

Mi'kmaw Kina'matnewey

# Annual Report

2012-2013

[www.kinu.ca](http://www.kinu.ca)

# Annual Report



We see that students achieve the highest standards in Canada in the broadest sense, and that they are comprehensively prepared for their chosen next steps after high school.

We operate in a way that is consistent with the seven sacred teachings of respect, honesty, courage, love, truth, humility, and wisdom.

We are accountable and transparent.

We continually uphold the importance of language, quality of education providing common opportunity, treaty, and aboriginal rights and land.

We ensure that education is provided in a way that our language, our culture, and our traditions are fostered in our students' lives and embedded in their character.



2012-2013

# Table of Contents

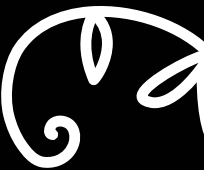


Chairman's Message . . . . .	5
Executive Director's Message . . . . .	7
Mi'kmaw Kina'matnewey Member Communities . . . . .	8
Organizational Chart . . . . .	9
Board of Directors 2012 . . . . .	10
Board of Directors 2013 . . . . .	11
Program Reports . . . . .	12
Community Reports . . . . .	35
Staff . . . . .	63
Contact Information . . . . .	65
Financial Report . . . . .	67
Schedule "A" . . . . .	102



*You must be the change you wish to  
see in the world.*

*~Mahatma Gandhi*







## A message from the Chairman

*“Student success soared in 2012-13. We saw an 87.7% high school graduation rate, an 86.3% school attendance rate, and 500+ students enrolled in post-secondary education who will graduate and go out into the world, expanding personal horizons and making a change in their communities.”*





# Chairman's Message



## Chief Leroy Denny



5

***“We are champions in Mi'kmaw education.”***

Congratulations to Mi'kmaw Kina'matnewey staff, and its partners in education, for continuing to make Mi'kmaw education a priority in Mi'kma'ki.

Quality and culturally relevant education is vital to the livelihood of everyone in our communities. With this as our guiding principle, in 2012 we developed a new and collaborative strategic plan with our member communities - one that ensures that our students continue to have the best possible educational experience.

One example of successful collaboration has been the opening of the new Wagmatcookewey School. Congratulations to the community of Wagmatcook! The modern and culturally vibrant school is now serving the students and community. Additionally, construction of the new Membertou school and Eskasoni gym is almost complete. These are concrete examples of how the goals of our education system can be achieved by Mi'kmaw Kina'matnewey, schools, and communities working together.

While we have come a long way, there is still work to be done. One issue we face is the signing of the Education Act and the effect it will have on our communities and schools. I am confident we will persevere. Our students are consistently reaching and graduating from high school at the highest rate in the country. We have a model that works, and others are noticing.

We must continue to focus on the revival of the Mi'kmaw language. The language is who we are as people, and its revival is an ongoing priority for Chiefs. But in order for us to make progress, we must all put in a collaborative effort.

Finally, I'd like to welcome new staff to MK, as well as our new member community, Glooscap. We look forward to working with more communities and provinces in the future.

Our team has made great progress over the past year, and I look forward to working alongside you again. We'll continue to strive for academic excellence in our schools, and make great strides in empowering our communities.

**Chief Leroy Denny**  
Chairman





## A message from the Executive Director

*This year we celebrated fifteen years of Mi'kmaq education success in Nova Scotia. While we always look to improve, it's important that we pause, reflect, and appreciate the long way we've come.*





# Executive Director's Message



Eleanor "Tu'ti" Bernard



*"When we work hard, good things happen. When we work together, great things happen."*

It is a pleasure to present you with the Mi'kmaw Kina'matnewey (MK) Annual Report.

The past year has been very busy with the completion of the Wagmatcookewey School and the start of the Eskasoni Gym and Membertou School.

It is also a pleasure to announce the construction of an Education/Cultural Center for Potlotek. This is a unique situation, as the students of Potlotek will assist the construction of the building.

The highlight of this past year was the presentation of Karlee Johnson at the Assembly of First Nations special Chiefs Assembly in December.

The Chiefs from across the country could see how well our Immersion students present themselves with confidence and eloquence. A high five to Karlee and her parents on this excellent presentation. She received a standing ovation from the crowd.

MK is pleased to continue working with the Nova Scotia Department of Education on many initiatives, the provincial assessments, the Education Services Agreement and the Math Tutoring Program. Most importantly, we are sharing and networking on data and staff professional development.

When we work hard good things happen and when we work together great things happen.

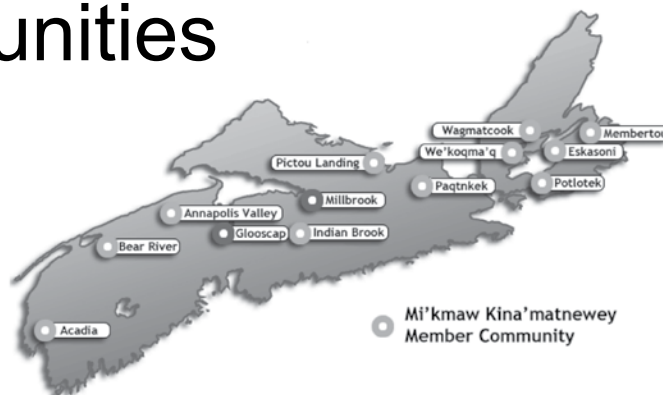
MK is about assisting and facilitating the jurisdiction of education for the communities we serve, and we hope that we continue to achieve the best for our students.

**Eleanor Tu'ti Bernard**  
Executive Director





# Member Communities



## Acadia Mi'kmaw Nation

RR#4 Box 5914-C  
Yarmouth, Nova Scotia B5A 4A8  
Ph: 902-685-2956  
Fax: 902-685-2237  
[www.acadiafirstnation.ca](http://www.acadiafirstnation.ca)  
Chief Deborah Robinson  
Education Director: Janice Francis

## Annapolis Valley Mi'kmaw Nation

64 Gow-ow Lane PO Box 89  
Cambridge, NS B0P 1G0  
Ph: 902-537-7149  
Fax: 902-538-7734  
[www.kinu.ca/annapolis](http://www.kinu.ca/annapolis)  
Chief Janette Peterson  
Education Director: Natasya Kennedy

## Bear River Mi'kmaw Nation

PO Box 201  
Bear River, NS B0S 1B0  
Ph: 902-467-3802  
Fax: 902-467-4143  
[www.bearriverfirstnation.com](http://www.bearriverfirstnation.com)  
Chief Frank Meuse  
Education Director: Tina Dixon

## Eskasoni Mi'kmaw Nation

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

## Membertou Mi'kmaw Nation

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

## Paqtnkek Mi'kmaw Nation

7 Dillon Street R#1, Afton  
Antigonish County, NS B0H 1A0  
Ph: 902-386-2781  
Fax: 902-386-2043  
[www.paqtnkek.ca](http://www.paqtnkek.ca)  
Chief Gerard Julian  
Education Director: Tanya Francis

## Pictou Landing Mi'kmaw Nation

6533 Pictou Landing Road  
Trenton, NS B0K 1X0  
Ph: 902-752-4912  
Fax: 902-755-4715  
[www.plfn.com](http://www.plfn.com)  
Chief Andrea Paul  
Education Director: Sheila Francis

## Potlotek Mi'kmaw Nation

PO Box 558  
St. Peter's, NS B0E 3B0  
Ph: 902-535-3160  
Fax: 902-535-3164  
[www.potlotek.ca](http://www.potlotek.ca)  
Chief Wilbert Marshall  
Education Director: Nancy MacLeod

## Shubenacadie Mi'kmaw Nation

522 Church Street  
Hants County, NS B0N 1W0  
Ph: 902-758-2049  
Fax: 902-758-2017  
[www.shubenacadieband.ca](http://www.shubenacadieband.ca)  
Chief Rufus Copage  
Education Director: Velvet Paul

## Wagmatcook Mi'kmaw Nation

126 Humes Rear Road  
Wagmatcook, NS B0E 3N0  
Ph: 902-295-3267  
Fax: 902-295-1331  
[www.wagmatcook.com](http://www.wagmatcook.com)  
Chief Norman Bernard  
Education Director: Brian Arbuthnot

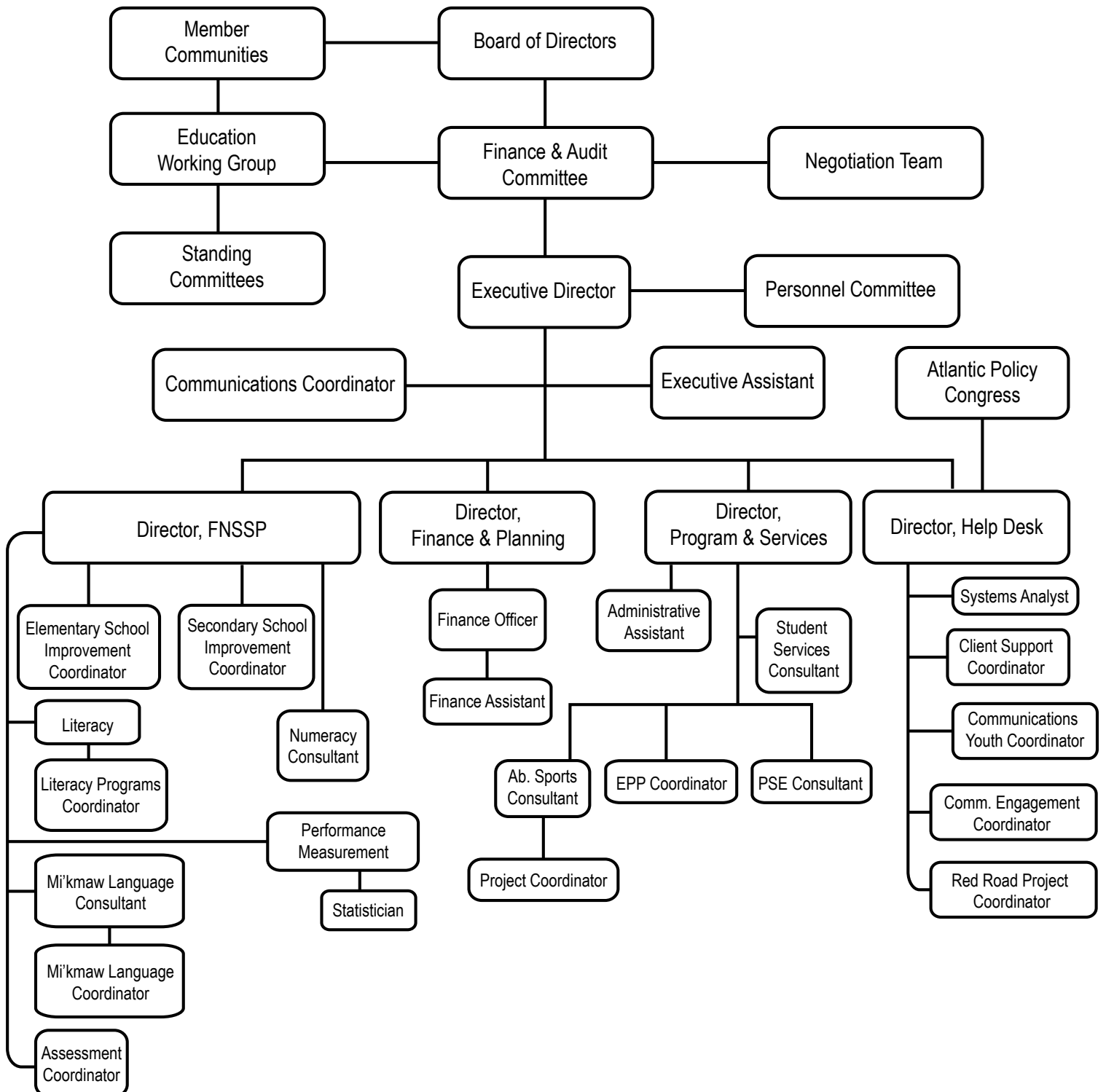
## We'koqma'q Mi'kmaw Nation

80 Mountain View Road  
PO Box 209 B0E 3M0  
Ph: 902-756-9000  
Fax: 902-756-2171  
[www.kinu.ca/waycobah](http://www.kinu.ca/waycobah)  
Chief Roderick Googoo  
Education Director: Gordon McIver





# How We Work





# Board of Directors 2012

10



Chief Deborah Robinson,  
Acadia Mi'kmaw Nation



Chief Janette Peterson,  
Annapolis Valley Mi'kmaw Nation



Chief Frank Meuse,  
Bear River Mi'kmaw Nation



Chief Leroy Denny,  
Eskasoni Mi'kmaw Nation



John Frank Toney,  
Eskasoni School Board



Chief Jerry Sack,  
Shubenacadie Mi'kmaw  
Nation



Chief Terrance Paul,  
Membertou Mi'kmaw Nation



Chief Gerard Julian,  
Paqtnkek Mi'kmaw Nation



Chief Andrea Paul,  
Pictou Landing Mi'kmaw  
Nation



Chief Wilbert Marshall,  
Potlotek Mi'kmaw Nation



Chief Norman Bernard,  
Wagmatcook Mi'kmaw Nation



Chief Roderick Googoo,  
We'koqma'q Mi'kmaw Nation



# Board of Directors 2013



Chief Deborah Robinson,  
Acadia Mi'kmaw Nation



Chief Janette Peterson,  
Annapolis Valley Mi'kmaw Nation



Chief Frank Meuse,  
Bear River Mi'kmaw Nation



Chief Leroy Denny,  
Eskasoni Mi'kmaw Nation



John Frank Toney,  
Eskasoni School Board



Chief Rufus Copage,  
Shubenacadie Mi'kmaw  
Nation



Chief Terrance Paul,  
Membertou Mi'kmaw  
Nation



Chief Gerard Julian,  
Paqtnkek Mi'kmaw Nation



Chief Andrea Paul,  
Pictou Landing Mi'kmaw  
Nation



Chief Wilbert Marshall,  
Potlotek Mi'kmaw Nation



Chief Norman Bernard,  
Wagmatcook Mi'kmaw  
Nation



Chief Roderick Googoo,  
We'koqma'q Mi'kmaw  
Nation



## Plans and Priorities (2012 – 2013)



*“We’re putting greater emphasis on the measurement of our strategic outcomes.”*

**Lauretta J. Welsh**  
Director of Finance, Planning  
and Human Resources

The 2013 –  
2014 Mi'kmaw  
Kina'matnewey  
(MK) operational

plan marks the second year of our new five year planning cycle.

We will continue to focus on the effective and efficient management of education programs and resources while creating new opportunities, building capacity, and striving for excellence within our Mi'kmaw Nation education system.

The 2013 -2014 fiscal year will also bring a greater emphasis on the measurement of our strategic outcomes.

During the 2012 – 2013 fiscal year, Mi'kmaw Kina'matnewey held governance sessions with its employees and board of directors to benchmark our governance system against best practices.

These sessions sought to ensure that the administrative processes, programs, and structure are aligned with the strategic vision of the board of directors and the communities that they represent.

These sessions resulted in some revisions to our five year strategic plan.

The revised plan continues to engage the communities in the education of our students and protect the educational and Mi'kmaw language rights of the Mi'kmaq people.

During the 2013 – 2014 fiscal year MK is

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

### 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 and extend early literacy programs.
- d. Improve resources for supporting our students and teachers.

### GOAL 2: IMPROVE NUMERACY RATES FOR OUR STUDENTS

Objectives:

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

### GOAL 3: IMPROVE THE RATES OF BILINGUALISM FOR OUR STUDENTS

Objectives:

- a. Build the case to support bilingualism for students.





Improve resources and supports for teachers.

## GOAL 4: CREATE A MORE COMPREHENSIVE PERFORMANCE MEASUREMENT AND ACCOUNTABILITY SYSTEM

Objectives:

a. Development of Mi'kmaw Kina'matnewey Student Information System.

Development of Mi'kmaw Kina'matnewey information.

c. Communities control their own information.

## GOAL 5: 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. Compete at the 2014 North American Indigenous Games (NAIG).

## GOAL 6: OUR STAKEHOLDER COMMUNICATIONS WILL BE EXCELLENT

Objectives:

Heighten brand value of Mi'kmaw Kina'matnewey.

Continuously demonstrate the value and impact of Mi'kmaw Kina'matnewey and its entities to staff, students, partners, governments, and communities.

## YEAR INTO NEW STRATEGIC PLAN

### 2

*We're engaging communities in the education of our students, and showing them how we're protecting the educational and Mi'kmaw language rights of the Mi'kmaq people.*





## Elementary and Secondary Education



*“Local human capacity is the most important feature of any First Nation governance infrastructure... and each year we see growth.”*

**John Jerome Paul**  
Director of Program Services

Local human capacity is the most important feature of any Mi'kmaw Nation governance infrastructure and each year we see this growth in all areas.

Each year we graduate more teachers, and many of these teachers and administrators are receiving specialised training.

Much of this is through partnerships between member communities, ie. a Mi'kmaq Language Specialist at Cape Breton University, and with partner organizations such as the Nova Scotia Educational Leadership Consortium with its Masters degree in Education Leadership.

Specialized human capacity to run an education system is necessary in many areas, and the need starts with initial work in our member communities' Early Learning Centres. We need more early childcare workers in our system, as many of our existing workers are retired or are nearing retirement.

### FACILITATING CHANGE

The Nova Scotia Department of Education this year has changed its name to the Nova Scotia Department of Education and Early Childhood Development to give added importance to this area. It is not only our province of Nova Scotia that is discovering the importance of this area. Other jurisdictions across Canada are also following suit.

Early research indicates that we may be in the midst of a paradigm shift that will focus on the importance of “In-quiry-based” or “Play-based” learning.

This will mean that this pedagogy is only appearing in the teacher training programs and has to be delivered to our existing staff in the classroom. Related to this will be the focus of data-driven instruction.

### MEETING CHALLENGES

These are just some of the challenges that we as an educational system will face in the future.

The challenge(s) will be met and will equate to a better trained staff that will have a positive impact not just on education, but in all areas of Mi'kmaw Nations Governance.

This will 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 Indian Education and an example to others across Canada. This is especially true for Mi'kmaw Nations anywhere.

You need your own people to be trained and to stay with you and make your community stronger.

We have to develop long-range Community Employment goals, and continue to support our students so that we can break this reliance on importing outside labour.

Student success will become an expectation rather than a hope.



## SUCCESSSES

A partial list of accomplishments is as follows:

- Construction of a new school in Wagmatcook and Membertou, and a gymnasium in Eskasoni. These are the first rate structures that we need to support the work of our educators.
- L'nui'sultinej Conference 2013 was a success with over 300 participants. It was a chance for Mi'kmaw Nation educators to meet and share, and build success for our Mi'kmaw Nation students
- A High School Graduation rate at 87.7% 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.

## NEW SCHOOLS BUILT

2

## HIGH SCHOOL GRADUATION

RATE

87.7%

## L'NUI'SULTINEJ CONFERENCE PARTICIPANTS

300+

## NEW GYMNASIUM

BUILT

1

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



## Post Secondary Education



*“Approximately 84 students graduated from their respective Post-Secondary institutions. This is the first step for many towards independence and self-sufficiency.”*

### Ann Sylliboy

Post Secondary Consultant

Kina'matnewey and post-secondary institutions in Nova Scotia.

We partnered and co-hosted student events on all university and several NSCC campuses.

We had 524 students enrolled in a variety of programs, including Bachelor of Arts, Laws, Education, Science, and trades.

This year NSCC opened a satellite campus in Wagmatcook.

It was a great year for collaboration between Mi'kmaw

CBU continued to offer community programming in several communities and Mount St Vincent University also offered community programming to two of our communities.

We continued to provide support and advocate for services to the several aboriginal post secondary advisors on the campuses.

MK will continue to advocate for greater accessibility and to have a Mi'kmaw Nations perspective woven into the fabric of post secondary learning.



## Sport, Health and Wellness



17



*“We have had a very exciting year with MK Schools and the numerous events and activities for the students in all of our schools.”*

### Tex Marshall

Aboriginal Sport Consultant

Once again we had an official Events Calendar for MK schools. The sports/activities included MASH/Dodge ball, Basketball, Soccer, and Hockey, and of course our Annual Provincial Track & Field Championships.

I would like to take the opportunity to acknowledge and thank our hosting schools, Eskasoni, Indian Brook (LSK), We'koqmaq and Potlotek. The students enjoy these events, as they are an opportunity to spend a day with students from other communities. A special thank you is extended to the schools for their hospitality, Wela'liek...

We've had our 7th Nova Scotia Schools Aboriginal Track & Field Championships, which were hosted once again this year at St.FX, and Pioneer Coal Field in Stellarton. There were approximately 350 students who participated and it was a great three days for all. The field events were held on a subsequent day in Stellarton. A special thank you to our volunteers. Incidentally, each community /school was once again successful at winning medals at this year's event. This is one of the great success stories of the meet. For the first time this year we increased the skill level of our athletes and implemented the use of starting blocks for the racing events. 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 Khanawake/Brossard, Que. Our players made a fine showing as our girls won their relegation game, which will result in a higher

seeding for next year, and incidentally, they battled to a 3-2 score to eventual Champions E.D.N. The Boys also produced great results in winning against a very tough Ontario team. 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 continue the organization and 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. Thank you all for your support. Wela'lloq.....



## Student Services



**Janean Marshall**  
Student Services Consultant

*“Special Education has evolved and is now defined as Student Services. Student Services has had a very exciting and engaging year with the MK communities.”*

group (SEPWG) and the Education Working Group (EWG) Special Education continues to be examining a variety of issues such as guidance, assistive technology, the program planning process, differentiation, and transitioning.

This year in collaboration with the MK Communities, the Student Services Consultant was able to provide Non-Violent Crisis Intervention training to over 200 professionals and paraprofessionals that work with special needs students. In May of 2013, during the annual NS Mi'kmaq Track and Field events at St. Francis Xavier University, our Special Olympians competed for the first time. All participants involved fully supported and encouraged our Special Olympians. I would like to sincerely thank all our Physical Educators, Special Olympics Nova Scotia and community members for all their hard work and dedication to this event.

This year the highlight has been on focusing on improving the lives of our Special Needs learners within the schools and communities. There are many exciting upcoming activities in the area of Special Education. By continuing to collaborate, our Special needs learners that are on Individual Program Plans will become successful in their own ways.

It has truly been an honor and a privilege working within our communities and hearing and seeing their various successes. Our special needs learners are

With the assistance of the Special Education working

diverse as are their needs and our communities are innovative and creative in trying to meet those needs. Currently within the MK nominal roll approximately 9.6% of our students are presently requiring an Individual Program Plan. This data is a measure of effective program planning and supports that our special needs learners require. It is also a measure to advocate for increased supports. With the efforts of the MK Special Education Working Group, Student Services Consultant and our communities, we will continue to strive to provide the best possible services for our special needs learners.





## Education Partnership Program



19



***“EPP gives Mi'kmaw Nation schools access to curriculum support, PD, pilot projects, and training available to all N.S. public schools.”***

**Michelle Marshall-Johnson**  
EPP Coordinator

another successful year in 2013-14.

This year the project was approved for \$422,537.20. All MK bands were part of and benefitted from the program. The activities contained in this project will continue to facilitate the implementation of the Nova Scotia Mi'kmaw Kina'matnewey Agreement.

This project included sixteen Mi'kmaw Nation schools, and over twenty public schools attended by on reserve residents for N.S. Mi'kmaw Nations. These activities impacted over 4,200 Mi'kmaq students, including over 2,730 from MK. The priority areas attempt to address numeracy and literacy improvement levels in testing, high school performance and preparedness for post-secondary education, and Mi'kmaq language retention and enhancement activities/materials. Most importantly,

The EPP had a successful and productive year, and I look forward to

this project was to increase success of MK students in math and science programs so they could gain admission to post-secondary education.

Successfully completed projects included a Provincial Planning Committee, Development Mi'kmaw Nation Enhance Services, Building Legends, Mutual Sharing Comm Project, Traditional Garden, Coordination of partnership activities, and Transition of students to provincial schools.

Thanks to everyone who made this project a success, and I look forward to the 2013-14 cycle.



## First Nation School Success Program



**Laurianne  
Sylvester-Stevens**  
Director of FNSSP

*“Several schools have already reached or surpassed their initial FNSSP goals and are now aiming even higher.”*

A few schools have celebrated the completion of the school success goals and are now entering into a new cycle with new goals! Others are continuing to work towards completing the goals set out in the existing plan. Data collection and analysis is crucial in carrying out the plans to achieve the school goals. Both school success coordinators continue to facilitate this process, aiming for student success!

### MI'KMAW LANGUAGE

Some students were assessed using a Mi'kmaw Oral Language Proficiency Tool to determine the levels of language usage in our member communities. Having said that, the Mi'kmaw Language consultant now has a better understanding of the individual needs, which exist across the province of Nova Scotia with respect to Mi'kmaw Language.

The M'kmaw specialists who work alongside the Mi'kmaw Language consultant have also worked on benchmarking the curriculum so teachers can cover what is required at each grade level. This process organized the existing outcomes to make it less overwhelming for the Mi'kmaw Language teachers while still teaching important aspects of the culture.

### NUMERACY

Schools have been very welcoming to a new Math curriculum in which the Numeracy consultant has great confidence! The new program (Western Northern Canadian Protocol-WNCP) has been implemented fully in primary to grade three.

The principals have also been actively involved in the delivery and training of the program, which enhances their instructional and pedagogical leadership in the field of mathematics!

Math tutoring and enhancement has shown to have a positive impact on student achievement. This initiative has now spread out to assist our Mi'kmaw students attending provincial schools in parts of the mainland.

The Numeracy consultant plans professional development around the numeracy data results. For example, the concept of “number” has been identified through the data as an area that requires attention.

The mental math and estimation process of the WNCP is one of the main strategies that schools have opted to address during the next school year.

The baseline data will be established in September 2013 and will be used to inform instruction.

### LITERACY

There has been a multitude of support through various literacy programs including Adopt-A-Library, Succeeding in Reading/Leveled Literacy, the Dolly Parton Imagination Library, as well as the Library in the Classroom program.

Some of the early literacy initiatives have been generously funded by a grant through the Royal Bank of Canada (RBC).

All programs have made a positive impact on reading and writing outcomes outlined in the



provincial curriculum. Schools are seeing more and more interest in reading at all grade levels, which is a success in itself! Even the high school students are talking about books they have read!

Over the past year, the assessment data has indicated that writing persuasive text, poetry, information text, and the concept of writing traits were areas that require professional development (PD).

The Literacy consultant has planned her PD around these areas to build on the quality of teaching, which will improve student performance. A summer institute has been planned as a result of the data indicators to address these areas.

### CONTINUED SUPPORT

All three consultants (Mi'kmaw Language, Numeracy, and Literacy) continue to support the teachers with relevant resource materials, instructional guidance, and direction. They rely on the school assessment data to inform their professional development sessions throughout the year.

Over the last school year, they have all facilitated professional learning communities and/or networks.

## RED ROAD PROJECT YOUTH LEADERS IN COMMUNITIES

20

At the end of this year, a committee worked diligently on a Mentoring Framework that would be available for the schools. Initially it was designed to support the Mi'kmaw Language teachers, however it is designed to work in the areas of Literacy and Numeracy as well. In the next school year, the FNSSP team will be working on applying the framework to assist schools

*Math tutoring has played a large part in student success and has expanded to assist our students attending provincial schools.*

with the Mi'kmaw Language Programs.

Student Retention has always been a challenge. One program that fits perfectly into student retention is the Red Road Project. This project aims to keep the youth on a straight path, refraining from drugs and other related substances.

The program coordinator for the Red Road Project works with community youth representatives throughout the province in promoting a healthy lifestyle for the youth in each community.

It's been a year now since the Red Road project launched. The youth have been working collaboratively towards the vision of the project that was initially directed by the MK Chiefs.

The FNSSP team has also made efforts to address concerns in the early years programs that will be evident in the data over the years to come. The team has taken steps to be proactive in building student success.

For example: The Numeracy and Literacy consultants have made plans to provide more support the teachers in the early years in building their current skills and instruction.

### STUDENT ASSESSMENTS

Over the last year, there have been some changes communicated to us through the Department of Education with regards to the provincial assessments.

In the past, we have collected assessment data in Literacy and Numeracy for grades 3, 6, and 9. These assessments were also

done as separate entities up until the beginning of this school year.

In September, the assessments for Literacy and Numeracy were administered as one assessment. So both are now combined and administered on the same day.

Further changes are planned for the assessments, as grade 4, 8, and 10 will be the only grades to participate. This means that a new baseline must be established in both Literacy and Numeracy. All of the assessment data is and will continue to be entered into the MK Student Information System (SIS).

A new initiative this year allows the MK teachers to actively participate in the development and the changes to the assessments.

A Provincial Advisory Committee has been organized by the Department of Education that allows all provincial teachers, including those from the MK schools, a voice at the table. This process helps to address any issues relating to biases or unfairness that may appear in the



assessments.

## PERFORMANCE ASSESSMENTS

It's been a successful year in the area of Performance Measurement!

The users in our communities are beginning to know and understand their data. They are responding to the data with relevant questions.

They are now asking for the data that will determine how the students are doing in the areas of Mi'kmaw Language, Numeracy, Literacy, and student retention!

The data within the MK Student Information System (SIS) is reliable and the communities have taken ownership of it.

Over the last year, the Performance Measurement consultant has worked in partnership with the

Student Services Consultant and the Post-Secondary Consultant on different projects that involve our schools and students in many capacities. Within both projects, the data helps the communities better understand the issues they face or may possibly encounter.

---

## HIGH SCHOOL GRADUATION RATE

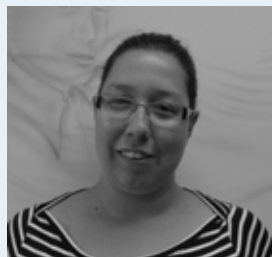
87.7%

---

*The First Nation School Success planning has proven to show positive results once again. The team has continuously worked in partnership with MK schools, provincial counterparts, the Nova Scotia Department of Education, and independent consultants.*

*We all continue to work towards a common goal... the overall success of our Mi'kmaw students!*

# Mi'kmaw Language



*“Three language camps were held in Membertou, Annapolis Valley and Pictou Landing and assisted 130 students and Elders.”*

## Blaire Gould

Mi'kmaw Language Coordinator

Video Conference, had another very successful year.

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 colors and animals, sing along, and understand action words.

The daycares were provided with resources, books, and puppets to assist language learning in the classroom.

The classes were held in the following daycares: Muin Sipu Daycare, Acadia Youth Centre and Three Wishes Daycare.

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 2012-2013 school year from September through June. This year 50 students registered, which marks a very successful year. Great job Students!

Teaching Mi'kmaq as a Second Language was created and piloted by Dr. Stephanie Inglis. The course is directed toward certifying language speakers on how to teach non-speakers how to start speaking Mi'kmaw. The program is at its A1 level (basic conversational). Dr. Stephanie Inglis and Blaire Gould delivered the course in October 2012, 6 took the course in the following communities: Indian

The Mi'kmaw language classes for daycares, via

Brook, Paqtnkek, and Potlotek. The next course will be offered Fall/Winter 2013. For more information, please contact [blaire@kinu.ca](mailto:blaire@kinu.ca)

## PROGRAMS AND EVENTS

Aboriginal Languages Initiative funded a number of activities in 2012/2013. The successful project piloted a number of language initiatives, one being the most unique were the Language Camps.

A total of three camps were funded by the project and took place in Annapolis Valley, Pictou Landing, and Membertou. Each camp was unique to each community and was provided to a total number of 130 children and Elders.

Mi'kmaw Kina'matnewey organized ANTEC 2012 Conference on May 16th, 17th, and 18th at Cape Breton University.

With an approximation of over 510 participants the conference was very successful and received excellent reviews. ANTEC brought together over 50 presentations from Educators in the areas of Early Education, Mi'kmaw Language, Post Secondary Education, Community Engagement, Positive School Environment, Technology, and Storytelling by our Elders.

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'gmaq Online developers in Listuguj.

Our mandate also involves the development of various multimedia Mi'kmaw language-learning tools, which will be accessed on the web through this site.

The talking dictionary project is developing a 8000+ word Internet resource for the Mi'gmaq/Mi'kmaq language.

The dictionary has developed 300 resources for picture and video support for the website as well as 1,000 audio recordings from our Unama'ki speakers.

Mi'kmaq-Mi'gmaq Online talking dictionary website is under construction; however, content is still available to the public ([www.mikmaqonline.org](http://www.mikmaqonline.org)).

The website is being redesigned to accommodate picture/video support for each word as well as

the final touches on transcribing the content to the Smith/Francis writing system.

---

**ANTEC  
CONFERENCE  
PARTICIPANTS**

**500+**

---

*Many of the individuals involved  
with the Jilaptoq project are  
giving of their knowledge and  
time because of their love for the  
Mi'kmaw language.*



## Atlantic Canada's First Nation Help Desk



25



*“School websites can now reinforce use of the Mi'kmaw language by playing prayers and the national anthem in Mi'kmaw.”*

**Kevin Burton**  
Director of ACFNHD

technology to improve educational resources and to help build healthier communities.

The fibre optic project has now been completed and schools are realizing the benefits of improved connectivity. Students can access the internet without delays. Teachers can research lesson plans online and Smart Boards can connect to content on the Internet. Teachers connect to the Outcomes server to fill out attendance, submit grades, work with individualized plans for students, and assess class performance.

Libraries may not be available in all schools, but students can perform research on the internet. Special education students gain new mastery using iPads and adaptive technologies. All of these advantages, and more, are made possible by better connectivity.

### NEW OPPORTUNITIES

Schools can now update their web pages on the Internet, and teachers can post their homework assignments online so that students and parents can take active participation in their children's education. The best sites show daily videos and reinforce use of the Mi'kmaw language by playing prayers and the national anthem in Mi'kmaw.

Ten years have passed and connectivity has gone from dialup connections to the new standard of 10 MB fibre connections in our schools. We should have a celebration! Our students have access

The Help Desk continues to support the use of

on par or better with their provincial and federal counterparts.

### CHALLENGES

More devices mean more management requirements, more licensing costs, and more demands on the system. Wireless systems in the schools need to be revamped and updated to serve a growing number of devices. The demands are increasing, but the budgets have not increased.

Videoconference units installed in 2003 need to be updated with new televisions.

Windows XP is no longer going to be supported, so computers will have to be updated to Windows 7. Our license agreement with Microsoft for Microsoft Office will last only one more year (before license fees expand ten fold), so alternatives to Word, Excel, and Powerpoint will have to be found.

Videoconferencing content and student participation through activities and contests will also have to be renewed.

### SUCCESSSES

To highlight our successes and to identify important benchmarks, we have partnered with FNEC (First Nation Education Council – Quebec), KNet (Northern Ontario) and the University of New Brunswick and obtained a 5-year research grant under Social Sciences and Humanities Research Council of Canada.

It is our hope that appropriate research will help drive appropriate funding. The research project has



been reviewed and approved by the Mi'kmaw Ethics Watch.

support specialists that I have ever worked with.

The Help Desk has been honoured to work with communities developing new schools. Designing 21st century solutions to support education and tailoring systems to community needs is so much more effective than trying to overcome challenges after schools have been built.

Sarah Doucette manages our Telehealth component and helps guide the entire organization.

J.R. Isadore works out of Cole Harbour as a systems analyst

*Students are conducting research on the Internet, and special needs students are gaining mastery through the use of iPads and assistive technology. This is all made possible by better connectivity.*

Our involvement in administering Youth Employment projects has been rewarding, if occasionally challenging.

and does a wonderful job in the background making sure all of the technology works.

Red Road youth workers are helping youth across the province understand that they are not alone if they want to lead a life without drug and alcohol abuse. "Red Road" is a traditional term that relates to walking in harmony with the Creator. The young people are truly making a difference.

Truly, this is the most dedicated and talented staff ever. But without our volunteers in the communities, teachers who multitask, administrators who coordinate and give so freely of their time, parents who encourage their children, and Lauretta Welsh and the entire Mi'kmaw Kina'matnewey staff who wholeheartedly support our efforts, we would not be able to serve our students nearly as well as we do.

In addition to that project, youth workers are recycling computers in the "Computers for Schools" project, have worked in creating local documentaries, and have helped provide support to Mi'kmaw Nation schools.

Wela'liq!

In spite of all of the things that we do, the Help Desk has a small staff. I would like to say wela'liq to all of them.

It begins when the phone rings with Priscilla (Jetta) Denny who is fluent in Mi'kmaw and English and handles student employment projects and communications.

Our newest staff person, Faye Googoo, is one of the best client

**FIBRE OPTIC  
CONNECTIVITY IN  
SCHOOLS  
10 MB**

# Performance Measurement (as of March 31, 2013)



***“We’re using data to ask in-depth questions about what the real issues are in schools.”***

## David Peters

Performance Measurement  
Coordinator

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., End of Year Reports, Retention Rate Reports, Graduation reports

**Using** MK SIS data to ask more in-depth questions about what are the real issues with their schools.

**Producing** information about their schools in timely fashion.

**Completing** the Provincial Nominal Roll within 1 week in September and PSE Nominal Roll within 1 week in November.

**Development** of Mi'kmaw Language Proficiency Scale with the MK SIS. It was piloted in L'nu Sipuk Kina'muokuom.

As in the past years and in this year, the communities have been instrumental in providing guidance and support. Their time, cooperation and effort is very much appreciated.

In May, Performance Measurement attended the L'nui'sultinej Conference. This was great opportunity

Our communities are able to use the data collected by the Mi'kmaw

for the exchange of development ideas for the Student Information Systems.

In June, a very successful MK SIS and Nominal Roll in-service were held with 31 key participants from the MK communities.

This has led to positive communication and exchange of ideas on MK SIS. This, in turn, has created a positive environment for MK SIS growth.

***Our communities are seeing the benefits of having student information readily available for both the students and the community.***

This speaks volumes as our communities are seeing the benefits of having student information readily available for both the students and communities.

In 2011-2012 Performance Measurement was asked to develop 5 year Strategic Plan Goals. Following are these goals with 2012-2013 Operational highlights:

### Development of Mi'kmaw Kina'matnewey Student Information System

-Developed Literacy Data Analysis of Fountas and Pennell.

-Developed Literacy Data Analysis of Lead Literacy Intervention (Succeeding in Reading).

-Developed a Quality Assurance Site for MK SIS  
-Implemented Mi'kmaw Language Proficiency Scale

### Development of Mi'kmaw Kina'matnewey

## Information

-Developing an Information Policy with 5 sections completed

-Developed a Community Profile on Education for the Annual MK

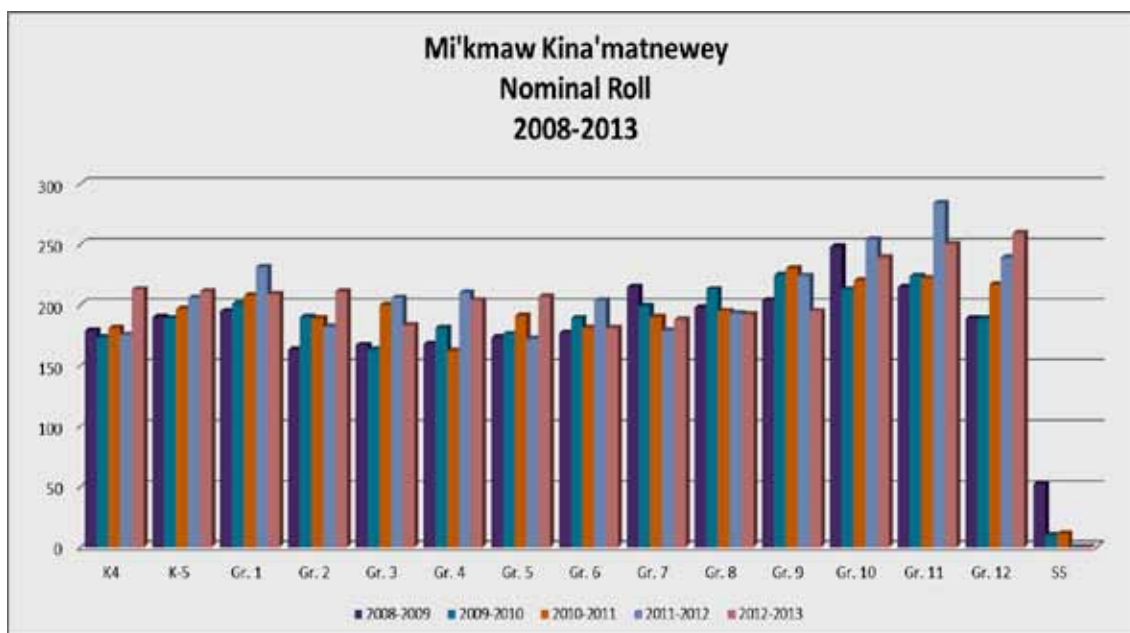
## Symposium

**Communities own and control their Information**

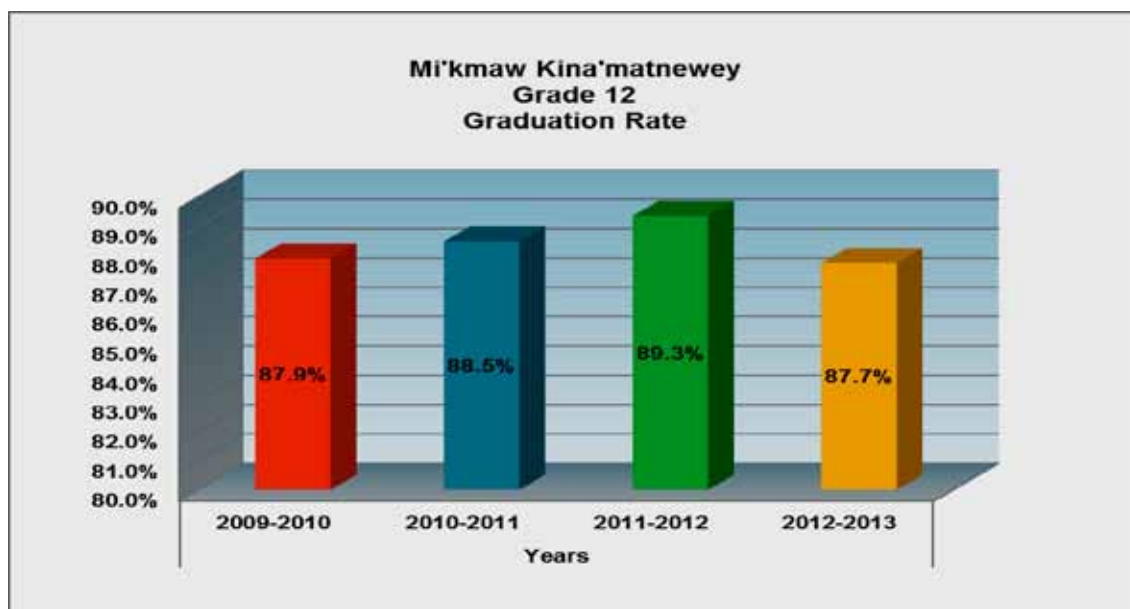
-Community Based Trainers are now used to train individuals

within their communities

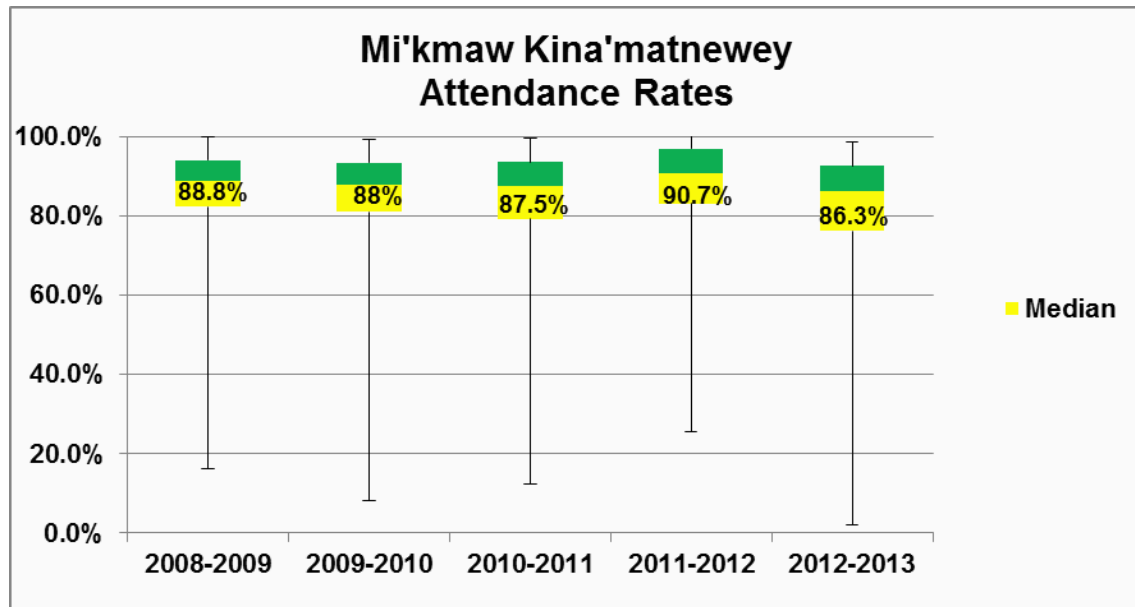
Below are reports generated from data collected by MK SIS.



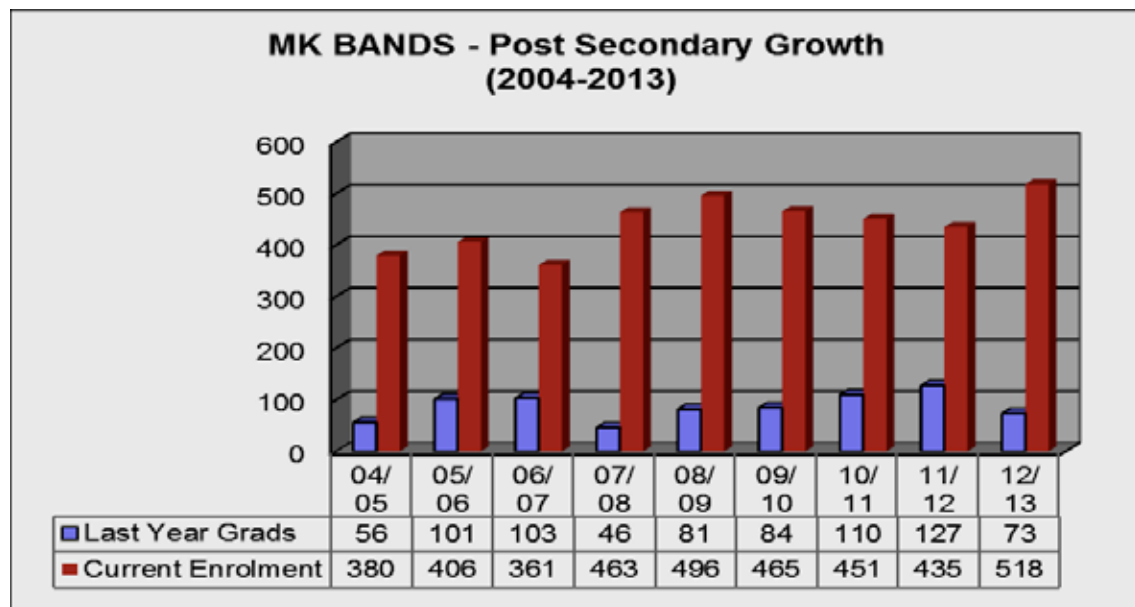
The Nominal Roll report shows that our student population is increasing year over year. It also shows that more students, in all grades, are graduating to the next grade level.



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 2009-2013, 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 areas have been completed:

**Literacy:** ability to input data of Literacy Success from teachers.

**Numeracy:** ability to analyze the PRIME data for teachers.

**Mi'kmaw:** ability to assess Mi'kmaw Oral Language

**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 Immersion Report Cards, Teacher Planner, Reporting Wizard, and other minor improvements.

## Provincial Assessment Results

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

-Grade 3 Literacy Assessment, October 2012

-Grade 6 Literacy and Mathematics Assessment, October 2013

-Grade 8 Mathematics Assessment, June 2013

Nova Scotia's Provincial Assessments for Grade 3 and 6 are new this year and are not comparable to previous assessment.

-Grade level specific professional development for both literacy and numeracy.

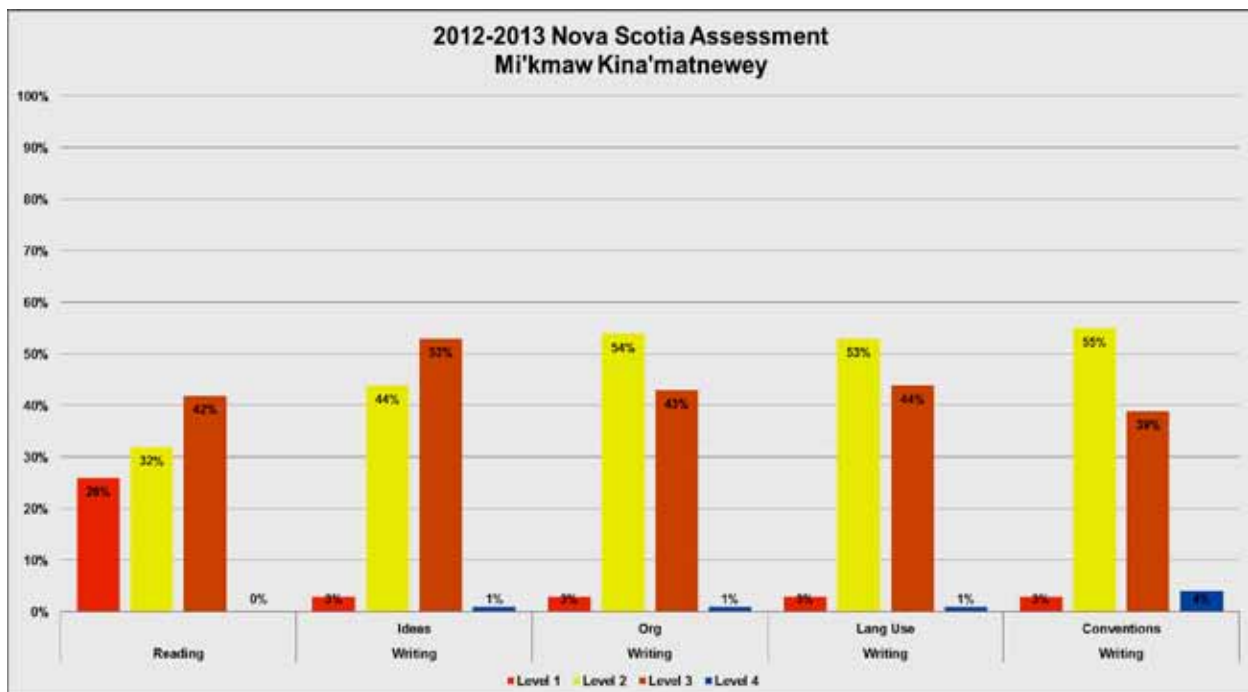
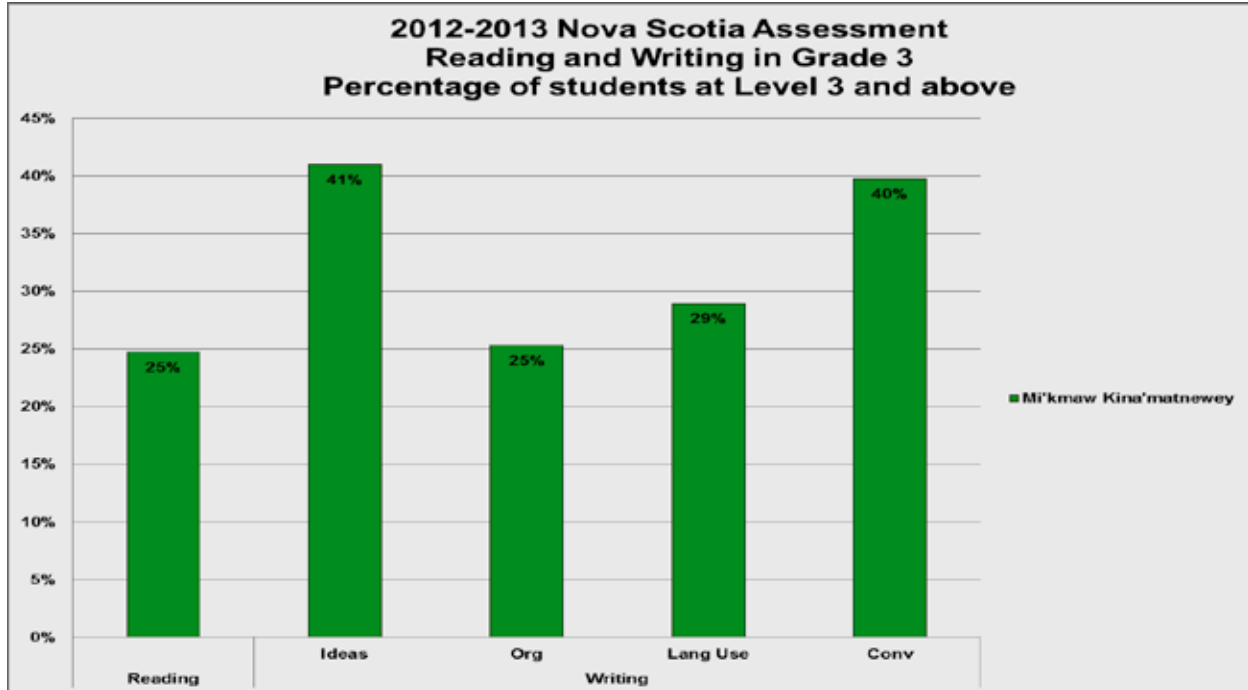
-Use of data to create strategies for MK and schools and individual plans for students

The following chart is used to explain the Levels on Provincial Assessment:

Reading Performance Levels	Mathematics Performance Levels
<b>Level 1:</b> Students reading grade level text at performance Level 1 can find information that is clearly stated in the text.	<b>Level 1:</b> Students at Level 1 can generally solve problems when they are simple and clearly stated or where the method to solve the problem is suggested to them.
<b>Level 2:</b> Students reading grade level text at performance Level 2 can use information from the text to form a conclusion.	<b>Level 2:</b> Students at Level 2 can generally solve problems similar to problems they have seen before.
<b>Level 3:</b> Students reading grade level text at performance Level 3 can understand how different parts of the text fit together.	<b>Level 3:</b> Students at Level 3 can generally solve problems that involve several steps and may solve problems they have not seen before.
<b>Level 4:</b> Students reading grade level text at performance Level 4 can analyze and evaluate information from the text.	<b>Level 4:</b> Students at Level 4 can solve new and complex problems. They can apply number operations (+, -, x, ÷) with ease.



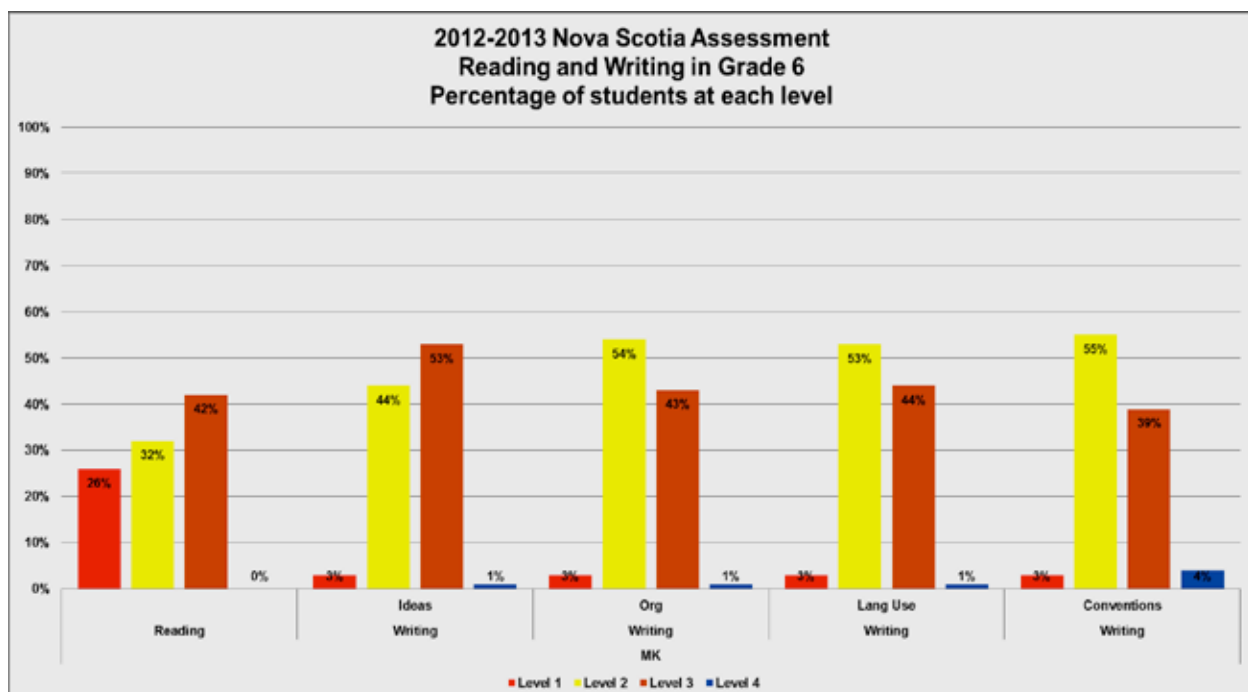
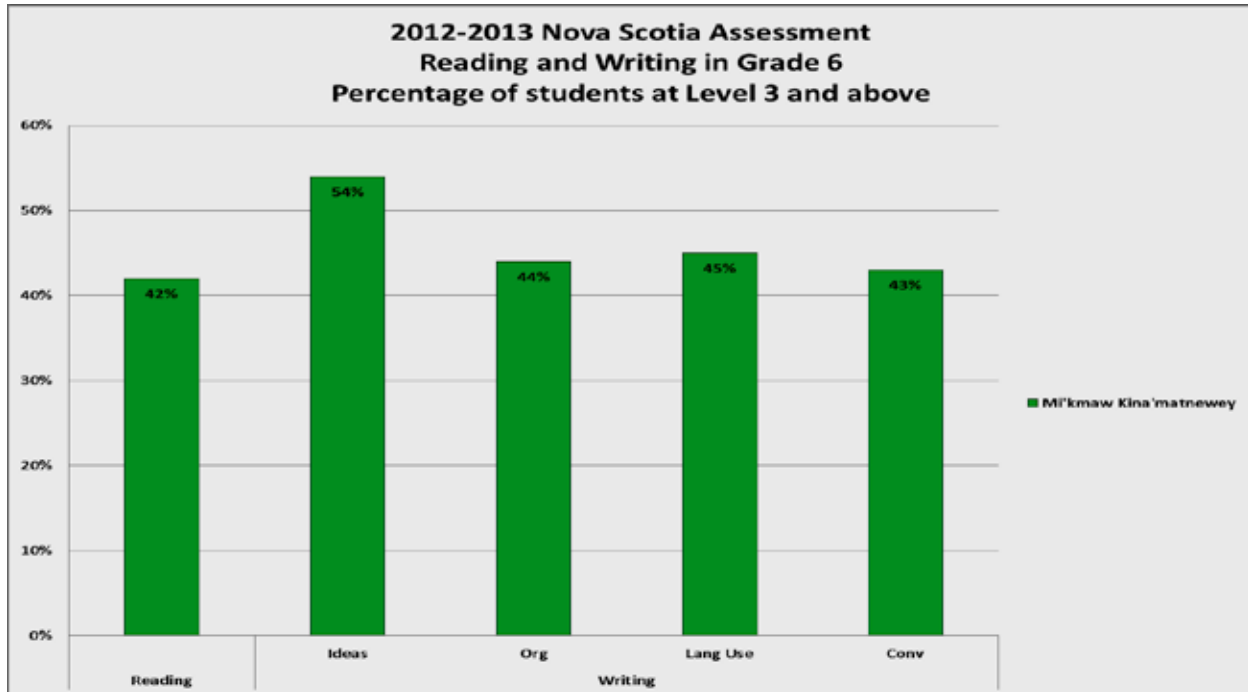
## Grade Three Literacy Assessment





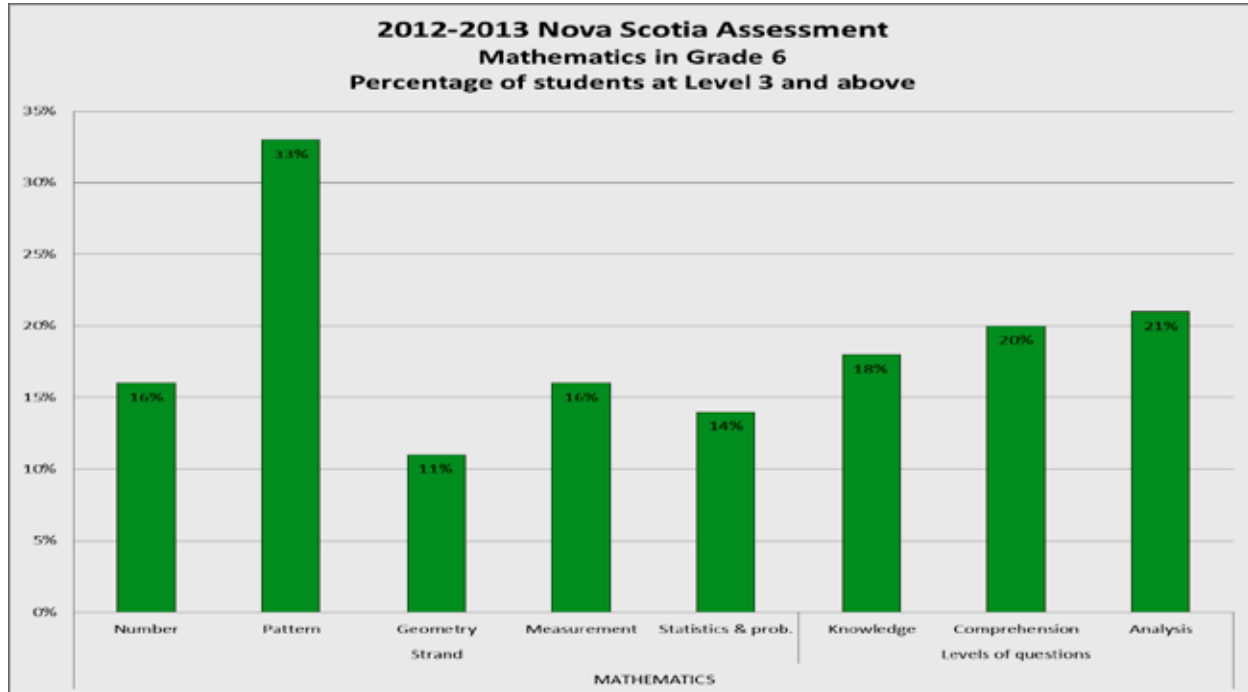
## Grade Six Literacy Assessment

32



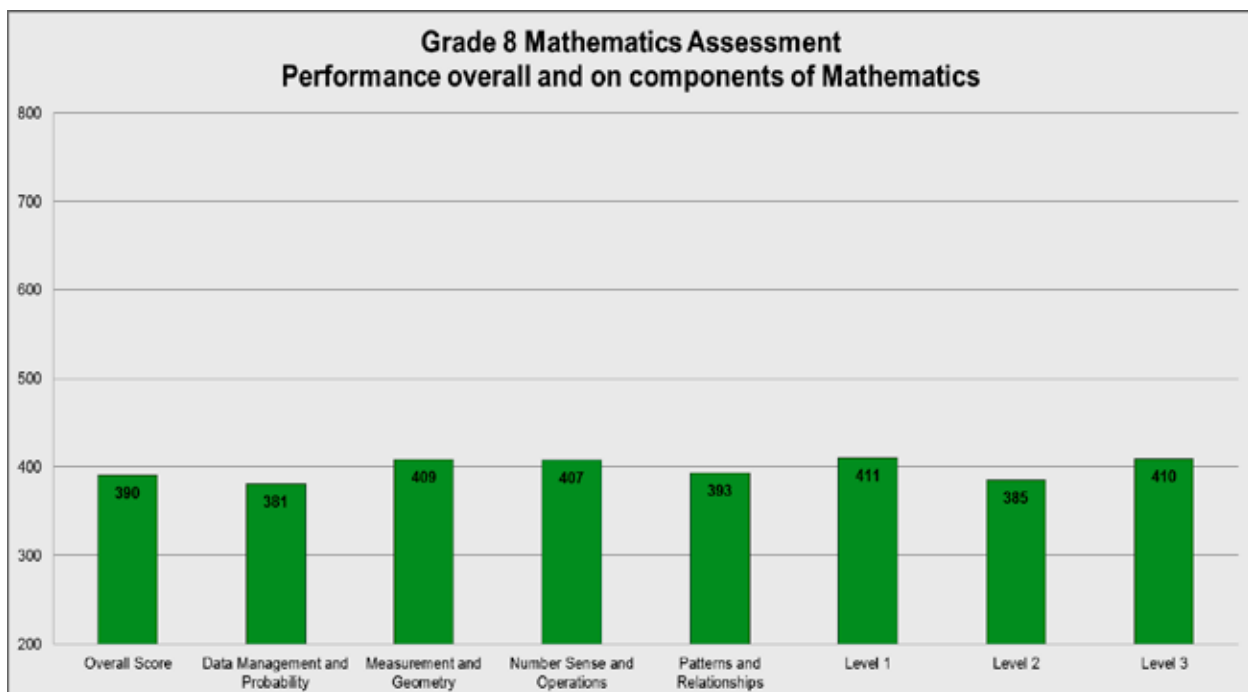


## Grade Six Numeracy Assessment



33

## Grade Eight Numeracy Assessment







## 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 2013-2014 school year, our Grades 3, 6, 8, and 10 students will participate in Literacy assessments and our Grades 4, 6, 8, and 10 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 2013-2014, we will receive 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 2013, we will launch Individualized Behaviour Plan (IBP) Module, which will enable school to write individualized behaviour plan for students requiring customized behaviour curriculum.

-We are working to develop the capacity of our communities to mentor. We will be having Train the Trainer Education in August.

This will provide each community with their own educator.

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

*Our data collection improves each year, and we are now telling stories of success with every community. This could not happen without the support and guidance from within our communities.*

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.

-With the shift in Performance Measurement to data management, we will continue to build on the data management policy that will protect the information we collect and guide the way we use and share the information.

## CONCLUSIONS

Overall, the past four years have been marked with improvement in the data collected. This has allowed our communities to use and create useful information.

But more importantly, communities are taking ownership of their information, and the data we have is much more reliable and valid.

We now are telling stories of success with every community. 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.

**SCHOOL  
ATTENDANCE  
RATE  
86.3%**



# Acadia Mi'kmaw Nation

Janice Francis, Director of Education



*“We encourage our children to value the choices offered by high quality education.”*

We 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.

Daycare, Youth Centre

End of school year student awards ceremonies

Language program for pre-schoolers and adults

Schools Plus Program (Gold River Health Centre)

Participation in cultural awareness/events

Partnership development with local businesses and organizations

Provincial school board representation

Student support/tutoring services

## EDUCATION DEMOGRAPHY

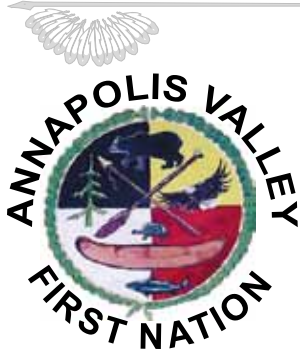
There are 60 students on the band's elementary/secondary nominal roll for 2012 - 2013. All these students attend provincial schools. There are 27 students on the 2012 - 2013 post secondary education nominal roll.

## PARTNERSHIPS

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

## ACCOMPLISHMENTS AND HIGHLIGHTS

After school activities



# Annapolis Valley Mi'kmaw Nation

 Nastasya Kennedy, Director of Education

*“The math tutoring program, the first of its kind in the province, has seen great success in our community.”*

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

Every new school year the Annapolis Valley First Nation aims to improve and build bridges with the liaising schools that our students attend off reserve.

Cambridge and District Elementary School currently house grades primary to six.

Next year the school will house grades primary to five, and grade six will move into Central Kings Rural High School.

Central Kings Rural High School currently house grades seven to twelve. Next year this will change to grades six to twelve.

We have developed an education committee between Annapolis Valley Regional School Board in partnership with Annapolis Valley First Nation. This committee meets every two months, with meetings held in the community and the schools.

The committee consists of Annapolis Valley First Nation Director of Education Nastasya Kennedy, Mi'kmaq Service Specialist Jude Gerrard, School Administrators, Native Student Advisors, and

Coordinator of Race Relations Krishinda McBride.

Our Mi'kmaq representative in the Annapolis Valley Regional School Board is a new member as of this year, Marilyn Perkins of Glooscap First Nation.

Our community has Three Wishes Learning Centre and Daycare where we run programs such as Head Start, preschool, and cultural programming.

The staff does an outstanding job involving our Mi'kmaq culture in their daily lessons for the children.

## EDUCATION DEMOGRAPHICS

Annapolis Valley First Nation's nominal roll for the 2012-2013 school year was 36 students.

All students attend the public schools Cambridge and District Elementary School and Central Kings Rural High School.

## EDUCATION PARTNERSHIPS

-Annapolis Valley Regional School Board

-Atlantic First Nations Help Desk

-Dadavan

-Valley Community Learning Association



-Mi'kmaw Kina'matnewey

-The Confederacy of Mainland Mi'kmaq

-Mi'kmaw Family and Children Services

-Mi'kmaw Conversation Group

## CURRENT PROGRAMMING AND ACCOMPLISHMENTS

-After school tutoring program

-Annapolis Valley First Nation Learning Centre

-Mi'kmaq Cultural Workshops instructed by Elders

-Mi'kmaq Language Program instructed by Elders

-GED Program and tutoring

-Mi'kmaw Conservation Group

-Youth programming

-Three Wishes Learning Centre and Daycare

-Head Start

-Student Skills Link Summer Program

-Red Road Project

-Preschool

-Math Tutoring Program – in partnership with AVRSB and MK

-Youth Council

-Celebration of Treaty day and Aboriginal day in the schools

The biggest achievement Annapolis Valley First Nation has accomplished this school

year, in partnership with Mi'kmaw Kina'matnewey and Annapolis Valley School Board, is the Math Tutoring Program.

This program is a very unique and first of its kind in the province, where we have a Math tutor working in the schools with our students using the Leaps and Bounds program.

Since the program started in March, there has been great success and our hope is to have this as a continuing program.

Annapolis Valley First Nation continues to build and promote our Mi'kmaq culture in education within the community and schools.

Our Elders do a fabulous job at helping and teaching to preserve our Mi'kmaq language and different aspects of our culture through workshops and tutoring.

***Our Elders do a fabulous job helping and teaching to preserve our Mi'kmaq language and different aspects of our culture through workshops and tutoring.***





# Bear River Mi'kmaw Nation



Tina Dixon, Director of Education/Special Needs Liaison

*“We provide holistic education that promotes good health, scholastic success, social development and pride in our Mi'kmaq culture.”*

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. Bear River First Nation is a small community that strives to provide diverse learning opportunities for its members. We struggle with limited funding to support extra curricular and sports activities for our students. Chief Frank Meuse, Councillors Fred Harlow-Robar and Carol Ann Potter are strong advocates within our Education Department.

## EDUCATION DEMOGRAPHY

Twenty-six students are on the band's elementary/secondary nominal roll for 2012-2013. Twenty-three students attend provincial schools and three are home-schooled. Two students graduated with their high school diploma.

## 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, RCMP

Annapolis and Digby detachments, and Department of Labour and Advanced Education.

## PROGRAMS AND HIGHLIGHTS

Preschool, Head Start, Daycare, After-school Program, BRFN/AVRSB Math Tutoring/Mentoring Program, School Lunch Program, Red Road Project, Youth Rec. Night, Family Skating and Lacrosse.

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 continue liaising with the provincial schools for more First Nation awareness and support for our students.



# Eskasoni Mi'kmaw Nation

## Elizabeth Cremo, Director of Education

*“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.”*

Eskasoni, the largest Mi'kmaq community east of Montreal, took local control over its education system in 1980.

Since then, we have witnessed increased growth in our staff, as well as in student enrollment. The Eskasoni School Board strives to offer the best education to our children.

The school board has sustained a Mi'kmaq language program, and an immersion program. Under the jurisdiction of the school board, we have the Ksite'taqnk Daycare, Eskasoni Elementary, Eskasoni Immersion, and Eskasoni Middle School, as well as the Chief Allison M. Bernard Memorial High School and Una'maki High School/TEC.

Our programs, from Mi'kmaq language immersion to the resources created by the TLE center, respect our mission statement (below).

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.

### EDUCATION DEMOGRAPHY

Our student population totals 1172 students from kindergarten to high school.

There are currently 141 students enrolled in the immersion program from grades Kindergarten to fourth grade. In addition, we have 128 full/part time students enrolled in various universities across the country.

Our community's post-secondary grads totaled 29 this year. Our daycare center also saw a record number of children with 32 students in total.

Our staff consists of 179 employees, which includes teachers, teacher aides, student aides, guidance and social counsellors, administration and clerical staff, early childhood educators, janitors, bus drivers and maintenance workers. Our staff employs 133 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, Sherise and Starr, kept the evening lighthearted and fun as we paid tribute to some



exemplary staff members.

Honoured this year were eight staff members in the following categories:

40 years of service: Lauren Furdas

30 years of service: Terry Lynn Marshall

25 years of service: Donelda Clements, Debbie MacDonald, Rita MacQueen, Cindy Gould

Retirees: Martha Stevens (25 years), Bruce Gouthro (23 years) We were sad to see two staff members retire this year, but thank them for their service and wish them all the best in the future.

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

There is currently a collective agreement in place between the Eskasoni School Board and the Public Service Alliance of Canada to which our teachers and teacher's aides are members (Local 80510). The collective agreement was signed on September 29, 2010 and will remain in effect until August 31, 2014.

program.

This year, we had approximately 32 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 Eskasoni School Board is under the umbrella of the Eskasoni Band Council. The school board has twelve members, each appointed by a band councillor: Ann Denny, Tom Sylliboy, Patrick Jeddore, Brendon Poulette, Sarah Doucette, Walter Denny, Allison Bernard, Connie Gould, Sheila Morris, Ernest Johnson, George Paul and Lo'li Johnson

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

*The goals we work towards in literacy, numeracy, school climate and the Mi'kmaw language ensures we are delivering the best education possible to our children to prepare them for the future.*

The program is taught in Mi'kmaw and is culturally oriented. During circle time, children are taught

the Mi'kmaw colours, numbers, shapes, days of the week, animals and nursery songs. We strive to teach the children the Mi'kmaw culture in our weekly themes. We are often praised for how well prepared for school children are who have attended daycare.

Throughout the year, our children have participated in the Terry Fox Walk, Thanksgiving turkey dinner, Halloween party, Christmas concert, weekly skating, Santa visit, winter carnival, Easter bunny visit and party, Mother's Day tea party, and a field trip. All staff participates to fund raise for these activities through ticket sales in the local community. The graduation exercises for the children in June is one of the highlights of the year, which are well attended by family and

### KSITE'TAQNK DAY CARE

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 center is entrusted to the day care staff.

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

Child care services are open to children from ages two to five years. The four and five year old children are enrolled in the half day program, while the two and three year olds are in the full day

**TOTAL STUDENT  
POPULATION:  
1172**



friends.

## ELEMENTARY, IMMERSION & MIDDLE SCHOOL

The Eskasoni Elementary and Middle school is in the process of separating into three separate and distinct schools operating under one roof. The Eskasoni Elementary offers instruction in English from grades K-4, while the Eskasoni Immersion School 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 790 students; 164 in immersion, 328 in the English core program and 298 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 proud to graduate 43 students from the grade nine program

-Honored at the Grade 9 graduation exercises for their academic excellence were valedictorians Libbie Alex and Levi Denny.

-LLI and guided reading from P-9

-Participation in regional and science fair

-Ongoing training in running records and WNCP for new teachers

-Techsploration for grade 9 girls

-Annual school wide pow wow

-Participation in MK family of schools programs such as fine arts festival, Mi'kmaq language speech festival, show me your math (elder judged) MASH tournaments, track and field

-Ongoing training in assessment for special needs students

-Five learning centers

*We strive to teach children the Mi'kmaq language. We're often praised for how well prepared our daycare children are when they enter school.*

-Five 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

-4 LLI teachers

-MK SIS report cards, attendance, teacher planner and nominal roll in place

## MUSIC INITIATIVES

-Students in band participated in traveling to schools to put on shows for peer schools throughout the island

-Two full time music teachers

-Music for all grades from K to 6

-Grades 4, 5, 6 choir

-Band program with junior and senior band to grade 9

## HEALTHY LIVING INITIATIVES

-School wide daily DPA for all grades

-Skating program for all grades

-Ski program from grades 4-9

-Swim program grade 5

-Cereal and milk program for all grades

-NADACA programs for all grades

-Health Center programs for all grades

**ENROLLED  
IN MI'KMAQ  
LANGUAGE  
IMMERSION  
PROGRAM:  
164**

-Participation in boys and girls basketball leagues with Cape Breton District

-Participation in boy's hockey league with Cape Breton District

-Recycle program

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

-Junk food/ pop/allergens ban for entire school network





-Emergency plans in place with training in allergies/anaphylaxis for all staff

-Running program

-Spring/Fall Soccer Program

-Mi'kmaw Immersion graduate afterschool program

-Cheerleading

-Drama (junior and senior club)

-MVP program

-Peer helpers

-CanWest Spelling Bee group

-Volleyball

-Yearbook Committee

## UNAMA'KI TRAINING & EDUCATION CENTRE

The TEC is a school that offers alternative programming for students in the Eskasoni community.

Comprised of a pre-ten program, alternative high school and an adult program, the TEC has a student population of approximately 127 students in total.

With a staff of 11, the TEC boasts a smaller, tight knit learning community for its students.

This year we were very pleased to celebrate the accomplishments of 7 graduates: Alice Herney, Brooke Francis, Heather Lewis, Sabrina Lewis, Maynard Marshall Jr., Dustin Sylliboy and Norlene Sylliboy.

Valedictorian Brooke Francis did a wonderful job representing the graduating class and as ever, the graduate slideshow was a hit among family and friends of the graduates.

Sabrina Lewis was the winner of the Mac computer donated by MK for her efforts in the preservation and promotion of the Mi'kmaq language among her peers.

A highlight of the year was the grad trip to New York City in the spring.

For the participating grads it was an amazing trip that allowed them to see the sights of big apple and even attend live theatre.

Students were also pleased to participate in a field trip to the YMCA, library tour and African dance session.

Sports day and the BAM conference were a hit with the staff and students alike.

Students participated in the MK schools track and field event in Antigonish, and owed much of

*Under the roof of the elementary and middle school there are 790 students: 164 in immersion, 328 in the English core program, and 298 in the middle school program.*

their interest in that event to the school's Friday gym days.

Along the lines of healthy living, students took part in a smoking cessation program, a running program, as well as an anger management program held in the school.

NADACA and the Eskasoni School Board police liaison officer put on programs with students during lunch hours.

Students had the opportunity to participate in incentive trips to the movies for positive attendance and behavior.

Students also had the opportunity to participate in incentive trips to the movies for positive attendance and behavior.

## 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 209 students and a staff of 18.

We are pleased to announce the grand opening of the teen health center housed within ABMHS. Full time nurse Lindsay Sylvester has been busy working with the three schools to provide service to the students to ensure the well being of our students' bodies, minds and spirits.

Although only open a short time, the center is already operating a busy schedule as students aged 12-19 take advantage of this valuable service.

We were pleased to celebrate the accomplishments of 39 graduates from the high school this year.

At the graduation, many of the graduates were awarded prestigious honors including class valedictorian Deanne Denny who won the Governor General's Medal as well as the Queen



Elizabeth Medal for academic excellence.

Molly Cremo was awarded a Mac computer from MK for her contributions to preservation of the Mi'kmaq language.

Also featured at the graduation ceremony, two grade 11 students were awarded the Lieutenant Governor's award for academic excellence; Karlee Johnson and Aaron Prosper.

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

-Hosting the Annual Rita Joe Memorial Literacy Day.

-NSSAF Girls and boys basketball, volleyball, and coed hockey teams

-RRFB- In the past, our students have won in the 10-11 category for the Cape Breton region for several years

-Intramurals

-Grade 12 travel group

-Prom and graduation committee

-Envirothon

-Written provincial exams in English 12

-Breakfast program- hot/cold breakfast provided to all students at no cost

-Role Model of the Year- we recognize and honour an Elder each year, this year's role model was Roger Daniel Stevens.

-Interact student participation in Eskasoni Elder project to volunteer with community elders

safety program.

-Graduation exercises

-After school peer tutoring program

-Mentoring program

-Host school for BAM Conference.

-Lunch and learn activities one Friday a month

-Running Club

-Red Road Project school community

*A new teen health centre was established within the high school for students aged 12-19.*

-Annual awards night

-Interact Group- First Aboriginal Interact group in Canada

-Drum making workshop and video documentary with Eskasoni Elder

-Student council

-Movie nights rewards for good attendance

-Student Karlee Johnson represented immersion students in a speech to the AFN Chiefs on the benefits of immersion for First Nations students.

-Hero Holiday- building project in Mexico project begun

-Boys Fast Pitch Provincial Champions NSSAF 2012-13

-Christmas Concert to raise money for Eskasoni Christmas Daddies Telethon

## HIGH SCHOOL GRADUATES

### 39



Membertou  
WELCOMING THE WORLD!

## Membertou Mi'kmaw Nation



Darren Googoo, Director of Education

*“Our teachings integrate Mi'kmaw culture, history and language in broad sense that gives our children self-confidence and a greater understanding of who they are.”*

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.

Education jurisdiction has given Membertou First Nation the opportunity to build a high-tech education facility that encourages holistic learning in diverse knowledge areas, provides choices for education including Mi'kmaw immersion for P-2, and challenges students to reach their full potential.

Membertou families and community members are involved in developing an education system that values culture, discipline, and lifelong learning.

We are successful in integrating Mi'kmaw culture, history and language in a broad range of subjects to give our children self-confidence through a greater understanding of who they are.

Our youth are active and believe in their own potential and will graduate from high school with the skills and knowledge that will allow them to pursue their interests, be they post-secondary, vocational,

or job related.

Membertou's adults are also participating in the education system, returning to upgrade or gain skills in a trade.

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

The positive impacts of our educational programming has been to create a better educated, active Membertou population that is involved in all aspects of community.

We are healthier and stronger through education and have greater employment opportunities that result from an entrepreneurial spirit.

### EDUCATION DEMOGRAPHY

There were 280 students on the band's Nominal Roll for the 2012-2013 school year.

One hundred and two of these students attended Membertou Elementary, an on-reserve Band



Operated School, 20 students attended the Wallace Bernard Memorial Centre and 158 students attended 6 provincial schools under the Cape Breton Victoria Regional School Board.

There were 45 students on the 2012-2013 post secondary Nominal Roll.

-15 High School graduates

-10 University graduates

-18 Community College graduates

-63 students achieved the Chief's Award for Attendance set at 95%

-17 received the Mi'kmaq Gas Award for Best Attendance

-3 received the Chief's Award for Leadership.

-3 Students received Community Awards for Exemplary Scholastic Achievement.

-33 received the Chief's Award for Academic Achievement in Grades 7-12

-16 received the Chief's Award for Academic Achievement by meeting the deans list or honour roll criteria in their institution.

#### *Membertou Elementary Staff Profile:*

-13 full time teaching staff

-2 part time teaching staff

-6 full time Student Aides

-2 full time support staff

-16 of 22 (72%) staff are Mi'kmaq

### **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.

***We are healthier and stronger through education and have greater employment opportunities that result from an entrepreneurial spirit.***

The Membertou Band Council is ISO 9002 Certified as a Governance

Structure, and the Education Department is under this certification designation. All fiscal policies for the Band apply to the Educational Department and provisions are made periodically to review and revise budgets where necessary.

The Membertou Education Department has recently begun placing information about its programs and services on recurrent weekly basis in the community newsletter and online on the Membertou website.

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.

### **EDUCATION PARTNERSHIPS**

-Mi'kmaq Kina'matnewey

-Cape Breton University

-Atlantic Canada's First Nations Help Desk

-Micmac Family & Children's Services

-Cape Breton Victoria Regional School Board

-Mi'kmaq Employment & Training Secretariat

-Nova Scotia Department of Education

-C@P Society of Cape Breton

- M e m b e r t o u Interagency

-Aboriginal Headstart

- M i ' k m a w Kina'matnewey

-Industry Canada

-Cape Breton Regional Library

-Cape Breton Regional Police Services

-Eskasoni School Board

*The Membertou Education Department provides the following services to its clients to 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 Day care Centre (12 full time employees)

-Youth Services (2 full time employees)

## KEY EVENTS

1997 Membertou Elementary established Enrolment of 13

1999 New 4-classroom building opened

1999 Development of Strategic Plan

2000 School extension to 6 classrooms - Enrolment at 75

2001 Membertou Education Department is ISO Certified - Enrolment at 95

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

2003 School Mini-Gym is added

2004 Wallace Bernard Memorial Centre is opened for full time year round Day care Services

2006 Membertou Youth Centre is opened with new C@P Site and peer tutoring centre.

2007 MOU with CBU and Membertou Education.

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

2008 CBU/MCI/Membertou Semi modularized community

based BACS program for with 16 students.

2009 Mi'kmaw Immersion offered to students in the K-2 program at the Wallace Bernard Memorial Centre for 22 students.

2009 First Membertou Elementary School Hockey team to participate in the local CBVRB Elementary Schools Hockey League.

2010 First Membertou Elementary School Girls Volleyball team to compete in the 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 4 day Educational camp.

2012 New School is announced for Membertou. Site selection and preliminary site preparation is complete. Construction is expected to begin in the Summer of 2012.

2013 Construction has begun on a New K-6 School for the community of Membertou.

## EDUCATIONAL FACILITIES

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

The Band has established

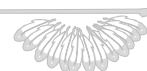
inspection and maintenance schedules in accordance with all applicable standards.

## DATA COLLECTION SERVICES

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.

*In 2013,  
construction will  
begin on a K-6  
school in our  
community.*





Tanya Francis, Director of Education



*“We sponsored 26 students to attend a Post-Secondary institution.”*

Based on last year's Nominal Roll, we had 107 students attending our local provincial school, East Antigonish Education Centre/Academy.

### EDUCATION DEMOGRAPHY

We have one (1) Band Operated School, which is the Paqtnkek Pre-school, and there were 11 students enrolled. Our band had sponsored approximately 26 students to attend a Post-Secondary Institution. We have an Adult Learning Program in the community which is for students in Level 2 & 3. There was 13 students registered. We had 7 graduates from high school and 10 from Post-Secondary.

### HIGHLIGHTS

We had a part time Math Teacher hired at East Antigonish Education Centre/Academy for the Math Invention Program. We also have a Cultural Centre at the school with resources for all students. This is also our first year delivering university courses in the community by Cape Breton University with 12 registered students.

### Culture & Language

- Guest Speakers in schools throughout the year
- In-school powwow and Elder Appreciation Dinners
- Cultural exchange: Non-natives within SRSB attending events and presentations at our school
- Exploratory Days e.g. drumming, arts & crafts and

waltzes

- Youth Group/Sports, and storytelling
- Environmental Habitat Restoration Project
- Language classes for all community members
- Show Me Your Math
- Language Podcasts available on iTunes

### Literacy

- Adopt a Library, KidsFirst, Reading Recovery and after school programs
- PARL providing materials to our local preschool and daycare. Low income families receive books and materials to help promote literacy

### Student Incentive Program

- Bursaries for attendance, school improvement and grades
- Tutoring, and an Appreciation Day for all students at year end
- Inspire Program for Grade 8 female students
- All About Me Program for Grade 6 to 8 male students
- Noel Doucette Award and 1st Annual Ethel & Charlie Lewis Bursary

### Extra-Curricular/Recreation Program

- X-Project: STFX students mentored our students to strive in academics & sports with weekly & Saturday programs



- Drum making, Quill work and art classes
- Aboriginal Track & Field and various sports/activities classes held throughout the year
- Science days at Dalhousie University
- Purdy Crawford Business Network & Dal University Law Debate



*Pictou Landing  
Band Council*  
District of Piktukewaq

# Pictou Landing Mi'kmaw Nation

Sheila Francis, Director of Education



*“This was the first year that an undergraduate degree program was delivered in the community.”*

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 community members that shares knowledge, develops understanding, builds capacity, encourages higher learning and promotes pride in Mi'kmaw culture.

## HIGHLIGHTS

Highlights from the education school year:

-Pictou Landing First Nation School continued to be a part of the Green Schools Leadership in Sustainability. The areas of focus were on water conservation which culminated in a student-led assembly.

We also observed a Sweater Day which examined energy use and held the Energy Hog challenge. Earth Month continued to be great community event.

-Our students, once again, entered films in the Atlantic Film Festival.

-Our school adopted the 7 Grandfather Teachings as the basis of the school's Code of Conduct which in turn formed our school discipline policy.

The Grandfather Teachings Awards were created to celebrate and honour students who demonstrate behaviour relating to the seven teachings.

-Students participated in the Trans Canada Trails. It was an opportunity for students to share what they knew about the land, learn more about their history, and help be stewards of the land.

## COMMUNITY EDUCATION

Our high school students assisted with organizing the local high school Elder's Conference and Mawi'omi.

A Canada Armed Forces Recruiting session was held in the community for the youth.

The RCMP put on 2 sessions on cyber-bullying. One was for parents and the other for students.

A number of our staff attended interesting professional development conference, workshops and training: Non Violent Crisis Intervention, Mi'kmaw Addictions Prevention and Healing, Mother Goose training, Inclusion in the Early Years, in-school technology PD, Total Physical Response, Food Safety Education, Community Food mentor training, Hearing & Speech Referral training, Coaching Strategies for Leaders



A community language worker was hired to help bridge and provide more language speaking opportunities in the community.

Some of our students attended the Dal Days where they had a chance to explore the various departments at the university.

This was the first year for an undergraduate degree program to be held on the community with CBU.

- 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

## EXTRACURRICULAR ACTIVITIES

- Lego robotics
- Recorder club
- French club
- Knitting & crocheting
- Zumba for kids
- Track & Field Club

*Students worked on the Trans Canada Trails. They shared what they knew about the land, learned more about their history, and helped become stewards of the land.*

- Eco Kids
- Green Team
- Mi'kmaq Family Healing Center, Millbrook
- RCMP

## PARTNERSHIPS

- METs
- Pictou Landing Health Center
- ST. FX Chemistry department for science camps
- Breakfast for Learning foundation
- Big Brothers Big Sisters In-school Mentoring
- Local businesses
- Service Canada
- Millbrook Healing Center

## SESSIONS HOSTED TO EDUCATE COMMUNITY & HELP COMBAT CYBER-BULLYING 2



# Potlotek Mi'kmaw Nation

Nancy MacLeod, Director of Education



*“Our youth are very much aware of the changes in today’s society and their long lasting effects on generations to come. They are thirsty for knowledge and can’t get enough.”*

Embracing the Mi'kmaq Culture and Language as a Guiding Principle for Success.

Potlotek Education Office developed a five-year strategy plan in 2011. Based on this five year plan, our office is moving along right on target.

This year has been a year of action for our Mi'kmaw Communities and Potlotek is part of this call to action. The Idle No More Movement has awakened the youth in a way that has empowered them more than ever. Our youth are very much aware of the changes in today's society and the long lasting effects these changes will have on their future for generations to come.

They are thirsty for knowledge and can't get enough. This year we offered a Political Science class at Potlotek High School that focused on Mi'kmaw aspect of Political Science. Through a comparison with the political system of Canada and the political system of our people, our students gained a valuable insight into the structure and workings of these political systems.

Guest Speakers such as Molly Peters and Shelly Young provided an insight into the need for our youth to be involved in the workings of Treaties and Rights Negotiations.

Heidi Marshall, working along side our Political Science teacher, Roland McCarthy, provided a thorough teaching of the political system in Canada.

A trip in late May to Ottawa for the Political Science Class gave the students memories that will last them a lifetime. Seeing the workings of Parliament first hand will instill in them an interest in politics that will help make them active members of the community.

As part of our commitment to Increasing Our Educational Outcomes through Innovation and High Quality Programs, we offered more academic courses focusing on science and mathematics.

The courses offered are Physics, Chemistry and Biology. This ensures that our students have access to high academic selections, increasing their chance of success in the future.

We brought in students from Saint Francis Xavier University to do an X-Chem Lab with our Potlotek High Students. We have been making good use of our lab equipment with these new course offerings.

Amanda Johnson, Post Secondary Coordinator, organized trips to CBU, NSCC, and various other community colleges. By doing so, we hope to give our students a better chance at success once they





go off on their own for the first time.

It also gave the students a better idea of where they want to attend for their post secondary education. It also enabled them the opportunity to see if university is the right path for them.

While visiting these institutions, we also showed our students the resources available to them such as the Native Student Centres in these institutions.

In February 2013, our office attended a symposium on jurisdiction. Heidi Marshall was the main presenter of the symposium entitled: Empowerment Through Education.

The presentations outlined Education Jurisdiction, Education Codes and Pillars, and Crown-First Nations Relationships. Through this symposium we worked on strengthening our responsibility to our children through education that reflects our history, culture, values, spirituality, language and traditional knowledge.

These types of workshops ensure that we continue to build a cohesive professional team.

We continue to have elders Josie and Frank Augustine from Elsipoqtoq, N.B. in our community. They have created a strong bond with our community through their teachings, sweats and ceremonies.

Mi'kmawey School has seen the creation of a new Student Spiritual Room. The purpose of this room is to have a place to provide one on one counseling in

a more home-like atmosphere.

We are also able to set up craft workshops for students. The pride on the students faces as they realize that it is for their exclusive use tells us it is a much needed resource.

Mi'kmawey School hosted the

*Mi'kmawey School created a Student Spiritual Room exclusively for youth. The look of pride on the students' faces when they first saw it told us it was a much-needed and appreciated resource.*

MASH tournament, and our staff and some community members volunteered to hold craft centers for visiting students while they were waiting for their turn to play.

This was a tremendous success as the students really enjoyed having an activity to take part in while waiting their turn during the tournament.

On a separate day, we had a traditional craft day for Mi'kmawey students. The students, along with the assistance of their teachers, some of our staff and community volunteers, had several centers to visit and they learned how to do traditional crafts such as making medicine pouches, drum sticks, key chains and the like.

Mi'kmawey students took part in a fishing derby, which allowed them to take advantage of the fishing rods from the Outdoor Recreation Program.

They spent the day at Potlotek fishery and went back to the school and had a hands on science class where they learned to clean the fish and learned the basic anatomy of the fish.

Mi'kmawey School and PHS were able to experience African Dancer Muffara. The students were taken by her and truly enjoyed the learning experience.

They were very open and intrigued by the many similarities we share. We look forward to learning more about different cultures and the gifts they have to offer us.

As part of our commitment of creating and maintaining partnerships and strengthening community involvement, we partnered with Potlotek Health Centre, NADACA and MFCS, to provide a healthy living program in Potlotek.

Exercise classes from certified trainers that came from the YMCA in Port Hawkesbury were cost shared among the four offices.

This enabled the different age groups: children, young adults and seniors, to take part in fun exercises without having to leave the community. We look forward to the coming fall when we start these classes up again.

Potlotek Education and Potlotek Health Centre also hosted a Men's Wellness Workshop (basket making) and also a Potlotek High

## MI'KMAWEY HIGH SCHOOL GRADUATES

### 3



### Basket making Workshop.

The men and our students were engaged in the entire process of basket making from preparing the wood into strips down to the finished product.

By doing so we are strengthening our community involvement and creating an environment committed to keeping our customs alive.

The longhouse project is still underway as we continue to secure funding to build. However, we have begun construction on another storage facility, as we have already run out of space in our current storage facility.

We continue to secure more recreation supplies for our Outdoor Recreation Program. Our students continue to enjoy the kayaks, canoes, bikes, fishing rods and snowshoes as part of their daily activities.

The Potlotek Adult Learning Level 2 Program has seen 6 students receive their GED this year.

Potlotek Flight Plan Level 3 welcomes Anita Basque as the instructor. Anita brings with her, 17 years of experience in the Fishery Industry as well as a background in banking and tourism.

We are making full use of her talents as we have already set up a Tourism Society with her students taking the lead in promoting our community.

Anita's enthusiasm and commitment to her students and community ensure that we will see many positive outcomes in the coming years.

The Language Department continues their work on promoting

### the Mikmaw Language.

They are working on books and a Waltes board game. The many ideas they have keep them busy year round.

---

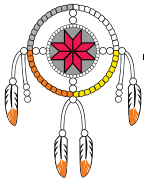
## ADULT LEARNING LEVEL 2 GED RECIPIENTS

---

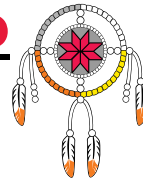
### 6

---

*In our basketmaking workshops, adults and students are engaged in the entire process. By being engaged, we are strengthening our community involvement and are creating an environment committed to keeping our customs alive.*



# SHUBENACADIE BAND



## Shubenacadie Mi'kmaw Nation



Velvet Paul, Director of Education

*“Mi'kmaq Language Teacher, Curtis Michael, won a national Indspire Indigenous teaching award. Congratulations, Curtis!”*

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.

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.

### EDUCATION DEMOGRAPHY

Kindergarten: 27

Primary to Grade Six: 218

Grade 7 to Grade 12: 240

Post Secondary: 85 Full-time, 14 Part-time

2012-2013 has been a productive and successful year for Shubenacadie First Nation Education Department. LSK students and staff have been very busy with various educational endeavors and activities. Listed below are but some highlights of our 2012-2013 programming.

### PROGRAMS AND HIGHLIGHTS

#### Leveled Literacy Intervention

This program was introduced to the students of LSK in September 2011 with 75% of the LLI program

being delivered in the classroom. LLI is comprised of 2 sessions and is reaching 30 students per year, with a growth of four reading levels per session, although some students may require additional LLI support. LLI has proven to be a great success, which is visible in running records data, and grade 3 provincial testing results. We'd like to recognize Leslie Paul for her important role in the success of our LLI program.

### SEP

This year saw our SEP focus on the delivery of in-class support program that has been more greatly individualized. There has been an emphasis on identifying high needs learners, providing timely testing and ensuring adherence to documentation procedures. Plans for the future include continued in-class resource delivery, inclusion support and making connections to other service providers such as the IWK.

### Crisis Intervention Training

All Staff took the Non-Violent Crisis Intervention at LSK School with the help of Janean Marshall, Special Education Consultant at MK.

### Math Tutoring

The Math Tutor Program funded by MK and the Chiefs of Nova Scotia has been a major contribution to the



success of our students in Math. LSK has hired a full-time Math Tutor who works with students on an individual and small group basis in order to increase math proficiency. Feedback from both students and teachers has been very positive regarding the value of the Math Tutor program.

### Adopt a Library

This is LSK's third year of participation in the Adopt a Library "Wow" Reading Challenge, which is for elementary (P – 6) and Jr. High (7 – 9). In the 2011 – 2012 academic school year LSK Elementary won Gold, in First Nations, Nova Scotia, Canada and World categories. LSK Jr. High won bronze. For the 2012 – 2013 academic school year LSK Elementary won Silver in the Past Champions category with LSK Jr. High also winning Silver in the same category. LSK is the first, First Nation School to win a county title and proudly displays the trophies and banners in our main foyer of the school. Great job students and Mrs. Sharon Culbertson for your continued hard work and dedication to the Adopt the Library Challenge and LSK students! <http://fightingcrime.ca/>

### Shed Project

Grade 11 Production Technology Class designed and built a storage shed. The project was funded through the "Work-it Grant" with MK. The students sold tickets on the completed shed and donated all the proceeds to the Shubenacadie First Nation Elders Annual Pilgrimage to St. Anne de Beaupre. The class also purchased a wood lathe for their Tech Ed shop. Not only did the students succeed at the required

outcomes, they also contributed back to their community and their school with this project. Great job Grade 11 Students, their teacher Mr. Walter Palethorpe and EA, Mrs. Leanne Maloney for all your hard work!

[http://workitns.ca/documents/WGProposal08\\_Interactive.pdf](http://workitns.ca/documents/WGProposal08_Interactive.pdf)

### L'nu Klusuaqan Wi'katikn

This workbook entirely, in Mi'kmaq, is filled with culture and tradition based activities and is a great learning resource for all. ALI Canadian Heritage and LSK

*We created a workbook, L'nu Klusuaqan Wi'katikn, which was produced entirely in Mi'kmaq and is filled with culture and tradition-based activities and a great learning resource for all.*

School funded this project. We are very proud of the completed project, great job ladies! [http://www.fpcc.ca/files/PDF/ALI-2013-2014\\_Funding\\_Guide.pdf](http://www.fpcc.ca/files/PDF/ALI-2013-2014_Funding_Guide.pdf)

### LOVE Program

Leave Out Violence (<http://www.novascotia.leaveoutviolence.org>) is a violence prevention and intervention organization that supports our youth to learn advanced leadership and life skills while they create works of art (poetry, photography, video) that become powerful educational tools. The Love program has been at LSK for 4 years and has been a very successful partner in education within our community.

### Red Road Project

LSK School, and Shubenacadie Band, is proud to be part of the Red Road Project, which promotes healthy life styles and alcohol and drug free living. Our

two youth representatives, have weekly activities in our community involving youth.

### DARE arts

LSK is proud to have been part of the "DARE arts Program, "which uses arts education to empower youth to unlock their potential and become leaders". Last year with DARE arts, the students of LSK wrote a song "Melkikno'ti"; this year the students created a video to that song. The program was a huge success with students proud of their video and accomplishments.

For more information and to view the story:

<http://darearts.wordpress.com/2013/06/11/melkiknoti-shubenacadie/>

### X-chem Outreach

X-chem is a (FREE) multifaceted outreach program with over 20 years of experience engaging youth in science. This was LSK's first year with X-chem; the students were excited and completely mesmerized with the science experiments and demonstrations. For more information: <http://sites.stfx.ca/chemistry/x-chem>

### X-chem Outreach

X-chem is a (FREE) multifaceted outreach program with over 20 years of experience engaging youth in science. This was LSK's first year with X-chem; the students were excited and completely mesmerized with the science experiments and demonstrations. For more information: <http://sites.stfx.ca/chemistry/x-chem>



## Hockey Skills Program

In partnership with the Employment and Training Department and the New Paths Grant, the Shubenacadie Education Department developed a Hockey Skills Program to encourage exercise and healthy activity for students. The program runs 3 days a week at the East Hants Sportsplex and is staffed by students through the Shubenacadie Student Summer Employment program.

## Lacrosse

In partnership with Lacrosse Nova Scotia, EPP and MK, LSK has created a lacrosse program. The program consists of purchasing new equipment and providing training to students in the community. This year Shubenacadie Band is proud to say that we have 2 students who have been chosen for Team Nova Scotia; congratulations Connor Dennis and Bryson Knockwood!

## Fine Arts Festival

On June 5th, 2013 LSK hosted the MK Fine Arts Festival. This event included performances and artwork from Eskasoni, Annapolis Valley, Potlotek, Membertou and Shubenacadie First Nations. All participating students received a certificate and parting gifts; participating communities were entered into a draw and the winning community, Annapolis Valley, won a Mini-Ipod for their school projects. Wela'liek!

## Student Appreciation Day

The 3rd Annual Student Appreciation Day was a huge success. On June 25th, 2013, students of the Shubenacadie First Nation had a gathering at the LSK soccer field to come together to celebrate all students of our community. The celebrations included various entertainment

activities for children with face painting, balloons, and food for all.

## Annual Shubenacadie Fishing Derby

LSK was a proud contributor to the 3Rd Annual Shubenacadie Fishing Derby, which brought the community together in the traditional activity of fishing. The banks of the river were full with elders, youth, students, friends and teachers on this beautiful day in May. While people fished, lessons of unity, culture and stories of elders were abundant in the smiles of young to old. Great job to the community of Shubenacadie First Nation!

## Kejimikujik National Park

– The grades 4, 5, and 6 classes had the unique opportunity to visit and camp at Kejimikujik National Park (<http://www.pc.gc.ca/eng/pn-np/ns/kejimikujik/index.aspx>). Kejimikujik National Park is one of few historical sites of Canada where it is possible to view and interact with the Mi'kmaq petroglyphs of 18th and 19th century, an experience only available to the Mi'kmaq, as the area is off limits to the visiting public. Students camped for 2 nights and 3 days and were given a great opportunity to sleep and canoe in a place where their ancestors once called home. Donna Morris a park ranger from Shubenacadie First Nation gave the students a tour of the Mi'kmaq petroglyphs and took the students to a Mi'kmaq burial ground where students had the opportunity to pay their respects, elders did smudging ceremonies with students and prayed in our traditional Mi'kmaq language. Students incorporated History, Geography, Social Studies and Mi'kmaq Studies and Mi'kmaq Language into this educational

trip.

**Sismoqan** – Elementary students had the opportunity to tap local Maple Trees surrounding LSK in early March 2013. Before the tapping process, all students learned about the historical, cultural and industrial aspect of the Maple syrup business here in Nova Scotia and eastern Canada. Students thoroughly enjoyed using the Tap My Trees kits that were provided. They were truly able to “tap” into their natural curiosity, and the hands on experience had our wide variety of learners engaged. As an extension to this unit, students had the opportunity to visit Sugarmoon Maple Farm in New Ross, Nova Scotia. Because students already invested time and energy into choosing their own maples, drilling, and positioning the spiles and buckets, they embarked on the trip with a bank of knowledge but also had many great questions about the process. Elder Earl Sack and Mi'kmaq Language Teacher, Curtis Michael taught the Mi'kmaq language and history of Sismoqan!

<http://www.sugarmoon.ca>

<http://www.tapmytrees.com/starter-kit.html>

**Birch Bark Biting** – May 7th, 2013 Lisa Lunney-Borden visited classrooms at LSK to teach the students the technique of Birch Bark Biting, the lessons included collecting the birch bark to peeling it and folding it and the connection to the math curriculum. Students were engaged, excited and even a bit surprised with their finished work. This was a great learning experience for the students and they look forward to sharing with others in their community.

<http://showmeyourmath.ca/inquiry>





# Wagmatcook Mi'kmaw Nation

Brian Arbuthnot, Director of Education



*“The new school made our 2012-13 school year one of the best years Wagmatcook has ever seen.”*

The excitement and anticipation of the construction of the new school made our 2012-2013 academic school year one of the best years Wagmatcook has ever seen.

Everyday there was talk of a cafeteria in the school, an elder's room, new furniture, big windows, a showcase with double glass, smart boards in every classroom, a medicine garden, a flower patch, seating everywhere and many more wishes and dreams that came a reality when the move was made in mid-April. Come to find out in spring.... dreams do come true.

## STUDENT COUNCIL AND ELDER'S COUNCIL VISION

Love, respect, courage, wisdom, honesty, humility and truth continue to guide us in our everyday lives and with the relationships we have with our community. The generations continue to intertwine to learn from one another and to support each other in good times and bad times. The youth continue to seek guidance from the elders for this is the lifeline of the new generation in Wagmatcook.

## EDUCATION DEMOGRAPHY

K4 to 6: 100

Grade 7 to 12: 62

Post-Secondary: 32

Graduate for Bachelor of Arts: 1

Graduate for Certificate in Cosmetology: 1

Graduate in Culinary Arts: 1

Graduates in Certificate in Electrical-Construction and Industrial: 5

Graduate in Diploma in Carpentry: 3

Graduate in Graphic Design Diploma: 1

Teaching staff: 18

Student Assistants: 6

Secretary: 1

Guidance Counselor: 1

Cooks: 2

Speech Language Pathologist: 1

School Psychologist: 2(part time)



Occupational Therapist: 1

Clinical Therapist: 1

Teen Centre Nurse: 1

## EDUCATIONAL DISCOVERIES

The FNSSP team continued to work with us all year making our days as educators more driven to exceed the limits. Thank you.

The Mi'kmaw Benchmarking meetings helped us understand the bigger picture of the dilemma the Mi'kmaw Language is facing in modern day society.

The youth went to moose camp in the highlands and came back with many stories that will be passed on to their own children.

Girl Power was held at Camp Carter and the girls went on canoes, did medicine hikes, swimming, tae kwon do exercises, learned about self-esteem and many more physical, mental and spiritual journeys all in 3 days.

Education does not all come from the books. Students learned how to make wreaths and hand them out as gifts to our elders.

Lesson learned...gifts could be with no price tag. Thank you to our elder speaking only in Mi'kmaw.

Students made beautiful crafts with our elders. Some made key chains, medicine pouches, and dream catchers all made from the heart.

For several weeks, all our students enjoyed field trips to the elder's centre where they were

kept busy with cooking, playing waffles and listening to tons of storytelling.

Student council and the elder's council continued to work together all year to support the education programs in the school. Both groups also did amazing volunteering all year.

The Healthy Heart Boys Program was at Camp Carter during winter. The RCMP took them out on snowmobiles, they went snowshoeing, skiing, built survival winter huts, tae kwon do classes, and on many more adventures.

*Education doesn't only come from books. Students learned, hands on, how to make wreaths and gave them as gifts to our Elders. Lesson learned? Life's gifts can come with no price tag.*

We had the privilege of hosting traditional elders Frank and Josey Augustine.

Students learned about the pipe ceremony, the value of our sacred teachings and many received their traditional names.

The Mi'kmaw language teacher takes a lot of pride in celebrating Christian holidays. Students appreciate the bible stories and love to learn the true reasons why we celebrate our faith.

The elementary students won the "Wow! Reading Challenge County Challenge and the Junior High School won the "Wow! Reading Challenge Gold Winners-Worldwide. "Hip, hip, hooray for

literacy!"

## GOLD MEDALS IN LITERACY 2

The Red Road Project Workers continued to do awesome activities all week. Getting the message of saying "No to Drugs" definitely got out there in our school environment.

Students in grades 7 to 9 created a new "Bullying Policy" for our school.

Much research went into this project and a lot of interviews were done to make it fair.

The policy was approved by Chief and Council and became into full effect in January of 2013.

Students and staff continued to learn the power of the circle and the gifts handed down by our cultural traditions.

Finding balance in spirituality is work in progress. Introducing faith was the main objective to having a healthy spirit.

The Business Network for Aboriginal Youth Mentorship Program continued to be a success with several of our students interested in continuing their education in business after high school. We had 7 active participants this year.

As a school landscape, as educators, we try our very best to offer students different options on



how to stay healthy in mind, body and soul.

Every school is unique in the paths they choose.

Wagmatcookewey School continues to learn from the FNSSP team, Mi'kmaw Kina'matnewey, the elders, the parents, the leaders, agencies like the RCMP and Victoria County Physical Active Strategy, youth council, and many more.

## MAJOR ACCOMPLISHMENTS

The most unforgettable, awesome, delightful, beautiful, most caring, biggest dream, the highlight, the breath of fresh air, the sense of community, the spirit of education, the joys of being a student was the accomplishment of building a new school.

Welcoming visitors like National Chief Shawn Atleo, Grand Chief Ben Sylliboy, Grand Captain Antle Denny, Mi'kmaw Kina'matnewey staff, elders, community members, and the many supporters of our school was a day not to be forgotten.

Thank you to MK's commitment and to the leaders of Wagmatcook for making this a reality.

In partnership, anything is possible.

This was the message delivered by Chief Norman Bernard at the grand opening.

Communication and teamwork will get us everywhere.

Ta'ho

## NEW SCHOOL

### 1

*The most unforgettable, awesome, delightful, beautiful, caring, highlight, biggest dream, breath of fresh air, sense of community, spirit of education, and joys of being a student, and staff and community member, was the accomplishment of building a new school.*

*In partnership, anything is possible.*



# We'koqma'q Mi'kmaw Nation

 Gordon MacIver, Director of Education

*“13 graduated from Grade 12.  
13 graduated from Post-Secondary institutions.”*

Knijannaq Kina'matnewey Ajipjutmaqn/Mission Statement: Mena'ga tla'ltik, jiksitmu'k Mekite'te'n teli nikanu'skewin, Kina'masi wjit iapiwewey. Listen with Respect, Lead with Pride, & Learn for a Lifetime.

## EDUCATION DEMOGRAPHY

Number of students:

Kindergarten to Grade 6: 115

Grade 7 to Grade 12: 96

Post-Secondary: 79

Staff:

We'koqma'q Mi'kmaq School (K-12): 25

We'koqma'q Mi'kmaq School Student Assistants: 9

We'koqma'q Mi'kmaq School Administrative

Support Staff: 3

We'koqma'q Mi'kmaq School Administration: 3

## EDUCATION HIGHLIGHTS

We'koqma'q Mi'kmaw School has completed the final phase of Level 1 of the school Improvement accreditation process. This September we will be entering phase 2 of our School Improvement process. Our new focus will continue concentrating on Mi'kmaw Language, literacy and Numeracy.

The Waycobah Residential School Survivors erected a monument and a wall of healing at the school to honour the community members who

attended the residential school.

The School Information System has had total implementation with the assistance of the school staff.

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

The Levelled Literacy Program has been a great success in meeting early Elementary student needs to meet grade outcomes.

The Teen Health Room has been fully operational this school year with a nurse on site two days per week, with the doctor visiting once a month. The program has been actively promoting student healthy lifestyles.

The Grade 8 and 9 students had a cultural mentoring program using elders, community members and resource people from other communities is continuing with basket making, ell fishing, moose hunting, quilt making and tepee construction in Grades 3 to 8.

Building Technology continues to include Grades 5 and 6 students.



The Grade Six and Grade 8 students both held their seventh annual Mini-Formals this year.

The Elementary School celebrated Literacy Week with students and parents through a number of different activities including parent-teacher literacy training and book give away.

Over three hundred books were given to students at this year's event.

This year the Governor General's Medal was awarded to Tamara Cremo and the Queen Elizabeth II Medal was awarded to Kendal Sylliboy. The Lieutenant Governor's Medal was awarded to Lucinda Gould and Scott Phillips.

This is the twelfth eleventh year for the Grade 9 girls to participate in the Techsploration Program. This year's role model was an automotive service technician and an industrial construction electrical.

The school offers Mi'kmaw Language and Cultural studies daily in all grades with an environmental component in the early stages of development of an outdoor education program.

The Fourth Annual Regan Memorial Volleyball Tournament was held with teams from a number of communities participating.

Students in Grades 4 to 7 and competed in the Unama'ki Volleyball League this year.

The grade 9 students participated in Career cruising with the assistance of the NSCC Strait Campus.

We'koqma'q Mi'kmaw School has a contracted speech therapist two days per week and a school psychologist for four days per week.

Thirteen graduated from We'koqma'q Mi'kmaw School, and 13 graduated from Cape Breton University, Nova Scotia Community College and Holland College. All of our students deserve special recognition for their academic achievements.

## PROGRAM HIGHLIGHTS

The Secondary school again went moose hunting.

The Mathematics tutoring Program funded by the MK has proven to be extremely successful in helping student improve their math proficiency.

The We'koqma'q Mi'kmaw School attended the regional science fair and the National Science Fair in Lethbridge, Alberta. Tamara Cremo and Kendyl Sylliboy represented our school.

The student participation in "Show Me Your Math" was an exceptional experience this year.

There was a variety of projects that the students worked on, and students observed the projects from other Communities that provided excellent learning opportunities.

St. Francis Xavier University provided an additional endowment of photographic equipment again this year to assist the students with film and video productions.

The Elementary School celebrated Literacy Day with students and parents through a number of different activities.

Music program for Grades K to 12

Students from the High School created a video "Our Legacy of Hope" which showed the impact that Residential Schools have on our youth today.

The Grade 9 Class was one of the top five finalists for the naming of the new Tar Ponds Park.

The Shield Program created by the RCMP and implemented by Kelly Bernard from the Brighter Futures Program was offered to the Grade 6 class this year.

The "Creating a Bully Free Classroom and School Program" proved to be a very successful with our Ni'tip Program for Grades Primary to Grade 12.

The focus of the program was to develop a better understanding of social skills and interpersonal relationships for our students.

Our students successfully participated in the Nova Scotia Annual Aboriginal Track Field Championships in Antigonish.

The students in Grades 2 to 12 participated in the Mi'kmaw Speech Festival held in Eskasoni with students successful in many of the categories.

Elders Frank and Josie Augustine shared traditional teachings at the Secondary School level.

Students in the Grades 5 to 8 participated in Birch Bark Biting and paddle making.

Students in Grades 10, 11 and 12 who are members of the school Green Team started a composting program.





The students participated in the 30 hour Famine and raised \$934.00 for World Vision.

With the assistance of the Theresa Cremo Memorial Health Centre our students participated in a story telling event with community elders.

The students then worked with the stories to write a play. Original music will accompany the play on National Aboriginal Day in Waycobah.

### CELEBRATIONS

The twelfth Annual Donelda Googoo Memorial Fundraiser for the IWK Hospital was held and raised \$3,600.00 this year for a grand total of \$63,600.00 since 2002 with our first event.

We'koqma'q Mi'kmaw School was awarded the gold in the WOW Reading Challenge for all for the Elementary level for Inverness County Schools.

The school also won a Silver Award for the Elementary Grades in the World Literacy Championship.

The RCMP Adopt-A-Library Program supported our school again this year.

The Sea Cadets Squadron 355 Cape Breton has officially held their third annual review.

Our cadets will be travelling to all parts of the Atlantic Provinces to attend summer training camps.

The school held a school based Pow-Wow with students invited from a number of communities.

After school programs were offered to the students throughout the school year.

These programs included Zumba, Tae-Kwon-Do, Grade 5 and 6 Building Technology, Junior Choir, and Sea Cadets.

### PARTNERSHIPS

- Mi'kmaw Kina'matnewey
- Atlantic Canada First Nation Help Desk
- Math Tutoring Program
- The School Improvement Team
- School Information System (Dadavan)
- Mi'kmaw specialists
- MK schools
- Nova Scotia Department of Education
- Labour Work Force Development Level III and NSCC Level IV ALP

*We were awarded the gold medal in the WOW! Reading Challenge.*

---

**12th Annual  
Donelda Googoo  
Memorial  
IWK Hospital  
Fundraiser  
\$3,600**

---



# Staff



Eleanor Bernard  
Executive Director



Patricia Denny  
Executive Assistant



John Jerome Paul  
Director, Programs & Services



Lauretta Welsh  
Director, Finance & Planning



Laurianne Sylvester-Stevens  
Director, FNSSP



Kevin Burton  
Director, ACFNHD



Janice Googoo  
Finance Officer



Jennifer Paul  
Finance Assistant



Michelle Marshall-Johnson  
EPP Coordinator



Blaire Gould  
Mi'kmaw Language Coordinator



Meghan Finney  
Communications Coordinator



Faye Googoo  
Client Support Coordinator



Brenda MacIsaac  
Interim Literacy Consultant



Rebecca Scirocco-Paul  
Literacy Programs Coordinator



Claire Meuse  
Administrative Assistant



Yolanda Denny  
Mi'kmaw Language Consultant



## Staff



**Ann Sylliboy**  
Post Secondary Consultant



**Priscilla Denny**  
Communications & Youth Coordinator



**Sarah Doucette**  
Community Engagement Coordinator



**Sara-Lynne Knockwood**  
Project Coordinator



**J.R. Isadore**  
Systems Analyst



**Kyle Denny**  
Elementary School Success Coordinator



**Savannah Simon**  
Red Road Project Coordinator



**David Peters**  
Performance Measurement Coordinator



**Janean Marshall**  
Student Services Consultant



**George 'Tex' Marshall**  
Aboriginal Sports Consultant



**Denise Toney**  
Secondary School Success Coordinator



**Vera Marr**  
Community Liaison/Statistician



**Janice Ciavaglia**  
Literacy Consultant



**Sheldon Googoo**  
Assessment Coordinator



**Bob Crane**  
Numeracy Consultant



## Contact

### Head Office

47 Maillard Street  
Membertou, Nova Scotia, B1S 2P5  
Tel: 902-567-0336  
Fax: 902-567-0337  
E-mail: [mkeducation@kinu.ca](mailto:mkeducation@kinu.ca)

### Sub-Office

87 Millbrook Avenue, Suite 111  
Cole Harbour, Nova Scotia, B2V 0A1  
Tel: 902-407-4117  
Fax: 902-407-3528

### Atlantic Canada First Nation Help Desk

47 Maillard Street  
Membertou, Nova Scotia, B1S 2P5  
Tel: 1-877-484-7606 (toll free)/902-567-0842  
Fax: 902-567-0337  
E-mail: [admin@kinu.ca](mailto:admin@kinu.ca)



## Staff

Eleanor Bernard	Executive Director	ebernard@kinu.ca
Patricia Denny	Executive Assistant	patriciadenny@kinu.ca
Lauretta Welsh	Director, Finance & Planning	lwelsh@kinu.ca
Janice Googoo	Financial Officer	janice@kinu.ca
Jennifer Paul	Finance Assistant	jpaul@kinu.ca
John Jerome Paul	Director, Program Services	sanpaul@kinu.ca
Claire Meuse	Administrative Assistant	claire@kinu.ca
George "Tex" Marshall	Aboriginal Sports Consultant	tex@kinu.ca
Janean Marshall	Student Services Consultant	janean@kinu.ca
Ann Sylliboy	Post Secondary Consultant	ann@kinu.ca
Michelle Marshall-Johnson	EPP Coordinator	michelle@kinu.ca
Yolanda Denny	Mi'kmaw Language Consultant	yolanda@kinu.ca
Blaire Gould	Mi'kmaw Language Specialist	blaire@kinu.ca
Sara-Lynne Knockwood	Project Coordinator	sknockwood@kinu.ca
Meghan Finney	Communications Coordinator	meghan@kinu.ca
Laurianne Sylvester-Stevens	Director, FNSSP	lstevens@kinu.ca
Denise Toney	Secondary School Success Coordinator	dtoney@kinu.ca
Kyle Denny	Elementary School Success Coordinator	kyledenny@kinu.ca
Sheldon Googoo	Assessment Coordinator	sheldon@kinu.ca
Janice Ciavaglia	Literacy Consultant	janiceliteracy@kinu.ca
Brenda MacIsaac	Interim Literacy Consultant	brenda@kinu.ca
Bob Crane	Numeracy Consultant	bobcrane@kinu.ca
Dave Peters	Performance Measurement Consultant	dpeters@kinu.ca
Vera Marr	Community Liaison/Statistician	vera@kinu.ca
Kevin Burton	Director, ACFNHD	kevin@firstnationhelp.com
J.R. Isadore	System Analyst	jr@kinu.ca
Sarah Doucette	Operations Manager	sdoucette@kinu.ca
Priscilla Denny	Communication and Youth Coordinator	jetta@kinu.ca
Faye Googoo	Client Support Coordinator	faye@firstnationhelp.com
Savannah Simon	Red Road Project Coordinator	savvy@kinu.ca



# Financial Report

## Mi'kmaw Kina'matnewey Statements of operations

Year ended March 31

2013

	Revenue	Expenses	
Core education programs (AANDC)			
Band transfers	\$ 34,267,304	\$ 34,267,304	\$ -
Governance	1,710,514	1,717,494	(6,980)
Elementary/secondary	5,500	5,500	-
Post secondary student support	522,425	522,425	-
Guidance and counselling	129,583	129,583	-
Indian Studies Support Program	1,808,879	1,808,849	30
Provincial Tuition	4,065,019	4,065,019	-
Capital	6,539,138	6,539,138	-
Operations and maintenance	100,000	100,000	-
High cost special education (direct services)	14,133	-	14,133
High cost special education (indirect services)	<u>103,864</u>	<u>117,997</u>	<u>(14,133)</u>
	<u>49,266,359</u>	<u>49,273,309</u>	<u>(6,950)</u>
Special projects			
First Nation Student Success Program (AANDC)			
School success plans	1,682,629	1,682,630	(1)
Student learning assessments	226,228	226,225	3
Performance measurement	<u>335,456</u>	<u>335,456</u>	-
	<u>2,244,313</u>	<u>2,244,311</u>	<u>2</u>
Education partnership program	<u>422,537</u>	<u>422,686</u>	<u>(149)</u>
ANTEC			
Other	39,902	-	39,902
AANDC – Teacher Recruitment (ANTEC)	<u>30,000</u>	<u>69,902</u>	<u>(39,902)</u>
	<u>69,902</u>	<u>69,902</u>	-
High cost special education			
Health Canada – Early Childhood Development	13,700	13,700	-
Literacy Project (RBC)	15,530	15,530	-
Early childhood education	<u>9,363</u>	<u>9,486</u>	<u>(123)</u>
	<u>38,593</u>	<u>38,716</u>	<u>(123)</u>
Sports and recreation			
Sports animator	138,256	138,256	-
Aboriginal bilateral agreement	105,000	105,745	(745)
Sport summit	27,709	27,709	-
Health promotion – schools	31,000	30,975	25
Athlete development fund	<u>10,597</u>	<u>10,597</u>	-
	<u>312,562</u>	<u>313,282</u>	<u>(720)</u>
Aboriginal language development			
Aboriginal language initiative	49,573	49,573	-
Mi'kmaw language program	31,410	31,410	-
Mi'kmaw resource page	16,000	16,000	-
Project of the Heart	<u>24,179</u>	<u>24,179</u>	-
	<u>121,162</u>	<u>121,162</u>	-



## Mi'kmaw Kina'matnewey Statements of operations (continued)

Year ended March 31

2013

Other			
Graduation	11,035	11,070	(35)
Scholarships	6,342	6,376	(34)
Employment grant	7,950	7,950	-
Capital - AANDC	<u>478,346</u>	<u>478,346</u>	<u>-</u>
	<u>503,673</u>	<u>503,742</u>	<u>(69)</u>
Regional Help Desk	<u>1,153,520</u>	<u>1,153,535</u>	<u>(15)</u>
Excess of revenue over expenses	<u>\$ 54,132,621</u>	<u>\$ 54,140,645</u>	<u>\$ (8,024)</u>

March 31 **2013** 2012 2011

<b>Liabilities</b>			
<b>Current</b>			
Payables and accruals	\$ 2,224,921	\$ 1,828,516	\$ 1,237,986
Deferred revenue			
Operating	696,233	381,553	357,772
Capital	<u>8,477,339</u>	<u>3,658,207</u>	<u>1,282,437</u>
	<u>11,398,493</u>	<u>5,868,276</u>	<u>2,878,195</u>
<b>Equity</b>			
Trust fund	39,136	43,547	47,411
Mi'kmaw Language Curriculum			
Development Fund	702,670	702,728	702,728
Unrestricted	<u>2,670</u>	<u>10,694</u>	<u>3,276</u>
	<u>744,476</u>	<u>756,969</u>	<u>753,415</u>
	<b>\$ 12,142,969</b>	<b>\$ 6,625,245</b>	<b>\$ 3,631,610</b>

Director

See accompanying notes to the financial statements.



# Mi'kmaw Kina'matnewey Annual Performance Report

April 1, 2012 - March 31, 2013



## Goal 1 - Improve literacy rates for our students



**Objective 1****Improve professional development and mentorship for teachers (P-12)**

Measure	2011-2012 Baseline Data	Target	% of target achieved to date	Actions
Number of MK Professional Development days	30 PD days exist today	2012 - 2013: Keep constant	100% achieved	<ol style="list-style-type: none"> <li>1. Develop a common Professional Development (PD) framework to be used for all teachers.</li> <li>2. Tailor PD to teacher's need.</li> <li>3. Develop culturally responsive PD</li> <li>4. Develop PD evaluations.</li> <li>5. Have literacy mentors in place for each school.</li> </ol>
Attendance at MK PD	60% attendance	2012 - 2013 80% attendance	100% achieved	
Evaluations	Not used/no baseline	2012 - 2013: 50% usage	100% achieved	
Mentorship of teachers through tracking sheet and schedules	One mentor for all schools	2012 - 2013 One shared mentor per community	0% achieved	

**Objective 2****Continue to evaluate, develop, and implement the ongoing assessment processes for reading, writing and oral language (P to 12)**

Measure	2011-2012 Baseline Data	Target	% of target achieved to date	Actions
Use of common assessments developed by MK percentage of schools (i.e. informal reading conference)	25% of schools are using MK common assessments		100% achieved	<ol style="list-style-type: none"> <li>1. Develop and implement common assessments in oral, reading and writing</li> <li>2. Formative assessments in place and analyzed to determine baseline measures</li> <li>3. Continue 100% evaluation of Grade 3, 6 and 9 students</li> <li>4. Determine interventions needed as a result of evaluation results</li> </ol>
Use of formative assessments (Rubrics and diagnostic)	Need to develop common formative assessments	2012 - 2013: Build one assessment tool	100% achieved	
100% usage of provincial evaluation for Grades 3, 6 and 9	Grade 3 - 409	2012 - 2013 Grade 3-1.5% per year	100% achieved	
	Grade 6 - 379	2012- 2013: Grade 6 - 1.5 % increase	100% achieved	
	Grade 9 - 346	2012 - 2013: Grade 9 - 1.5% increase	80% achieved  (4 out of 5 secondary schools did write the assessment)	

**Objective 3****Implement early literacy programs**

Measure	2011-2012 Baseline Data	Target	% of target achieved to date	Actions
Early childhood development (K4)	Teaching in 3 K4 classes today	2012 - 2013: All K4 workers will have literacy PD and will have knowledge of the observation survey results	100% achieved	<ol style="list-style-type: none"> <li>Literacy intervention in K4</li> <li>Use Dolly Parton imagination library</li> <li>Create and implement own "Succeeding for Reading" to replace "Reading Recovery"</li> <li>Create a single K-4 literacy survey for teachers, students and parents that measures the objective</li> </ol>
Dolly Parton material usage	Dolly Parton material in use today		100% achieved	
Succeeding for Reading Program implemented	Succeeding for Reading Program commenced	2012 - 2013: Succeeding for Reading Program fully implemented in all MK elementary	71% achieved (5 schools out of 7 have implemented this program.)	
Results of K4 survey	No survey in place	2012 - 2013: 50% surveyed	0% achieved	

**Objective 4****Improve resources (human and other resources) for supporting our students**

Measure	2011-2012 Baseline Data	Target	% of target achieved to date	Actions
Team teaching implemented	Team teaching in one MK school	2012 - 2013: 29% use of team teaching	0% achieved	<ol style="list-style-type: none"> <li>PD tailored to individual teachers</li> <li>Team teaching</li> <li>Cross geography sharing</li> <li>Use technology to get best people in the classroom</li> <li>Ensure the technology platform can support and maintain the structure</li> <li>Document process for cross geography teaching</li> </ol>
Cross geography networking will take place	Some geographic networking	2012 - 2013: Proposal to directors	0% achieved	
All teachers will have access to best in class resources through a library (physical or on line)	Intermittent use of technology		100% achieved	



## Goal 2 - Improve numeracy rates for our students

**Objective 1****Enhance numeracy curriculum**

Measure	2010-2011 Baseline Data	Target	% of target achieved to date	Actions from last month	Actions
Aggregated Mean Grade 3 Math	398 (1.02 standard deviation)	Aggregated Mean of EEMLA: (at the end of grade 3)	NA	> Math support at Podotek on April 2. > Met w/Kyle and math team at Pictou Landing > Met with Post Secondary committee at Acadia	1. Support School Improvement Plans. 2. Support/coach Principals.
Assessment to be conducted the first week of October	Note that in 2012-2013, there will be no EEMLA. Therefore we will not be able to measure an improvement with respect to the previous year. In 2013-2014, the first math assessment will be done at the Grade 4 level. This will become the new baseline to measure improvement for the next year.	2012 – 2013: (no assessment being done this year)		> PD the new hire for Paqtnkek FN. > DoE meetings > Preparing for SMYM > attending the Gr 10 advisory assessment committee > attended the NCSM and NCTM	3. Pre school strategies in numeracy. 4. Show Me Your Math. 5. Tech support. 6. Math Leaders Committees. Evaluate EEMLA results and determine targeted implementation strategy.
Aggregated Mean of Grade 6 Assessment to be conducted the first week of October.	362 (1.38 standard deviation) The Grade 6 assessment will move to October as early as the fall of 2012.	Aggregated Mean of EEMLA: (at the end of grade 6) to improve by 1.2 % in 2012 – 2013;	6.07% improvement above the 2010 – 2011 baseline.		

**Objective 2****Improve professional development and mentorship for teachers.**

Measure	2011-2012 Baseline Data	Target	% of target achieved to date	Actions from last month	Actions
Aggregated Mean Grade 3 Math Assessment to be conducted the first week of October.	398 (1.02 standard deviation)	Aggregated Mean of EEMLA: (at the end of grade 3)  2012 -2013: (no assessment being done this year)			1. Grade specific Professional Development. In the first two years of the plan, much of the PD will be to support the adoption of Action 4. 2. Certificate Program through St. FX.
Aggregated Mean of Grade 6 Assessment to be conducted the first week of October	362 (1.38 standard deviation)	Aggregated Mean of EEMLA: (at the end of grade 6)  2012 – 2013: (1.2 % improvement)			3. Follow up of Profession Development. 4. Adopt Western Curriculum (WNCP) it should be noted that we will be adopting this curriculum a year ahead of the province of Nova Scotia. 5. Develop team math mentors.



## Goal 3 - Improve bilingualism for our students



### Objective 1

#### Build the case to support bilingualism for students.

Measure	2011–2012 Baseline Data	Target	% of target achieved to date	Actions from last month	Actions
Mi'kmaw Language Proficiency Scale (MLPS)	Not yet established but will be the MLPS				1. Measure Number of Bilingual Grads in grade 12.
	Grade 3 core Mi'kmaw language program - <u>novice low</u>  (No current baseline) - Membertou - Potlotek - We'kokma'q - Wagmatcook - Eskasoni - Alison Bernard - TEC - Indian Brook - Pictou Landing	Establish Baseline data for Mi'kmaw Language Proficiency Scale in eligible schools.	Testing completed for grade 3 students at Membertou, Potlotek, and Pictou Landing, results pending.		2. Finalize research into importance of bilingualism.  3. Communicate common vision with rationale and then do it again and again.  4. Build case and lobby for more stable long term funding (federal and provincial).  5. Review research with communities that do not have schools to encourage bilingual programs.
	Not yet established but will be the MLPS  Grade 6- <u>novice medium</u>  (No current baseline) - Membertou - Potlotek - We'kokma'q - Wagmatcook - Eskasoni - Alison Bernard - TEC - Indian Brook - Pictou Landing	Establish Baseline data for Mi'kmaw Language Proficiency Scale in eligible schools.	Testing completed for grade 6 students at Membertou, Potlotek, and Pictou Landing, results pending.		6. Encourage communities to: - Engage Chiefs and other leaders in hands on help - Engage parents in their unique role to assist  - Use community role models to assist – elders, plumbers, sports people, musicians, etc.  - Recommend directors develop a plan to increase number of teachers  - Recommend teachers encourage Mi'kmaw speakers to speak and teach Mi'kmaw to students (St.. FX/MK Research)  - Engage chiefs to get support for more bilingualism in years 5 to 10 in higher grades -  - Complete development of proficiency scale.  7. Develop baseline data for 2012-2013



**Objective 2****Improve resources and supports for teachers.**

Measure	2011 – 2012 Baseline Data	Target	% of target achieved to date	Actions from last month	Actions
Number of Mi'kmaw resource teachers	Only one resource teacher today	2012 – 2013: One resource teacher			<ol style="list-style-type: none"> <li>1. Encourage a common approach to achieve bilingualism goals for band schools.</li> <li>2. Determine and develop more material supports – book, curriculum, manipulative, video games.</li> <li>3. Develop more MK resource teachers.</li> <li>4. Survey teachers to determine their view of level of support.</li> <li>5. Lift resource teacher skills.</li> <li>6. Continue (and possibly expand newsletter) (First Nations School Board doing this).</li> <li>7. Help all teachers with instructional strategies and methods.</li> <li>8. Finalize assessment tool – FNSSP.</li> <li>9. Ensure student tracking is done well.</li> <li>10. Celebrate successes.</li> <li>11. Mentoring Teachers.</li> <li>12. PD tailored to individual teachers to help with implementation: <ul style="list-style-type: none"> <li>- peer tutoring</li> <li>- cross geography sharing</li> </ul> </li> <li>13. Liaise with Eskasoni to identify qualifications, roles and responsibilities for Mi'kmaq resource teacher(s)</li> </ol>



## Goal 4 - Create a more comprehensive performance measurement and accountability system

**Objective 1****Development of Mi'kmaw Kina'matnewey Student Information System**

Measure	2011-2012 Baseline Data	Target	% of target achieved to date	Actions from last month	Actions
Percentage of completion of project	85%	2012 – 2013: 90%	87% achieved	Completed wish list of update to MK SIS for 2013-2014 contracts with Dadavan.  Contractors contracts are completed and for the Mi'kmaw Kina'matnewey (MK) Research Project-PSE.  Met with MK SEP Working Group to prepare budgets and get feedback on the Collaborate Review Process for implementation.	<ol style="list-style-type: none"> <li>1. Create and maintain appropriate partnerships</li> <li>2. Perform data audit on MK System Information System (MKSIS)</li> <li>3. Development and implementation of data warehousing strategies.</li> <li>4. Perform a MK SIS Review</li> <li>5. Document all MK SIS Data Processes</li> <li>6. Develop Data/Tech Person within each Community</li> <li>7. Perform a Cost Benefit Analysis of MK SIS</li> </ol>

**Objective 2****Development of Mi'kmaw Kina'matnewey Information**

Measure	2011-2012 Baseline Data	Target	% of target achieved to date	Actions from last month	Actions
Percentage completion of project	70%	2012 – 2013: 80%	76% achieved	Met with Dadavan for monthly meeting. Preparing for implementation of MK SIS Quality Assurance Site.  Met with Contractors on Data Collection Plan for Mi'kmaw Kina'matnewey (MK) Research Project-PSE  Met Wendy Kraglund-Gauthier to discuss Mentorship Plan for 2013-2014.  Met with PSE and SEP Consultants about data requirements.	<ol style="list-style-type: none"> <li>1. Create and maintain appropriate partnerships.</li> <li>2. Develop measures for all teams.</li> <li>3. Development of MK information policy.</li> <li>4. Develop processes to accumulate data in Literacy, Numeracy, early childhood development and student retention.</li> <li>5. Development of MK Information Policy.</li> <li>6. Develop Performance Measurement Report.</li> <li>7. Develop measures for all Teams.</li> <li>8. Develop MK Reports on Education.</li> <li>9. Develop Contingency Plan with DADAVAN.</li> </ol>

**Objective 3****Communities control their own information.**

Measure	2011-2012 Baseline Data	Target	% of target achieved to date	Actions from last month	Actions
Percentage of project complete	70%	2012 – 2013: 80%	75% achieved	Preparing Community Survey on Community Data needs.  Meet with Data Input people within communities.	<ol style="list-style-type: none"> <li>1. Create and maintain appropriate partnerships</li> <li>2. Development and implementation of Data Warehousing Strategies.</li> <li>3. Develop Data/Tech person within each community.</li> <li>4. Document all MK SIS Data Processes.</li> <li>5. Perform a MK SIS review.</li> </ol>



## Goal 5 - Improve healthy and active lifestyle for our students

**Objective 1****Refresh daily physical activity (DPA) in our schools.**

Measure	2011– 2012 Baseline Data	Target	% of target achieved to date	Actions from last month	Actions
100% of student population in each school	To be determined in each school: - Membertou - Potlotek - We'kokma'q - Wagmatcook - Eskasoni - Allison Bernard - TEC - Paqtnkek - Indian Brook - Pictou Landing	2012 - 2013: baseline plus 10%	25%	Staying in contact with Administrators and P.E. Teachers. Have not had time for interviews as of yet.	<ol style="list-style-type: none"> <li>1. Connect with principals to determine the extent of DPA today. (establish baseline)</li> <li>2. Interview principals to determine current levels and benefits that they see.</li> <li>3. Ask principals for their best practices-how do they make DPA happen? What would they recommend?</li> <li>4. Encourage principals to discuss DPA at March strategic planning day.</li> <li>5. Share best practices.</li> </ol>
Junk food free in each school		2012 - 2013: baseline plus 10%	50%	Attempt to encourage all schools to be junk food free.	<ol style="list-style-type: none"> <li>6. Bring in nutrition component: <ul style="list-style-type: none"> <li>- establish best practice curriculum</li> <li>- encourage incorporating nutrition into health programs</li> </ul> </li> <li>7. Establish one marathon club in 2012 with all by 2016.</li> <li>8. Encourage all schools to stay junk food free.</li> <li>9. Secure long term funding.</li> </ol>

**Objective 2****Continue to build sport specific skills so that sports are a life long activity.**

Measure	2011– 2012 Baseline Data	Target	% of target achieved to date	Actions from last month	Actions
Number of children involved in sport in the high school	To be determined in each school: - Membertou - Potlotek - We'koqma'q - Wagmatcook - Eskasoni - Allison Bernard - TEC - Paqtnkek - Indian Brook - Pictou Landing	2012 - 2013: baseline plus 10%	0%	Still waiting for survey document from Dave Peters.	<ol style="list-style-type: none"> <li>1. Determine the number of children involved in sports today. The number of individual children involved in sports. (establish baseline)</li> <li>2. Interview some children to find out why they are not involved in sports.</li> <li>3. Develop an action plan to develop new programs or expand existing.</li> <li>4. Develop best practices for encouraging new participants: <ul style="list-style-type: none"> <li>• determine sports to focus on</li> <li>• develop relationship with Provincial Sport Organization's</li> <li>• conduct skills camps</li> <li>• tournaments (mix teams from various geography)</li> <li>• facilities audit</li> <li>• share best practices</li> <li>• coach development program</li> </ul> </li> </ol>



**Objective 3****Develop leadership capacity in our communities and schools.**

Measure	2011-2012 Baseline Data	Target	% of target achieved to date	Actions from last month	Actions
Coaching certification	Determine number of coaches in selected sports in the pilot communities that have certification	2012 - 2013: baseline plus 10%	85% achieved	Lacrosse Coaching skills plan is in full swing.	<ol style="list-style-type: none"> <li>1. Determine baseline data</li> <li>2. Determine communities to focus on.</li> <li>3. Determine sports that require leadership in those communities.</li> <li>4. Meet with sport leaders in communities to identify young people who could become leaders.</li> <li>5. Identify and Encourage young people to take certification.</li> <li>6. Find coaching opportunities for these new coaches where they are teamed with an experienced mentor coach.</li> <li>7. Follow up to determine progress and provide</li> </ol>

**Objective 4****Compete at the 2014 North American Indigenous Games (NAIG).**

Measure	2011 - 2012 Baseline Data	Target	% of target achieved to date	Actions from last month	Actions
<p>One team that represents NS in the following sports:</p> <p>Fastball (M/F): 30 Basketball (M/F): 25 Volley ball (F): 10 Swimming: 10 Athletics: 20 Badminton: 6 Lacrosse : 20 Archery: 6 Canoeing: 6 Coaches: 22 Managers: 12 Chaperones: 30</p> <p>- meet budget</p>	2007 - 2008 had 27 athletes for a team total of 44	<p>135 athletes who are in school, drug, alcohol and trouble free with the law.</p> <p>Total team is approximate: 200</p>	25% achieved	<p>Chef De Mission and Assistant Chef de Mission selected and appointed by Executive of MSCNS.</p>	<ol style="list-style-type: none"> <li>1. Establish budget.</li> <li>2. Identify source of funds and develop funding.</li> <li>3. Select mission staff (November 2012).</li> <li>4. Select coaches (January 2013).</li> <li>5. Hold tryout camps (Spring 2013).</li> <li>6. Organize practices.</li> <li>7. Go to games!</li> <li>8. All participants have to be in school, stay out of trouble with the law and alcohol and drug free (athletes must be in good standing).</li> </ol>



## Goal 6 - Our stakeholder communication will be excellent

**Objective 1****Hire a communication specialist to develop strategies, manage messages, and co-ordinate public relations.**

Measure	2011-2012 Baseline Data	Target	% of target achieved to date	Actions from last month	Actions
Develop a communication plan.	Not in place	2012 - 2013: Plan complete- June 2012	100%	Completed in June 2012	Develop and implement MK communication plan that includes: <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Situational Analysis</li> <li>• Vision</li> <li>• Mission</li> <li>• Communication goal</li> <li>• Communication objectives</li> <li>• Target audiences</li> <li>• Key messages</li> <li>• Strategies</li> <li>• Tactics</li> <li>• Evaluation and Revision</li> </ul>

**Objective 2****Heighten brand value of Mi'kmaw Kina'matnewey**

Measure	2011-2012 Baseline Data	Target	% of target achieved to date	Actions from last month	Actions
<i>Media Relations</i> - Number of media mentions	<i>Annually</i> <i>Media Relations</i> Mentions 10	<i>Media Relations, Advertising, External Communications</i> <i>Increase Annually</i>  2012 - 2013: 10	340% (34)	Chronicle Herald Schools  Column Feature	Communicate MK core priorities and initiatives to key audiences.  Establish baseline data for all measures.  <i>Media Relations</i> <ul style="list-style-type: none"> <li>MK related information shared with media through media releases, media advisories, and media invitations.</li> </ul>
<i>Advertising</i> - Number of ads  - Number of promotional items distributed	<i>Advertising</i> Ads: 10  Promotional items 5,000 pieces	2012 - 2013: Increase over baseline	Ads: 190% (19)  Promo: 66% (3308)		<i>Advertising</i> <ul style="list-style-type: none"> <li>Traditional (print and online print components) and non-traditional (online).</li> <li>Development of promotional items to distribute at trade shows, conferences, and events.</li> <li>Implement a monitoring and evaluation tool to track circulation and measure impact.</li> </ul>
<i>External Communications</i> - Number of profile pieces, articles, sponsorships, and speaking opportunities	<i>External Communications</i> Articles: 5 Sponsorships: 10 Speaking opportunities: 5	2012 - 2013: increase over baseline	Articles: 100% (5)  Sponsorships: 60% (6)  Speaking Opportunities 120% (6)	Articles: n/a  n/a  n/a	<i>External Communications</i> Profile pieces, articles, presentation materials, speeches, and sponsorships and advertising. <ul style="list-style-type: none"> <li>MK Annual Report.</li> <li>Promotional opportunities (tradeshows, conferences, and events).</li> </ul> <i>Website</i> <ul style="list-style-type: none"> <li>Enhance content (media accolades, member communities, etc.)</li> <li>Accessible newsletter and photo gallery.</li> </ul>
<i>Social Media</i> - Number of Twitter followers, mentions and re-tweets.  - Distribution of baseline data surveys.	<i>Social Media</i> Baseline to be established in 2012 - 2013	1000 followers  Survey results: End of 2012	35% (355 followers)	Twitter: Continued social media monitoring and activity.	<i>Social Media</i> MK will establish a social media presence in 2012. Social media initiatives will grow with more two-way conversation. <ul style="list-style-type: none"> <li>Increase followers.</li> <li>Continue to monitor media and create content for posting.</li> </ul> <i>Evaluation and Revision</i>

**Objective 3**

**Continuously demonstrate the value and impact of Mi'kmaw Kina'matnewey and its entities to staff, students partners, governments, and communities.**

Measure	2011-2012 Baseline Data	Target	% of target achieved to date	Actions from last month	Actions
<i>Newsletter</i> - Number of MK newsletters	2 Newsletters Monthly MK	2012 – 2013: Increase over baseline	110% (11/10 2013-2014 newsletters)	Released April newsletter	<i>Newsletter</i> <ul style="list-style-type: none"> <li>Create and distribute regular monthly MK newsletter to database.</li> <li>Increase subscribers via website, social media and newsletter issues.</li> </ul>
<i>MK Events</i> - Number of annual events	27 annual events	Increase over baseline	107% (29)	n/a	<i>Events</i> <ul style="list-style-type: none"> <li>Documentation of all MK community events and initiatives.</li> </ul>

**Objective 4**

**Increased participation in scholarship, academic, financial and extra-curricular opportunities.**

Measure	2011-2012 Baseline Data	Target	% of target achieved to date	Actions from last month	Actions
Number of opportunities communicated	30 MK sponsored scholarships	Increase over baseline	100%	Continuous promotion of scholarships via social media and newsletter.	Seek out and communicate initiatives to staff and students concerning scholarship, academic learning, financing, and extra-curricular.



## Goal 7 - Special needs students



**Objective 1**

**To develop job description templates for personnel working directly and indirectly with students with special needs.**

Measure	2011-2012 Baseline Data	Target	% of target achieved to date	Actions from last month	Actions
Documents complete	50%	2012 - 2013: 100% complete	100% complete	n/a	1. <i>The MK Job Description Templates Working Document</i> will be reviewed at a SEPWG meeting
Documents complete	Not developed yet	2012 - 2013: Develop the rubric by January 2013	100% complete	Presented to principals and EWG approved and distributed to all communities.	2. Develop an evaluation rubric for Education Assistants

**Objective 2**

**To provide professional development opportunities for personnel working with students with special needs**

Measure	2011-2012 Baseline Data	Target	% of target achieved to date	Actions from last month	Actions
Each action complete	One <i>Train the Trainer</i> module offered to all MK schools	2012 - 2013: Identify dates to complete each action	Ongoing PD	Ongoing Ipad sessions with communities. Created an additional PLC in exceptionalities that will be meeting annually four times a year to plan and develop Special Education curriculum within our MK BOD. (March/ April)  Course #2 is underway in the MSVU cohort to be completed in March.	1. Information on <i>Train-the-Trainer</i> modules shared with principals for selection of up to three places for teachers in MK schools. (Date to be announced).
Learning community created	0		20%		2. Create and ongoing learning community from the customized Masters degree and/or, customized Master's courses for teachers.

**Objective 3**

**To collaborate on shared goals with partners in Health and Social programs on issues related to students with special needs.**

Measure	2011-2012 Baseline Data	Target	% of target achieved to date	Actions from last month	Actions
Each action complete	On-going process commenced		20%	Met with Eskasoni Health Center to plan PD for all schools around FASD and best practices.	1. Student Services consultant will liaise with agencies in Health and Social programming to ensure the best possible service is provided to each child.
	Not started	2012 - 2013: 25% complete by March 2013	25%	n/a	2. Schools with K4 programs will seek ways to work with others to successfully implement Early Intervention Programs.
	Not started	2012 - 2013: 100% complete	40%	n/a	3. Prepare and provide a list of medical and social supports available to students with special needs and the criteria and process for accessing the supports.

**Objective 4****To develop guidelines / templates for the transition points in the schooling of a student with special needs**

Measure	2011-2012 Baseline Data	Target	% of target achieved to date	Actions from last month	Actions
Action complete	25% complete	Date to complete each action  2012 - 2013: 50%	60%	SEPWG met and developed a plan of action to include Mi'kmaw Family and Children's Services in this as well.	1. Research school transition processes from MK schools and provincial school boards for: <ul style="list-style-type: none"> <li>• Community to school</li> <li>• Grade to grade</li> <li>• School to school</li> <li>• School to community</li> </ul>
	Not started	2012 - 2013:	25%	Process started under review of MSVU and is ongoing.	2. Review research literature and identify best practices for transitions based on research data and information from schools.
	Not started	2012 - 2013:	30%		3. Identify post-secondary options for students with special needs in conjunction with post secondary counsellor
	Not started	2012 - 2013:	20%		4. Have a presentation on transition planning from Atlantic Provinces Special Education Authority (APSEA) to MK.
	Not started	2012 - 2013: 50%			5. When actions 1 to 4 have been completed, have a SEPWG meeting designated to exploring transitioning processes and develop an action plan.

**Objective 5**

**To provide appropriate assistive technology to students with special needs that will be consistent with the outcomes of their IPP.**

Measure	2011-2012 Baseline Data	Target	% of target achieved to date	Actions from last month	Actions
Action complete	Not started	Date of completion of each action  2012 - 2013: 100% complete	20%	Began review of Apps for ASD to tie in with guide from the DOE.	1. Develop a binder and e-copy of assistive technology in schools.
	25%	2012 - 2013: Develop timeline	100%	List complete in Draft form and will need to be revised in September in case of staff changes.	2. Develop a list of people with expertise on assistive technology in schools.
	25%	2012 - 2013: Develop timeline	75%	Most schools have a lead in assistive technology, just confirming contact information to be shared within MK BOD.	3. Each school will identify a person in the school who would be the contact for information on assistive technology and the names will be placed in a distribution list.
	Not started	2012 - 2013: Develop timeline	20%	Partnered with Eskasoni Health Center to assist in defining support available.	4. Develop an electronic list of assistive technology available through uninsured benefits
	Not started	2012 - 2013: Develop timeline		Ongoing support offered by the Help Desk and SSC.	5. The Atlantic Canada's First Nations Help Desk will support assistive technology..
	Not started	2012 - 2013: Develop timeline			6. Explore places where assistive technology can be rented.

**Objective 6**

**To develop and manage the processes and documents that will be used to implement the Special Education Program in schools.**

Measure	2011-2012 Baseline Data	Target	% of target achieved to date	Actions from last month	Actions
Action complete	Not started	2012 - 2013: Action complete June 2012			1. Carry out the activities in the priority areas described in the 2011 - 2012 work plan and make adjustments as necessary.
	Done for 2011 - 2012		100%	Completed October 2012.	2. Prepare Special Education report for Annual Report.
	Not started		100% ongoing	All forms templates for proposals, mid-term reports, collaborative review and final reports have been drafted, presented and approved by the SEPWG.	3. Organize the process for the development and adoption of processes and documents to support Special Education in schools.
	Started 2011 - 2012	2012 - 2013: 100% complete		All forms completed and final reports will be completed by April 2013.	4. Organize a reporting and accountability process and guide the process.
	Not started		50%	Process in place and being developed for SIS system for schools to complete	5. Conduct collaborative program review.
	Not started		50%	TA rubrics developed and approved as well as transitional plans. Document development continues..	6. Present documents and processes to Assoc. of Principals for input, as appropriate.
	Started in 2011 - 2012	2012 - 2013: Ongoing	100%	Target met for 2012-13	7. Report monthly to the MK Education Working Group.
	Not started	2012 - 2013: 50%	50%	Draft developed at SEPWG (March '13)	8. Develop a definition of "elder services" referencing INAC SEP Document.



## Goal 8 - Post Secondary Student Support Program

**Objective 1**

**Work with committees to develop a work force planning process that identifies employment opportunities and encourages students to enter those programs that are right for them and will have employment opportunities in the future.**

Measure	2011-12 Baseline Data	Target	% of target achieved to date	Actions from last month	Activities
Ratio of students enrolled in programs that are identified as key future employability roles	Ratio in 2011 – 2012: 84 students were enrolled in the health sciences, sciences, trades and business programs.	In 2012/13 year there are 105 students enrolled in health sciences, sciences, trade and business programs.	100% There are 105 students enrolled in health sciences, sciences, trade and business programs.		<ol style="list-style-type: none"> <li>1. Determine where the employment opportunities will be in the future in our communities (collaborate with Mi'kmaw Education Training Secretariat (METS) and Native Employment Officers (NEO) and create baseline data</li> <li>2. Determine base line</li> <li>3. Update policy and procedure templates.</li> <li>4. Develop supplementary programs to ensure employability.</li> <li>5. Facilitate collaboration between stakeholders including guidance councillors, institutions and communities.</li> <li>6. Report monthly to EWG meetings and principals working group.</li> </ol>



**Objective 2****Ensure accessibility of post secondary education to MK graduates**

Measure	2011-12 Baseline Data	Target	% of target achieved to date	Actions from last month	Activities
Percentage of students entering post secondary programs	In year 2011/2012 there were 140 students in their first year of post secondary.	In year 2012/2013 There are 190 students in their first year of Post Secondary.	100% There are 190 students enrolled in their first year of post secondary.		<ol style="list-style-type: none"> <li>1. Determine base line data.</li> <li>2. Determine the reasons for students not accessing post secondary education</li> <li>3. Liaise with universities to ensure there are seats available to MK graduates.</li> <li>4. Support guidance councilors to ensure all students are taking courses that will help them achieve their post secondary goals</li> <li>5. Ensure all programs are inclusive in terms of ability and geography</li> <li>6. Ensure program information is available to all high school students</li> <li>7. Determine the programs that should be high priorities for modularization and distance learning and then build opportunities in those areas</li> <li>8. Ensure career planning is available in each school</li> <li>9. Meet with committee of guidance counsellors on quarterly basis</li> <li>10. Schedule to meet with all high schools on MK Bands and coordinate with Aboriginal advisors in provincial school to meet in May and November</li> <li>11. Liaise with post secondary student advisors</li> <li>12. Determine any deferred students and seek to eliminate the barrier to attendance</li> </ol>

**Objective 3****Ensure our students remain in their programs until they graduate (retention).**

Measure	2011-12 Baseline Data	Target	% of target achieved to date	Actions from last month	Activities
Year over year retention rate	With data from Acadia, Bear River, Glooscap, Pictou, Eskasoni, Afton, We'koqma'q. The retention rate is for year 2011/2012 is 87%.	2012 - 2013: With data from Acadia, Glooscap, Pictou, Afton, and We'koqma'q. The retention rate for 2012/2013 is 92%.	Retention rate for 2012/2013 for 5 communities reporting is 92%.		<ol style="list-style-type: none"> <li>1. Determine retention rates in programs and in so doing establish baseline.</li> <li>2. Develop the retention data collection system.</li> <li>3. Determine why our students are not staying in their programs.</li> </ol>
Graduation rate	Percentage of grads who successfully graduate a year after successfully completing year 3 (127 graduates in 2012)	There were 84 graduates in post secondary for 2012/2013.	Target not met.		<ol style="list-style-type: none"> <li>4. Address retention issues through programs.</li> <li>5. Establish a post secondary orientation program.</li> <li>6. Develop policies for special needs students.</li> <li>7. Ensure financial support mirrors the requirement that students achieve a program with only an extra year.</li> <li>8. Develop baseline data.</li> <li>9. Develop a booklet to distribute to secondary and post secondary students that will capture the entry requirements for post secondary and will allow for discussion on the different barriers to success in post secondary.</li> <li>10. Meet with the post secondary sub committee on a quarterly basis.</li> </ol>

**Objective 4****To support the Student Information System (DADAVAN) for post secondary.**

Measure	2011-12 Baseline Data	Target	% of target achieved to date	Actions from last month	Activities
Percentage of communities entering data into PSC module of data van.	100% compliance with nominal role but zero communities doing 100%	2012 - 2013: 100% compliance	100%		<ol style="list-style-type: none"> <li>1. Attend training at DADAVAN.</li> <li>2. Attend "train the trainer" for DADAVAN.</li> <li>3. Meet with each of the communities for DADAVAN in fall and spring</li> <li>4. Provide support for DADAVAN post secondary.</li> </ol>

**Objective 5****To provide support for students enrolled at all Nova Scotia PSI's**

Measure	2011-12 Baseline Data	Target	% of target achieved to date	Actions from last month	Activities
Number of students enrolled at Nova Scotia PSI's	2011 – 2012: 435	2012 - 2013: 524 Full and part time.	100%		<ol style="list-style-type: none"> <li>1. Maintain office space at Cape Breton University (CBU).</li> <li>2. Attend committee meetings at Nova Scotia PSI's.</li> <li>3. Collaborate with elders in residence to provide support and guidance to students on and off campus.</li> <li>4. Assist with Mi'kmaq Student Association Banquet.</li> <li>5. Meet with students on and off campus to provide support and guidance.</li> <li>6. Hold workshops with other stakeholders in community.</li> </ol>



## Goal 9 - The New Paths for Education Program

**Objective 1**

Measure	2011-12 Baseline Data	Target	% of target achieved to date	Actions from last month	Activities
1-Number of projects	8	2012 - 2013: Increase over baseline	11		<ol style="list-style-type: none"> <li>1. Strengthen First Nations education management and governance capacity through local capacity and educational institutional development.</li> <li>2. Improve the effectiveness of classroom instruction through curriculum and language development, improvements to instructional techniques, school activities and technological knowledge.</li> <li>3. Enhance technological knowledge in schools.</li> <li>4. Develop and implement strategies to enhance parental and community involvement in education.</li> <li>5. Assist schools to recruit and retain qualified educators.</li> </ol>
1-Number of projects that meet their objectives	11	2012 - 2013: 100%	7		
2-Number of school improvement plans	11	2012 - 2013: Increase over baseline	FNSSP department will have this info		
2-Number of proposals	8	2012 - 2013: Ongoing	10		
2-Purchase of instructional material by MK	\$75,000	2012 - 2013: Increase over baseline	\$12,800 (does not include products, tools and materials).		
2-% of proposals that meet objectives	11	2012 - 2013: Increase over baseline	100% form the 7 reports that were received		
3-Percentage of schools with access to high speed internet	11	2012 - 2013: 100%	All communities have been connected with Fiber Optics, with the exception of Wagmatcook due to construction of new		
3-Ratio of computers to students	1-10	2012 - 2013: Increase over baseline	No data has been compiled since 11-12 due to lack of funding for new computers.		
4-Parent/ community gatherings	2 per school year, per school	2012 - 2013: Increase over baseline	12		
4-Number of projects including parents and communities in education	8	2012 - 2013: Increase over baseline	8		
5-Number of proposals	8	2012 - 2013: Increase over baseline	5		
5-Number of PD sessions offered by MK	50	2012 - 2013: Increase over baseline			
5-Number of workforce and conferences offered by MK	4	2012 - 2013: Increase over baseline	3		



# 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
- Section 13: Reporting Requirements
- 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 Final 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, 2016 or 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 been entered into by the Parties prior to expiry of the term of this Agreement, then this Agreement shall be extended on the same terms and conditions for a period of two years.



### **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 governments 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 Nation 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 Agreement in that year and subsequent years will be adjusted as follows:





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 12.3 and subject to the annual appropriation of funds by Parliament.



- 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 20<sup>th</sup> 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 the second quarter statistics, then the Annual Price Adjustment Factor from the previous year, or an estimate as otherwise agreed by the Parties to this Agreement, may be used until the statistics are available, and any subsequent adjustments will be made prior to the disbursement of the next scheduled payment.

Therefore, the Annual Price Adjustment Factor (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 10<sup>th</sup> 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 harmless and fully indemnify Canada, her officers, employees, servants and agents, successors and assigns from and against all claims, liabilities and demands arising directly or indirectly from:

- 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 loan, 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 Gerard Julian  
Paqtnkek First Nation



Chief Aileen Francis  
Pictou Landing Band

Chief Jerry Sack  
Shubenacadie Band

Chief Norman Bernard  
Wagmatcook Band

Chief Roderick Googoo  
Waycobah First Nation

Signed in the Presence of:

  
Witness

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

By:

  
Regional Director General

Signed in the Presence of:

  
Witness

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

By:

  
Authorized Signing Officer

(I have the authority to bind the corporation)

Signed in the Presence of:

  
Witness





## Capturing Our Success





# Capturing Our Success







# Capturing Our Success





Mi'kmaq Kina'matnewey

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

Tel: (902) 567-0336  
Fax: (902) 567-0337  
Web: [www.kinu.ns.ca](http://www.kinu.ns.ca)



Produced by:



72 Church Road, Millbrook, Truro, NS  
(902) 895-2038 [www.easternwoodland.ca](http://www.easternwoodland.ca)