidance counsellor to look at various Student Support options.

With these new modules, parents, teachers, and administrators will be able to proactively monitor the progress of students and be able to ask and respond to questions and comments.

In response to feedback from the communities, we have implemented changes to various modules within the MK SIS system, including adjustments to the Teacher Planner, the Attendance module (i.e., daily triggers of student absences), and other minor improvements.

Also, we have improved the Data Security System for MK SIS. This has enabled us to refine the permission levels for access to student information data.

Provincial Assessment Results

This year, our schools participated in the following provincial assessments:

- Junior High Literacy Assessment (JHLA), February 2012
- Elementary Literacy Assessment (ELA), October 2011

- Early Language Literacy Assessment (ELLA), September 2011
- Elementary Mathematic Literacy Assessment (EMLA), May 2012
- Early Elementary Mathematic Literacy Assessment (EEMLA), May 2012
- Grade 8 Mathematics Assessment, June 2012

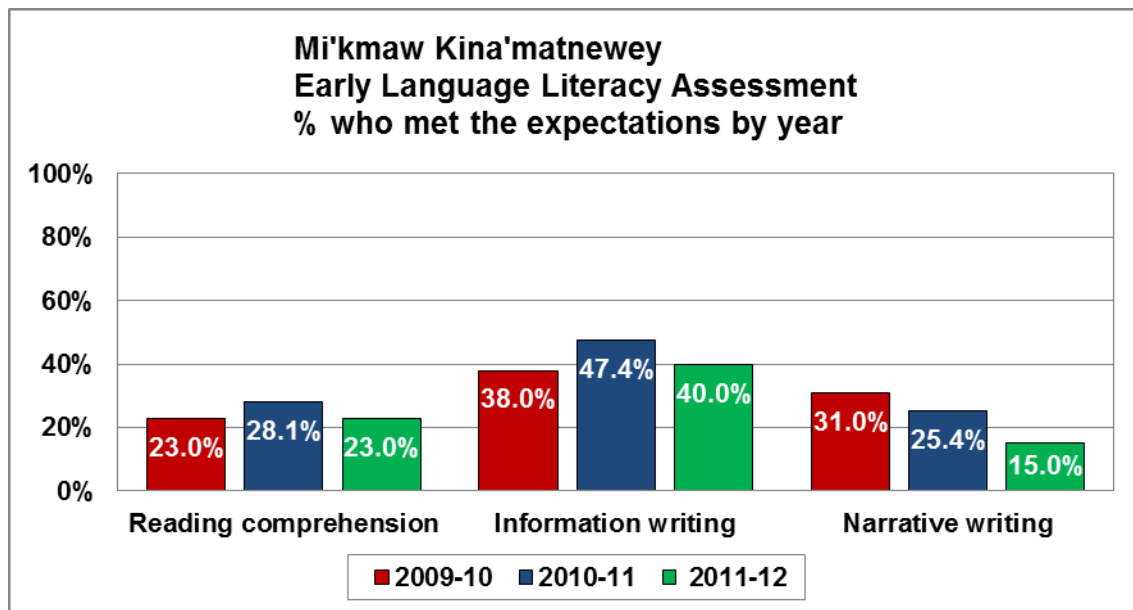
These results will be used for comparison from year to year.

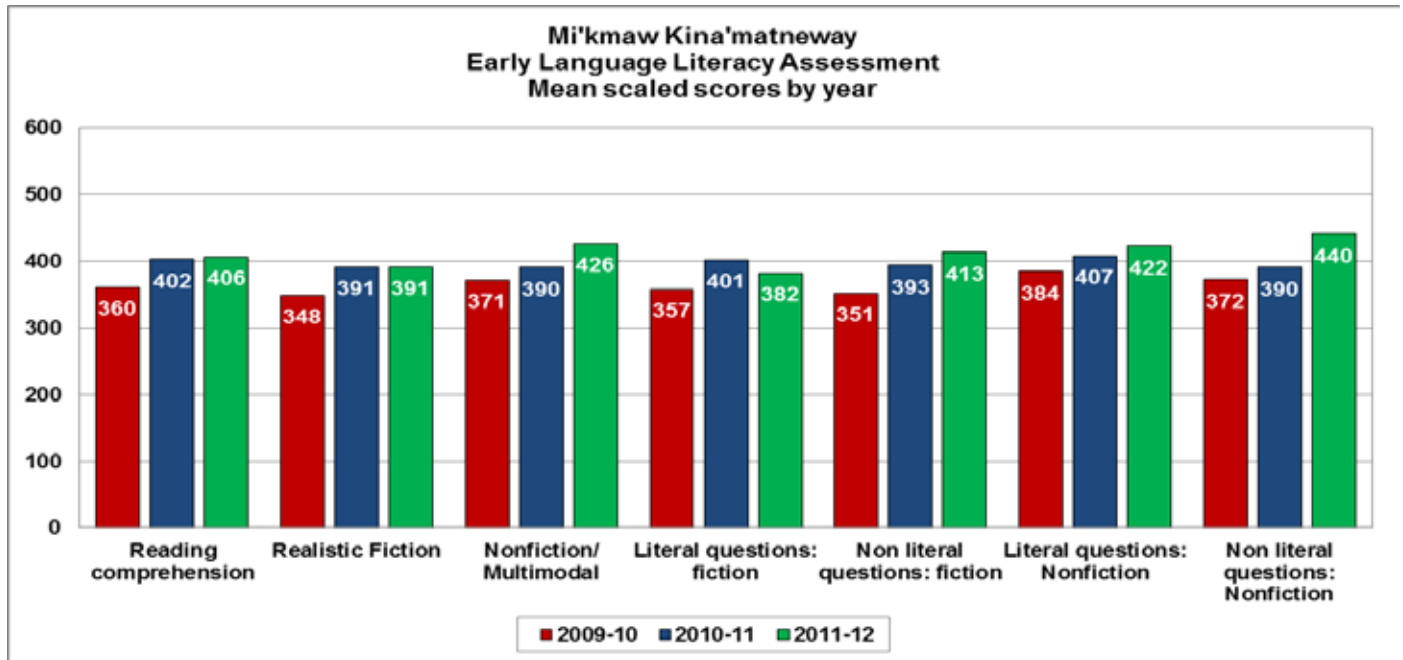
The results from the provincial assessments indicate that our students are improving in literacy and numeracy. Here we find that a new process has been implemented:

- Grade level specific professional development for both literacy and numeracy.
- Use of data to created strategies for MK and schools and individual plans for students.

Early Language Literacy Assessment

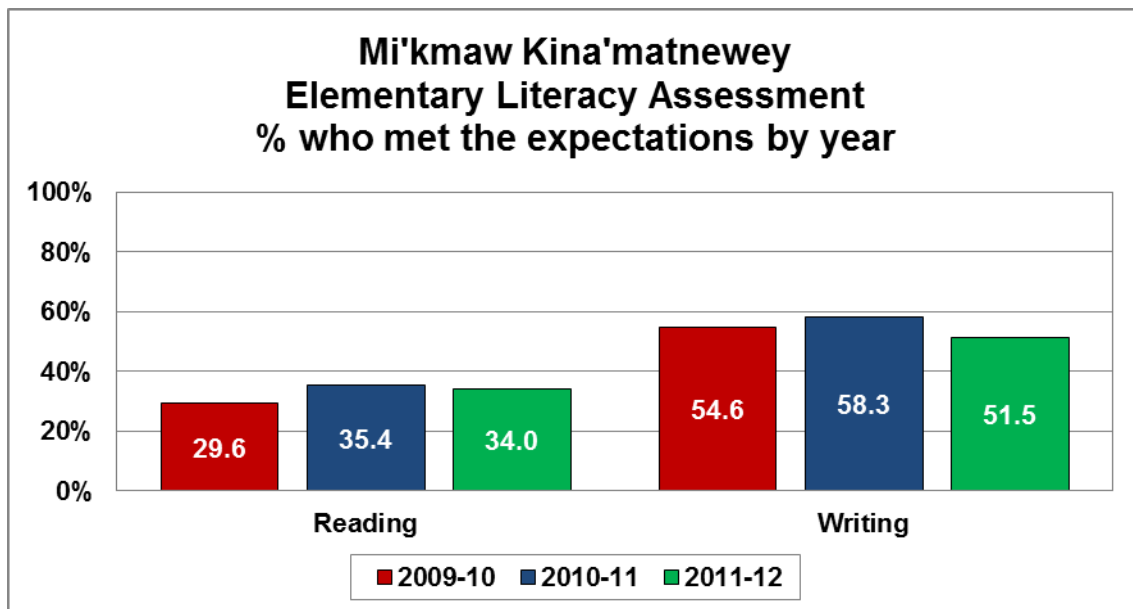
Grade 3

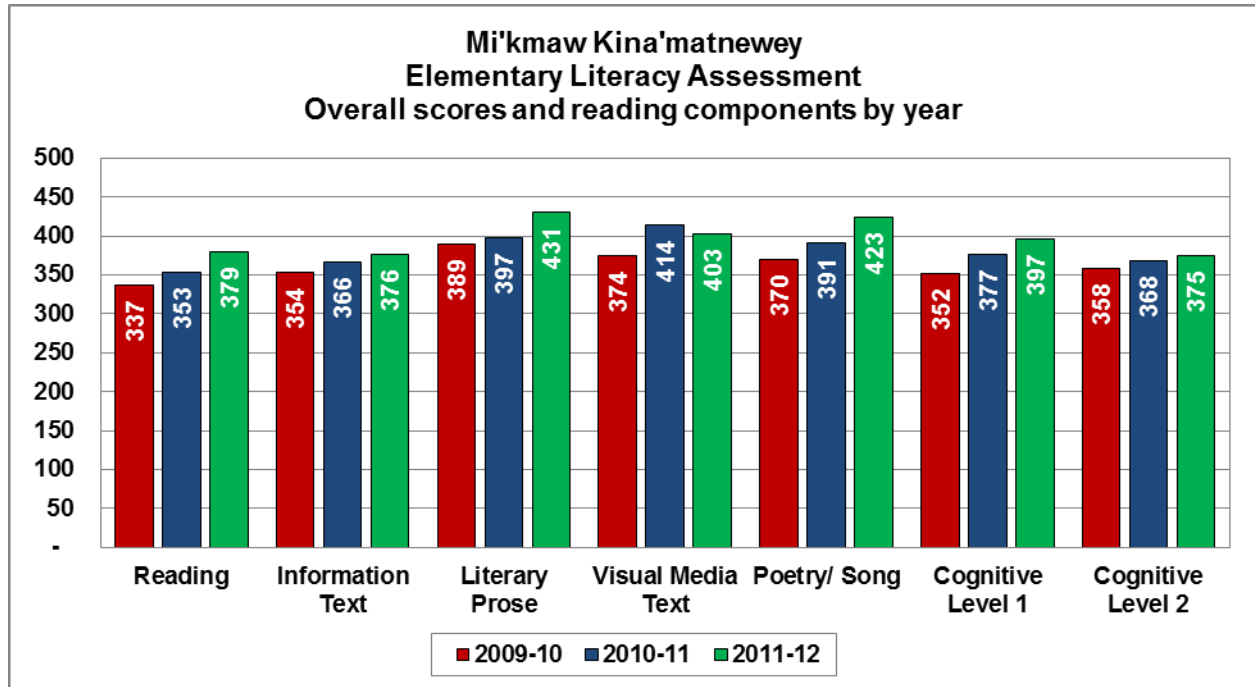




Elementary Literacy Assessment

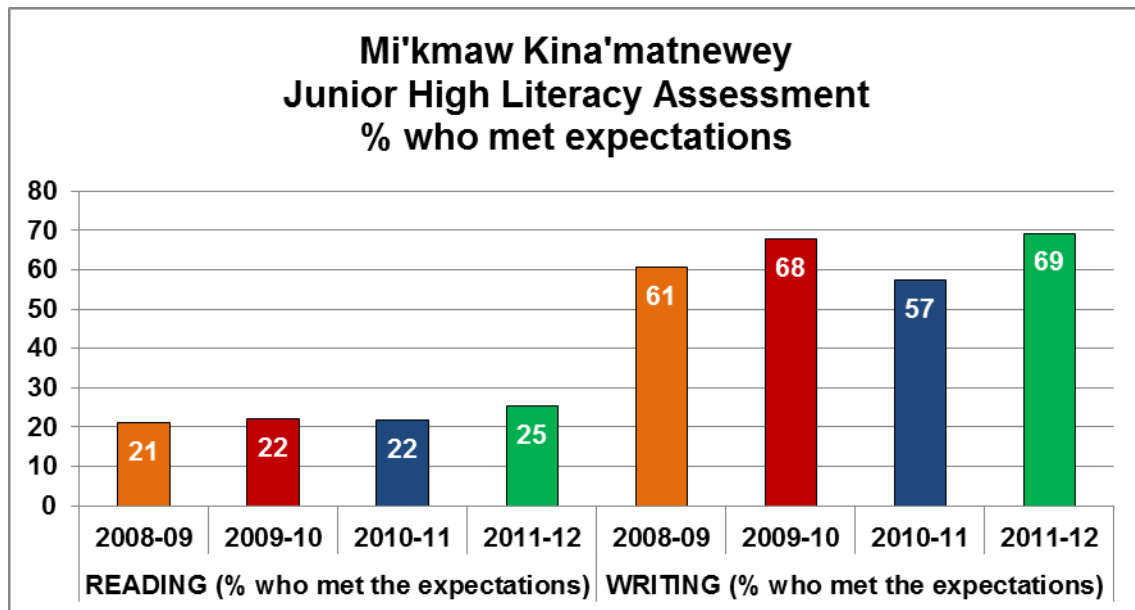
Grade 6

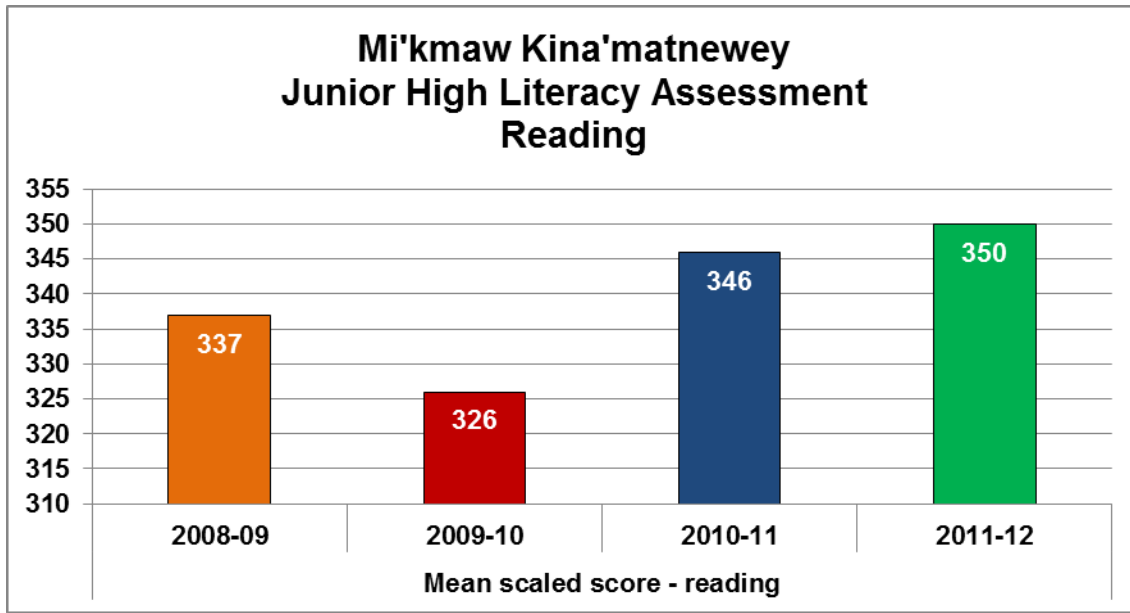




Junior High Literacy Assessment

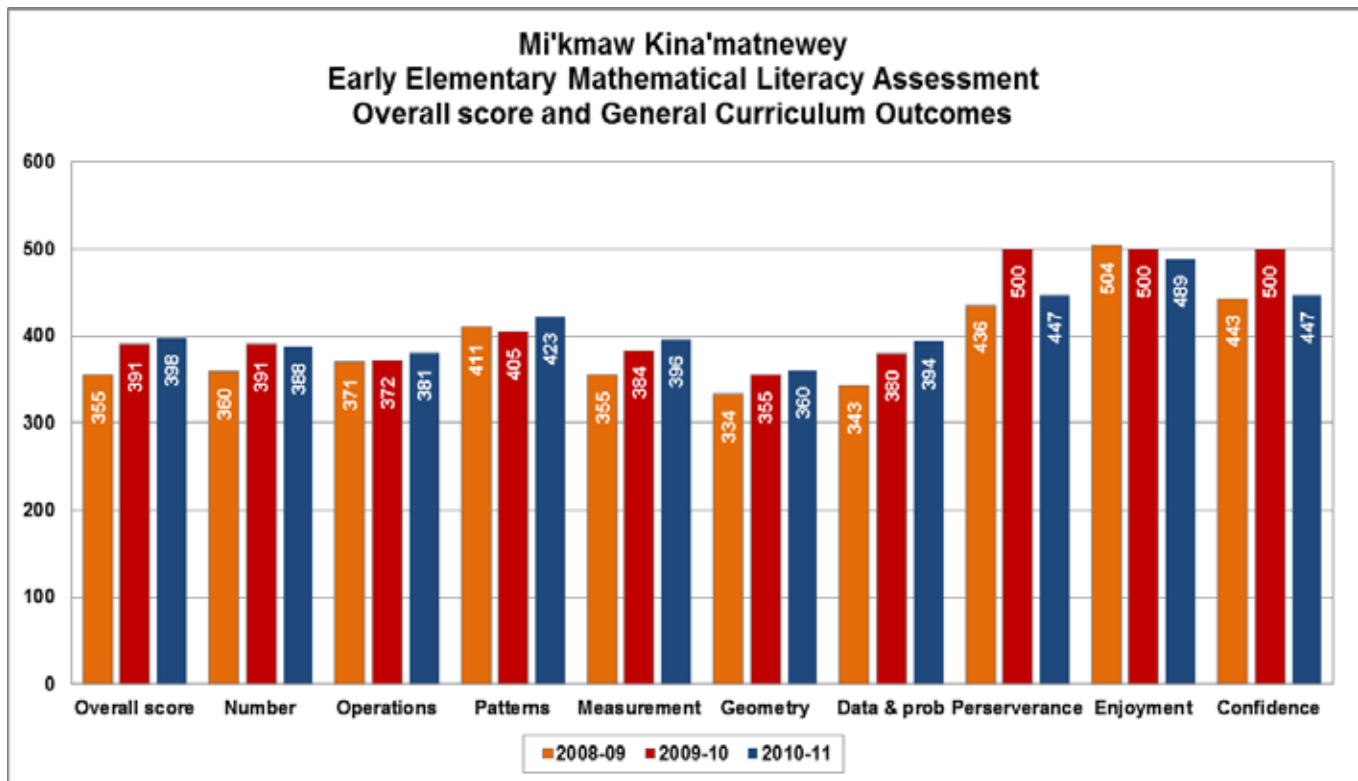
Grade 9





Early Elementary Mathematical Literacy Assessment¹

Grade 3

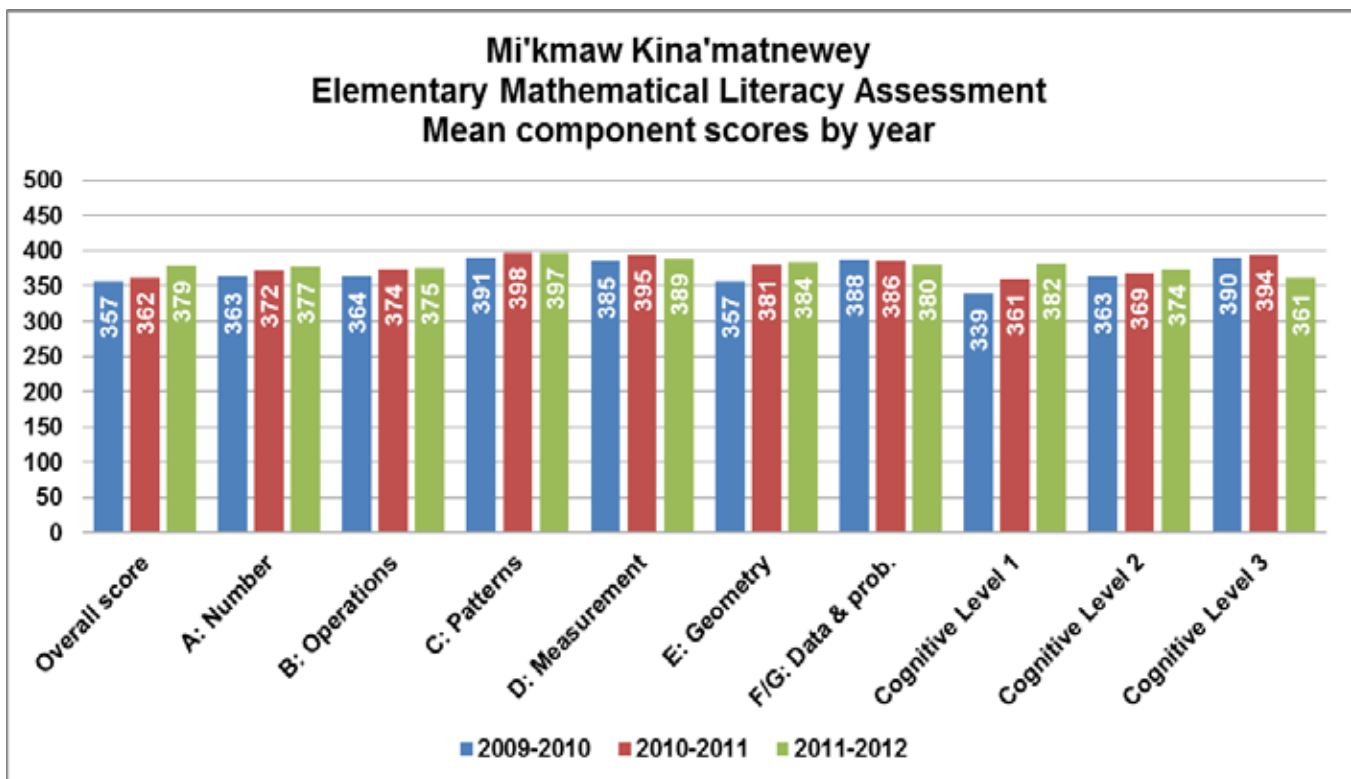
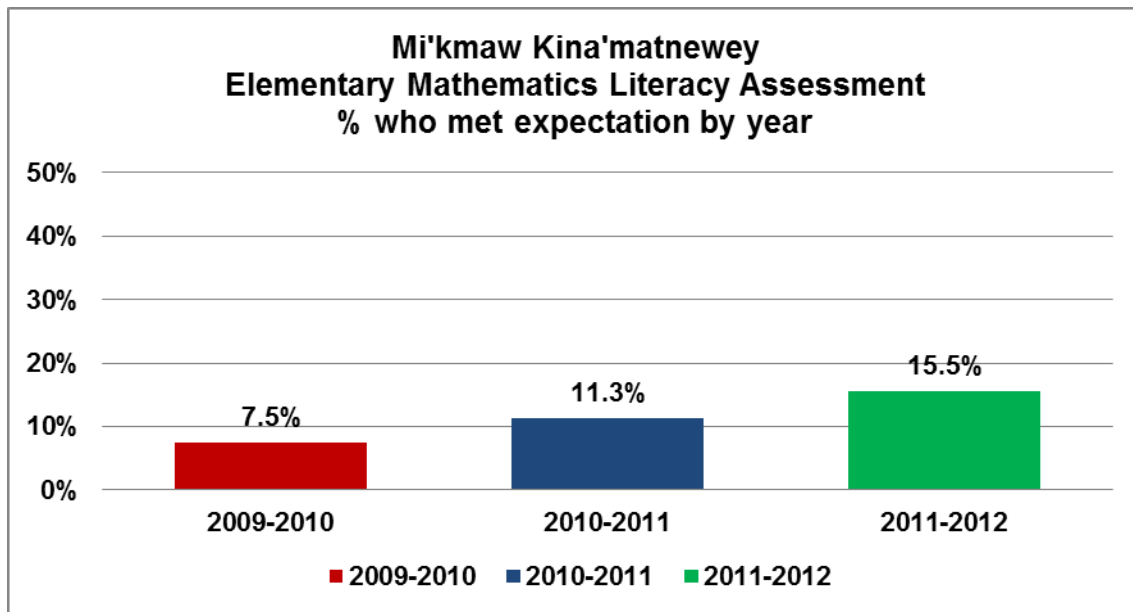


¹ At the time of this report, the Grade 3 and Grade 8 Mathematics scores for the 2011-2012 school year were not available.



Elementary Mathematical Literacy Assessment

Grade 6



Looking Forward

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

- In the 2012-2013 school year, our Grades 3,6, and 12 students will participate in Literacy assessments and our Grades 3,6,8, and 12 students will participate in Numeracy assessments.
- We look forward to the September 2012 implementation of the MK Language Proficiency scale, which will provide a baseline assessment for language.
- Working with Dadavan, we continue to implement MK SIS module adjustments based on user input and also in response to changes at the provincial and federal reporting levels.
- In 2012-2013, we require a data transfer of MK provincial student information. This is a crucial missing piece of information; having it will enable us to better support our MK students attending provincial schools.
- In September 2012, we will launch the MK Moodle platform, which will enable teachers to efficiently share teaching resources with other MK communities.
- We are working to develop the capacity of our communities to mentor and trouble-shoot data issues at the community level. Currently we have two MK SIS Community Educators, and we hope that by 2016, each community will have their own educator.
- 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 collecting and interpreting perception data and monitoring new processes with Mi'kmaw Kina'matnewey. Based on the data collected to date, we are developing strategies for working with individuals and communities to support their needs from the MK SIS platform.
- Over the past three years, there has been a gradual shift in the performance measurement mandate from data development to data management. This means we are now positioned to begin the creation of a data management policy that will protect the information we collect and guide the way we use and share the information.

Conclusions

Overall, the past three years have been marked with steady improvement in attendance, graduation rates, retention rates, and post secondary graduation rates. But more importantly, communities are taking ownership of their information, and the data we have is much more reliable and valid. We now can start to tell a more vivid story of what is happening in terms of educational success within our communities. This could not have happened without the support and guidance from within our communities. Thank you for your time, patience, and commitment to the process.

Atlantic Canada's First Nation Help Desk



Kevin Burton

Director, Atlantic Canada's First Nation Help Desk

Atlantic Canada's First Nation Help Desk (<http://firstnationhelp.com>) achieved another milestone by successfully converting schools to fibre optic connectivity. Increased connectivity is especially important in today's education. Whether students are looking up information online, teachers are connecting smart boards for lessons or posting grades, or groups are videoconferencing, the new capacity is a great boost. This latest increase of capacity brings First Nations back to a level footing with provincial standards.

Copper "T1" lines were established in 2003 which, at the time, significantly improved connectivity. Those T1 lines could transmit and receive 1.5 megabits of information. All of the schools shared a 20MB internet connection.

Now, fibre optics have replaced the old copper lines. These new lines transmit and receive 10 megabits of information, or approximately six times the amount of the old connectivity. The shared internet connection has also increased fivefold from 20 to 100 megabits.

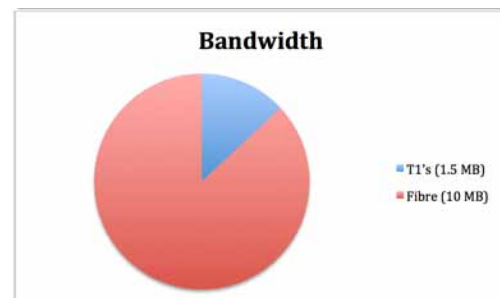
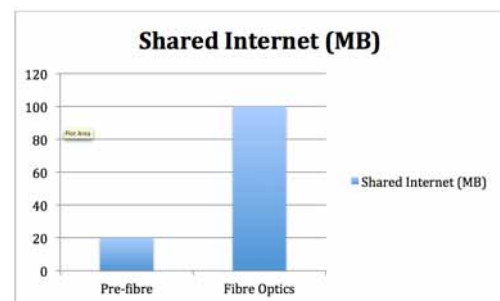
Technical terms are sometimes hard to follow. Consider this analogy. We used to have a pool of internet that schools used to share. Each school was connected to the pool with a garden hose. The fibre project replaced garden hoses with larger capacity fire hoses. Of course, the pool also had to be expanded, so now we have an entire lake of internet access to share, and schools now get what they need.

New capacity and new developments always bring new challenges. The Help Desk continues to operate the Websense content filtering, and has updated that system to make sure that students are not able to "get around" the filtering.

Videoconferencing equipment purchased in 2003 is still viable, but needs to change with the times. On top of the list will be making sure that teachers can project videoconferences to Smart Boards, rather than expecting students in a classroom to see images on a 27" television.

2011-12 also saw an update in the video bridge. The new bridge offers high definition options and will enable people to access videoconferences through their iPads, computers, or smart phones.

The Help Desk is proud to support various Mi'kmaw Kina'matnewey initiatives. One such initiative has been to begin the process of using iPads as a tool for special education applications. Another has been the "Red Road Project", a coordinated effort to encourage healthy lifestyles and combat drug and alcohol abuse. Youth created logos, new rap songs, public service announcement videos,



and a wonderful song. The Red Road Project, inspired and mandated by the Chiefs, is envisioned as a continuing project. It has its own web page at <http://redroadproject.ca>



Mi'kmaq Language



Blaire Gould

Mi'kmaq Language Specialist

Kwe',

The Mi'kmaw language classes for daycares via video conference were very successful. The children learned the Mi'kmaw language through song, dance, puppetry, and TPR method (Total Physical Response). 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 classes were held in the following

daycares: Muin Sipu Daycare (Bear River), Acadia Youth Centre (Acadia), and Three Wishes Daycare (Annapolis Valley).

Mi'kmaw Kina'matnewey also offers Mi'kmaq 110/Mi'kmaw Language 11 through an online web-based course to all high schools. The course was offered in the 2011-2012 school year from October through June. The course will also be available in the 2012-2013 school year, October through June. This year 30 students registered. This marks a very successful year. Great job, students!

The official opening and dedication of the Kji-keptin Alexander Denny L'nui'sultimkeweyo'kuom (L'nu Language Lab at Unama'ki College of Cape Breton University) was launched on May 1st, 2012. The opening celebrations were a team effort organized by Cape Breton University and the lab's partners: Mi'kmaw Kina'matnewey, Nova Scotia Department of Education, and Atlantic Canada's First Nation Help Desk. This event was attended by over 300 guests and was followed by a traditional Mi'kmaw feast, which was prepared by the Denny family. The dedication and opening ceremonies were streamed in via video conference to eight schools, and was available online via live stream. The live stream was recorded and is available on www.vimeo.com/firstnationhelp/alexdenneylab.

The language lab engages and mentors Mi'kmaw undergraduate student researchers who are interested in working on Mi'kmaw language projects. The lab's involved in several long-term projects: the Mi'kmaw online dictionary project, the Mi'kmaw pain word project, and the Mi'kmaw language centre, known as Jilaptoq. The language lab is actively involved in language revitalization and restoration of Mi'kmaw materials and to have these materials open to learners via www.jilaptoq.com

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'kma'ki. 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'kmaq 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 talking dictionary project is developing a 6,000+ 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. We are currently working on



Unama'ki word recordings. Recordings are updated to the current website.

The Mi'kmaq-Mi-gmaq Online talking dictionary website is under construction; however, content is still available to the public (www.mikmaqonline.ca). The website is being redesigned to accommodate picture/video support for each word, as well as the final touches being done on transcribing the content to the Smith/Francis writing system.



Special Education



Janean Marshall

Special Education Consultant

The Special Education Policy Development project has had a year of many transformations. On October 1st, 2011, jurisdiction and management of Special Education changed from AANDC to an integrated process under Mi'kmaw Kina'matnewey. Under the new agreement, the emphasis in planning has shifted from compliance and proposal driven initiatives to an emphasis on integrating Special Education with other MK processes while maintaining a distinct focus on programs and services for students who are identified with special needs. These changes in the Special Education program have prompted the need to broaden the role of Special Education Working Group (SEPWG), as well as redefine the role of MK to develop a Student Services Consultant position.

- Student Services is defined as supporting students with special needs in areas such as guidance, assistive technology, the Program Planning Process, issues of Inclusion, and transitioning Process. The role of the Student Services Consultant is to help ensure that the total well being of a student with special needs is being examined, while providing professional development for teachers and paraprofessionals that work with our students with special needs. As a result of this transformation and redefinition, the Student Services Consultant and the SEPWG have made great strides in the following areas of special education.
- Research and development of job descriptions templates for professionals working with children with special needs was completed to help ensure best practices, as well as a high level of professionalism. Specific job descriptions were developed by the SEPWG for paraprofessionals or teachers aides, resource teachers, as well as a principal's role in supporting the needs of students with special needs.
- The SEPWG and Student Services Consultant are in the process of developing a plan for implementation of these jobs descriptions, as well as developing an evaluation rubric for these professionals who are working with Students with special needs.
- With the help of the Help Desk, MK has provided schools with iPads and assistance with many apps such as Proloquo2go. Proloquo2go is an app that allows children who are fairly non-verbal to communicate by using speaking PECS (Picture Exchange Communication System). This one app has allowed some of our special needs students to speak for the first time or increase their verbal communication.
- On November 17th, 2011, a webinar was offered to MK schools concerning ways to incorporate assistive technology in schools. A webinar is a unique way to offer professional learning for schools right from the comfort of their community. The webinar uses Blackboard technology and offered a virtual classroom for teachers, resource teachers, and teacher aides the knowledge of how to use apps on the iPad to help students with special needs. A staff member from each of the MK communities attended this webinar.

- These webinars will take place annually so that professionals in all MK communities can come together in a virtual world to exchange best practices.
- In the next year, the Student Services Consultant will work with communities on assisting in the delivery of services for high costs special needs students in the areas of professional development, community collaboration, assistive technology, and transitional plans.



Sports, Health and Wellness



George "Tex" Marshall

Sports Animator

We have had a very 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.

Once again we had an official Events Calendar for MK schools. The sports/activities included MASH: Dodge ball, basketball, soccer and hockey. I would like to take the opportunity to acknowledge and thank our hosting schools, Eskasoni, Indian Brook (LSK), We'koqma'q, 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 schools for their hospitality, Wela'liek.

Once again we have had our 6th Nova Scotia Schools Aboriginal Track and Field Championships which were hosted at St. Francis Xavier University in Antigonish, N.S. and Pioneer Coal Field in Stellarton, N.S. There were approximately 300 students who participated and it was a great three days for all those involved. The field events were held on a subsequent day in Stellarton. A special thank you to our volunteers for the event. Incidentally, each community and school were successful at winning medals at this year's event. We hope to once again make the event bigger and better next year.

This year we were able to send both male and female teams to the National Aboriginal Hockey Championships in Saskatoon, Saskatchewan. Our players made a fine showing as our girls won their first game in history, and it happened to be the relegation game, which will result in a higher seeding for next year. The boys also produced the same result in winning their relegation game. A special thank you to MK for supporting such a worthwhile initiative for our youth.

In the coming year we hope to add another sport to the events schedule, and we plan to start the development of Team Mi'kmaw Nova Scotia, to prepare for the upcoming North American Indigenous Games 2014 in Regina, Sask. We will also need to train and develop our coaches a bit more. I would like to thank you all for your support.

Wel'aliq....



First Nation Student Success Program



Laurianne Stevens

Director, First Nation School Success Program

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

Beside myself, the director, the FNSSP team consists of eight 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 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 for Literacy, Numeracy, and Mi'kmaw Language support the coordinators in the development and implementation of the school success plans, gathering on the school data, and decision-making based on the analysis of the data. Each team member also works alongside a mentor from St. Francis Xavier University (StFX) for guidance, direction, and support in their specialized areas. The FNSSP team, alongside StFX, have also been actively involved in research projects.

FNSSP consists of the following three areas:

- School Success Plans
- School Learning Assessments
- Performance Measurement

School Success Plans

The elementary schools in Potlotek, Membertou and Pictou Landing are currently working with the school success plan coordinator in finalizing their plans. This process involves reviewing the goals and strategies and reporting on what has been achieved. It is also a time when schools can identify what areas have to be further explored.

The schools in Indian Brook, Waycobah, and Wagmatcook are finalizing their plans. Data collection and analysis will determine the success of the goals. The schools in Eskasoni are all in different stages of their second cycle of school success planning. The school success coordinator keeps the schools focused on what is required in moving the FNSSP activities forward.

The K4 programs are continuing to share best practices in creating a successful environment that prepares students for school. The teachers who have been involved in the recent pilot projects will take the lead in promoting success in the K4 programs.

The Literacy, Numeracy and Mi'kmaw Language consultants have been working closely with lead teachers in the schools throughout the FNSSP cycle. All three consultants have taken the lead in



developing Professional Learning Communities (PLCs) that allow for all voices and ideas to be heard. The consultants have also been actively involved in developing and administering assessment tools, aside from the provincial assessments. Other forms of assessment provide for a wide range of data in the areas of Mi'kmaw Language, Literacy, and Numeracy.

The consultants are also involved in the development and implementation of curriculum outcomes that fit the needs of our schools. Professional development and teacher supports has been consistent throughout the school year.

The administrators and school staff have contributed greatly to a successful cycle of FNSSP. The key to success is to collaboratively work as a team towards the same goals.

Student Learning Assessments

The MK schools have been actively involved in the provincial assessment in the areas of Literacy and Numeracy. This year our students have participated in the Grades 3,6 & 9 Literacy Assessments. The results from the assessments this year inform the MK schools that there is an overall growth and improvement in Literacy.

The Numeracy Consultant works with the schools to address the curriculum outcomes in preparation for the provincial assessments. The grade 8 students are participating in the provincial assessments for the first time this year. When results are released by the Department of Education, we will then have a baseline for measuring future growth in Numeracy.

The Mi'kmaw Language Consultant has been actively involved in the administration of the Mi'kmaw Language Proficiency Assessment Tool. Some of the schools have already participated in the assessment. The teachers and students have had a positive learning experience with the tool.

The assessments for Literacy and Numeracy 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. In areas where students are not meeting the expectations, our consultants design professional development and support to address the areas requiring improvement.

Performance Measurement

The performance measurement consultant works collaboratively with the FNSSP team to determine the types of data required for school success planning. The MK Student Information System (SIS) is used for collecting, storing, and retrieving school data.

The school success planning team relies on the data collected by the Performance Measurement Coordinator. This process is an essential component. Data is continuously collected to determine the indicators of success. Once the data is collected, the schools then see its importance in determining school success.

The provincial assessment data in Numeracy and Literacy is now available on the MK(SIS). This is just one more component of the system that allows for our schools to collect relevant data in school success planning.

Overall...

The FNSSP team has continued to work cooperatively and collaboratively towards further success in the MK schools. The FNSSP team supports the MK school communities in achieving their goals in literacy (Mi'kmaw and English), numeracy, and student retention.



On behalf of the FNSSP team, I would like to thank all of the MK communities for another successful year. We look forward to working with you as part of your team in the next phase of school success planning.



Mi'kmaw Community Education Reports



Acadia First Nation

Janice Francis

Director of Education

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.

Education Demography

Seventy-three students are on the band's elementary/secondary nominal roll for 2011 - 2012. These students attend provincial schools. Five students graduated from Grade 12.

Twenty-nine students are on the 2011 - 2012 post secondary education nominal roll. During the 2011 - 2012 academic year, three students graduated from post secondary studies.

Partnerships

- 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

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
- Schools Plus Program (Gold River Health Centre)
- Participation in cultural awareness/events
- Partnership development with local businesses and organizations
- Provincial school board representation
- School lunch programs
- Student support/tutoring services



Annapolis Valley First Nation

Nastasya Kennedy

Director of Education

Mission Statement

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

Communication has 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 band 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 two provincial schools that are located off reserve, Central Kings Rural High and the Cambridge Elementary School. We have been liaising to reconstruct its education committee, enabling a better partnership that will be more involved and motivated to 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 as the Mi'kmaq Services Specialist. Three Wishes Learning Centre is located on reserve and is also overseen by a committee.

The community has a number of students who attend the above-mentioned institutions, 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 National 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 six. 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 honours, they are given an additional \$100.00. With each certificate the child receives comes 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 children who wish to participate in extracurricular activities the opportunity to do so by paying the fee (i.e. band, a sports team, dance, etc.). On a number of occasions, the First Nation has played host to classrooms by inviting them to the community pool, giving them a tour, and providing lunch. The Band also supports school children between the ages of 12 and 18 years old with ski passes to Ski Martock in Windsor.

In the summer, the band supports golf, soccer and baseball registrations and funds any child who wants to attend a summer camp. All students over ten years of age and returning to school in the fall are able to



participate in youth teams or take part in activities in the community.

Three Wishes Daycare has in place a Video Conferencing system that brings other First Nation communities into ours, and teaches our children their language and culture.

We now have a Student/Adult Learning Centre available to both students and adults that is equipped with public computers and the Dragon program. This centre is also used to tutor students who require special resources.

To date, 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), has been inadequate. The existing education facilities that are servicing our community are Central Kings Rural High, Cambridge and District Elementary School, Three Wishes Learning Centre for preschool, and Three Wishes Daycare.



Bear River First Nation

Tina Dixon

Director of Education/ Special Needs Liaison

The Bear River First Nation is a small community with a small number of students on our nominal roll. We struggle with limited funding to support various school and extra curricular activities for our students. We are, however, able to provide a more personalized, one-to-one support service for our students. Bear River First Nation's Chief Frank Meuse, and Councillors Carol Ann Potter and Fred Harlow- Robar, continue to work together with various departments to support and maintain programs for our students and community.

Mission Statement

"We, the people of Bear River First Nation, will work towards healing our minds, bodies, spirits, and environment." This statement is embedded in the activities, decision and programs that the community engages in.

Education Demography

There were 27 students on the band's Elementary/Secondary nominal roll for 2011-12. We have five Grade 12 students scheduled to graduate in the spring of 2012. All of these students attend provincial schools within the jurisdiction of the Annapolis Valley and Tri-County Regional School Boards.

Accomplishments/Highlights and Ongoing Programs

- Preschool
- Head Start
- Daycare
- After-school Program
- Muin Si'pu Learning Centre Math Support Program
- School Lunch Program
- Elder's Teachings Adult Education Language and Culture Computer (internet accessibility, video conferencing, basic computer skills, etc.)
- End of the year student graduation celebration
- Student summer employment programs
- River Restoration project (Fish Habitat)
- Elder Appreciation Dinner
- Student Incentive Program
- Creation of community website: www.bearriverfirstnation.ca

Partners in Education

- Atlantic Canada 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
- Schools Plus
- Provincial School Board Rep. (Annapolis Valley Regional School Board)
- Mi'kmaw Family & Children's Services of Nova Scotia
- Department of Labour and Advanced Education

Bear River First Nation is very active in promoting the Mi'kmaq language and culture within its school and community. This past year we have focused on implementing a Mi'kmaq language component into the pre-school and Head Start programs. Through the course of the year, the students, staff and parents have learned many words, phrases and songs.

Our community builds on the provincial education system through supplementary programs and services. These programs and services are intended to provide holistic education opportunities that promote good health, scholastic success, social development and pride in our Mi'kmaq culture. We are still advocating for more First Nation awareness and support within our provincial schools.



Red Road Project youth committee come together for a sharing circle at Stone Bear Tracks and Trails in Bear River.



Youth on a medicine walk led by Bear River First Nation Chief Frank Meuse.



Eskasoni First Nation

Elizabeth Cremo

Director of Education

In 1980, Eskasoni First Nation, the largest Mi'kmaq community east of Montreal, took control over its education system. Since then, we have witnessed increased growth in our staff, as well as student enrollment. The Eskasoni School Board strives to offer the best education to its 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, Eskasoni Immersion, and Eskasoni Middle School, Chief Allison M. Bernard Memorial High School and Unama'ki High School.

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

"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 are in various stages of implementation. The goals each of our schools work toward in literacy, numeracy, school climate 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 1,143 students from kindergarten to high school. There are currently 155 students enrolled in the immersion program from grades Kindergarten to fourth grade. In addition, we have 113 full/part time students enrolled in various universities across the country. Our community's post secondary grads totaled 17 this year.

Our staff consists of 184 employees, which includes teachers, teachers aides, student aides, guidance and social counsellors, administration and clerical staff, early childhood educators, janitors, bus drivers and maintenance workers. Our staff employs 141 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. Emcees for the evening, Gail and Darren Stevens, kept the evening lighthearted and fun as we paid tribute to some exemplary staff members. Honoured this year were nine staff members in the following categories:

- Thirty-five years of service - Annie Stevens
- Twenty-five years of service - Martha Stevens
- Retirees - Philomena Moore, Mary Louise Greig, Betty MacNeil, Beverly Jeddore, Karen Rogers, Gerald Johnson, and Jake Denny.

We were sad to see seven staff members retire this year, but we 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 teachers' 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. They are Ann Denny, Walter Denny, Peggy Dennis, Sarah Doucette, Connie Gould, Ernest Johnson, Lo'li Johnson, Andrew Lafford, Harriet Marshall, Sheila Morris, Tom Sylliboy, and Bridget Smith.

The chairperson, John F. Toney, is appointed to represent Chief and Council. In turn, it is his duty to report back the activities of the school board to council chambers. The chief of the Eskasoni band, Leroy Denny, is also an ex-officio member of the board.

A working group committee consisting of various department 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.

Ksite'taqnk Daycare

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

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 colours, numbers, shapes, 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 our 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 fundraise for these activities through weekly bingo games in the community.

Eskasoni Elementary and Middle School

The Eskasoni Elementary and Middle School has begun the process of separating into three different and distinct schools operating under one roof. The Eskasoni elementary offers instruction in English from grades K-4, while the Eskasoni Immersion Schools offers programming wholly in the Mi'kmaq language from K-3, with grade 4 offered as a transitional year. The Eskasoni Middle School offers instruction from grades 5-9 with a language integrated approach. Under the roof of the elementary and middle school, there are 779 students; 155 in immersion, 306 in the English core program, and 318 attending the middle school program.

- Immersion program (K-3) with immersion students kept together until grade 5 for transitioning to English program. This year, we were honoured to graduate a second class of students from the grade nine program who were the part of the immersion program.
- Honoured at the grade 9 graduation exercises for their academic excellence were valedictorians Tiannie Paul and Keaton Gould. Also, for his contributions to preserving the Mi'kmaq language, Hunter Bernard received the MK award of a Macintosh computer.



- 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 powwow.
- 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, and track and field.
- 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.
- One reading recovery teacher.
- Dadavan report cards, attendance, teacher planner and nominal roll in place.

Music Initiatives

- Students featured participants in Music Monday activities at Membertou Trade and Convention Centre.
- Two full time music teachers.
- Music program for all grades from K-6.
- Grades 4, 5 and 6 choir program.
- Band program with junior and senior bands.

Healthy Living Initiatives

- School wide daily DPA for all grades.
- Skating program for all grades.

Throughout the academic year, the high school is proud to participate in the following:

- Hosting the first Annual Rita Joe Memorial Literacy Day.
- Junk food ban for entire school and Doctors Nova Scotia running program.
- Ski program for grades 4-9.
- Swim program for grade 5.
- Cereal and milk program for all grades.
- NADACA programs for all grades.
- Health Centre programs for all grades.
- Participation in boys and girls basketball leagues with Cape Breton District.
- Participation in boys hockey league with Cape Breton District.



- Recycle program.
- National anthem and Mi'kmaq morning prayers led daily by students.

Chief Allison M. Bernard Memorial High School

The school opened its doors as the Eskasoni High School in 1998. The high school has a student population of 162 students and a staff of 17. We were pleased to celebrate the accomplishments of 40 graduates this year. At the graduation, many graduates were awarded prestigious honours, including class Valedictorian, Michael Cremo, who won the Governor General's Medal, as well as the Queen Elizabeth Medal for academic excellence and an iPad from Mi'kmaq Computer Solutions. Cayden Denny was awarded the Kjikeptin Alex Denny award for excellence in sports, as well as the Positive Promotions Award. Micheline Young was awarded a Mac computer from MK for her contributions to preservation of the Mi'kmaq language. She was also the recipient of the Wood Walker Aboriginal Award. Justis Stevens was honoured for his academic achievements with the Chief Noel Doucette Award, as well as the Crane Cove Seafood iPad for his high academic standing. Also featured at the graduation ceremony were Sarah Bernard and Kaden Augustine, two grade 11 students who were awarded the Lieutenant Governor's award for academic excellence.

- Girls basketball program.
- RRFB. Several times in the past our students have won awards in the 10-11 category for the Cape Breton region.
- Intramurals and golf team.
- Grade 12 travel group.
- Prom and graduation committee.
- Two Envirothon groups.
- Provincial exams in English grade 12.
- Breakfast program. Hot and cold breakfast is provided to all students at no cost.
- Role Model of the Year award. We recognize and honour an Elder each year. This year's role model was Veronica "Flo" Young.
- Mother's Day "Kiju Tea".
- Eskasoni Elder project "Meals on Wheels" to volunteer with community elders food delivery and safety programs.
- Co-op program. Students work 40 hours placements in the community or Sydney area.
- Lunch hour running club.
- After school peer tutoring program.
- Mentoring program.
- MK school science fairs, fine arts festival, track and field, and Mi'kmaw Speech Festival.
- 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

The TEC has a student population of approximately 98 students in all of their programming. This year they were pleased to celebrate the accomplishments of six graduates. The graduation features students winning a number of awards and honours. Valedictorian Julia Marshall was the winner of the Kji-keptin Alex Denny Award for sports, the Achoman Community Spirit Award, and Mi'kmaq Computer Solutions iPad. Tysha Sylliboy was awarded the MK Macintosh computer for her efforts in preserving the Mi'kmaq language. The



students have been very active with the Eskasoni Elder Program, participating in workshops and field trips presented by the society.

One of the highlights of this year was students tapping maple trees in the community to make maple syrup. This bounty was shared with the school community in a pancake dinner. This experience was very rewarding for the staff and students alike, who found that school life at TEC can be very sweet indeed.



Allison Bernard Memorial High School graduates.



Unama'ki TEC graduates.



ABMHS and Unama'ki TEC students celebrate the 1st annual Rita Joe Memorial Literacy Day.



Students with special needs learn with iPad technology.



Sherise Paul-Gould presents, on behalf of her and Starr Sock, their Master's thesis on Mi'kmaw Immersion at the CMEC conference in Winnipeg in December 2011.



Dominik Gale explores the outdoors.



Capturing Our Success



Capturing Our Success



Indian Brook First Nation

Velvet Paul

Director of Education

L'nu Sipuk Kina'muokuom (LSK) Vision

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

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

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

In 1998, the doors to Indian Brook First Nation self education began in the church basement with a total of 47 students under the Wagmatcook agreement. This was the beginning of what is now L'nui Sipuk Kina'muokuom School (LSK).

Today, 14 years later, LSK has worked very hard with Mi'kmaw Kina'matnewey and St. Francis Xavier University in many areas to improve the learning environment of our students. One of the main areas is the FNSSP. This has allowed our school to create accountability for the learning process. This begins with the sustainability of the Mi'kmaq language, Balanced Literacy, Numeracy and differentiated instruction coupled by hands on, engaged learning with goals, strategies and a detailed action plan.

LSK is working directly with MK consultants and STFX mentors in developing benchmark outcomes that are realistic and achievable with our Mi'kmaq Language teachers and program. In the 2012-2013 academic year, LSK will pilot a project in measuring the Mi'kmaq Language outcomes on the Student Information System (SIS).

As of September 2011, Leveled Literacy Intervention (LLI) is being used in the classroom as an intervention for struggling readers. LSK continues to do well in the Grades 3 and 6 assessments. Furthermore, our communication plan and efforts to create and improve attendance in Indian Brook have been successful. We have implemented a Safe Arrival Program, which is linked directly to the Student Information System (SIS) and has been known to be an effective method of creating awareness for parents and improving student attendance. This, in turn, increases student achievement.

Accomplishments and Highlights

There have been many successful projects and partnerships throughout the year which include the Dare Arts - "First Roots" Aboriginal Program, the Love - Leave Out Violence Program, and Adopt A Library.

"DAREarts is a non-profit charity, founded in 1996, that uses arts education to empower Canadian children with confidence, courage and leadership skills to overcome difficult life circumstances." <http://www.darearts.com/main.shtml>

LSK is in our third year with the LOVE Program - "LOVE supports our youth to learn advanced leadership and life skills while they create artworks that become powerful education tools." <http://leaveoutviolence.org/novescotia/>



Adopt A Library has proven to be very successful at LSK this year. LSK placed first in the First Nation Division, including capturing Provincial, National and World Titles. <http://fightingcrime.ca/>



LSK high school graduates.



Primary students open LSK's high school graduation with O Canada sung in Mi'kmaw.



LSK students deemed champions in Adopt a Library reading challenge.



Membertou First Nation

Darren Googoo

Director of Education

Our Mission for Membertou 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, 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 employment-related. Membertou's adults are also participating in the education system, returning to upgrade their education, 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 the community. We are healthier and stronger through education, and have greater employment opportunities that results from an entrepreneurial spirit.

Education Demography

Student Profile:

- Two-hundred and sixty-nine students were on the band's nominal roll for the 2011-2012 school year. Eighty-eight of these students attended Membertou Elementary, an on-reserve band operated school. Twenty-three students attended the Wallace Bernard Memorial Centre, and 168 students attended six provincial schools under the Cape Breton Victoria Regional School Board.
- Thirty-seven students were on the 2011-2012 post secondary nominal roll
- Nineteen high graduates
- Eight university graduates
- Fifty-one students achieved the Chief's Award for Attendance, set at 95%
- Nineteen received the Mi'kmaq Gas Award for best attendance.
- Thirty-eight received the Chief's Award for Academic Achievement by meeting honour roll criteria in their institution.



Staff Profile for Membertou Elementary:

- Thirteen full time teaching staff
- Two part time teaching staff
- Six full time student aides
- Two full time support staff
- Sixteen of 22 staff are Mi'kmaq (72%)

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 provision are made periodically to review and revise budgets where necessary.

The Membertou Education Department has recently begun placing information about its programs and services on a 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. Partners include Mi'kmaw Kina'matnewey, Cape Breton University, Atlantic Canada's First nation Help Desk, Micmac Family and Children's Services, Cape Breton Victoria Regional School Board, Mi'kmaq Employment and Training Secretariat, Nova Scotia Department of Education, C@P Society of Cape Breton, Membertou Interagency, Aboriginal Headstart, Industry Canada, Cape Breton Regional Library, Cape Breton Regional Police Services, and Eskasoni School Board.

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

- Membertou Elementary (22 full time employees, 2 part time employees)
- Membertou C@P Site (2 full time employees)
- Membertou Tutorial Program (1 part time employee)
- Student Support Workers (2 full time employees)
- Educational Social Worker (1 full time employee)
- Religious Education (1 full time employee)
- Post Secondary Student Support (1 full time employee)
- Professional Assessment and Remediation
- Transportation Services (3 full time employees, 3 buses, 7 schools)
- Wallace Bernard Memorial Daycare Centre (12 full time employees)
- Youth Services (2 full time employees)

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



- 1997 Membertou Elementary is established. Enrollment of 13.
- 1999 New 4-classroom building opened.
- 1999 Development of strategic plan.
- 2000 School extended to 6 classrooms. Enrollment of 75.
- 2001 Membertou Education Department is ISO Certified. Enrollment of 95.
- 2002 New provincial school opens. Membertou Elementary enrollment 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 with 16 students.
- 2009 Mi'kmaw immersion offered to students in the K-2 program at the Wallace Bernard Memorial Center for 22 students.
- 2009 First Membertou Elementary School hockey team participated in the local CBVRSB Elementary Schools Hockey league.
- 2010 First Membertou Elementary School girls volleyball team competed in the Unama'ki 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 four-day educational camp.
- 2012 New school is announced for Membertou. Site selection and preliminary site preparation is complete. Construction is expected to begin in summer of 2012.

Educational facilities include a preschool/daycare built in 1988, a Community Adult Education Centre built in 1999 (expanded in 2000 and 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 C@Psite, 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 began a K-2 Mi'kmaq Immersion Program in 2009. It is intended that this program will expand by an additional grade every year until 2016.



Paqtnkek First Nation

Tanya Francis

Director of Education

Education Demography

Based on last year's Nominal Roll, we had 109 students attending our local provincial school, East Antigonish Education Centre/ Academy. We have one Band Operated School, the Paqtnkek pre-school, and there were 12 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 two and three. There were 13 students registered in this program. We had seven graduates from high school, and 10 graduates from a post secondary institution.

Highlights

Local community members, Kerry Prosper, Band Councilor; Mary Jane Paulette, ALP Instructor; and Derrick Paulette, Film/Video Editor, represented Paqtnkek and CERA (Canadian Educational Research Association) in Vancouver. They had presidential spotlight sessions at the 2012 AERA Annual Meeting. AERA is the largest gathering of professional education researchers in the world with an international outreach. Their presentation was titled "Gathering Stories in Paqtnkek First Nation: Strengthening Aboriginal Knowledge in a Mi'kmaq Community in Rural Canada".

Culture and Language Highlights:

- Guest speakers in all schools throughout the year
- In-school powwow
- Cultural exchange (Non-natives within the SRSB attended events and presentations at our school).
- Elder Appreciation Dinners
- Sustaining Aboriginal Voices at NSCC Strait
- Youth Group/Sports
- Field Trips to Glooscap Caves, Debert Trail and various cultural showcases
- Environmental Habitat Restoration Project
- Language classes for all community members
- Show Me Your Math! fair

Literacy Highlights:

- Adopt a Library in our community
- PARL provided materials to our local preschool and daycare
- Low income families receive books and materials to help promote literacy
- Reading Recovery
- After school programs
- Kids First program



Student Incentive Program

- Bursaries for attendance, school improvement and grades
- Appreciation Day for all students at year end
- Inspire program for Grade 8 female students
- Tutoring
- All About Me Program for Grade 6 to 8 male students

Extra-curricular/Recreation Program

- X-Project, StFX students mentoring our students to strive in academics and sports with weekly and Saturday programs
- Drum making, quill work, and art classes for all students
- Aboriginal Track and Field
- PLAY Program for K4, Primary and Grade 1 students
- Various sports and activity classes held throughout the year



Pictou Landing First Nation

Sheila Francis

Director of Education

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 2011-2012 Academic Year (based on Nominal Roll)

Pictou Landing First Nation School (Grades K-6): 70

Pictou Landing Early Childhood Centre: 16

Provincial School (Grades 7-12): 60

Post Secondary Institutions: 21

Highlights

Pictou Landing First Nation School

- Integration of the Outdoor Classroom by classroom teachers
- Green Team pilot. Pictou Landing First Nation School was one of the 16 chosen in the province to be a pilot for Green Schools Leadership in Sustainability!
- Grade 5/6 class participated in the Coady Institute community planning session
- Atlantic Film Festival "Festival in a Van" visited our school and worked with students on film making. This prompted the Grade 3/4 class to enter their films in the competition. A number of films were screened at the Viewfinders International Festival.
- A Math/Science/Tech Mentor was hired in the school and provided tech training for our staff and students in areas such as iStop Motion animation, Hyper Studio, iPad apps, and more.
- Lego Robotics Club started this year with excellent attendance. It will go into the provincial competition next year.
- PLFNS did very well at this year's science fair. Many of the science projects incorporated the new technology, which our school has been learning.
- PLFNS implemented "8 Pointed Star of Mi'kmaq Pedagogy" as framework for teacher curriculum planning and delivery.
- PLFNS received a curriculum grant from Music Play Canada to support the music program.
- The Grandfather teaching Awards are a new initiative in the school. Each month, students that exemplify the behaviour of the 7 Grandfather Awards and recognized.
- PLFNS was successful in securing a grant that will provide healthy snacks for our students. It was extended to the provincial school where our students must attend.

Community Education

- There were a number of initiatives and events held for our older students in grades 7-12. One of our main activities was career exploration. We purchased the Career Cruising program that enabled our students to explore career options and make course decisions that would help them reach their career goal.



- Girls' Empowerment Weekend is a retreat for female youth that features workshops on self care, relationships, sexual health, personal development, and cultural teachings.
- Grade 12 graduation dinner was held for grads and their parents to discuss the transition required from high school to post secondary institutions.
- Grade 12 students portfolios were created for career exploration.
- Our Education Counsellor undertook training in the Circle of Courage. This is a strengths-based program which will be the model for our work with the youth.
- An Elders Conference on Social Justice and Ma'wio'mi was held at our local high school. Our students assisted in the planning and delivery of this wonderful event.
- A number of our staff attended interesting professional development conferences, workshops and training seminars. Some of these learning opportunities were with Mother Goose, Techsploration, a Community Service Learning workshop, Aboriginal Leadership Development Program at the Coady Institute, Bridges to Learning Conference (teaching and learning with technology), a Learning Disabilities workshop, and Critical Crossroads: Youth Criminal Justice and Literacy.
- The creation of more Mi'kmaq literacy sacks.

Extracurricular Activities

Activities included Lego Robotics Club, Recorder Club, French, knitting, Zumba for kids, and the Track and Field Club.

Partnerships

PLFNS successfully maintained partnerships with

- METs
- Pictou Landing Health Center
- St.FX Chemistry Department (science camps)
- 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
- Pictou County Women's Center
- Pictou County Health Authority
- Pictou County Food Security Coalition
- Pictou Regional Development Agency
- Aboriginal Diabetes Initiative Program
- Mi'kmaq Family Healing Center, Millbrook



Potlotek First Nation

Nancy MacLeod

Director of Education

The Potlotek Education Office developed a five year strategic plan. The strategic plan includes our strategic framework: our vision, mission, 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 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 and clarified our vision and mission. We then worked from our institutional assets (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

- Mi'kmawey School expands to include grades Primary to eight. Previously it was primary to six.
- Elders Frank and Josie Augustine, Elsipoqtoq, N.B., have been sharing traditional Mi'kmaq teachings with children, youth, staff and the community.
- All Mi'kmawey School children have received individual spirit names through participation in a traditional naming ceremony by Frank and Josie.
- All Mi'kmawey School children have regalia made with their sacred colours and symbols of their spirit names.
- Mi'kmaq language and cultural camps and ceremonies have been held on a regular basis since September 2011.
- Youth are requesting traditional teachings and fluency in Mi'kmaq language; we are taking action to respond.
- Cultural identity is becoming stronger through ceremonies - this is breaking down barrier to education.
- Potlotek Education Office is moving forward to secure funding for longhouse for youth, elders and community.
- Discussions are in progress about having daycare as a part of the proposed longhouse.
- Renewed interest in outdoor experiences because of canoeing, kayaking, snow-shoeing, etc.



- PHS students recognize Aboriginal Day by fishing salmon in Margaree River.

The 2-eyed approach to science is being implemented in Potlotek High School. A combination of Science 10, Oceans 11, and Biology outcomes with Mi'kmaq indigenous science leading activities describes our program. Unama'ki College, Cape Breton University, and Potlotek Education have formed a partnership to develop, implement, and evaluate this program. CBU, along with elders and Potlotek Education staff, focuses on experiential learning 2-eyed seeing and using the environment as a laboratory.

Chapel Island Daycare

The daycare has been operating with a maximum of 12 children in attendance. The daycare is the subject of many discussions related to planning for an improved facility, including an outdoor play area. The discussions during the strategic planning section outlined its 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 snow shoeing, cross-country skiing, mountain biking, geo-caching, canoeing, kayaking, and wilderness camping. Equipment purchases included mountain bikes, cross-country skis, snowshoes, canoes, kayaks, wilderness camping equipment, hiking equipment, etc. Current goals include the formation of a canoe club and promotion of organized activities with equipment.

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 three part-time students. The CBU-Potlotek community-based program is enabling many students to complete their degrees. There are 12 graduates for the year 2012.

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 in 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.

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.





Kerry Prosper, Paqtnekek First Nation shares knowledge on eel fishing with Potlotek High School students.



PHS in Margaree River,
June 21, 2011.



Wagmatcook First Nation

Brian Arbuthnot

Director of Education

Elder Message

"What you want to do in life do it independently. Think twice before you make a decision and you will respect yourself and respect will find you." - Anna Katerie Pierro.

Student Message

"I try to keep my mind busy. I go to school full time and I work part time. Hard work will get me everywhere. I try to stay positive and I visit my grandfather to learn how to gut an eel. These are skills I will need someday." - Jeremiah Lewis

Chief Message

"The youth and elders have a strong connection. They are the beginning and the end of our life here. Bring these two groups together and you will see courage and respect." - Chief Norman Bernard

Community Update

The 2011 Nova Scotia Mi'kmaw Summer Games "jump started" our academic school year. Many of our youth and community members became involved in hosting the Summer Games. The Unama'ki communities became one community as Wagmatcook welcomed athletes, spectators, visitors and elders all throughout Mi'kmaw'ki land. The spirit of the Mi'kmaw was to be found in every person that was in Wagmatcook. It was a time of great sportsmanship that will forever live with our youth in to the school year. The energy was positive and this was a good indication that it would be a great year.

Student Council and Elder's Council Vision

As a Mi'kmaw school landscape, we try to incorporate the fundamental principles of humanity into our everyday lives. The teachings of love, respect, courage, wisdom, honesty, humility and truth are the beacons that help our staff and students try to make good decisions. By bringing two forces together, the Elder's Council and the Student Council, the journey to self-discovery turns a caterpillar into a beautiful monarch.

Education Demography

Number of students: 144

Kindergarten to Grade 6: 83

Grade 7 to 12: 60

Post-Secondary: 38

University graduates: 2

High School graduates: 7

Teaching staff: 18

Students Assistants: 6

Secretary: 1



Guidance Counselor: 1
 Cooks: 2
 Speech Language Pathologist: 1
 School Psychologist: 2 (part time)
 Occupational Therapist: 1 (part time)
 School Counselor: 1 (part time)
 Clinical Therapist: 1 (part time)
 Public Health Nurse: 1 (part time)
 Tui'kn Justice Worker: 1 (part time)

Educational Discoveries

- The Leveled Literacy Initiative has students “jump” 4 to 6 reading levels on average throughout the year.
- The RCMP Drug Abuse Resistance Education (D.A.R.E.) program graduated 10 students with skills to make good decisions. They are now educated on the risks associated with drug or tobacco use.
- The Aboriginal Shield Program targeted students in grades 7 to 8 on the effects of drug and tobacco abuse. Peer pressure opened many doors to conversations that led to conflict resolutions.
- Ann Gottschall brought many educational programs on diabetes to all age groups and the puppet show was a great communication tool for the younger groups.
- The Proloquo2go program opened many communication doors for our students with special needs who have a lot to say, but were unable to, due to language delays.
- The online Mi'kmaw course offered by MK was a learning curve for our grade 11 students, but was an interesting technological journey.
- The “Hands are not for Hitting” program with the Mi'kmaq Family Treatment Centre taught our little scholars that hands have many gifts, and hitting is not one of them.
- Youth Leadership Training for youth 16 years and over was a cultural educational experience. The students have learned to “own” their decisions, and they now have the skills to become productive community volunteers.
- Every trip to the Baddeck Library was an adventure that took our students to many amazing places. They “met” lots of interesting people and “traveled” on airplanes, boats, and trucks. Their imaginations took them around the world.
- Trips to the Alexander Graham Bell National Historic Site educated many of our students about communication and the beginnings of how one person's imagination had no boundaries.
- E-Spirit trips took our students to places they may have only dreamed. This year they went to Winnipeg, as three of our teams were selected as the nine final teams to present their business plans in the competition.
- Techsploration for our grade 8 and 9 girls made them aware of the trades and careers in which women have taken leadership roles, such as marine biology and engineering.
- Envirothon taught our youth about how to respect mother earth.
- The youth council did a terrific service to represent our 144 students. They volunteered in the community all year and role modeled positive behaviour that was contagious throughout the student body. They made some important decisions, for example the youth centre rules, hours of operation, and items that would keep the youth entertained.
- The Elder's Council has been a driving force in the last two years. They have been very productive in the community and in the school.

Their wisdom is often sought for direction and guidance among our school family. They have regular meetings and have been involved in the decision making of the new school.

- Facebook has taken us to places we have never been before. It has improved communication with parents and guardians and youth.
- Trips to the elder's centre have kept the students busy cooking, baking, playing waltzes, and connecting with elders in a fun way.
- The ban on cell phones in the classroom was not a popular decision. Students are still feeling challenged, but the process leading to the ban has involved student input.
- Physical Activities included hip hop dance, track and field, snow shoeing, GPS tracking, skiing, walking the loop, archery, basketball, badminton, floor hockey, sports night daily, youth centre activities.

Major Accomplishments

Major accomplishments included a youth centre, elder's centre, a new school to be completed by winter 2013, an alternate class keeping a chronicle of the new school construction, and NSCC offering a carpentry program in Wagmatcook. It is the first trades program offered in a First Nations community in Nova Scotia. There will be 11 graduates from 3 First Nations this year.

Wagmatcook has established the first secondary school program in a First Nation community in Atlantic Canada in 1986. "Trail blazers in control of Mi'kmaw education." - Community elder.

Special thanks must be given to the Elder's Council of Wagmatcook, the Elders of Wagmatcook First Nation, Student Council, FNSSP, Mi'kmaw Kina'matnewey, and parents and guardians of our youth.

"ta'n ketu' tela'teken wula wsitqamu, tla'teke ki'l newtukamsin. Ta'puiliankita'si keskmna'q teto'qikisita'siwn, ki'l wukji welite'lsitisk aq welita'suaqn we'ju'ltew." - Community elder

Ta'ho





Student with school Elder.



Students with Chief Norman Bernard.



We'koqma'q First Nation

Gordon MacIver

Director of Education

Knijannaq Kina'matnewey Ajipjutmaq

Mena'ga tla'ltik, Jiksitmu'k Mekite'te'n teli nikanu'skewin, Kina'masi wjitiapiwewey

Student/School Mission Statement

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

Education Demography (based on the 2010-2011 nominal roll)

Number of students:

Kindergarten to Grade 6	160
Grade 7 to Grade 12	139
Post-secondary	54

Staff:

We'koqma'q Mi'kmaq School (K-12)	27
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

Educational Highlights

- Our school is a "Leader In Me" school. This is our fourth year as a Compass school and we are on our way to becoming a Lighthouse school.
- We'koqma'q Mi'kmaw School is in the final phase of the school improvement accreditation process. Our focus has been on Grades 10, 11 and 12 Mi'kmaq core courses to strengthen and enhance student fluency.
- The elementary school is in its tenth year of providing a mid-morning snack program and eliminating "junk food" options.
- The Leveled Literacy Program has seen great success in meeting early elementary student needs to meet grade outcomes.
- The Teen Health Room has been fully operational this school year. A nurse and occupational therapist are on-site two days per week, and a doctor visits once a month.
- Grade Four, Five and Six students created a cultural mentoring program that incorporated the guidance and teaching of Elders, community members, and resource people from other communities is continuing with basket making, eel fishing, moose hunting and tee pee construction.
- Building Technology continues to include Grades 5 and 6 students.
- The Grade 6 and 8 students both held their fifth annual Mini-Formals.
- The elementary school celebrated Literacy Week with students and parents through a number of different activities including parent teacher literacy training and book giveaway. Over 300 books were given to students at this year's event.
- This is the eleventh year that Grade 9 girls are participating in the Techsploration Program. This

year's role model was a female marine biologist.

- Mi'kmaw Language and Cultural studies are offered daily in all grades and includes an environmental component.
- Secondary Level participated in this year's Envirothon in Truro.
- Fifteen students graduated from Grade 12.
- Eight students graduated from post-secondary institutions this year, including Cape Breton University, Nova Scotia Community College, and Holland College at UPEI.
- Of our fifty four Post- Secondary students we had 17 Graduates, Seven from Universities and Ten from Community Colleges.

Program Highlights

- Secondary school students went moose hunting. Food was prepared and given to Elders in the community.
- The Mathematics Tutoring Program, funded by Mi'kmaw Kina'matnewey, has proven to be extremely successful in helping students improve their math proficiency.
- Student participation in the Show Me Your Math! Fair. Our students worked on a variety of projects and viewed many more from students in other communities. St. Francis Xavier University provided an endowment of photographic equipment to assist the students with film and video productions.
- We'koqma'q was host to a regional science fair.
- The elementary school celebrated Literacy Week.
- A music program was held for grades K-12.
- A drama program was held for grades 10-12. The grade 10 Drama class performed the play, "The Tempest", at the Boardmore Theatre at Cape Breton University.
- A sports mentor spoke to secondary school students about self-esteem and the importance of education.
- Students from high school created a movie titled "Our Legacy of Hope" which they screened at the United Nations "Panel of Indigenous Peoples" and the Canadian Consulate in New York.
- RCMP Dare Program was hosed for grade 5 students.
- RCMP anti-bullying program was held for students in grade 2-12.
- Students participated in the Nova Scotia Schools' Aboriginal Track and Field Championships in Antigonish.
- Students participated in the Speech Festival.

Celebrations

- Students in our Film and Video Program participated in the Atlantic Provinces Film Festival in Halifax.
- The eleventh annual Donelda Googoo Memorial Fund Raiser for the IWK Hospital was held and to date, has raised a total of \$60,000 since 2002.
- We'koqma'q Mi'kmaw School was awarded a gold medal in the RCMP Adopt-a-Library WOW Reading Challenge for all Inverness County Schools, all Mi'kmaw Kina'matnewey schools, and World Literacy Championship for the Junior High Division.
- Sea Cadet Squadron 355 Cape Breton held their second annual review.

Partnerships



We'koqma'q maintained strong partnerships with Mi'kmaw Kina'matnewey; Atlantic Canada First Nation Help Desk; the Nova Scotia Department of Education; the Math Tutoring Program; the School Improvement Team; Dadavan; Mi'kmaw specialists; the Labour Work Force Development Level III; the NSCC Level IV ALP; and other MK schools.

Funding Initiatives

Special funding was received this year for High Cost Special Education; New Paths; Parental Involvement; Teacher Recruitment and Retention Aboriginal Languages Initiative; and the Education Partnerships Program Grant. Funding has also been received from the Nova Scotia Labour and Workforce Development Program for year five of the Adult Learning Program Level III and Level IV.



2012 Graduates.



Cadets sailing and being presented with an award "The Gold Seal of Excellence". Presented by Jim Snow, President of Cape Breton Navy League Branch, on behalf of the Director of Cadets in Ottawa.



2012 Kindergarten Graduates.



Staff



Eleanor Bernard,
Executive Director



Patricia Denny
Executive Assistant



Lauretta Welsh,
Director of Finance & Planning



John Jerome Paul
Director, Program Services



Laurianne Stevens
Director, First Nation
School Success Program



Kevin Burton
Director, Atlantic Canada
First Nation Help Desk



Janice Googoo
Finance Officer



Jennifer Paul
Administration & Finance Clerk



Denise Toney
Secondary School
Improvement Coordinator



Kyle Denny
Elementary School
Improvement Coordinator



Janice Ciavaglia
Literacy Consultant



Bob Crane
Numeracy Consultant





Dave Peters
Performance Measurement
Coordinator



Vera Marr
Community Liaison/
Statistician



Sheldon Googoo
Assessment
Coordinator



Blaire Gould
Mi'kmaw Language
Specialist



Yolanda Denny
Mi'kmaw Language
Consultant



Claire Meuse
Administrative
Assistant



George "Tex" Marshall
Sports Animator



Janean Marshall
Special Education
Consultant



Sara-lynn Knockwood
Project Coordinator



Ann Sylliboy,
PSE Guidance
Counselor



Meghan Finney
Communications
Coordinator



Faye Googoo
Youth Worker



Priscilla Denny
Communications &
Youth Coordinator



Sarah Doucette,
Operations Manager



J.R. Isadore,
Systems Analyst



Staff Directory

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Faye Googoo	Youth Worker	faye@firstnationhelp.com



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Atlantic Canada First Nation Help Desk

Atlantic Canada First Nation Help Desk
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Financial Statements

Mi'kmaw Kina'matnewey Statements of operations

Year ended March 31

2012

Core education programs	<u>Revenue</u>	<u>Expenses</u>	
Band transfers (Page 14)	\$ 30,170,615	\$ 30,170,615	\$ -
Governance	1,516,019	1,515,417	602
Elementary/secondary	234,111	227,761	6,350
Post secondary student support	1,646,370	1,646,190	180
Guidance and Counselling	58,112	58,112	-
Indian Studies Support Program	503,219	503,219	-
Capital	482,079	482,079	-
Provincial tuition	3,610,219	3,610,219	-
New Paths	348,270	348,510	(240)
Teacher salary enhancements	191,448	191,448	-
High cost special education (direct services)	780,461	780,461	-
High cost special education (indirect services)	<u>55,000</u>	<u>54,929</u>	<u>71</u>
	<u>39,595,923</u>	<u>39,588,960</u>	<u>6,963</u>
Special projects			
First Nation Student Success Program			
Administration	163,899	164,226	(327)
School success plan	1,237,400	1,237,320	80
Student learning assessments	97,071	97,149	(78)
Performance measurement	365,642	365,706	(64)
Other	<u>5,941</u>	<u>5,941</u>	<u>-</u>
	<u>1,869,953</u>	<u>1,870,342</u>	<u>(389)</u>
New Path for education			
Capacity development	25,000	25,101	(101)
Management	26,835	27,075	(240)
School effectiveness	214,166	214,166	-
Parental and community engagement	43,964	43,964	-
Teacher recruitment and retention	<u>63,305</u>	<u>63,305</u>	<u>-</u>
	<u>373,270</u>	<u>373,611</u>	<u>(341)</u>
High cost special education			
Direct services	794,593	794,428	165
Indirect services	55,000	55,004	(4)
Early childhood education	<u>22,978</u>	<u>22,978</u>	<u>-</u>
	<u>872,571</u>	<u>872,410</u>	<u>(161)</u>
Sports and recreation			
Sports animator	110,584	110,160	424
Aboriginal bilateral agreement	115,842	115,842	-
Health promotion – schools	36,460	36,478	(18)
Tripartite initiatives	47,047	47,047	-
North American Indigenous Games	<u>25,000</u>	<u>25,361</u>	<u>(361)</u>
	<u>334,933</u>	<u>334,888</u>	<u>45</u>
Aboriginal language development			
Aboriginal language initiative (Page 13)	209,335	209,619	(284)
Mi'kmaw language project	58,288	58,288	-
Longitudinal research project	<u>17,312</u>	<u>16,409</u>	<u>903</u>
	<u>284,935</u>	<u>284,316</u>	<u>619</u>

Year ended March 31	2012		
Other			
Education partnership program	299,238	299,566	(329)
Teacher salary enhancements	191,448	191,448	-
ANTEC	<u>960</u>	<u>1,853</u>	<u>(893)</u>
	<u>491,646</u>	<u>492,867</u>	<u>(1,221)</u>
Regional Help Desk (Page 12)	<u>1,956,701</u>	<u>1,955,120</u>	<u>1,581</u>
Excess of revenue over expenses	\$ <u>45,779,932</u>	\$ <u>45,772,514</u>	\$ <u>7,418</u>

Mi'kmaw Kina'matnewey Balance Sheet

March 31 2012 2011

Assets

Current

Cash	\$5,867,108	\$2,322,346
Receivables (Note 3)	685,405	1,230,214
Prepays	<u>29,185</u>	<u>31,639</u>
	6,581,698	3,584,199
Donald Marshall Sr. memorial bursary fund (Note 4)	<u>43,547</u>	<u>47,411</u>
	<u>\$ 6,625,245</u>	<u>\$ 3,631,610</u>

Liabilities

Current

Payables and accruals (Note 5)	\$ 1,828,516	\$ 1,237,986
Deferred revenue		
Operating (Note 6)	381,55	357,772
Capital	<u>3,658,207</u>	<u>1,282,437</u>
	<u>5,868,276</u>	<u>2,878,195</u>

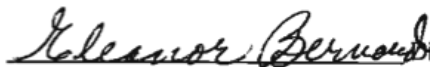
Equity

Trust fund (Note 4)	43,547	47,411
Mi'kmaw Language Curriculum Development Fund (Note 7)	702,728	702,728
Unrestricted	<u>10,694</u>	<u>3,276</u>
	<u>756,969</u>	<u>753,415</u>
	<u>\$ 6,625,245</u>	<u>\$ 3,631,610</u>

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 OF NOVA SCOTIA who have ratified the *Agreement with respect to Mi'kmaq Education in Nova Scotia*,

(Hereinafter referred to as the "Participating Communities")

And:

THE MI'KMAW-KINA'MATNEWEY, a body corporate established pursuant to the laws of Canada and having its head office at Sydney in the Province of Nova Scotia

(Hereinafter referred to as the "Mi'kmaw Kina'matnewey")



Contents

Recitals

Section 1: Interpretation of the Agreement

Section 2: Term

Section 3: Service Population

Section 4: Canada's Responsibilities

Section 5: Mi'kmaw Kina'matnewey and Participating Communities' Responsibilities

Section 6: Funding under this Agreement

Section 7: Method and Conditions of Payments

Section 8: Annual Grant

Section 9: Education Facilities

Section 10: Environment

Section 11: Change in Participation

Section 12: Annual Adjustments

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Section 14: Exceptional Circumstances

Section 15: Subsequent Funding Agreement

Section 16: Delegation and Indemnity

Section 17: Dispute Resolution

Section 18: Transitional



WHEREAS the provisions of this Agreement are made pursuant to the *Agreement with Respect to Mi'kmaq Education in Nova Scotia*, signed on February 14, 1997, (hereinafter referred to as the Final Agreement) between the Participating Communities and Canada and constitutes Schedule A of the Final Agreement.

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:

"Agreed-Upon Programs and Services" means the programs and services outlined in sections 6.1 and 6.2.

"Annual Grant" means:

- (a) in Year One, the amount payable by Canada to the Mi'kmaw Kina'matnewey on behalf of the Participating Communities and the Mi'kmaw Kina'matnewey being the Base Amount under this Agreement prorated by the number of months remaining in Year One from the date of the commencement of the term of this Agreement. A portion of this amount is subject to an annual appropriation by Parliament of monies for the purposes set out in this Agreement for the Fiscal Year in which payment is to be made;
- (b) in those Fiscal Years subsequent to Year One, the amount payable by Canada to the Mi'kmaw Kina'matnewey on behalf of the Participating Communities and the Mi'kmaw Kina'matnewey in respect of a specific Fiscal Year under this Agreement.

"Base Amount" means the amount of the Annual Grant in Year One before any proration of the Annual Grant in Year One due to this Agreement commencing part way through the Fiscal Year, which is subject to the adjustment provisions contained in this Agreement, payable by Canada to the Mi'kmaw Kina'matnewey on behalf of the Participating Communities and the Mi'kmaw Kina'matnewey.

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

"Comprehensive Funding Arrangement (CFA)" is a program-budgeted funding agreement that DIAND 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 further 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.

"Generally Accepted Accounting Principles" means the accounting principles generally accepted in Canada from time to time and, where the Canadian Institute of Chartered Accountants (including the Public Sector Accounting Board), or its successor, publishes a statement of principle or accounting guideline, that statement or guideline will be considered conclusively to be an accounting principle generally accepted in Canada.

"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 Financial Agreement and established by section 10(1) of the *Mi'kmaq Education Act*, S.C. 1998, c. 24.

"Nominal Roll" means a student count taken annually, in September, of students ordinarily resident on Reserve and attending a school on Reserve operated by a Participating Community, a provincially operated school or a privately operated school at the primary, elementary and secondary level.

"Own Source Revenue Agreement (OSRA)" means an agreement that sets out the manner by which the parties will determine the own source revenue capacity of the Participating Communities and the manner in which it is to be taken into account under a subsequent funding agreement.

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

"Transfer Payments" mean annual funding transferred by Canada to the Mi'kmaw Kina'matnewey, on behalf of the Participating Communities and the Mi'kmaw Kina'matnewey, for expenditure on Agreed-Upon Programs and Services.

"Year One" means the Fiscal Year beginning April 1, 2011 and ending March 31, 2012.

2.0 TERM

2.1 Agreement Period

2.1.1 The term of this Agreement shall be October 01, 2011 until March 31, 2012, until such time as agreed to in writing by the Parties.

2.1.2 In the event that a subsequent funding agreement to this Agreement has not



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 CANADA'S RESPONSIBILITIES

- 4.1 Subject to the terms and conditions of this Agreement, Canada shall make annual Transfer Payments to the Mi'kmaw Kina'matnewey on behalf of the Participating Communities and the Mi'kmaw Kina'matnewey as set out in annual Transfer Payment plans developed for each Fiscal Year in accordance with Appendix 2 of this Agreement.
- 4.2 Canada will make all reasonable efforts to ensure the Mi'kmaw Kina'matnewey and the Participating Communities are recognized and considered by federal departments in the introduction of new education programs or services.
- 4.3 The manner in which the Mi'kmaw Kina'matnewey and the Participating Communities exercise the jurisdiction and authorities set out in the Final Agreement and carry out the responsibilities they have under this Agreement do not create any financial obligations on behalf of Canada.

5.0 MI'KMAW KINA'MATNEWEY AND PARTICIPATING COMMUNITIES' RESPONSIBILITIES

- 5.1 The Mi'kmaw Kina'matnewey and the Participating Communities shall ensure the provision of Agreed-Upon Programs and Services.
- 5.2 Agreed-Upon Programs and Services provided by the Mi'kmaw Kina'matnewey and the Participating Communities shall be delivered in compliance with the provisions of the Final Agreement and this Agreement.
- 5.3 The Mi'kmaw Kina'matnewey and the Participating Communities may allocate and expend the Annual Grant as the Mi'kmaw Kina'matnewey and the Participating Communities, in their discretion, determine.
- 5.4 The Mi'kmaw Kina'matnewey and the Participating Communities have the discretion to retain any unexpended balances of the Annual Grant.

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 Part 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-related band support and band employee benefits;
- 6.1.2 Funding for capital facilities, major repairs and replacement of existing education facilities;
- 6.1.3 Funding for the operation and maintenance of education facilities and classroom equipment;
- 6.1.4 Funding for governance for the Mi'kmaw Kina'matnewey and the Participating Communities.

Targeted Education Programs

Canada will include the following targeted education programs in the Annual Grant: Teacher Recruitment and Retention, Parental and Community Engagement, New Paths, Elementary/Secondary Instructional Services, and Special Education Program (High Cost).

- 6.2.1 The Mi'kmaw Kina'matnewey, on behalf of the Participating Communities and the Mi'kmaw Kina'matnewey, shall incorporate targeted education programs into the annual strategic planning ' results based reporting process and will include detailed annual reporting on the use of targeted programming. Annual reporting on targeted education programs shall be consistent with the information required in the *Recipient Reporting Guide* produced by DIAND.
- 6.2.2 In the event that a targeted education program is eliminated, merged or re-programmed, the Annual Grant will be adjusted accordingly. The Mi'kmaw Kina'matnewey on behalf of the Participating Communities and the Mi'kmaw Kina'matnewey will be notified of any such changes in targeted education programs in the same manner as other recipients of targeted education programs.
- 6.2.3 Targeted education programming, including those in the Annual Grant, will be subject to re-evaluation for inclusion in the Annual Grant upon the negotiation of a subsequent funding agreement.
- 6.2.4 Targeted education programs included in the Annual Grant will be subject to annual Federal Domestic Demand Implicit Price Index (FDDIPI) and volume adjustments.

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 DIAND through increases to departmental appropriations and the new and enhanced policy approvals will be introduced taking into consideration the circumstances of the Final Agreement in accordance with section 4.2 of this Agreement.

- 6.3.1 In the event of incremental funding approvals, Canada agrees to establish a targeted budget allocation for the Mi'kmaw Kina'matnewey and the Participating Communities which will be managed through a Comprehensive Funding Arrangement that may be with the Mi'kmaw Kina'matnewey, the Participating Communities, or both.



6.3.2 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, and if an adjustment is agreed to, then the adjustment shall be made to the Annual Grant.

6.4 Capacity for Shared Fiscal Responsibility

The Government of Canada's Approach to Implementation of the Inherent Right and the Negotiation of Aboriginal Self-Government (1995) regards the financing of self-government as a shared responsibility between federal and Aboriginal government and institutions. Upon ratification of this Agreement, Canada and the Participating Communities will begin negotiations toward the application of this principle.

6.4.1 By March 31, 2014, Canada and the Participating Communities will conclude negotiations of an Own Source Revenue Agreement that will set out a mechanism for calculating the contribution(s) to be made by the Participating Communities towards the costs of education programs and services.

6.4.2 In negotiating the Own Source Revenue Agreement, Canada and the Participating Communities will take into account:

- a) the capacity of the Participating Communities to generate revenues;
- b) the prevailing fiscal policies with respect to the treatment of First Nations own source revenue in self-government fiscal arrangements;
- c) that the Own Source Revenue Agreements should not unreasonably reduce incentives for Participating Communities to generate revenues;
- d) other matters as agreed to by Canada and the Participating Communities.

6.4.3 Own source revenue, as a principle, includes a phase-in period which begins immediately upon the effective date of an OSRA; the terms of which will be subject to negotiation.

7.0 METHOD AND CONDITIONS OF PAYMENTS

7.1 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 the Participating Communities and the Mi'kmaw Kina'matnewey an Annual Grant.

7.2 Payment

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

8.0 ANNUAL GRANT

8.1 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 Agreed-Upon Programs and Services for the period specified in Section 2.0.



8.2 Base Amount

Canada shall provide to the Mi'kmaw Kina'matnewey on behalf of the Participating Communities and the Mi'kmaw Kina'matnewey a Base Amount of \$45,282,532.

8.3 Adjustment to the Annual Grant

8.3.1 For the first Fiscal Year subsequent to Year One, the Annual Grant will be determined by adjusting the Base Amount which is the Annual Grant in Year One before any proration of the Annual Grant in Year One due to this Agreement commencing part way through the Fiscal Year:

- a) in accordance with Section 12.0 of this Agreement;
- b) in accordance with Section 11.0 of this Agreement, if applicable; and
- c) in accordance with section 6.3.2 of this Agreement, if applicable.

8.3.2 For each Fiscal Year subsequent to Year One, except the first Fiscal Year subsequent to Year One, the Annual Grant will be determined by adjusting the amount of the Annual Grant for the prior Fiscal Year:

- a) in accordance with Section 12.0 of this Agreement;
- b) in accordance with Section 11.0 of this Agreement, if applicable; and
- c) in accordance with section 6.3.2 of this Agreement, if applicable.

9.0 EDUCATION FACILITIES

9.1 Existing Facilities, Operations and Maintenance and Major Repairs and Recapitalization

9.1.1 The Mi'kmaw Kina'matnewey and the Participating Communities will adopt a life cycle management approach for the replacement and maintenance of education facility assets, in accordance with the federal government's standards for real property management, including the following functions:

- a) preparation and implementation of a multi-year maintenance and replacement plan and budget developed from information contained in a capital management information system that is to be made available to the Mi'kmaw Kina'matnewey and the Participating Communities;
- b) maintenance of the education facility assets in good condition thereby protecting the current investment in education facilities; and
- c) replacement of the education facility assets as necessary.

9.1.2 The Mi'kmaw Kina'matnewey and the Participating Communities shall be responsible for the disposition, management and allocation of capital, and operation and maintenance funding related to major repairs, renovation, growth, insurance, and replacement of existing facilities in accordance with this Agreement including;

- a) financing a capital project;
- b) major maintenance and replacement of education facility assets, in accordance with a lifecycle management program;
- c) segregation of capital funding provided under this Agreement; and
- d) management of the capital funding identified in this Agreement to ensure the availability of adequate funding for the maintenance and replacement of education facilities.



9.1.3 The Mi'kmaw Kina'matnewey and the Participating Communities will maintain education facilities in a manner consistent with federal and provincial laws, including building, and fire and safety codes, at a level necessary to provide for the delivery of education in accordance with this Agreement.

9.1.4 The Mi'kmaw Kina'matnewey and the Participating Communities will maintain insurance on all applicable assets.

9.1.5 The Mi'kmaw Kina'matnewey and the Participating Communities will be responsible for the maintenance and replacement of all education facility assets.

9.2 Health and Safety

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

10.0 ENVIRONMENT

10.1 Prior to making any decision on a project triggering an environmental assessment under the *Canadian Environmental Assessment Act*, ('CEAA') the Participating Community or the Mi'kmaw Kina'matnewey shall notify Canada.

10.2 The Participating Community shall ensure that:

- a) 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;
- b) work does not commence on a project until an environmental assessment is completed and the Participating Community has made an environmental assessment decision;
- c) the Participating Community on the affected Reserve(s) has access to the information respecting the project, the environmental assessment and the environmental assessment decision;
- d) all mitigation measures and any follow-up program requirements included in the Participating Community's environmental assessment decision are implemented;
- e) Canada is provided with the environmental assessment decision including the environmental assessment report; and
- f) Canada is notified promptly if the intended results of the specified mitigation measures and/or follow-up program requirements are found to be inadequate.

11.0 CHANGE IN PARTICIPATION

11.1 Participating to Non-Participating

In the event a Participating Community becomes a Non-Participating Community to this Agreement pursuant to part 8.0 of the Final Agreement, funding under this



- 11.1.1 Funding, as outlined in section 6.1.1, will be decreased by the amount dedicated to the Participating Community that is changing status in effect in the year that notice is given and in a manner agreed to by Canada, the Participating Communities and the Mi'kmaw Kina'matnewey;
- 11.1.2 Funding, as outlined in section 6.1.2, will be decreased or maintained in a manner agreed to by Canada, the Participating Communities and the Mi'kmaw Kina'matnewey;
- 11.1.3 Funding, as outlined in section 6.1.3, will be decreased or maintained by the amount dedicated to the Participating Community that is changing status in effect at the time that notice is given and in a manner agreed to by Canada, the Participating Communities and the Mi'kmaw Kina'matnewey; and
- 11.1.4 Funding, as outlined in section 6.1.4, will be decreased in a manner agreed to by Canada, the Participating Communities and the Mi'kmaw Kina'matnewey.

11.2 Non-Participating to Participating

In the event that a Non-Participating Community becomes a Participating Community in accordance with Part 8.0 of the Final Agreement, funding under this Agreement in that year and subsequent years during which it remains a Participating Community, will be adjusted as follows:

- 11.2.1 Funding will be increased by the amount of funding provided for that community by DIAND in its current funding arrangement and any other education funds that are managed by a tribal council or other organization on the community's behalf at the time a notice is given in accordance with 8.1.3.1 of the Final Agreement;
- 11.2.2 Funding for governance will be increased in accordance with the allocation methodology for the governance funding of a Participating Community in effect at the time a notice is given under section 8.1.3.1 of the Final Agreement and adjusted in a manner agreed to by Canada, the Participating Communities and the Mi'kmaw Kina'matnewey; and
- 11.2.3 Governance funding to the Mi'kmaw Kina'matnewey may be increased.

12.0 ANNUAL ADJUSTMENTS

12.1 Provisions for Annual Adjustments

12.1.1 The Annual Grants for the periods:

12.1.1.1 April 1, 2011 to September 30, 2011 paid in accordance with the previous funding agreement amongst the Parties for the period April 1, 2005 to September 30, 2011; and

12.1.1.2 October 1, 2011 to March 31, 2012;

shall be adjusted for price and volume for the first Fiscal Year subsequent to Year One in accordance with sections 12.2 and 12.3 and subject to the annual appropriation of funds by Parliament.

12.1.2 The Annual Grant for the period April 1, 2012 to March 31, 2016 shall be adjusted annually for price and volume in accordance with sections 12.2 and

12.2 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 13.3. An example of the calculation is contained at Appendix 1 to this Agreement.

12.3 Annual Calculation of Price Adjustment Factor

The Annual Price Adjustment Factor 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 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 (APAF) will be calculated as follows:

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

where:

FDDIPI 2Q y-1 is the first published value of FDDIPI for the second quarter of the calendar year immediately preceding the calendar year in which the new Fiscal Year begins; and

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

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

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

13.0 ACCOUNTABILITY AND REPORTING

13.1 The Mi'kmaw Kina'matnewey and all Participating Communities shall maintain a system of program and financial accountability that is comparable to standards of program and financial accountability generally accepted for governments and public institutions, including education systems, in Canada.

13.2 The Mi'kmaw Kina'matnewey and all Participating Communities shall:

- a) Within 120 days following the end of each Fiscal Year, or such longer period as Canada, the Mi'kmaw Kina'matnewey, and the Participating Communities may agree in writing, provide Canada with audited financial statements, prepared in accordance with Generally Accepted Accounting Principles for non-government not-for-profit organizations.
- b) Where the Mi'kmaw Kina'matnewey transfers funding under this Agreement to a Participating Community, or another recipient, the Mi'kmaw Kina'matnewey shall include a schedule, detailing grant and contribution disbursements by category and segregated by recipient, including the Participating Communities, in its audited consolidated financial statements.

For greater certainty, the consolidated audited financial statement of each Participating Community shall include a schedule specific to the revenues and expenditures pursuant to this Agreement with expenses segregated by category as identified in the Mi'kmaw Kina'matnewey's 'Schedule of Band Transfers,' attached to the annual audited financial statements of the Mi'kmaw Kina'matnewey.

- c) Prepare, publish and make publically available an annual business plan for Agreed-Upon Programs and Services, setting out proposed objectives, financial allocations and anticipated performance results for the next Fiscal Year;
- d) Prepare, publish and make publically available an annual performance report, which assesses the commitments contained in the annual business plan against actual performance, for the previous Fiscal Year. This annual report is to be consistent with information published by other education systems in Canada and will be made available to Canada by October 31st of each year.

For greater certainty this annual performance report will include information related to the Participating Communities and the Mi'kmaw Kina'matnewey such as, but not limited to:

- i) Primary, elementary/secondary and post-secondary enrolment statistics;
- ii) Success indicators such as graduation rates, retention rates, attendance rates, student-educator ratios for elementary/secondary and post-secondary education;
- iii) Total education expenditures and per student operating expenditures;
- iv) Utilization of Annual Grant expenditures;
- v) Unique Mi'kmaw Kina'matnewey indicators such as programming, investment and outcomes in language, history and culture;
- vi) Provincial/national/international assessment results; and
- vii) Other relevant areas as agreed to by the Parties.

13.3 Student Enrolment Information

In addition to the information identified in section 13.2 (d), the Mi'kmaw Kina'matnewey will provide detailed student enrolment 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 8.3 and 12.2 and shall be included as a component of the annual performance report. The student enrolment information will include statistics by Participating Community, members and non-members, grade level and other relevant areas as agreed to by the Parties.



14.0 EXCEPTIONAL CIRCUMSTANCES

14.1 In any situation where exceptional circumstances arise, which significantly impair the financial capacity of the Mi'kmaw Kina'matnewey, or the Participating Communities, to deliver Agreed-Upon Programs and Services, the parties shall, at the request of the Mi'kmaw Kina'matnewey on behalf of the Participating Communities and the Mi'kmaw Kina'matnewey:

- a) meet as soon as possible to review the exceptional circumstances and the impact on the ability of the Mi'kmaw Kina'matnewey and the Participating Communities to meet their obligations;
- b) review other assistance or potential funding sources available to the Mi'kmaw Kina'matnewey and the Participating Communities to meet their obligations; and
- c) decide what steps, if any, may be required by the Parties to address the exceptional circumstances.

14.2 Nothing in section 14.1 shall be construed as preventing the Mi'kmaw Kina'matnewey and the Participating Communities from responding, financially or otherwise, to exceptional circumstances in order to meet their obligations, before requesting a meeting of the Parties.

14.3 For the purposes of this Section, exceptional circumstances might arise in the following situations:

- a) a natural disaster on Reserve in a Participating Community;
- b) a health or safety emergency on Reserve in a Participating Community;
- c) 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.

15.0 SUBSEQUENT FUNDING AGREEMENT

15.1 New Funding Agreement

At least 24 months prior to the expiry of this Agreement, the Parties shall begin negotiating a subsequent Funding Agreement.

16.0 DELEGATION AND INDEMNITY

16.1 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 in full satisfaction of the amount otherwise payable to each Participating Community.

16.2 Notwithstanding section 16.1, the Participating Communities will remain liable to Canada for the performance of their obligations under this Agreement.



16.3 The Participating Communities and the Mi'kmaw Kina'matnewey will save her and fully indemnify Canada, her officers, employees, servants and agents, successors and assigns from and against all claims, liabilities and demands directly or indirectly from:

- a) any act, omission, or negligence of the Mi'kmaw Kina'matnewey or the Participating Communities;
- b) any breach of this Agreement by the Mi'kmaw Kina'matnewey or the Participating Communities; and
- c) any claims, liabilities and demands that may arise from the Mi'kmaw Kina'matnewey or the Participating Communities entering into any long term capital lease, construction contract, or other long term obligation

and such indemnification will survive the termination or expiration of this Agreement

17.0 DISPUTE RESOLUTION

17.1 In the event of a dispute among the Parties as to the interpretation or implementation of this Agreement, the Parties agree to meet, negotiate in good faith and attempt to resolve the dispute amicably.

17.2 In the event that the dispute among the Parties cannot be resolved in accordance with section 17.1 of this Agreement by the Parties directly involved within 30 business days of the first meeting of the Parties, the Parties agree that the dispute shall be addressed in accordance with Part 6.0 of the Final Agreement.

18.0 TRANSITIONAL

18.1 After execution of this Agreement:

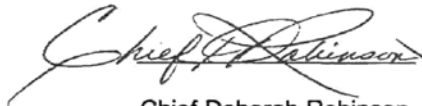
- a) this Agreement takes effect on the first day of the term referred to in section 2.1 of this Agreement;
- b) upon taking effect, this Agreement shall replace and supersede any previous Schedule A to the Final Agreement; and
- c) upon taking effect, this Agreement will be appended to the Final Agreement and will be marked as Schedule A in accordance with the provisions contained in parts 10 and 12 of the Final Agreement.



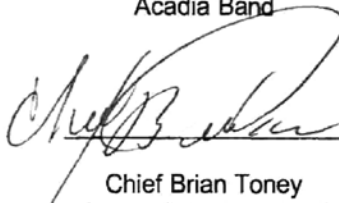
IN WITNESS WHEREOF this Agreement has been executed by the Chiefs of the Participating Communities on behalf of the participating Mi'kmaq Bands in Nova Scotia, by Canada, and by the Mi'kmaw Kina'matnewey as of the date(s) indicated herein:

SIGNED ON BEHALF OF THE MI'KMAQ BANDS OF THE PARTICIPATING COMMUNITIES THIS 23 day of September 2011.

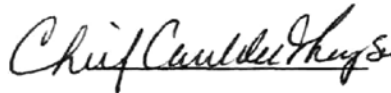
By:



Chief Deborah Robinson
Acadia Band



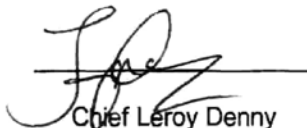
Chief Brian Toney
Annapolis Valley Band



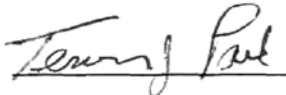
Chief Carol Dee Thompson
Bear River Band



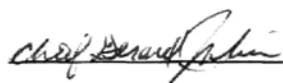
Chief Wilbert Marshall
Chapel Island First Nation



Chief Leroy Denny
Eskasoni Band



Chief Terrance J. Paul
Membertou Band



Chief Ger ard Julian
Paqtnkek First Nation



Chief Aileen Francis

Chief Aileen Francis
Pictou Landing Band

Chief Jerry Sack

Chief Jerry Sack
Shubenacadie Band

Chief Norman Bernard

Chief Norman Bernard
Wagmatcook Band

Chief Roderick Googoo

Chief Roderick Googoo
Waycobah First Nation

Signed in the Presence of:

[Signature]
Witness

SIGNED ON BEHALF OF CANADA THIS 23 day of September 2011.

By:

[Signature]
Regional Director General

Signed in the Presence of:

[Signature]
Witness

SIGNED ON BEHALF OF THE MI'KMAW KINA'MATNEWEY THIS 23 day of September 2011.

By:

[Signature]
Authorized Signing Officer

(I have the authority to bind the corporation)

Signed in the Presence of:

[Signature]
Witness

