



Annual Report

2014-2015

Contents

2	Message from the Chairman
3	Message from the Executive Director
4	Board of Directors 2014/15
6	Organizational Chart
7	Program Reports
45	Community Reports
81	Financial Report
93	Annual Performance Report
135	Schedule "A"
157	Staff
160	Contact





Message from the Chairman

2



Congratulations to our staff and partners in education for continuing to make Mi'kmaw education a priority in Mi'kma'ki. 2014-15 has been another successful, exciting and eventful year for the youth of Mi'kmaki.

Education is not only about academics. Academic excellence is important - but so are sports, art, drama, music and dance. In 2014-15, a huge focus has been on keeping a balance between body mind and spirit. Our youth have experienced some amazing opportunities this year such as national sporting competitions, drama, yoga along with academic opportunities. Through our combined knowledge, talents and leadership, our students are being given opportunities like never before.

One example of this opportunity was the National Aboriginal Hockey Championships, hosted in Nova Scotia. The top under-18 male and female aboriginal players from across Canada took part in the week-long tournament. Sixteen teams attended the event, including Team Atlantic, consisting of some of the best aboriginal players from Nova Scotia, New Brunswick, P.E.I. and Newfoundland and Labrador.

Another great opportunity for our youth was the first annual Mi'kmaw Language Festival in Eskasoni. Students from across the province had the opportunity to present poetry, dance, sing or speak in Mi'kmaw during the celebration. It was wonderful to see our youth taking such pride in our language and culture.

Collaboration is the key to success and it is an honor to work alongside such a dedicated team. The effort put forth by families, educators and our communities towards the education of our youth is evident in all of their accomplishments. I look forward to our continued partnerships in the coming year and for many years to come.

Wela'liog

Chief Leroy Denny



Message from the Executive Director



As the Executive Director of Mi'kmaw Kina'matnewey, it is my pleasure to present to you the Mi'kmaw Kina'matnewey Annual Report for 2014-2015.

3

This has been a very exciting year with so many activities for our students. From the Mi'kmaw Language Festival, the MK Symposium, L'nui'sutinej Conference and the National Aboriginal Hockey Championships, it has been quite a busy year!

This is the first year that Nova Scotia hosted the NAHC and it was a great success. Also, it was the first time that L'nui'sultinej was hosted by a Mi'kmaw community, Eskasoni, which was also very successful.

In partnership with the Provincial Government of Nova Scotia, there are many activities that are taking place in professional development, sharing and networking and participation in healthy active living. It is our hope that these shared activities and partnership flourish because this will benefit all of our Mi'kmaq students.

On a national level Mi'kmaw Kina'matnewey is very active in spreading the successful activities and programs that are in the MK communities. Indspire has reviewed the programs under MK and has posted a report with success stories on their website. The Mi'kmaw Immersion Program in Eskasoni is one of the highlights. The Mi'kmaw Immersion Program has been in existence since 2000.

Another very important success that we have to share is the App development to assist in language retention. These Apps are available on iPads, iPhones, Apple products as well as Androids. This will be of great assistance in the preservation of the Mi'kmaw language and culture.

Mi'kmaw Kina'matnewey has continued to provide the best possible learning opportunities for our students, all thanks to the strength of our leadership team, staff, educators, volunteers, students, and families. Thank you for all that you do.

Wela'liog,

Eleanor Bernard- Executive Director



Board of Directors 2014

"In our every deliberation, we must consider the impact of our decisions on the next seven generations."

~ Iroquois Maxim (circa 1700-1800)



Chief Deborah Robinson
Acadia Mi'kmaw Nation



Chief Terrance Paul
Membertou Mi'kmaw Nation



Chief Janette Peterson
Annapolis Valley Mi'kmaw Nation



Chief Paul J. Prosper
Paqtnkek Mi'kmaw Nation



Chief Rufus Copage
Sipekne'katik Mi'kmaw Nation



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



John Frank Toney
Eskasoni School Board



Chief Leroy Denny
Eskasoni Mi'kmaw Nation



Chief Sidney Peters
Glooscap Mi'kmaw Nation



Chief Carol D Thompson,
Bear River Mi'kmaw Nation



Chief Andrea Paul,
Pictou Landing Mi'kmaw Nation



Chief Norman Bernard
Wagmatcook Mi'kmaw Nation



Chief Wilbert Marshall
Potlotek Mi'kmaw Nation



Board of Directors 2015

"The earth is the mother of all people, and all people should have equal rights upon it."

~ Chief Joseph



Chief Deborah Robinson
Acadia Mi'kmaq Nation



Chief Terrance Paul
Membertou Mi'kmaq Nation



Chief Janette Peterson
Annapolis Valley Mi'kmaq Nation



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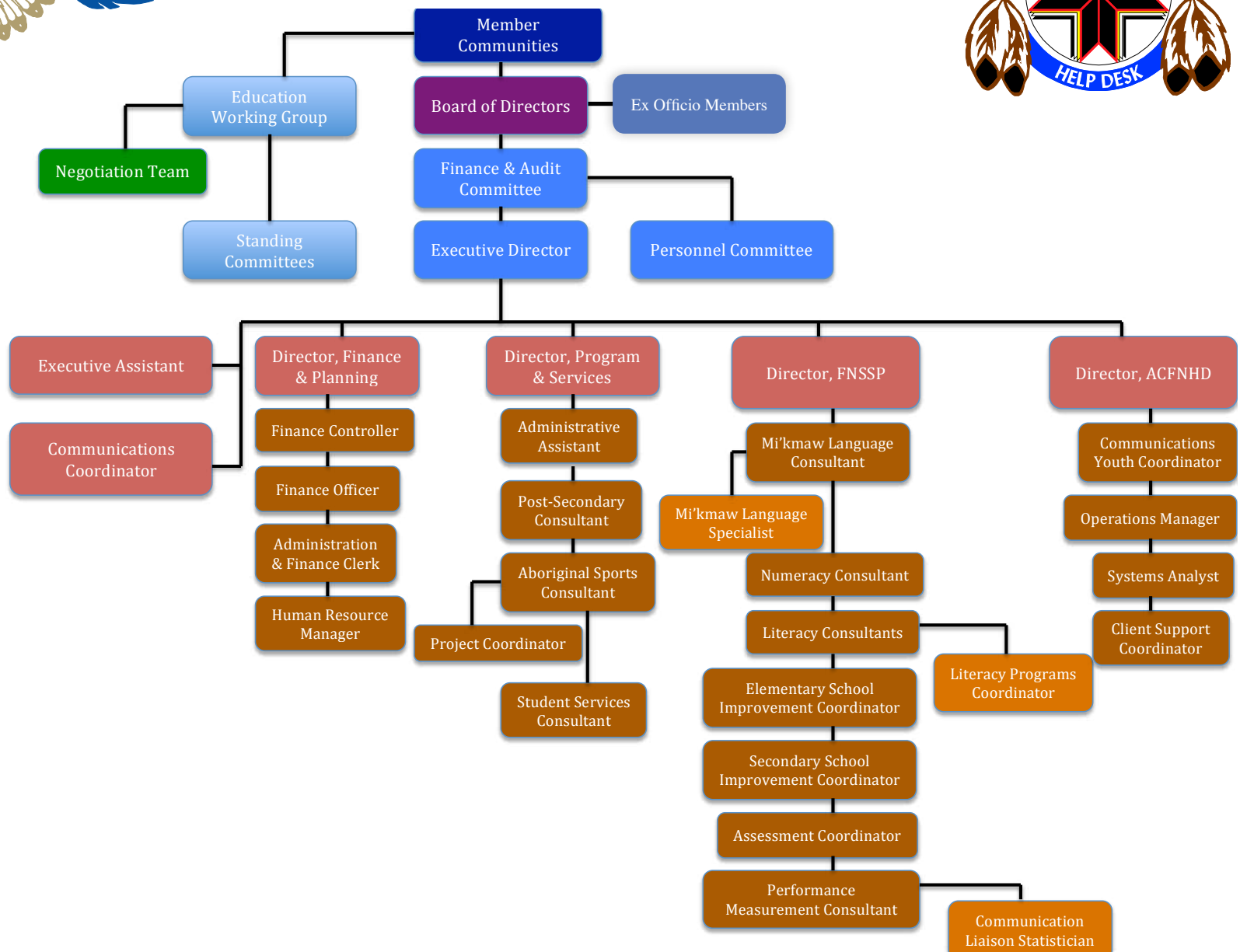
Chief Wilbert Marshall
Potlotek Mi'kmaq Nation



Mi'kmaw Kina'matnewey



How We Work





Plans And Priorities



The 2015 - 2016 Mi'kmaw Kina'matnewey (MK) operational plan marks the fourth year of our 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 First Nation education system.

The 2015 -2016 fiscal year will also bring a greater emphasis on the measurement of our strategic outcomes.

Goal 1: Improve literacy rates for our students.

Objectives:

1. Improve professional development and mentorship for teachers and administrators.
2. Evaluate, develop, and implement the ongoing assessment processes for reading, writing and oral language.
3. Implement and extend early literacy programs.
4. Provide a wide range and a variety of resources for supporting our students and teachers.

Goal 2: Improve numeracy rates for our students.

Objectives:

1. Enhance the numeracy curriculum.
2. Improve professional development and mentorship for teachers.

Goal 3: Improve the rates of bilingualism for our students.

Objectives:

1. Build the case to support bilingualism for students.
2. Improve resources and supports for teachers.

Plans And Priorities (continued)

8

Goal 4: Create a more comprehensive performance measurement and accountability system.

Objectives:

1. Develop Mi'kmaw Kina'matnewey Student Information System.
2. Develop Mi'kmaw Kina'matnewey information.
3. See communities control their own information.

Goal 5: Improve healthy and active lifestyles for our students.

Objectives:

1. Enhance and promote physical activity and sports and recreation in schools and communities.
2. Continue to build sport specific skills so that sports are a lifelong activity.
3. Develop leadership capacity in our communities and schools.



Goal 6: Our stakeholder communications will be excellent.

Objectives:

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

Goal 7: Special needs students.

1. Provide professional development opportunities for personnel working with students with special needs.
2. Collaborate on shared goals with partners in Health and Social programs on issues related to students with special needs.
3. Develop guidelines/templates for the transition points in the schooling of a student with special needs.
4. Provide appropriate assistive technology to students with special needs that will be consistent with the outcomes of their IPP.
5. Develop and manage the processes



Plans And Priorities (continued)



Goal 9: New Paths for Education Program.

Objectives:

1. Strengthen First Nations Educational Management & Governance Capacity through local capacity & educational institutional development.
2. Improve the effectiveness of classroom instruction through curriculum & through curriculum and language development, improvements to instructional techniques, school activities % technological knowledge.
3. Enhance technological knowledge in school.
4. Develop & implement strategies to enhance parental & community involvement in education.
5. Assist schools to recruit and retain qualified educators

and documents that will be used to implement the Special Education Program in schools.

Goal 8: Post-secondary student support program.

Objectives:

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.

2. Ensure accessibility of postsecondary education to MK graduates.
3. Ensure our students remain in their programs until they graduate (retention).
4. Support the Student Information System (DADAVAN) for post secondary.
5. Provide support for students enrolled at all Nova Scotia post-secondary institutions.



Elementary and Secondary Education



In previous years I have talked of the need for greater human capacity to build on the strengths of our Mi'kmaq FN governance infrastructure. The need for this has never been more apparent when you look at Mi'kmaq language programming. The results of language survey shows the dramatic drop in the use and proficiency of our Mi'kmaq language in "all our FN communities". In no community was there an increase in the use or proficiency of our language. We as Mi'kmaq communities are going to have to come up with innovative approaches to get more Mi'kmaq

language teachers trained and into the classroom Early Childhood Development is changing with a focus on the importance of "Inquiry-based or Play-based learning". All of our MK schools are now re-tooling to meet this important initiative. We are meeting this challenge head on and will work on PD for our teachers and aides to be a leader not a follower in this area.

Each year we are graduating more students from high schools, community colleges, and universities and the need for jobs is huge. We need to get these

graduates employed before they leave, and when a young person leaves in many cases it is permanent

The opportunity to break this cycle of poverty is slowly becoming a realization for many, but it should not come at the cost of leaving your friends, family and community. Poverty should not be an outcome, when you have achieved your educational goals and have marketable skills.



We have to develop long-range Community Employment goals and continue to support our students with employment opportunities whenever possible

Great strides are being made in the trades area. Options are being shown to our students, through use of Computer programs such as Career Cruising, and the MK Youth Trades Fair, youth are seeing trades as options. There is great demand for skilled trades people not just out West but here in the Maritimes

As much as I would like local people to be trained and to stay to make community(s) stronger, I also support our graduates who have to move elsewhere for employment.

Someday these people will return home and make our communities even stronger.

Student success and a job, has now become an expectation rather than a hope. A partial list of accomplishments is as follows:

- Plans for possible new schools in Bear River, Pictou Landing and extensions in others; these will be first rate structures that we need to support the work of our Educators.
- L'nuisu'ltinej Conference 2015 was a success, with nearly 500 participants and a chance for First Nation Educators to meet and share, and build success for our First Nation students

- High School Graduation rate of around 80% in the past five years reflects the continued strength of our programs and intervention strategies.



MK Hosts Community Forum in Paqtnkek





Post Secondary Education



We had a busy year in post secondary at MK. This year, we had 83 of our students graduate from a post-secondary program. We had over 542 students enrolled in post-secondary.

The 2nd Aboriginal Youth Trades Fair in November 2014 was an overwhelming success. The fair had over 75 students exposed to the construction trades. The two days at the Trades Fair included team building, First Aid and a full day at the Trades Hall.

MK also was an important contributor to the first ever Atlantic Aboriginal Post Secondary Education Conference that took place in March 2015. The conference brought together post-secondary students from the Atlantic region for two days of workshops on leadership, capacity building and academic research. We also had success with our MK Math Tutoring program and provided post-secondary math tutoring to several of our MK post-secondary students.

We are anticipating that the upcoming academic year will be filled with opportunity for learning and building

capacity for our post secondary students.



MK Hosts Second Annual Trades Fair

14





Healthy and Active Living



We have had a productive school year within the MK Board of school's and communities. The MK events schedule, although challenged with weather issues through the winter months, was a great vehicle for success for the enhancement of healthy active lifestyles for our students.

Many of our students in our schools are now competing in mainstream sports, and this in itself is a huge success. Furthermore, some of our schools actually have Teams and Individual sports competing within the NSSAF leagues, and events.

We are currently in our 9th year of enhancing physical activity and sport development within our school's and communities. Together we are making positive strides in reversing the trend of unhealthy living among our people. Sport and physical activity is becoming a life long philosophy among our students, and our future is looking bright for the generations to come.

In the past year we sent a very strong delegation to the 2014 North American Indigenous Games (NAIG) in Regina Saskatchewan. Our 185 participants had huge successes as they competed at their personal best. This is the largest ever delegation from Nova Scotia to compete at NAIG.

MK was in the National spotlight this past April-May as we hosted the National Aboriginal Hockey Championships (NAHC) in Kijipuktuk. With 16 Teams from all Provinces & Territories in Canada, the event was represented to the highest standards and capacity. People from all across the county have regarded the Halifax event as the absolute best ever in the history of NAHC. Furthermore, MK was regarded as the catalyst for producing the resounding results of NAHC'15.

A National profile and identity in the most positive of light has shone upon the

organization, as so many leaders from all the Provinces & Territories were simply blown away by the strength, tenacity, and professionalism of the Volunteer group from MK.

I would like to take this opportunity to personally thank the Chiefs & Board of Directors of MK for their resounding Support of our youth through sport development. It is their vision, leadership, and true strength that create opportunities for our youth, which had not existed in the past. May the Great Spirit of the Creator Guide you all!

Kjit Kujijinaq Elmikinik'mual

Wela'lioq...



NAHC in Halifax

16





Student Services



Student Services has had a great year thanks to the ideas and collaboration with our Chiefs, Educational directors, school principals and community members. This has been a year of growth in terms of gaining new skills and training to meet the diverse needs of our Special Needs students. Our Special needs learners or Mijua'ji'jk ta'n nuta'tij apoqnmasuti set the bar high in needing the best services possible. Our communities are tasked with achieving this goal,

which has been the reason for tremendous collaboration this year.

MK Student Services has provided training this year in specific evidence based practices such as TEACCH, and STAR. As well the Student Services Consultant is a certified trainer in Nova Scotia Educational Leadership Consortium (NSELC)

Teacher Assistant Facilitator Training; *Understanding the Teacher Assistant Guidelines in Nova Scotia; Supporting Behavioural Needs and Facilitating Independence in Students*. Over the next year every teacher assistant within the MK board will receive four one-day training workshops. Student Services also collaborated with Mount Saint Vincent University and on November 2, 2014 thirteen teachers within the MK board graduated with their Masters degree in Curriculum Supporting Diverse Learning Needs.

In addition to these initiatives and activities MK has partnered with the Aboriginal Sports Consultant and Breathing Space Yoga Studio to begin the process of being able to deliver the Nova Scotia Grade 11 yoga curriculum within our MK schools.

In addition the MK Yoga teacher-training cohort will be trained in Yoga for Autism and Yoga for Special Needs in being mindful of supporting our students total well being and development. This group will continue its training and graduate in the fall. Presently there are two teachers that have completed YTT Jackie MacLellan of Wagmatcookewey School and Janean Marshall of MK.

Both teachers will serve as mentors for the MK board and continue to collaborate and work with Breathing Space infusing the balance and beauty of our rich culture and language into the yoga lessons. MK is the first First Nations School in Canada to offer Yoga Studies 11 as an accredited course within Wagmatcookewey School this fall and it will only grow from there.

Presently within the MK board approximately 9.6% of our students require additional supports in the form of an IPP or Individual Program Plan. Yoga is one of many tools that our students can feel just like their fellow peers and be seamlessly included and supported. Many new initiatives were achieved this year in Student Services and there are many more to come. Wela'liog to all our communities for their tremendous support this year!



Thirteen MK Teachers graduate with their Masters degree in Curriculum Supporting Diverse Learners

18





FNSSP



Student Success Planning

With the many changes put forth by the Department of Education (DOE), we are confident that new opportunities will be available to our students to maintain success in education! The First Nation School Success Program (FNSSP), in partnership with the DOE, works collaboratively with MK schools to ensure a positive learning experience for all students.

The School Success Plan (SSP) Coordinators continue to work with the teams of teachers to achieve goals around Literacy, Numeracy, Mi'kmaw Language, and student retention. The school success teams work continuously with the SSP coordinators to gather student information, assist in data analysis, and to determine the individual school requirements based on the information collected.

Amongst the many FNSSP activities, the team has also taken steps to be proactive in addressing student learning in the early years. For example: The Numeracy and Literacy consultants have made plans to provide more instructional support to the teachers to build on their current skills and expertise. It is imperative to strengthen the teaching strategies and instruction so it will provide a solid foundation in student learning! Also, the K-4 teachers have worked together to develop a framework to guide instruction prior to the primary level. Training will be available to complete this process so implementation can begin in September.

Literacy

Since the beginning of the year, the Literacy Consultants have formed solid Professional Learning Networks (PLNs) from Grades Primary to 3, Grades 4-6, and Grades 7-9. These networks have built relationships where teachers support one another with instructional practices. Every session has a new focus that teachers implement when they return to their own classrooms.

Literacy mentoring has been very successful with 100% participation within

our MK schools. It is a great way to build capacity in each community. Teachers support teachers in programs such as Guided Reading, Comprehensive Early Literacy Support Strategies, as well as the Writing Continuum. Other programs such as the Adopt a Library and the Summer Reading program are also well attended and successful.

With regards to the early years, Babies and Books and Kindermusik were two successful programs that have been introduced to two communities since September. Also new this year is the Learning through Play initiative that is in its early stages. Teachers are making small steps in making adjustments within their classrooms. Funding has been made available to accommodate the primary classrooms and their learning environments. It is our hope that the funding continues over the next three years to fully complete the Learning through Play initiative.

Nelson Literacy, a program for Grades 7-10, was purchased by MK and distributed to all schools. The teachers have been using it throughout the year and are quite captivated by the program. Teachers report that topics are of interest to students and the reading, writing, media, visual, and



oral activities are increasing engagement in literacy activities in the classroom. PLNs have also supported the upper grade levels throughout the last year.

At the high school level, Grades 7-12 teachers have received numerous resources to supplement their literacy program. These resources include iPads that will allow teachers and students the opportunities to collaborate on classroom activities and projects. Teachers are encouraged to borrow resources (videos, CDs, novels magazines, etc.) for classroom usage, however, a resource area has been created at the MK office to support teachers with reading materials. A successful culture of readers is more likely to occur with the abundance and availability of resources. An exciting project is currently in the works for the senior level students! An anthology of student writing and art is in the process of being published. Teachers from across MK schools have submitted student work for publication.



A celebration will take place in November with invitations going out to students, teachers, parents, and other stakeholders involved in education.

Mi'kmaw Language

In the Mi'kmaw Language department, the consultant has been very creative in leading the development of new resource material to support classroom teachers. All of the Mi'kmaw language teachers have been supplied with iPads for their classrooms. This year, a lot of the focus on technology was around app development! A new partnership with Apple Canada enables the MK schools to have supports in place to continue incorporating technology within teacher instruction. The new Mi'kmaw Language App is one of the successful tools that was recently developed. Language learning is becoming more and more enjoyable in each community!

Many new activities around the Robert



Munch series have been completed. A new teacher's guide is available to support the storybooks that have already been distributed within the communities. A coloring book is also a new edition to the work around the Munch books. This project is a highlight in many Mi'kmaw language classrooms within the MK schools!

The Mi'kmaw Language consultant and specialist have been communicating results of the State of the Language Surveys that were recently released. Communities are now able to see where they are and where there are heading with respect to language usage. With supports such as the Mi'kmaw Advisory Committee and the PLNs, the communities are able to achieve goals around language that will be measurable and achievable. Each community, depending on its history and location is on different levels of proficiency. Supports around resources and mentoring are available to all communities.



Numeracy

In Numeracy, the Western Northern Canadian Protocol (WNCP) has been fully implemented from Primary to Grade



12! The teachers have been trained and provided with all the resources that accompany the program. Positive results in our assessments will occur as teachers have fewer outcomes to address in the classroom. Grade specific professional learning and follow up activities have been ongoing in all grades. Technology has been a concentration during these sessions as well.

The Math Enhancement Program for our junior/high school students is another program that is working quite well especially for those attending provincial schools. This program will ensure the students are prepared for post-secondary mathematics. Partnerships with provincial school boards have made this program

possible. Student assessment scores verify that the program is working!

Earlier in the year, a Calculus course was available as a pilot project. All five students continued their studies in postsecondary and have been successful! With Calculus now available, there will be more opportunities available to them, academically, after graduation.

Capacity building within the MK communities is key; therefore, coaching and mentoring are on-going activities in mathematics. Teachers are at an advantage having a numeracy specialist available to them through FNSSP. They receive all of the guidance they need to enhance and strengthen their teaching practices.

All FNSSP consultants (Mi'kmaw Language, Numeracy, and Literacy) continue to support the teachers with relevant resource materials, instructional guidance, and direction. School assessment information



informs the professional development so that it is relevant, meaningful, and beneficial to student learning. Overall, the schools have plenty of support to assist with school success.

Retention

In relation to student retention, the Red Road project aims to keep students on the "right" path, refraining from substance use and abuse. Students are more likely to remain in school when they choose to live healthier lifestyles. Mi'kmaw Culture, which is integrated in the youth activities, has also contributed significantly to the project and to the well being of the youth. They certainly have a better sense of self as Mi'kmaw youth in a leadership role.

Coordinators for the project work with youth leaders throughout the MK communities in Nova Scotia. One of the highlights is the leadership camp at Stone Bear Tracks and



Trails in Bear River. The youth who attend this camp leave with a new perspective on life and many ideas to share with youth in their home communities.

Student Assessments

The area of assessment has been altered more than once over the last two years at the Department of Education. The MK teachers have also participated in the work involved in these changes for the purpose of meeting student expectations.

The reciprocal relationship between the DOE and MK has grown tremendously within the last year. It's been beneficial to both parties where resources, instructional strategies, and practices are shared.

Provincial assessments are one of the tools used in determining the success of students in Numeracy, Literacy, and

Mi'kmaw Language. Assessments are also ongoing activities day to day. Assessments in Reading and Writing have been administered in Grades 3, 6, and 8. Mathematics assessments have been administered in Grades 4, 6, 8, and 10. In Mi'kmaw Language, the Oral Proficiency Scale has been used to assess language development in two of the MK communities. For more information, aggregate assessment results are available in the Performance Measurement section in Dave Peter's report.

Performance Measurement

The huge success in the area of Performance Measurement is the collaboration and partnership with the MK principals. The professional learning workshops have taken place over the last year. The Teacher Planner, Behavior Module, Attendance Module, Reporting Module and other related areas of the MK Student Information System (SIS) have been addressed. Principals have a better understanding of the system and its relevancy to student success.

Once again, community profiles have been developed for each of the communities in relation to the MKSIS and data collection. basically tell "the story" of the school with regards to its students, teachers, programs,

and school climate.

It is through these profiles that the communities can see areas requiring more attention. The Performance Measurement area is a crucial piece to the FNSSP team. It is the core component in which all team members rely on to determine the progress and achievement of school goals around Literacy, Numeracy, and Mi'kmaw Language.

The FNSSP team has continuously worked in partnership with the MK schools, provincial counterparts, the NS Department of Education, and independent consultants. Each year, a request for funding is communicated to Aboriginal Affairs Northern Development of Canada (AANDC) to support activities such as professional learning, coaching/mentoring, and resources, all of which are contributing factors to student success.

On behalf of the FNSSP team, I would like to express my gratitude to the students, parents, teachers, principals, education directors, and other educational partners for all of the support this year. All participants associated with FNSSP work towards a common goal...the overall success and well being of our Mi'kmaw students!



Mi'kmaw Language



This year marks yet another very successful year in the Mi'kmaw language department; many exciting things have happened and are planned for the upcoming year. This is the first report for the end of the first two-year work-plan for Mi'kmaw language; I am very excited to announce that all of the deliverables were met. For individual community services, please do not hesitate to contact the department with your requests.

Mi'kmaw Kina'matnewey Mi'kmaw language teachers took part in an October professional development day that explained the 'State of the Mi'kmaw Language' results and the actions and recommendations made in the report. Teachers shared their concerns with the state of the language and made their recommendations for the next 2015-2017 work-plan.

The recommendations from the teachers showed many common requests for PD and materials for Mi'kmaw language. The Mi'kmaw Advisory committee examined the common requests from teachers and created a work-plan. The work-plan is a two-year plan that is entirely based on the requests of our educators. The Advisory will continue to meet monthly to meet the needs of that work-plan.

In partnership with the Department of Education and Early Childhood Education we have revised the 'Foundation for Mi'kmaw Language' foundation document. Teachers from our schools participated in a two-day planning and consultation workshop. We are looking forward to the next step of creating specific curriculum guides that support



the foundation document.

Leanne Hinton visited the Advisory in February to explain the Master/Apprentice approach and its success in revitalizing endangered Indigenous Californian languages. The approach entirely based on oral language development and acquisition has proven its success throughout North America. We were very fortunate to also collaborate with the Gaelic community through Gaelic Affairs to share their successes with this program.

The State of the Mi'kmaw Language results have been presented and explained to each community, a full report on the consultation process will be provided to your communities. Mawlukutinej.



Mi'kmaw Language (continued)

24



The Primary classrooms within Mi'kmaw Kina'matnewey are at in their first year of change through design and pedagogy. Besides being fun, through play children are able to learn about themselves, their environment, people and the world around them. Oral language also increases when a child plays and interacts with others. Our Primary classrooms are in its first year of change through design and pedagogy, we are looking forward to the experiences shared in all of our classrooms and will continue to support our teachers and our students.

We are developing an oral language assessment known as 'Holistic Assessment' in partnership with bv02 and our development committee. Phase 1 which has been funded through Mi'kmaw Kina'matnewey has completed the initial planning phase. What this assessment looks like and feels like will come to life in Phase 2.

For the first time in history, one of our own communities hosted the L'nui'sultinej conference in May 2015. This years conference theme was 'Mawikwa'ti'k Ta'n Tl-Apaja'tesnu L'nui'simk' "Partnerships

for First Nation Language Revitalization.' With over 400 delegates and over 30 presentations specific to Mi'kmaw language success and supports, the conference received overwhelming reviews in the conference evaluation.

Mentoring supports for new Mi'kmaw Language teachers continued into this year and will continue into the next school year; communities who seek assistance are able to contact us in the Mi'kmaw Language Department. Examples of the supports available are: materials, lessons on past PDs such as various models of TPR,



Mi'kmaw Language (continued)

Metallic approach, Master/Apprentice approach.

L'nutaqn is an Online published journal that was funded by Mi'kmaw Kina'matnewey's Board of Directors. Two successful applications for 2014/2015 were approved to participate in this opportunity, with another opportunity for 2015/2016. All funded materials will be published to this online journal as a way to create better accessibility, promote and restore historical moments in Mi'kmaw language whether it is through storytelling and restoration of pictures and stories from the past.

Some exciting things to look forward to in the upcoming year:

- Professional Development for Mi'kmaw Language Teachers
- Networking opportunities for Mi'kmaw Language Teachers
- Teacher Learning Opportunities (1 visit per year in first year)
- Holistic Assessment deployment

- Release of Provincial Mi'kmaw Language Foundations document
- Development of Mi'kmaw Language guides in partnership with the Province.
- Teaching Mi'kmaw as a Second Language certificate - Fall 2015
- Master/Apprentice opportunities
- More Apps!!!

If you have any further questions and or inquiries based on Mi'kmaw language development or if you would like a copy ²⁵ of any of the reports or work-plans, please feel free to contact me at the MK office or by email.

Wela'lioq!

Blaire Gould
Mi'kmaw Language Coordinator





L'nuisultinej Held in Eskasoni





Atlantic Canada First Nation Help Desk



Atlantic Canada's First Nation Help Desk continues to serve First Nation schools in Atlantic Canada. Administered by Mi'kmaw Kina'matnewey and mandated by the Atlantic Policy Congress of First Nation Chiefs, the Help Desk continues to provide state of the art resources to teachers, students, and administrators.

Keeping up with technology changes is no small task. Once the milestone of providing fibre optic connectivity to the schools was passed, connectivity became almost as essential to schools as electricity. Teachers enter attendance

and grades to the online Outcomes program. Classroom teachers connect to online curriculum resources for presentation on their Smart Boards. Students research worldwide library resources. Classes and administrators connect with each other using videoconferencing.

After fifteen years of service, a lifetime in technology terms, the Help Desk has begun to make significant enhancements and revisions to its infrastructure. The core router was beginning to get bogged down with increased traffic and filtering requirements related to content filtering. Therefore the content filter was changed from Websense to Open DNS. With at least 10 MB connections to each community, the pool of internet access had to be increased at the core. A Juniper router replaced the Cisco ASA devices because it is capable of receiving two streams of input. In addition to the 1 GB internet connection from Bell Aliant, a connection was established to receive another 1 GB connection from ACORN and CANARIE, federally subsidized bandwidth for health and education. Videoconferencing resources were upgraded with a new subscription

service. In short, behind the scenes, a lot has been going on to support the schools.

As we near the completion of a lot of these initiatives, we look forward to helping to empower teachers to become more proactive in their learning strategies. As students begin to create more content including movies, electronic books, and presentations, our infrastructure will be able to support it. When our School Success team needs access to data from band operated and provincial schools, the data will be available on our server. When teachers want to take electronic field trips, our videoconferencing resources will be able to handle it. If we had time to pause and reflect, we would be proud of the accomplishments that we have made together!



Performance Measurement/Statistics



Performance Measurement Coordinator

This year was very exciting for our communities using data; they achieved many milestones during the year. Our communities are able to use the data collected by Mi'kmaw Kina'matnewey Student Information System (MK SIS) to create useful information. Here are some highlights from the past year. Communities are now doing the following:

- **Creating** educational support statistics, i.e., 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 with 1 week in September and PSE Nominal Roll within 1 week in November.

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 2014-2015 school year, our Grades 3,6,8,10 students will participate in Literacy assessments and our Grades 4,6,8,10 students will participate in Numeracy assessments.
- 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 2014-2013, 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.

- 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 will have their own educator.
- 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.



Performance Measurement/Statistics (continued)

In 2011-2012 Performance Measurement was asked to develop 5 year Strategic Plan Goals. Below are these goals with 2014-2015 Operational highlights:

Development of Mi'kmaw Kina'matnewey Student Information System

- Developed a process to receive Non Band Student data from Nova Scotia DOE
- Using the Quality Assurance Site for MK SIS for development of new modules
- Implement Nova Scotia Curriculum to Teacher Planner Module

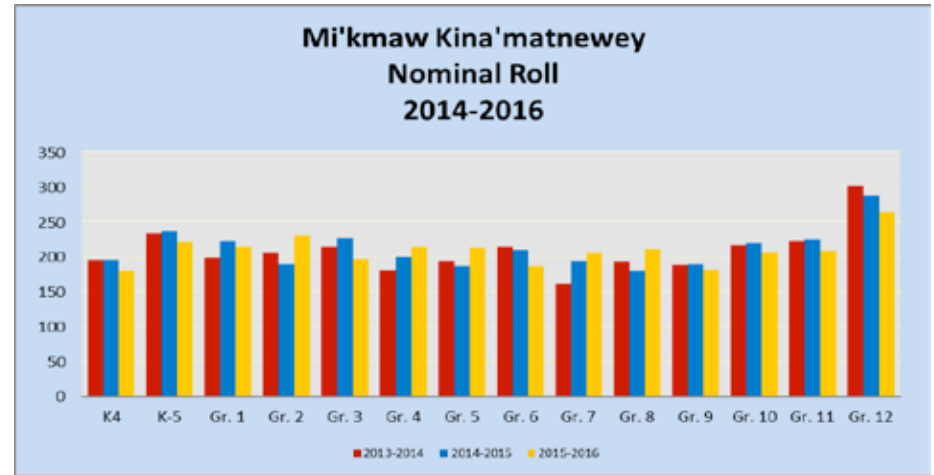
Development of Mi'kmaw Kina'matnewey Information

- Developing an Information Policy is now complete
- Continuing development of the Community Profile on Education for the Annual MK Symposium
- Principals and Performance Measurement have Professional Learning Network (PLN) where Educators meet to discuss and advise Performance Measurement on issues with MKSIS.

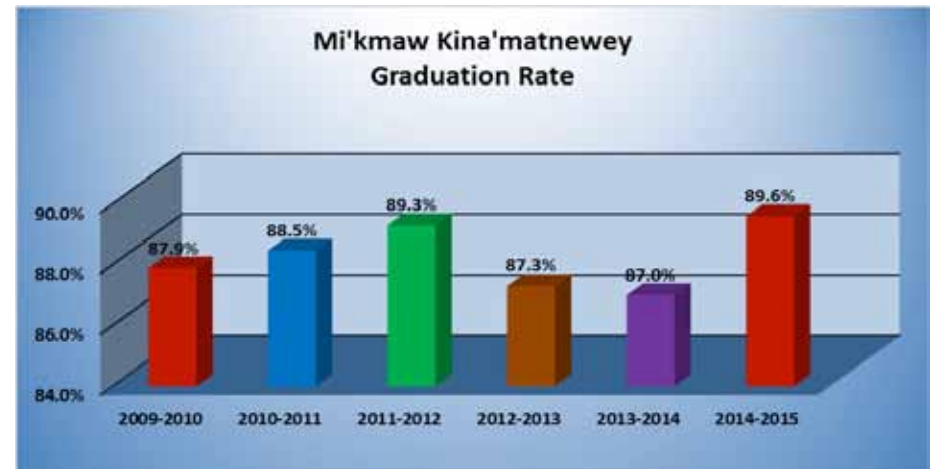
Communities own and control their Information

- Community Based Trainers are now used to train individuals within their communities
- Schools now have Lead Teachers trained to help with supporting MKSIS.

Below are reports generated from data collected by MKSIS



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.

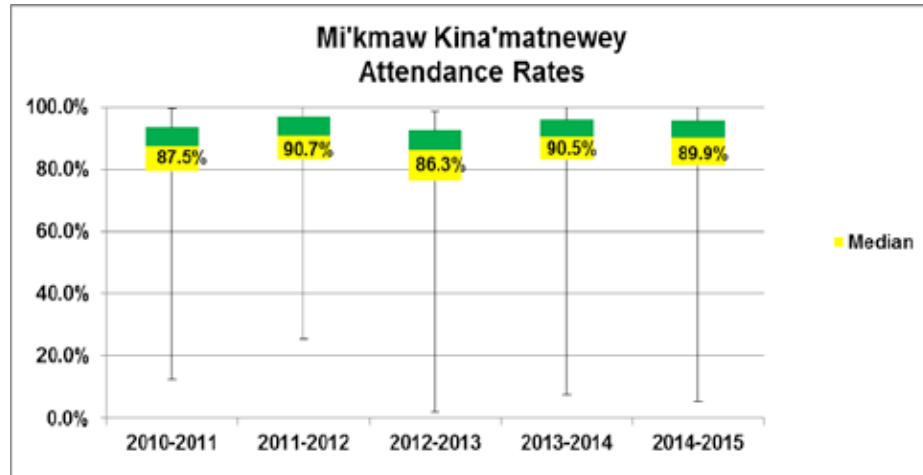




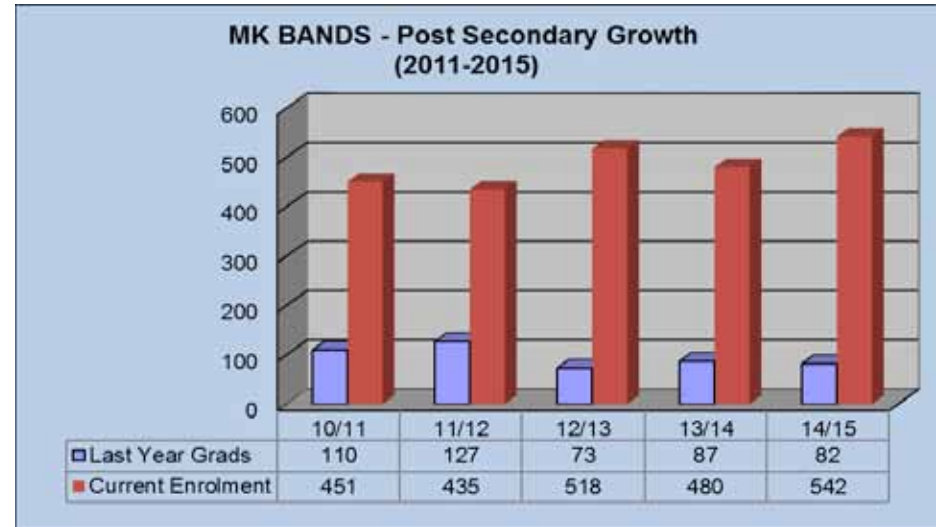
Performance Measurement/Statistics (continued)

30

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 2009-2015, 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. This year was our best for Graduation Rate.



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:

1. **Literacy:** ability to input data of Literacy Success from teachers.
2. **Numeracy:** ability to analysis the PRIME data for teachers.
3. **Mi'kmaw:** ability to assess Mi'kmaw Oral Language
4. **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, September 2015
- Grade 6 Literacy and Mathematics Assessment, September 2015
- Grade 4 Numeracy

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 created strategies for MK and schools and individual plans for students



Performance Measurement/Statistics (continued)

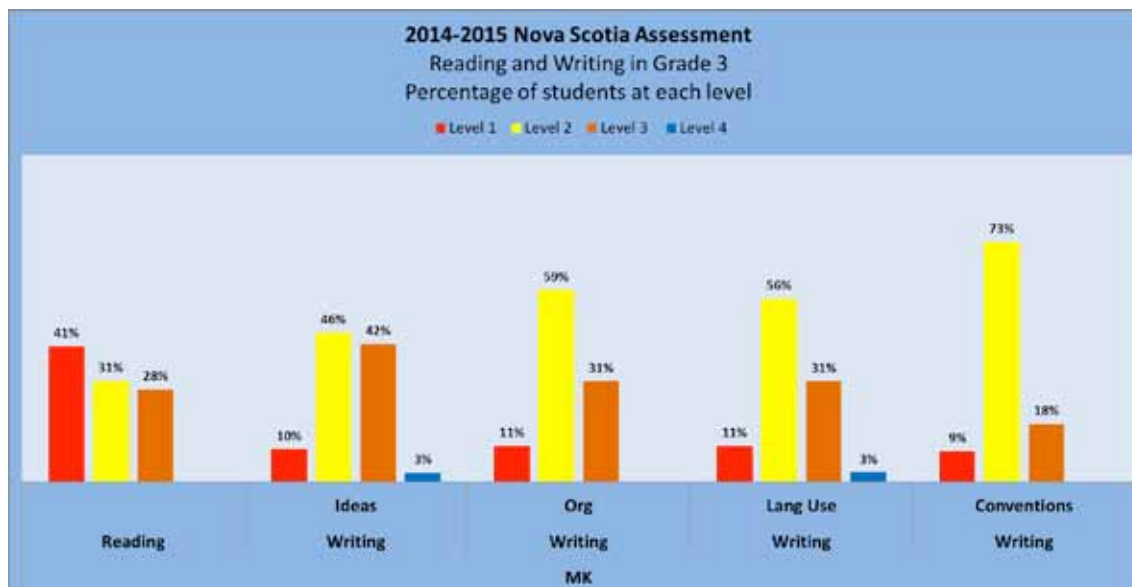
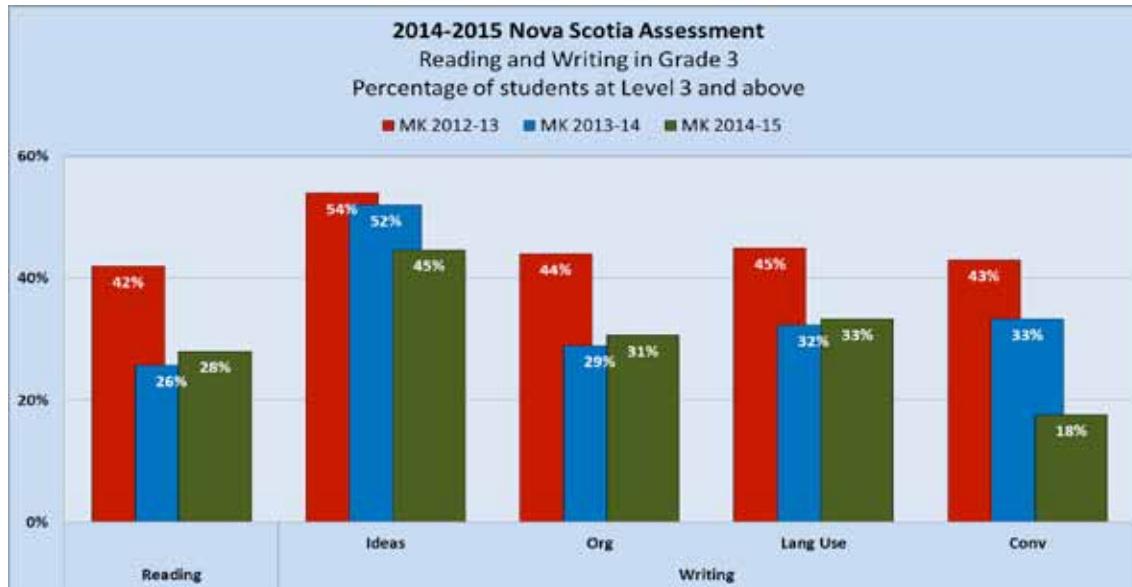
The following chart is used to explain the Levels on Provincial Assessment:

32

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

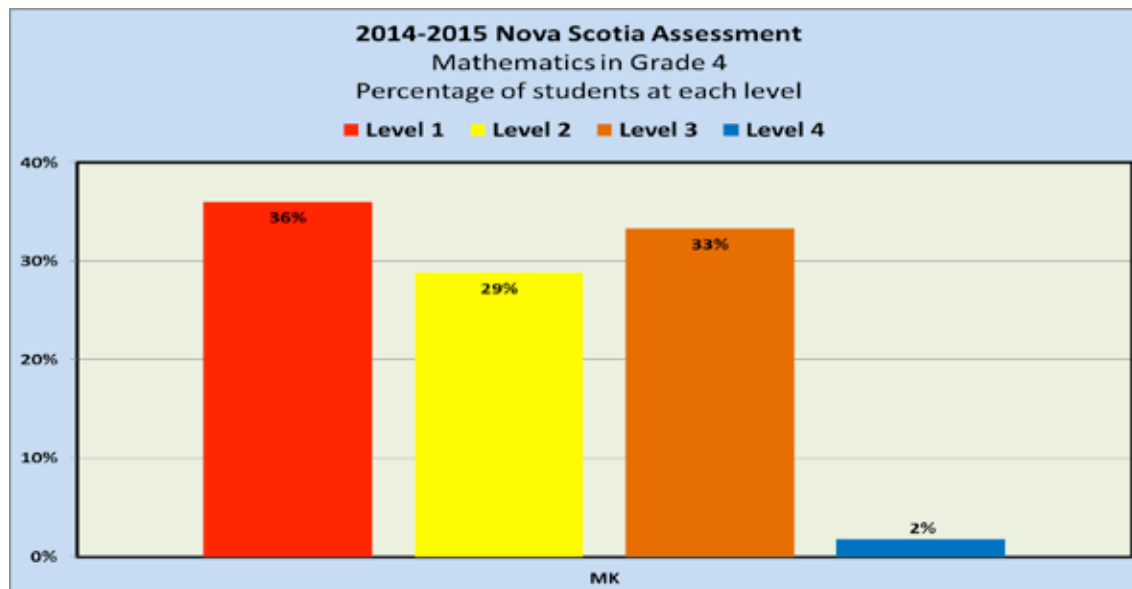
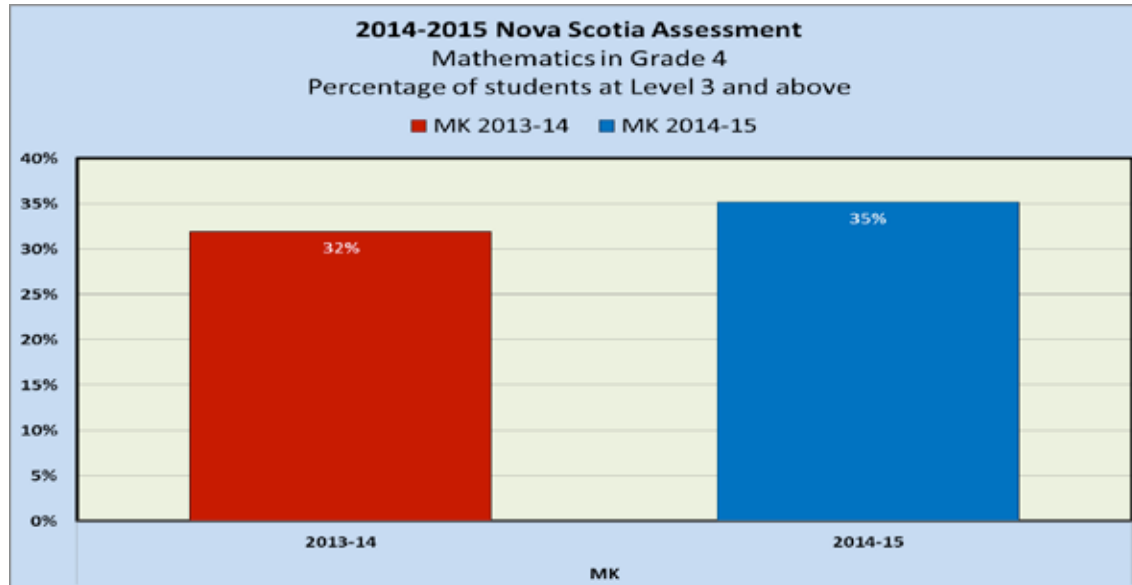


Grade Three Literacy Assessment



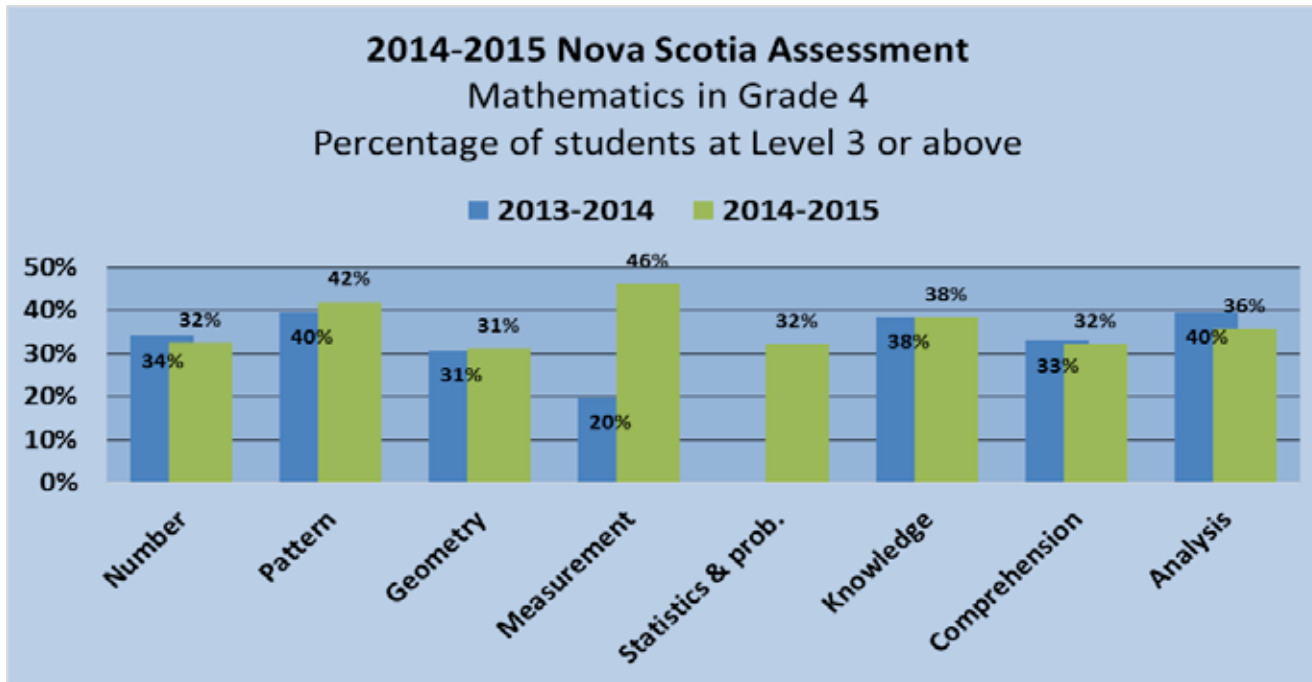


Grade Four Numeracy Assessment



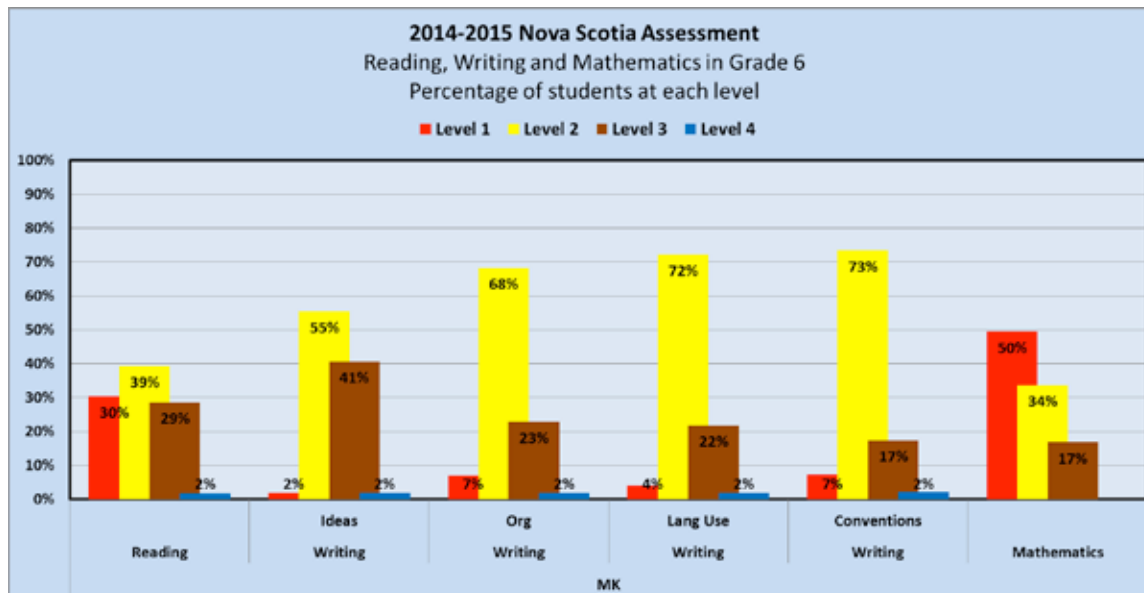
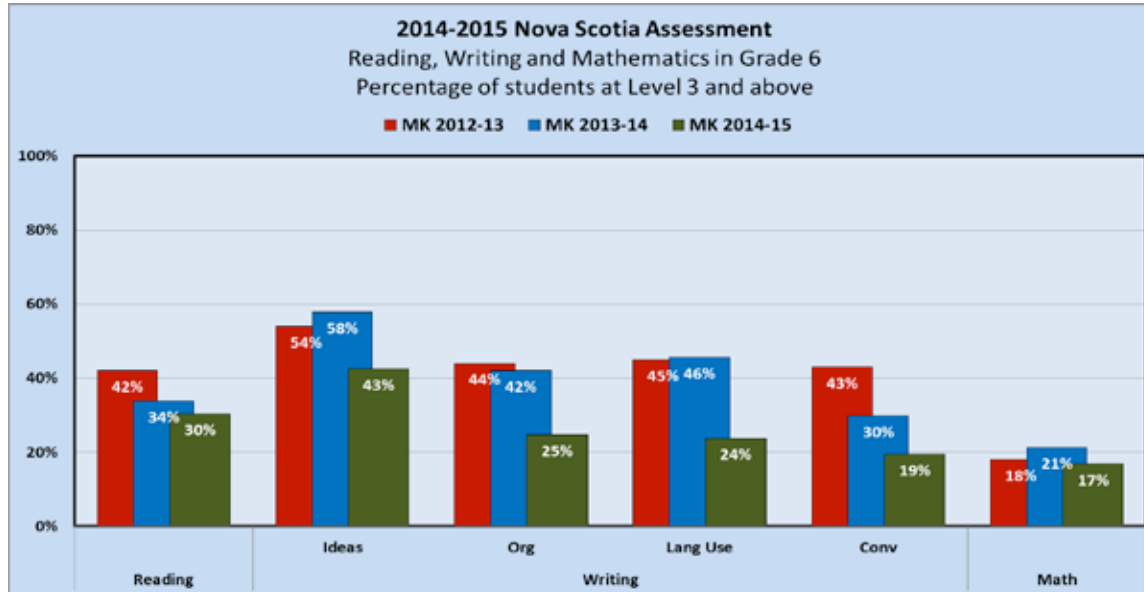


Grade Four Numeracy Assessment (continued)



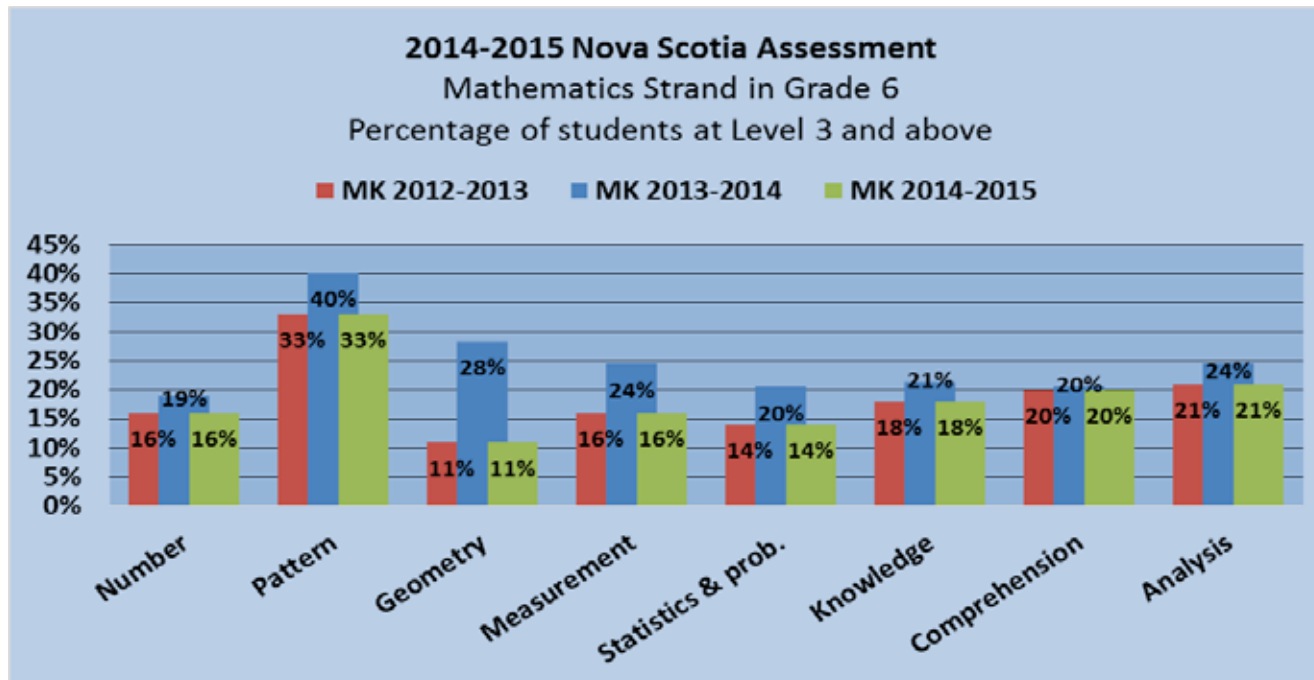


Grade Six Literacy Assessment





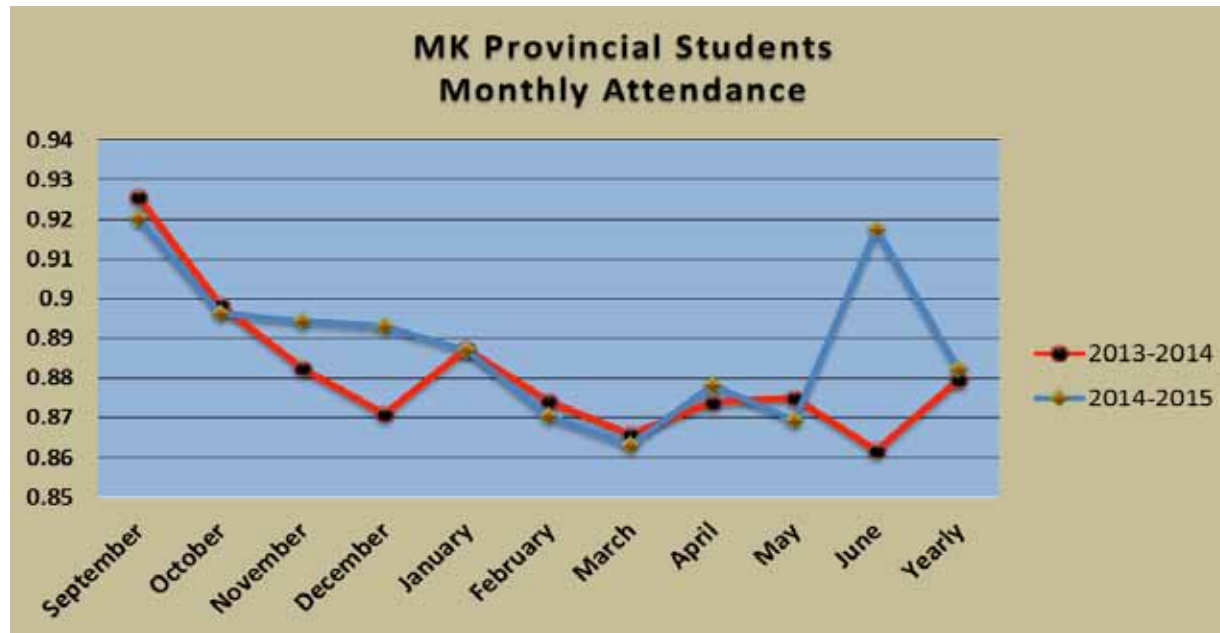
Grade Six Literacy Assessment (continued)





MK Provincial Students

In 2013-2014 marks the first time we were able to exchange data with the Province on our Students.

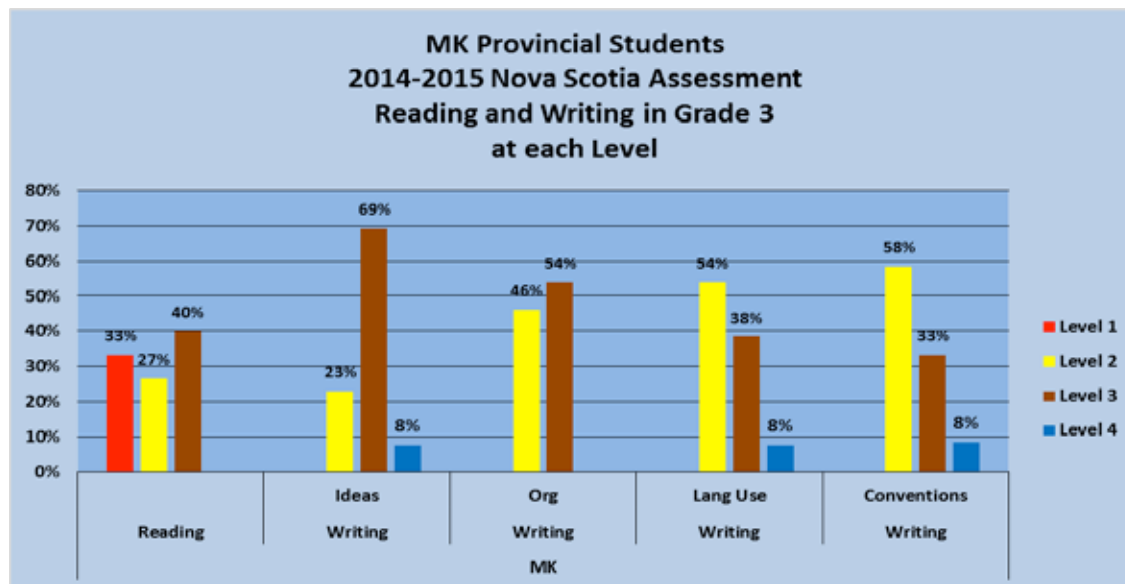
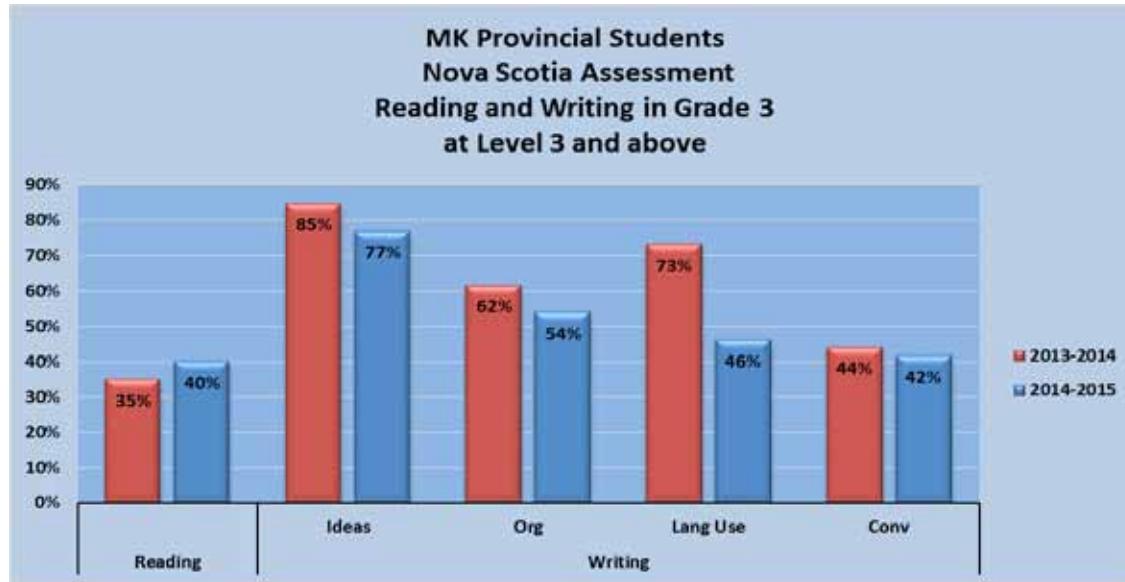


The following chart is used to explain the Levels on Provincial Assessment:

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

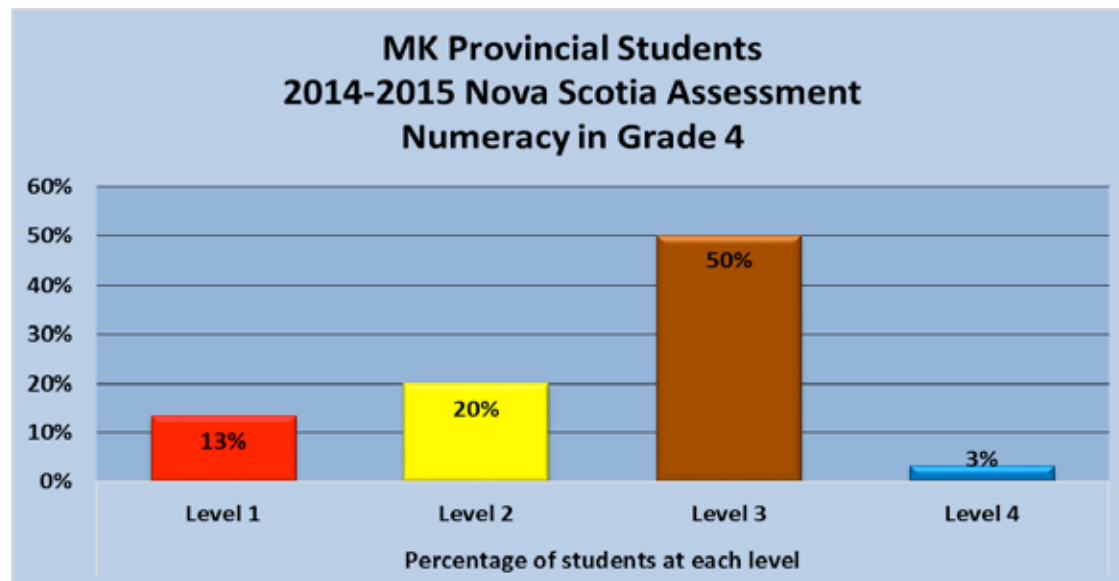
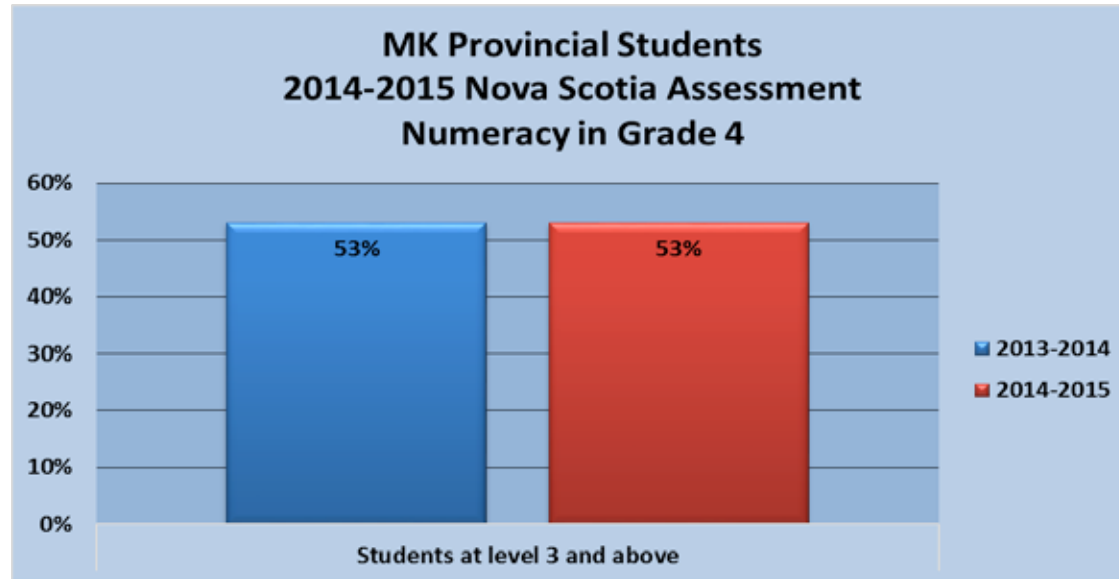


Grade 3 Literacy Assessment



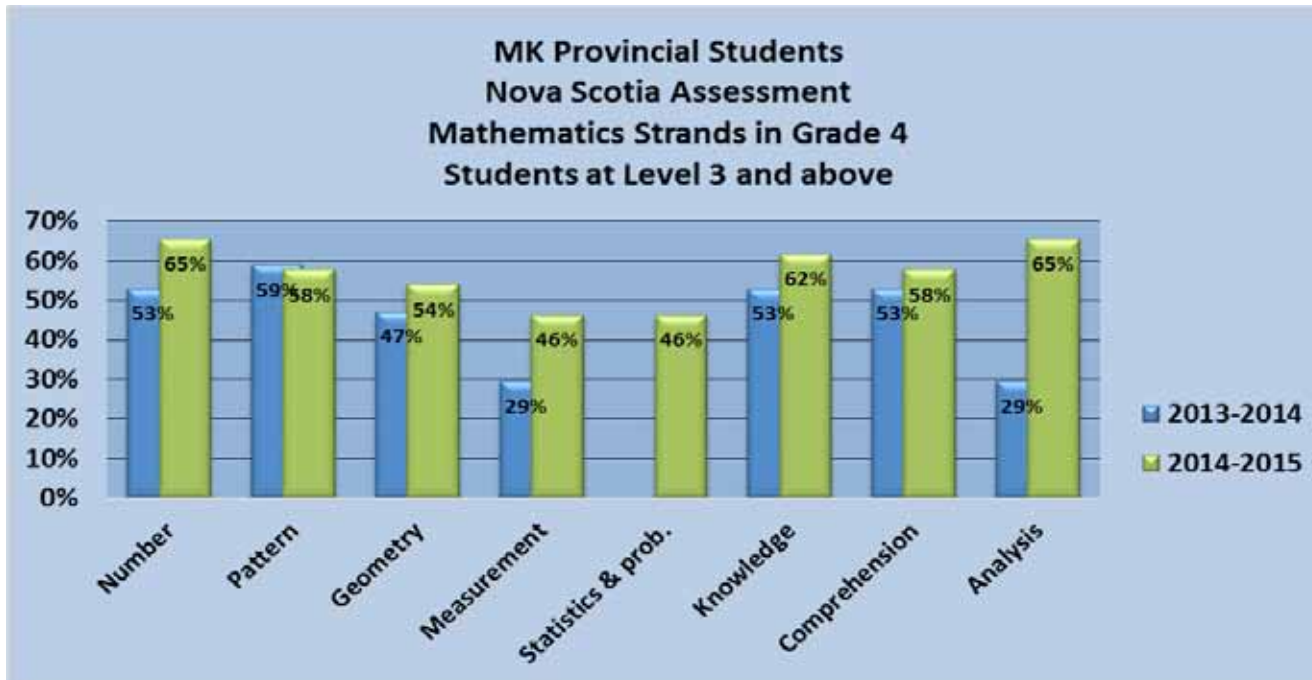


Grade 4 Numeracy Assessment



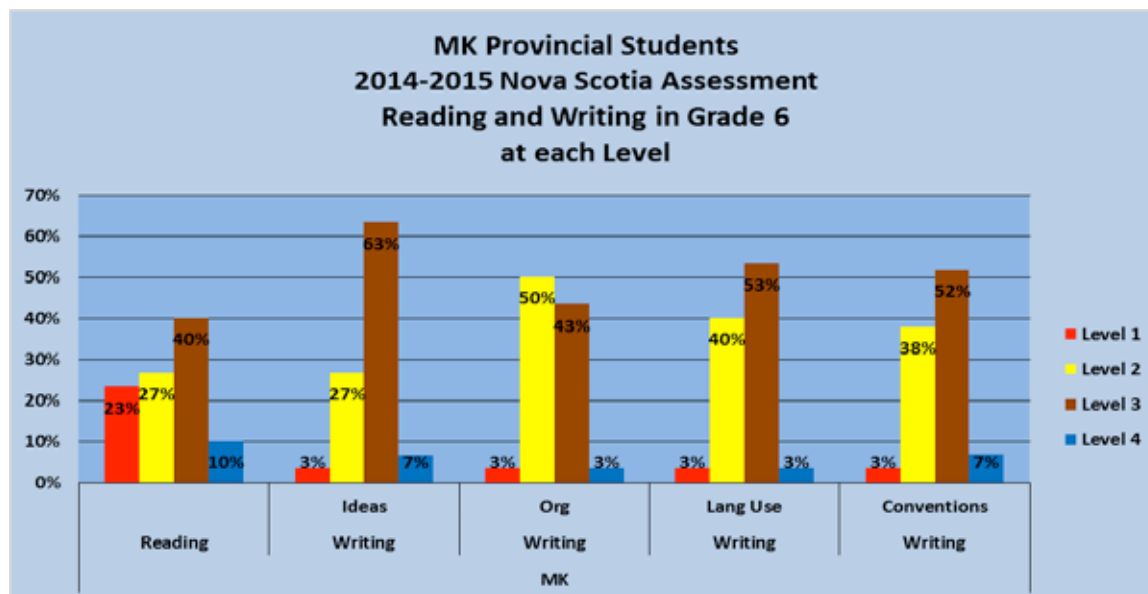
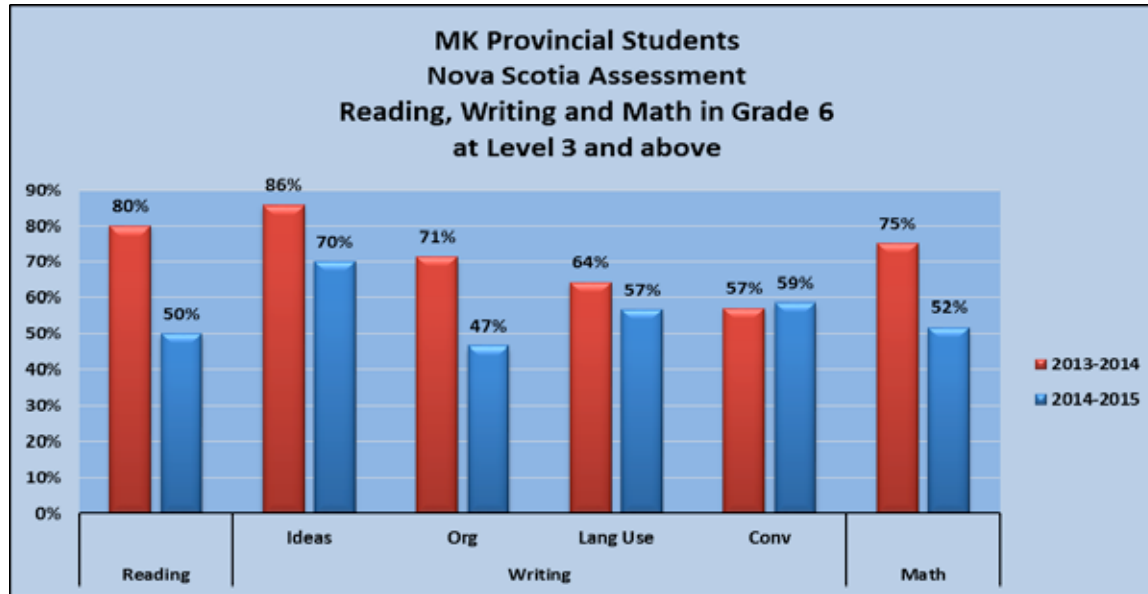


Grade 4 Numeracy Assessment (continued)



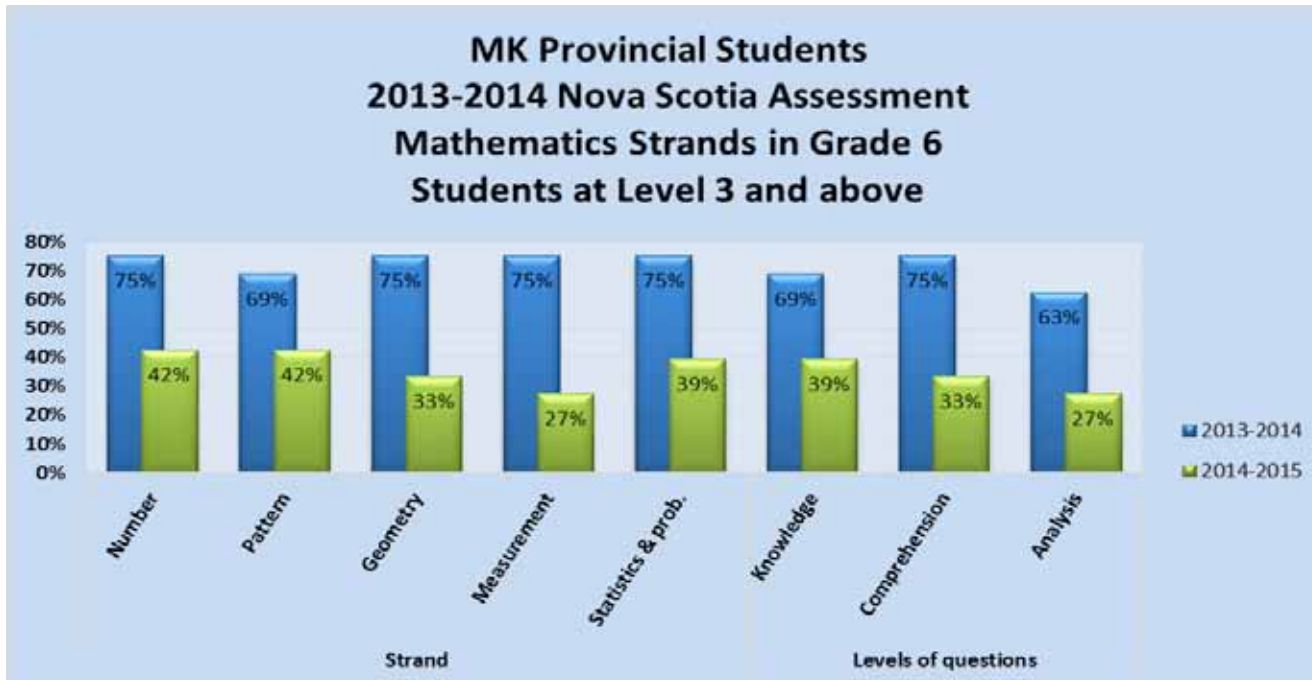


Grade 6 Literacy Assessment





Grade 6 Mathematics Assessment (continued)





Looking Forward

Mi'kmaw Kina'matnewey is committed to meeting all challenges. Working with Communities at every level, Mi'kmaw Kina'matnewey are able to meet and successfully find the right solutions to all the challenges.

44

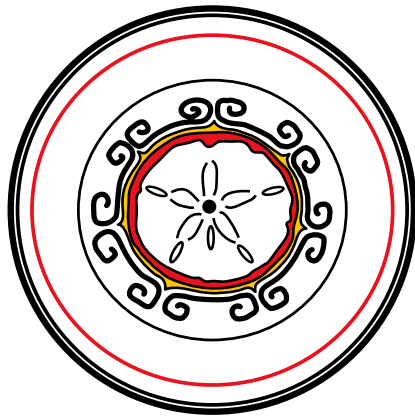
- In the 2015-2016 school year, our Grades 3,6,8,10 students will participate in Literacy assessments and our Grades 4,6,8,10 students will participate in Numeracy assessments.
- Working with Dadavan, we continue to implement MK SIS module adjustments based on user input and also in response to changes at the provincial and federal reporting levels.
- We now receive a data transfer of MK provincial student information on Bi-Annual schedule. With this data we are now able to focus on all our Students.
- We are continuing to develop the capacity of our communities to mentor. This will provide each community will have their own educator.
- There will be major developments in creating information for Educators using Business Intelligent Tools. This will allow Education to start asking questions with The Right Data in the Right Place at the Right Time.
- 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

This year marks a change from Mi'kmaw Kina'matnewey providing information to Communities developing and creating information. We now are seeing 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.



Acadia Mi'kmaw Nation



Our Mission is to protect the rights of education and ensure we provide 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.

There are 68 students on the band's elementary/secondary nominal roll for 2014 - 2015. All these students attend provincial schools.

There are 31 students on the 2014 - 2015 post secondary education nominal roll.

Partners in Education;

- Atlantic Canada's First Nations Help Desk
- MK SIS
- 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
- Daycare, Youth Centre
- End of school year student awards ceremonies
- Field Trips
- 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
- Youth Moose Hunt

In Acadia we embrace the uniqueness of individuals and strive to provide every student with opportunities to grow, develop and succeed as an independent learner through meaningful learning life experiences in respect to our heritage. We envision our children developing as balanced individuals spiritually, emotionally, physically and intellectually.





Annapolis Valley Mi'kmaw Nation



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 grade primary to five. The grades sixes have made their transition, with their first year at Central Kings Rural High School. Central Kings Rural High School now is from grade six to twelve.

We have 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. Committee consists of Annapolis Valley First Nation Director of Education Nastasya Kennedy, Mi'kmaq Service Specialist, School Administrators, Native Student Advisors, and Coordinator of Race Relations Krishinda McBride. Our goals are to build closer relationships with educators and schools to involve our Mi'kmaq culture within the schools curriculum, which will promote a more positive and cultural learning environment for our Mi'kmaq students.

Our Mi'kmaq representative in the Annapolis Valley Regional is 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.

We also offer a Breakfast program open

to all students, parents and community members during the school and summer months. This program helps provide a healthy breakfast and teach healthy eating habits to students; also helps ensure our students attend school well nourished which will benefit their school performance.

Education Demographics:

Annapolis Valley First Nation's nominal roll for the 2013-1014 school year was 43 students. All students attend the public schools Cambridge and District Elementary School and Central Kings Rural High School. This coming school year we may have a few students attend the private school Landmark East located in Wolfville.

Education Partnerships:

- Annapolis Valley Regional School Board
- Atlantic First Nations Help Desk
- Dadavan
- Valley Community Learning Association
- Mi'kmaw Kina'matnewey



Annapolis Valley Mi'kmaw Nation (continued)

- The Confederacy of Mainland Mi'kmaq
- Mi'kmaw Family and Children Services
- Mi'kmaw Conversation Group
- day in the schools
- **NEW this year:** Youth mentoring program

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

This year Annapolis Valley First Nation in partnership with Mi'kmaw Kina'matnewey and Annapolis Valley School Board has continued the unique Math Tutoring Program.

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 2013, there has been great success and our hope is to have this as a continuing program. Our Mi'kmaq students are achieving higher than many students in the school.

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

Bear River Mi'kmaw Nation



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 Carol Thompson, Councillors Frank Meuse, Fred Harlow-Robar and Carol Ann Potter are strong advocates within our Education Department.

30 students are on the band's elementary/secondary nominal roll for 2014-2015. These students attend provincial schools off Reserve. We had no graduates this year. We have 8 students in our Band Operated School - Muin Sipu, at which 3 of these are home schooled.

At Muin Sipu we have an after school program that is well attended. 10 students attended Post- Secondary institutions and 4 graduated in their fields. The other 6 go on to finishing in the next school year.

Our partners in education include Mi'kmaw Kina'matnewey, Annapolis Valley Regional School Board, Tri- County Regional School Board, Schools Plus, Atlantic Canada First Nation Help Desk, The Confederacy of Mainland Mi'kmaq, MKSIS, 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.

Our programs during the 2014-15 school year included preschool, Head Start, Daycare, After-school Program, BRFN/AVRSB Math Tutoring/Mentoring Program, School Lunch Program, Red Road Project, Attendance Incentive, Youth Rec. Night, family skating, and lacrosse.

Extra programs such as the New Paths, Community Mentoring: Mi'kmaw Language & Culture and the Language & Cultural Camp provided our youth, elders, and community members with very informative and learning experiences which everyone enjoyed. Learning our Language & Culture in our community is very important to us all.

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



Eskasoni is celebrating its 35th year as an entity. Since taking local control over its education system in 1980, we have witnessed increased growth in our staff as well as student enrolment. 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 which will be expanding to a stand-alone Mi'kmaq school of immersion. This is a very exciting time, as the students in the immersion school will experience limited exposure to the English language. Mi'kmaq will be the language of instruction in all subject areas, as well as being the language of the school and playground. We believe these steps are necessary to create a space where the language is held sacred, and preserved and protected for

the future of our culture.

Under the jurisdiction of the school board, we have the Ksite'taqnk Daycare, Eskasoni Elementary, Eskasoni Immersion School, Eskasoni Middle School, as well as the Chief Allison M. Bernard Memorial High School and Una'maki TEC adult education programs and retention programs.

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

“Building on our respect for our Mi'kmaq culture, heritage, and our commitment to lifelong learning, the Eskasoni education system works closely with the community to provide all our people with diverse holistic opportunities to gain knowledge, understanding, and skills that will help them succeed in the challenges of the future.”

Our vision statement is also reflected

within our schools' participation in the First Nation School Success Program. All of our schools are on board with this program and in various stages of implementation. The goals each of our schools work toward in literacy, numeracy, 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. We have also piloted and retained our school liaison coordinator position with the board to bring students who have left our schools back to education or career training in addition to making contact with students who are on the brink of leaving the system. Michelle Marshall Johnson has been a valuable asset in retaining and bringing back students who have left school over the years find a place in educational or career training over the past two years. Success in the program has increased graduation rates and promoted positive self-esteem and confidence in many students who would have otherwise not returned to pursue a diploma.

Our student population totals 1059 students from kindergarten to high school. There are currently 137 students enrolled in the immersion program from grades Kindergarten to fourth grade.



Eskasoni Mi'kmaw Nation (continued)

50

In addition, we have 130 full/part time students enrolled in various universities across the country. Our community's post secondary grads totaled 27 this year, including students scheduled to graduate in the fall. Our daycare center also saw 24 students in total.

The Eskasoni School Board is focused on creating a positive working environment for staff and stakeholders to work together.

Our staff consists of 192 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. We boast 82% local Mi'kmaq employees who live and work within the community, including 47 native teachers. Overall there are 5 principals employed in Eskasoni along with 95 teachers and counsellors and 28 teacher assistants and student aides. This year for the first time in our history, we were pleased to see that all of the administration in all of our schools are fluent speakers of the Mi'kmaq language. With over 80% of our staff from the community, and classes in the language acquisition being taught in our schools to non speaking staff, the

language is making a steady come back in our schools. We feel our staff is one of our greatest assets, and each year we celebrate their service and dedication during our annual service award dinner. New Principal and emcee for the evening, Denise Toney helped us pay tribute to some exemplary staff members.

Honoured this year were long term staff members in the following categories:

- 30 years of service: Carolyn MacSween, Robert Stevens, Ida Denny and Leonard O'Handley
- 25 years of service: Joanne MacDonald and Cathy Warner
- Staff retirements: Leonard O'Handley. We were sad to see our math lead and math resource team member Leonard O'Handley retire this year, but thank him for his service and wish him all the best in the future.

The Eskasoni School Board is under the umbrella of the Eskasoni Band Council. The school board has twelve members, each appointed by a band councillor, they are: Allison Bernard, Ann Denny, Walter Denny, Nancy Sylliboy, Connie Gould,

Ernest Johnson, Lo'li Johnson, Patrick Jeddore Sheila Morris, George Paul, Brendon Poulette and Tom Sylliboy.!

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.

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. This year saw the negotiation of our second collective agreement between the Eskasoni School Board and the Public Service Alliance of Canada to which our teachers and teacher's aides are members (Eskasoni Teacher's Union Local 80510). The second collective agreement will remain in effect until August 31, 2018.

This year, the Eskasoni School Board was proud to be able to host the L'nuisultej conference at the ABMHS high school.



Eskasoni Mi'kmaw Nation (continued)

We would like to thank all members of the coordinating team and a much thanks to MK for their exceptional support throughout the journey of planning the conference. It was with great pride that we showcased our schools, our teachers, students and community. Our thanks to all of the communities and individuals who participated in the conference.

Wela'liek.

Ksیتاڤنک Day Care

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

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

year, we had approximately 24 children registered, with increasing numbers of special needs children enrolled. The integration of the students in the day care program is very successful, and our program helps parents, interventionists and the school begin planning for successful school years.

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

Throughout the year, our children have participated in the Terry Fox Walk, Thanksgiving turkey dinner, Halloween party, Christmas concert, weekly skating, Santa visit, winter carnival, Easter bunny visit and party, mother's day tea party, and a

field trip. 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 is well attended by family and friends.

Eskasoni Elementary, Immersion and Middle School

The Eskasoni Elementary and Middle school houses three separate schools in total operating under one roof. The Eskasoni Elementary offers instruction in English from grades K-4, while the Eskasoni Immersion School offers programming 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 843 students; 151 in immersion, 377 in the English core program and 315 attending the middle school program.

- Immersion program (K-4) with immersion students kept together until grade 5 for transitioning to English program. This year, we were proud to graduate 61 students from the grade



Eskasoni Mi'kmaw Nation (continued)

nine program. Honoured at the Grade 9 graduation exercises or their academic excellence were valedictorians Leon Julian and Lillianna Simon.

- Mi'kmaq language classes offered to non-speaking staff to promote the use of the Mi'kmaq language wherever possible. "If I can say it in Mi'kmaq, I will say it in Mi'kmaq" is a consciousness that is beginning to take root in the school community.
- LLI and guided reading from P-9
- Participation in regional and local science fair
- Ongoing training in running records and WNCP for new teachers
- Techsploration for grade 9 girls
- Encounters Canada participation for grade 9 students
- Annual school wide pow wow
- Participation in take your child to work day
- 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
- 6 learning centers
- 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, and LLI training for identified substitutes
- MK SIS report cards, attendance, teacher planner and nominal roll in place for all staff

Music Initiatives

- Two full time music teachers
- Music for all grades from K to 6
- Grades 4, 5, 6 choir
- Band program with junior and senior band 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, Teen Health Center access for those 12 years and over
- Participation in boys and girls basketball leagues with NSSAF
- Participation in boy's hockey league with NSSAF
- Recycle program
- National anthem and Mi'kmaq morning prayers and honor song 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 afterschool programs
- Cheerleading
- MVP program



Eskasoni Mi'kmaw Nation (continued)

- Peer helpers
- CanWest Spelling Bee group
- Volleyball
- Yearbook Committee

Unama'ki Training and 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 65 students in total. With a staff of 9, the TEC boasts a smaller, tight knit learning community for its students. This year we were very pleased to celebrate the accomplishments of 11 graduates. Valedictorian Molly Herney did a wonderful job representing the graduating class and as ever, the graduate slideshow was a hit among family and friends of the graduates.

Highlights of the year for the TEC staff and students included the grad trip to New York in the spring. Students were also pleased to participate in a field trip to Marconi to tour and also to the Trades fair in Halifax. Owing to the decline in

student registration for the high school program, the Unama'ki high school will be absorbed by the ABMHS program, with TEC adult programs and student retention programs continuing at another location.

Chief Allison M. Bernard Memorial High School

This school opened its doors as the Eskasoni High School in 1998. The high school has a student population of 168 students and a staff of 18. With various sports teams competing within the NSSAF structure, the students are benefitting greatly from the new gym constructed last year to allow them an excellent space to practice. Further, the drama classes have made excellent use of the stage in the gym and were this year able to perform a dinner theatre "Hits from the Blitz" which received rave reviews from all who attended their two sold out shows. This year, we had the honour to celebrate the accomplishments of 51 amazing graduates from the high school.

At the graduation, many of the graduates were awarded prestigious honors including class valedictorian Tiannie Paul who won the Governor General's Medal

for highest academic average for grades 11 and 12. Shawnee Paul won the Queen Elizabeth II Medal for superior academic achievement and community and school involvement. Also featured at the graduation ceremony, grade 11 students Krista Hastie-Denny and Levi Denny were awarded the Lieutenant Governor's award for academic excellence.

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, golf and co-ed hockey teams
- Intramurals
- Grade 12 travel group (New York)
- Introduction of band and music program at high school level
- Prom and graduation committee
- Written provincial exams in English and Math
- 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



Eskasoni Mi'kmaw Nation (continued)

54

- year's role model was Ernest Johnson.
- Interact student participation to volunteer with community elders and food bank programs
- After school peer tutoring program
- Mentoring program
- Participation in MK schools science fair, fine arts festival, track and field, and Mi'kmaw speech festival, Canada Wide Science Fair
- BAM (body and mind) student activities.
- lunch and learn activities one Friday a month
- Running Club
- Red Road Project school community
- Annual awards night
- Interact Group- First Aboriginal Interact group in Canada
- Shawl making workshop and video documentary with Eskasoni Elder
- Moccasin making project with Madonna Johnson for grads to make their own moccasins
- Sweet grass planting project, school community gardening
- Student council
- Movie nights rewards for good attendance
- Christmas/Spring Concert provided at for the community
- Live Different Presentation
- MADD presentation to students
- Host school to international student Christian "CC" Christiansen from Denmark



Glooscap Mi'kmaw Nation

**GLOOSCAP
First Nation**



“To provide our community students in obtaining a quality education that provides them with the opportunity to acquire the skills needed to enter the labour market and to be full participants in a strong Canadian economy”

Glooscap First Nation became the twelfth Mi'kmaw community to join Mi'kmaw Kina'matnewey (MK) on April 1, 2014. We are very appreciative of the assistance that the organization has given to the community. MK has a dedicated staff who see to the needs of our community and our students. The staff are very knowledgeable and pleasant to work with. They respond in a timely manner on any issues that we may have.

Education is a top priority for our community and our Chief and Council continue to be strong advocates when it comes to all forms of education. The Chief and Council attend as many education functions as possibly can. The Annapolis Valley Regional School Board held one of their monthly board meetings at Glooscap First Nation the first to be held in our community. We have quarterly meetings with the local Administrators where our students attend school. As this is our first report, we would like to give you a brief overview of our community.

Glooscap First Nation

Location: Small Mi'kmaw community in Kings County, approximately 6 km outside the town of Hantsport, off Exit 8 A HWY 101 to Bishopville Road.

Acreage: 171.1 hectares (423 acres) with additional lands (Glooscap Landing) not developed.

Established: Created in 1907 as Horton 35. In 1986, separated from Annapolis Valley Band.

Community establishments: Administration Building (Offices and Community Hall), Health and Healing Centre/St. Joseph's Chapel, Gaming/Variety/Gas Store and Senior/Elders' Building.

Activity areas: walking trail, outdoor gym, outdoor inground swimming pool, community garden, Veterans monument & seating area, and cementary

Population: currently 358 members, 70 living in the community

Education demography

Number K-12 (Public Schools) - 12

Number of Post-Secondary - 28

Number in the Mi'kmaq Education and Training Secretariate program - 4

Number in the GED Program (offered in the community) - 4

Due to the small size we do not have a school in our community. All of the students are enrolled in the public school system. The elementary and middle schools are located within a five



to ten minute drive, with the high school approximately 15 minutes away. We have two bus stops within the community.

For 2014-2015, we have no students graduating this year from high school from the community. For post-secondary, we have seven graduating.

Education Partnerships

Building partnerships with the Annapolis and Kings Counties is an ongoing endeavor. To build mutual respect with these partners is crucial to the development of our students in the area of education. These partners have been very helpful in meeting our needs or requests for our students. As the Mi'kmaw School Board Representative for Annapolis Valley School Board, I am able to view the holistic approach to education and ensure that our Mi'kmaw culture, heritage and teachings are part of the lifelong learning and our people are employed within our schools. Our partners in education include:

- Annapolis Valley Regional School Board
- Atlantic First Nations Help Desk
- The Confederacy of Mainland Mi'kmaq
- Mi'kmaw Family and Children Services
- Horton High School/L.E. Shaw

Elementary/Hantsport School/West Hants Middle School/Highbury Adult School

- Education Directors at Annapolis Valley and Bear River First Nation Communities
- Health and Healing Centre
- Mi'kmaw Senior's/Elder's Society of Kluskap First Nation

Program and highlights

The Health Centre provides a weekly After-School program, Head Start, and Youth Programs. They also provide a monthly Lunch and Learn program for all community members on various topics. This summer, will be the first year that we were able to secure a student for the Red Road Project. During March break, physical activities were planned for our students.

For Mi'kmaw Heritage Month, we were invited to conduct some cultural activities with the High school students. Approximately 90 student attended these sessions. It was very gratifying to hear the elementary students from L.E. Shaw sing the "Honor Song" during the concert. We continue to liaise with the local schools and Acadia University on any aspects that may related to our students. We have attended the "Sister in Spirit" and "MADD"

walks at Acadia University.

Once again, we would like to extend our appreciation to the MK Board of Directors and Staff for all the support you have given to Glooscap over the past year.

Submitted by: Marilyn Perkins, Education Officer



Membertou Mi'kmaw Nation



Membertou
WELCOMING THE WORLD!

Our mission for Membertou's Education System

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

Our Vision for Membertou's Education System

Education jurisdiction has given Membertou First Nation the opportunity to build a high-tech education facility that encourages holistic learning in diverse knowledge areas, provides choices for

education including Mi'kmaw immersion for P-2, and challenges students to reach their full potential.

Membertou families and community members are involved in developing an education system that values culture, discipline, and lifelong learning. We are successful in integrating Mi'kmaw culture, history and language in a broad range of subjects to give our children self-confidence through a greater understanding of who they are.

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

Our School Board is the Membertou Band Council as an independent body that is responsive to various aspects of planning and assessing current educational programming. We will be able to pay staff equal levels as their provincial

counterparts and we have Mi'kmaw specialists accessible to our community to meet the needs of our special children.

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

Education Demography

Student Profile:

- There were 283 students on the band's Nominal Roll for the 2014-2015 school year, 108 of these students attended Membertou Elementary, an on-reserve Band Operated School, 23 students attended the Wallace Bernard Memorial Centre and 152 students attend 6 provincial schools under the Cape Breton Victoria Regional School Board.
- There were 45 students on the 2014-



Membertou Mi'kmaw Nation (continued)

2015 post secondary Nominal Roll.

- 17 High School graduates
- 12 University graduates
- 27 Community College graduates
- 68 students achieved the Chief's Award for Attendance set at 95%
- 14 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
- 26 received the Chief's Award for Academic Achievement Grades 7-12
- 13 received the Chief's Award for Academic Achievement by meeting the deans list or honour roll criteria in their institution

Staff Profile for Membertou Elementary:

- 13 full time Teaching Staff
- 2 part time Teaching Staff
- 6 full time Student Aides

- 2 full time Support Staff
- 16 of 22 staff are Mi'kmaq (72 % 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 present to council awaiting approval.
- The Membertou Band Council is the School Board exercising the Delegated Jurisdiction under the Mi'kmaq Education Act. The Membertou Education Department operates under the Band council to manage educational programs and services for its clients through the development and maintenance of a five year Strategic Plan and yearly operational plans.
- The Membertou Band Council is ISO 9002 Certified as a Governance Structure and the Education

Department is under this certification designation. All fiscal policies for the

- Band apply to the Educational Department and provisions are made periodically to review and revise budgets where necessary.
- The Membertou Education Department has recently begun placing information about its
- Programs and services on recurrent weekly basis in the community newsletter and online on the Membertou Website (www.membertou.ca).

The Membertou Education Department has successfully partnered with many different organizations and agencies over the year, to plan, develop and implement programming to meet our needs.

Some partners include:

- Mi'kmaq Kina'matnewey
- Cape Breton University
- Atlantic Canada's First Nations Help Desk
- Micmac Family & Children's Services



Membertou Mi'kmaw Nation (continued)

- Cape Breton Victoria Regional School Board
- Mi'kmaq Employment & Training Secretariat
- Nova Scotia Department of Education
- C@P Society of Cape Breton
- Membertou Interagency
- Aboriginal Headstart
- Industry Canada
- Cape Breton Regional Library
- Cape Breton Regional Police Services
- Eskasoni School Board

- Religious Education (1 full time employee)
- Post Secondary Student Support (2 full time employee)
- Professional Assessment and Remediation
- Transportation Services (3 full time employees, 3 buses, 7 schools)
- Wallace Bernard Memorial Day care Centre (13 full time employees)
- Youth Services (2 full time employees)

- 2004 -Wallace Bernard Memorial Centre is opened for full time year round Day care Services
- 2006 -Membertou Youth Centre is opened with new C@psite and peer tutoring centre.
- 2007- Wallace Bernard Memorial Centre expands to offer full time universal programming for K-2.
- 2007- MOU with CBU and Membertou Education
- 2008 -CBU/MCI/Membertou Semi modularized community based BACS program for with 16 students
- 2009 -Mi'kmaw Immersion offered to students in the K-2 program at the Wallace Bernard Memorial Centre for 22 students
- 2009- First Membertou Elementary School Hockey team to participate in the local CBVRB Elementary Schools Hockey League.
- 2010- First Membertou Elementary School Girls Volleyball team to compete in the Unamaki Schools Volleyball league.
- 2010 -Partnership with Membertou 400 to bring 40 Membertou youth grade 5 and 6 from both our school and Shipyard Elementary along with 10 elders to Port Royal and Kejimkujik

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 employees)
- Student Support Workers (1 full time employees)
- Educational Social Worker (1 full time employee)

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

- 1997 -Membertou Elementary established Enrolment of 13
- 1999 -New 4-classroom building opened
- 1999 -Development of Strategic Plan
- 2000 -School extension to 6 classrooms B Enrolment at 75
- 2001 -Membertou Education Department is ISO Certified - Enrolment at 95
- 2002 -New provincial school opens. Membertou Elementary Enrolment drops 50%
- 2003 -School Mini-Gym is added



Membertou Mi'kmaw Nation (continued)

National Park on 4 day Educational camp. with all applicable standards.

60

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

2014 - Construction complete on new 8.2 M dollar high tech school. Students began classes in new school in June 2014. Grand Opening in September 2014.

Data Collection System

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

Educational Facilities

Educational Facilities include a newly built high tech elementary school for K4 - Grade 6 built in 2014, 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 cap site and new peer-learning centre.

The band has established inspection and maintenance schedules in accordance



Paqtnkek Mi'kmaw Nation



The Paqtnkek Mi'kmaw Nation is committed to improving the physical, spiritual, emotional, cultural and mental well-being of the entire community. We are committed to the provision of equal opportunity and a safe and secure living to all band members. We nurture a self-reliant and healthy community in all aspects of our lives through co-operation; dedication; protecting and taking ownership of our language, culture and treaty rights and fostering self-reliance that embraces pride, respect and

the spirit of our community.

We encourage our children to learn in a holistic and healthy way and to be proud of their culture. Many community members share their knowledge and encourage higher learning for all students.

Feasibility Study Summary

The Paqtnkek Mi'kmaw Nation embarked on the process of conducting a feasibility study for a proposed community elementary school (grades primary - six) in July 2014. The feasibility study was to be submitted to Mi'kmaw Kina'matnewey for review by its board of directors. Mi'kmaw Kina'matnewey reviews requests for new schools as part of its capital planning with each 5-year agreement with the federal government.

The feasibility study requirements included community engagement sessions, a comparison of two building sites, environmental and technical assessments, projected enrolment for year 2020, a floor plan, building cost estimates and a community vote. The community vote was used to determine

the level of community support for a proposed community school. Community support has been viewed as a crucial factor to assess in this study as it is viewed as a determinant of the number of students who will enroll in the proposed school.

During the final phase of the feasibility study, a community vote was conducted on March 9, 2015. The votes were counted on March 13, 2015. The results of the vote indicated 40% in support of the proposed school, and 60% not in support of the proposed school. The actual ballot count was 78 (YES) 117 (NO).

As a consequence of the results of the vote, all activities and tasks currently in progress such as environmental and technical assessments, floor plan development, construction estimate costing, etc. have been suspended.

Outcomes

We have met with members of Paqtnkek Education Committee, Chief and Council and the Strait Regional School Board to work together and are ensuring our



Paqtnkek Mi'kmaw Nation (continued)

students succeed individually and also to better our community as a whole.

Our students attend three schools: East Antigonish Education Centre/Academy; Ecole Pomquet; and Antigonish Education Centre. This year (2015/16), we have 102 students on our nominal roll.

The above-mentioned schools and the Paqtnkek community are in continuous dialogue - evaluating and working together to ensure our First Nation students are supported both in and out of the classroom as well as the community. The resources and activities provided do not only benefit our students but the whole school community as well as our own community.

Highlights

We have several First Nation front line workers that are committed to supporting our students to help them achieve the most academic development.

We have a First Nation Support Worker. This person acts as a liaison between the student, school, parents, community and

service providers.

- 2 Mi'kmaw teachers, teaching Grade 1 - 11
- First nation Student Success Teacher
- MK Math Support Teacher
- 2 Teacher Assistants
- Clinical Therapist access

We have an Elder appreciation day, in which students have made eel spears, fished eels and prepared the eels for our elders along with other traditional foods. The students also get to enjoy a meal with our elders and participate in games.

We have two Home Work Programs from Monday through Thursday. One program is for grades 2 - 6 after school and the other is for Grades 7 - 12 in the evenings. We have a high participation rate within these programs.

Other Highlights

- Show me your math fair, locally and regionally
- Heritage Fair. Our First Nation students have a chance to explore and share their own culture.
- MK Annual track and field
- Volunteers from the community share

their oral traditions, experiences and cultural activities such as beading, waltzes, storytelling, etc..

- Residential School Awareness Day
- Workshops for Teachers and students on anti-bullying, healthy relationships and the 7 sacred teachings.
- Career Café held monthly, where one of our community members come to the school and explain and inspire the students with their educational stories. A variety of professionals and trades people are invited to participate.
- At the end of year, we hold a Student Appreciation Day.
- School staff attend PD days and conferences. All staff and support workers at East Antigonish Education Centre/Academy continue to integrate a holistic approach to success of our students' academic achievements.

We are very fortunate to have many people in our own community whose resources are so valuable to our community's future. We are forever grateful to those who share their knowledge and wisdom with our students.



Pictou Landing Mi'kmaw Nation



*Pictou Landing
Band Council*
District of Piktukewaq

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

Highlights from the education school year:

Pictou Landing First Nation School:

An Orange Shirt day was held to honour our Residential School Survivors.

We were very fortunate to receive funding to have 2 Lego Robotics Teams. They were chosen to head to the provincial competition to be held in Acadia University in February.

Students in grade 1 to 6 have been signed up for Mathletics. It is well received by the students.

Through the Writers in the School program, we were able to invite 2 authors (Richard Rudnicki and to come to our school and talk to the students about their experiences as writers. Students also had a chance to travel to the local public library and meet Sheree Fitch.

The Mi'kmaq Conservation group hosted lobster biology workshops for students in Grades 3 to 6.

Half-day monthly Math Enrichment Afternoons were held for all students.

Grade 5 & 6 students were involved

in tapping maple trees as part of their Outdoor Education program.

Grade 6 students went on their 2nd annual end-of-year trip to Kejijimkujik National Park.

Community education:

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

A number of our staff attended interesting professional development conference, workshops and training: Food Safety Education, WHMIS, ECERS & ICERS, geo-caching, Non Violent Crisis Intervention, Sacred Teachings,

A Community Language Animator was hired for another year to help bridge and provide more language speaking opportunities in the community. A Cultural Education Support Worker was also hired to provide cultural support and activities for the school's students and teachers.

The Career Exploratory Program was



Pictou Landing Mi'kmaw Nation (continued)

64

created in partnership with Mi'kmaq Project for Innovation and Collaboration through CMM and the Economic Development department. The pilot project aims to assist students explore their career options and to make choices to help successfully guide them towards that career, as well as undertake other workshops looking at personal development, math & literacy, social accountability, and communication skills.

Extracurricular activities:

Lego robotics
Recorder club
French club
Knitting & crocheting
Track & Field Club
Eco Kids
Green Team

Partnerships:

METs
Mi'kmaq Project for Innovation and Collaboration
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
Pictou Landing Service Team
Chignecto Central Regional School Board
Pictou County Women's Center
Pictou County Food Security Coalition
Aboriginal Diabetes Initiative program
Mi'kmaq Family Healing Center, Millbrook
RCMP
Millbrook Healing Center
The Confederacy of Mainland Mi'kmaq



Potlotek Mi'kmaw Nation



In continuing to follow our five-year strategic plan which places Mi'kmaw language and culture at the heart of all we do, we have seen many positive changes happening in our community.

Mikmawey School Staff took part in a workshop provided by Dorene Bernard on the Seven Sacred Teachings and how to incorporate them into the curriculum. They also attended a workshop from Mi'kmaw Family and Children's Services which allowed them to explain their role the services they can provide to the school, and protocol. This was a very productive meeting with both sides coming together for a great cause: the children.

Mikmawey School has seen some changes in the teaching assignments. We started theme teaching this year with the teachers teaching in the subject fields that they are most comfortable with and passionate about.

Students from grades 3-8 travelled to different classrooms per subject allowing them the opportunity to work with different teachers in a new environment

This change in teaching assignments led to an added success in the delivery of the Math Enhancement Program. Through the three part team approach we are able to have a more positive effect on our students. Our Math Teacher who is currently enrolled in the Elementary Mathematics Certificate Program through St. FX taught Math from grades 3-8. A full time Math Assistant works alongside the Math Teacher. Together they plan lessons and games that are designed to get the students excited about math. The Math Assistant helps students in Math class either one on one or in a small group setting.

Our part-time Math Mentor works 5 days over a 2 week cycle. He works with

students for 30 minutes periods each day that he is there. Students are chosen for the program based on academic levels. Since starting this approach there has been a noticeable improvement in student's attitudes towards mathematics, which in turn has shown an improvement in their understanding of the concepts being taught.

Another positive outcome from the change in teaching assignments is our Primary/1 teacher now has time in her schedule to offer the Leveled Literacy Intervention Program for 35 minutes per day. We are seeing major improvements in literacy skills in the early years.

In making these changes Mi'kmawey School Staff have noticed fewer behavioral issues and a very positive school atmosphere.

In September Mi'kmawey School celebrated Nitap Day. Students took part in learning centres throughout the school and students and staff marched to the Health Centre and back with an RCMP Escort. They returned to the school for activities in the gym.



Potlotek Mi'kmaw Nation (continued)

66

Mi'kmawey School also took advantage of the Community Mentoring Funding. Mi'kmawey utilized this money to do several cultural activities such as: sweats, basket making, quill and beadwork and drum group. Some of the funding was also used on a Wellness day that focused on sessions in yoga, guitar circle, storytelling, waltzes, hockey skills and drills and beadworking.

With some funding from St.FX the grade 7/8 class have been making their own paddles. These paddles will be ready to present at next year's Show Me Your Math.

The Travel Group successfully fundraised all year and raised enough funds to spend a few days in Halifax.

Mikmawey ended their year with a Powwow that was funded by a Heritage and Culture Grant.

Potlotek High school

Our big news this year is: WE HAVE A BUS! Since the school opened in February 2011, our students had been walking to school. This all changed this year with the approval from MK. We are extremely

thankful for this gift of transportation. Also our Band Manager made room in his busy schedule to drive the bus at no added cost. We can't say thank you enough!

Potlotek High School(PHS) is adjusting nicely to their new hours of operation: 11 am-5pm. Our High School Teachers offer their time from 10am-11am for extra help. We have 3 students taking correspondence courses and this time allows them the opportunity to get extra

Although the conditions are not perfect for the PHS students and staff, without their own building they are making it work. PHS was able to offer Grade 9 and Grade 10 Language Classes. The Grade 10 class was led by a three member teaching team. A teacher and 2 language specialists led the class. Classes were focused around cultural activities and the vocabulary involved in these activities.

Extracurricular activities are focused around life and essential skills. The In.Business program focuses on Business skills, tourism, entrepreneur skills. The Snowboarding teaches students skills needed to become qualified Snowboard instructors and also train them for

competitive sport. F.Y.I. (Finding Your Inspiration) is a program that focuses on developing the life skills our students need when they transition from High School to University.

On Oct. 8. Mikmawey and PHS and community members took part in a SISTERS IN SPIRIT WALK. We again took to the streets and marched from the community hall to Mikmawey School.

The younger students marched from the Medical Centre to Mikmawey, again, with the assistance of the RCMP. Upon arrival at Mikmawey School Gym a hot lunch was served and Mikmaw Family and Children Services did a presentation on the Sisters In Spirit focusing on the missing people from Potlotek First Nation.

PHS took a boat trip around the islands with a history lesson given by Lillian B Marshall. Lillian shared the Welcoming Ceremony with the students and also gave a lesson on the history of Chapel Island. These outings build moral, pride and lessons-learned for the staff and students. Elders Josie and Frank Augustine continued their cultural teachings with PHS. They did



Potlotek Mi'kmaw Nation (continued)

a presentation to the Grade 10 history class on the Sacred Laws, This focused on the role of the Elders in the Community and the importance of Oral History and Language. It met many of the outcomes for the Grade 10 curriculum such as educational, spirituality, governance and culture. They also continued their healing sessions with community members and hosted a sweat. PHS also went on a Campus Tour at CBU and NSCC.

Eskasoni Mental Health provided us with a series of sweats. The students of PHS cleared out an area behind the Education Office and a sweat was built. PHS enjoyed an eeling trip over the winter. They cooked and feasted on their catch while taking in a workshop with UINR on the life cycle of the eel.

Nominal Roll:
Potlotek High School: 35
Richmond Academy: 24
Mikmawey School: 66
East Richmond Education Centre: 29

Adult Education

Potlotek Education Office was successful in receiving a grant for a Pre-Employment

Program. Some areas covered by this program are: career planning, resume writing, time management and barriers to employment.

Students received training in WHMIS, OHS, Food Handling and First Aid. We had room for 10 students and successfully graduated 6 students. The GED Program saw 3 graduates this year. Next year the GED and Pre- Employment Programs will be blended.

Language Department

The Language Department formed the Potlotek Cultural Society. Their first project is: Bringing the Altar Home. They were successful in securing a grant from Tripartite that will allow them to document the return of the Altar that was part of St. Anne's Mission on Chapel Island. A DVD will be produced for educational purposes.

Red Road Project

Our Red Road Workers are busy planning community activities and we are looking forward to what they have in store for our youth. They will be partnering with

Potltoek Health to help make their dollars stretch that much further.

We couldn't have done all these activities if we did not have the support of our partners.

- Mi'kmaw#Kina'matnewey
- RCMP St.Peter's Detachment
- Mi'kmaw Family and Children's Services
- Culture and Heritage
- Tripartite
- Potlotek Chief and Council
- Potlotek Health Center
- Potlotek Fisheries
- StFX
- METI
- Eskasoni Mental Health
- Dept. of Labour and Advanced Education
- Province of Nova Scotia (Lighthouse) (Positive Aging)
- Doreen Bernard
- Josie and Frank Augustine
- Potlotek Community
- Port Hawkesbury Family Resource Centre
- Lindsay Marshall - Potlotek Band Manager



Sipekne'katik Mi'kmaw Nation

68



L'nu Sipuk Kina'muokom (Vision)

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

L'nu Sipuk Kina'muokom (Mission)

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 2014 - 2015

Kindergarten 23
Primary to Grade 8 295
Grade 9 to Grade 12 184
Post Secondary 141

2014 - 2015 has been a productive year for the Sipekne'katik First Nation Education Department. Students and staff have been collaborating with other First Nation communities and educational organizations to develop, implement and part-take in numerous educational activities. Listed below are some highlights of our 2013 - 2014 programming.

Websites: www.sipeknekatik.ca
www.lskschool.ca

SEP - This year we have continued to identify students with high needs and have improved upon our classroom support programs, including re-examining our Learning Center programming along with the development of a Life Skills program. The incorporation of outdoor activities, with a focus on Mi'kmaq cultural approaches and practices has proven to be very beneficial. Occupational Therapy with Speech & Language Summer Sessions for students who will be starting Primary and Grade One, this program is focusing on preparing students with practicing skills that they have obtained from their first year, in order to maintain their new knowledge throughout the summer break. We will also provide parent information sessions including speech & language , assessments and parental supports.

Autism Nova Scotia - This is our 3rd year we have had the privilege to work with Autism Nova Scotia. We had a full staff Professional Development provided by support workers, which included learning strategies as well as classroom management strategies for children with autism. This will also be our third year utilizing Autism Nova Scotia Summer Camp for our students.



Sipekne'katik Mi'kmaw Nation (continued)

Cultural Education Center Program

CECP - Focusing on cultural and traditional education, the Sipekne'katik Education Department utilized the CECP to successfully provide cultural educational activities for students and community members. Goals to increase the interest of Mi'kmaq culture, tradition and language through camps and workshops with traditional teachings from elders from Sipekne'katik First Nation, provided a holistic approach in combining educational lessons with the culture of the Mi'kmaq people.

MEP - The Math Enhancement Program has been a major contribution to our programming at LSK School and Sipekne'katik Education Department, with a full time Math Tutor in the community that works directly with students on an individual and group basis. Early intervention is key and by focusing our resources on the elementary program, we are seeing measurable success. The program has increased numeracy proficiency and is reflected in assessment and testing.

Elephant Thoughts - In collaboration with the Sipekne'katik Band Education Department, Elephant Thoughts returned to the community of Sipekne'katik First Nation to build on the successes of last year. The 2015 program was a great success and delivered a variety of innovative educational programs to the entire community. Programs focused on positive community engagement and education for all students and families.

Elephant Thoughts rehired a full time Instructor from the community who had assisted with program delivery in the previous year and also hired 5 teen mentors that worked with us on a part time basis. The mentors assisted with after-school programming, evening events and several exciting projects such as a year-end video and the completion of 5 Mi'kmaq storybooks featuring illustrations by students from both LSK School and community elders.

Programs included a variety of hands-on, After School Science Workshops for students from the entire community in Grade Primary to 6. We also had several Elephant Thoughts team members travel into the community to provide in-class

science programming for all grades and community members. These programs emphasized healthy living and interactive education. We held several Community Discovery Nights which brought parents, children, and Elders together to participate in activities and presentations. Elephant Thoughts also ran a weekly Saturday Science Camp, which involved both indoor and outdoor experiments, survival skill building, and group games. Additionally, the program included a week long March Break Science Camp which focused on the adaptations of birds, reptiles, and plants. In each of our programs, all participants, including parents were given exciting take home items from the hands-on activities delivered. Elephant Thoughts and the Sipekne'katik Education Department delivered 9 Community Discovery Nights, 7 Saturday Science Camps, 48 After School Science workshops, 2 Basket-Making workshops, and several in-school programs.

Love Program - we are in our 6th year of participation with the Love Program that supports our youth to learn advanced leadership and life skills while tapping into their creative abilities. In September 2015 LOVE will introduced its LOVE in



Sipekne'katik Mi'kmaw Nation (continued)

the classroom program, which will further enhance their support to our students.

Student Appreciation Day - On June 25th, 2015 the 5th Annual Student Appreciation Day took place at the LSK soccer field. Students of Sipekne'katik First Nation gathered to celebrate their educational successes of the year. This event has proven to be successful bringing students, parents and community members together in our beautiful school grounds.

MCG - "Rines Brook (the bridge) Water Quality Restoration" in Sipekne'katik First Nation, this project will be of great benefit to our students and community. The clean-up of human-sourced debris in the Rines Brook, also known by the community as 'the bridge', with education and training in waste management and water quality monitoring improves our students understanding of the impacts of household and industrial debris in our waterways. Sipekne'katik community members will also get the opportunity to volunteer in these monitoring and restoration activities to improve Rines Brook water quality, which is significant to the community as a whole. LSK School and community

members participated in a clean-up event, water quality monitoring, and educational activities run by the Education Department and the MCG staff.

We are very pleased to collaborate with the Mi'kmaw Conservation Group, on this exciting and important restoration project.

X-Chem Outreach Program - X-chem is an outreach program sponsored by Saint Xavier University. Goals are to inspire youth with the love of science. By using hands on presentations, students at LSK had the opportunity to learn about chemistry and science through hands on experiments.

Dare Arts - Sipekne'katik Education Department and LSK are proud to have been able to access the Dare Arts Program that empowers students to unlock their inner artistic creative abilities encouraging and promoting educational works of art.

PSE - The BEd cohort will be finishing their practicum in December with a projected graduation rate of twelve in May 2016, seven from Sipekne'katik, with one from Membertou, Eskasoni, Waycobah and Potlotek First Nations. The BA Cohort with Cape Breton University will begin its



Wagmatcook Mi'kmaw Nation



The Academic School year 2014-2015 was definitely an awesome journey. Our students and staff were privileged to welcome elders and more parents on to our school landscape. We also had a chance to mingle with different people from different walks of life. For example, we had a farmer family bring in some of their farm animals to our classrooms, we had a gardener help us build a community garden, and we had interesting people do presentations on healthy living.

One of the visitors was a produce manager from Super Store. He brought in some fruit we never saw or before in our lives. His visit exposed our students to fruit we normally wouldn't look for when shopping with mom or dad. The Dragon Fruit became a hit once the students got over the color!

We did have some unwelcome guests on our school landscape. However, the Department of Lands and Forests set up traps to catch the coyotes that were roaming during school time, and relocated them to the highlands. The workers came by the school several times a day to check the traps and even did some presentations on wildlife in our area.

Student Council and Elder's Council Vision

The relationship between the 2 councils has deepened. The school environment depends on this relationship to help bridge the gap between the generations. Many of their meetings take place at the elder's centre. The seven teachings: love, respect, courage, wisdom, honesty, humility and truth continue to mold our future leaders. These teachings are part

of a shared vision our generations use to guide them in their daily lives.

Education Demography

- K4 to 6:100
- Grades 7 to 12: 62
- Post-Secondary: 32
- Post Secondary Graduates: 5
- 2015-2016 Post Secondary Students: 26
- Part time: 2
- Full time: 24
- Mi'kmaq Employment and Training Secretariat Graduates:
- Other NSCC Graduates: 3
- Mi'kmaw Health and Wellness Graduates: 2
- Plumbing Graduates: 5
- Teaching Staff: 16
- Student Assistants: 9
- Secretary: 1
- Guidance Counselor: 1
- Cooks: 2
- Speech Language Pathologist: 1
- School Psychologist (part time): 1
- Occupational Therapist: 1
- Teen Centre Nurse: 1

Educational Discoveries

Spirituality plays an important role in



Wagmatcook Mi'kmaw Nation (continued)

72

our school. Everyday students have the opportunity to take part in the smudging ceremony and to recite the Lord's Prayer in Mi'kmaw. We begin our school days with these practices because they nourish our souls and spirits.

Sharing Circles are also done on our school landscape to teach one another how to be better listeners. To convey to our students how important communication is to positive living. Circles teach our students and staff that we are a community school. We work together to resolve issues, to celebrate life and to grieve together as a community. Sharing will make us stronger. In the fall of 2014, the Mi'kmaw Language Learning Strategy was approved by the Chief and Council of Wagmatcook. This resolution basically gave the School Board a mandate to proceed with reforming how the Mi'kmaw language was used in early elementary and in the preschool programs. The support we have gives us no excuse not to revise our language and culture within our school landscape. The power is in our hands.

The Moose Camps held in the highlands of Cape Breton continue to teach our students about our natural world. The goal

is to teach our future hunters to respect the hunted and to learn how to share the game for food and to learn how different parts of the animal was used. The students look forward to the feast that is held annually for our First Nation communities. The educational trips to the elder's centre were always a special treat. Each visit meant a different lesson. Some of the workshops included, baking, cooking, dancing, drumming, singing, social play, sewing, sharing circles, crafts, etc. Our elders are our teachers and they are the grass roots of our community. These days were always filled with the energy of our seven teachings.

The Red Road Project message continues to play a major role in our school. Introducing positive and fun activities to our children and teens was always a good way to guide our students. Bon fires, over night sleepovers at the elder's centre, sports, and coming together always meant keeping busy will ultimately, keep you away from bad medicine or drugs.

The Business Network for Aboriginal Youth Mentorship Program continued to be of interest for several students. This year we had 5 participants. The experiences

and education they received was always interesting. Experiences they would not have learned in a classroom. One day, these potential participants will be making major decisions within our band's infrastructure. Awesome experience.

One of our cool adventures is the after school program "Girls Only". This group targets students in grades 7 to 12. The program is to teach students healthy living and how to live a physical active lifestyle. Every week, a different physical activity is done. For example, hiking, skating, swimming were some of the activities being rotated. Yoga was a popular sport that even kick started the yoga club.

This year we had a new addition to our staff. She is a drug and alcohol counselor who comes to the school 2 1/2 days a week to do presentations and support our students when needed. She is an active participant and often supports our Red Road Project worker.

One of our new goals is to learn more about our students who are at high risk. As staff we need to try to understand the root of problems when it comes to poor attendance, negative attitudes and the lack



Wagmatcook Mi'kmaw Nation (continued)

of interests in education. To help support our students, we had 2 day mental health training and another 2 days of suicide prevention training. The instructors were very skilled and brought a lot of ideas and strategies to help the staff understand different problems. Our goal is to look at the bigger picture of what is happening on our school landscape and try to find solutions so learning can continue.

We had several students attend the Youth Engagement Gathering at the New Dawn Centre in Sydney organized by our Teen Health Nurses in various schools. The students came back with great ideas and a feeling of empowerment.

One of the most memorable milestones the community of Wagmatcook and Wagmatcookewey School had witnessed was the unveiling of the Residential School Survivor's Monument on our landscape. The event took place in the gym and we had Grand Captain Antle Denny recapture the history of the Residential Schools and the long-term effects still been experienced by the descendants. Chief Norman Bernard's words of hope were "My message to everyone today especially to our children and youth is to learn their own Mi'kmaw language and culture. I ask

that you visit our elders and survivors to keep their stories alive...the monument will remain on this site as a reminder to everyone that our survivors "survived" the legacy of residential schooling."

The grade 6 class attended the Baddeck Anglican Church service of Remembrance for Missing and Murdered Aboriginal Women in June. Several of our students had the honor to name some of our women who were victims. For every name called, the church bell was tolled. It was a touching service and our students came back to the school feeling connected to those women and children.

What makes our family of schools so distinct and unique are all the nurturing services we are able to participate in to form a connection with the past and present. Our landscape at Wagmatcookewey School is warm and welcoming. Our students are given experiences to take home and share. As a community school, we believe educators surround us everywhere we go. Not everything we learn and value is taught in a classroom. That's what makes our First Nation School so precious.

The FNSSP team continued to work with us all year making our days as educators

more driven to exceed the limits. Wela'liek.

A special thanks to the staff of Mi'kmaw Kina'matnewey for supporting and uniting our family of schools.

Communication and teamwork does take us to many places.

Ta'ho



Knijannaq Kina'matnewey
Ajipjutmaq:

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

Student / School Mission Statement:

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

Education Demography: Based

on the 2014 - 2015 Nominal Roll.

Number of students:

- Kindergarten to Grade 8186
- Grade 9 to Grade 1299
- Post-Secondary.....73

Staff:

- We'koqma'q Mi'kmaq School (K-12).....27
- We'koqma'q Mi'kmaq School Student Assistants.....14
- We'koqma'q Mi'kmaq School Administrative Support Staff.....3
- We'koqma'q Mi'kmaq School Administration.....3

Educational Highlights:

We'koqma'q Mi'kmaq School had a productive year with the different activities that were held at our school. Again these activities included: activities by our Resident Elder, Outdoor Education, Food Tech, Building Tech, Special Education, Literacy and Numeracy Programs, Nitap Day, Elder appreciation Activities and our

Sea Cadet Core involved our students, staff and the Community throughout the year. These varied activities each were successes that improved the quality of our school's programming, involvement and school spirit. It is important to mention that without the support of the community, parents and the Mi'kmaw Kina'matnewey none of this could have been achieved.

- We'koqma'q Mi'kmaw School is continuing with the School Improvement Process.
- Our focus will continue concentrating on Mi'kmaw Language, literacy and Numeracy.
- The Waycobah Residential School Survivors have created a curriculum program for our school to be used by the middle and upper grades to learn more about the history and legacy of the residential school and the survivors from Waycobah.
- The Elementary School is in its thirteenth year of being junk free and providing a morning breakfast program along with a subsidized lunch program to all the students.
- Beginning next year our school will begin piloting an Options and Opportunities program.



We'koqma'q Mi'kmaw Nation (continued)

- The Levelled Literacy Program continues to be a great success in the early Elementary Grades by assisting students improve their reading skills.
- The Teen Health Room has a nurse on site two days per week, with a doctor visiting once a month. The program has been actively promoting student healthy lifestyles. We are currently waiting for a new nurse to replace Mrs. Susan Matheson who returned to work at the hospital.
- Food Tech and Building Tech are offered at the senior high level and provide students with skills that are not only marketable for future employment but also provide life skills that can take them into adulthood. Teachers focus on seasonal projects that can be applied to student's lives.
- Building Technology continues to include Grades 5 and 6 students as an after school program.
- Our film and Technology High School Course continues with developing I-Pad apps as part of their course requirements. This year we have purchased a 3D printer and are just beginning to incorporate it into the program. Two of our students Evangeline Googoo and Emily Googoo were finalists in the Atlantic Film festival with their short film called "Jingle Dress" which premiered at the Bayers Lake Theatre. The Film and video class are working on a video about Margaret's Poulette's experience at the Residential School called "The Rag Doll". Assistance for the film production was provided by Short Works Productions based in Halifax.
- This year the Governor General's Medal was awarded to Brian Toney and the Queen Elizabeth II Medal was awarded to Takisha Paul-Gould. The Lieutenant Governor's Medal was awarded to Terry Lynn Gould and Dimitri Bernard. Scholarships were awarded from the Cape Breton District Health Authority to Allison Bernard.
- This is the fourteenth year for the Grade 9 girls to participate in the Techsploration Program.
- The school offers Mi'kmaw Language and Cultural studies daily in all grades. This year we have piloted a Mi'kmaw Language Nesting Program with two community members, our resident elder and our Elementary Mi'kmaw teacher working with the students and their parents in Grade Primary. The pilot program had over 95% parent participation in the sessions. In September we will be using the Heritage Canada Aboriginal Languages Grant to provide financial support to continue the Nesting Program. As well, through ALI funding, we will be offering an evening intermediate Mi'kmaw program for adults.
- The Outdoors Education Program will continue with students participating in activities that focused not only on connecting to the Mi'kma'q Culture but reconnecting to the Mi'kma'q Language. The importance of this program is fundamental to who our students are and their development of conversational Mi'kma'q. Elders, Community members, leaders and will share with students their expertise passing on traditional skills and crafts.
- These activities included moose hunting, basket making, snowshoe making, ice fishing, eel fishing and skinning. Two elder teas were held this again this year by the Elementary students and the Secondary students to honour the community elders and have the opportunity to sit and talk with them.
- The Sixth Annual Regan Memorial



We'koqma'q Mi'kmaw Nation (continued)

Volleyball Tournament was held with teams from a number of communities participating.

- The grade 9 students participated in Career Cruising and a trades introduction in Halifax with the assistance of the Mi'kmaw Kina'matnewey and NSCC.
- With the assistance of a grant from the MK Sports Co-ordinator we offered a twenty week weight training and cardio program for ten high school students at the Waycobah Fitness Centre.
- Elephant Thoughts provided a Summer Science at our school last July. The camp provided our students with hands on experiences investigating and learning about different aspects in Science
- We'koqma'q Mikmaw School provides second level services of a contracted speech therapist three days per week, a behaviourist's services three days per week and a school psychologist for four days per week.
- This year We'koqma'q Mi'kmaw School had eight graduates from Grade 12.
- There were eight Students who have graduated from Post-Secondary

Institutions this year at Cape Breton University, NSCAD, St. Francis Xavier and the Nova Scotia Community College. All of our students deserve special recognition for their academic achievements.

Program Highlights:

- The Mathematics tutoring Program funded by the MK has proven over the last several years to be extremely successful in helping student improve their proficiency in mathematics.
- The We'koqma'q Mi'kmaw School attended the Provincial Science Fair in Halifax.
- The Student participation in "Show Me Your Math" was an exceptional experience this year with a variety of projects presented by the students. As well, the opportunity to observe the projects from other Communities provided an excellent learning opportunity.
- The Nitap Day for Grades Primary to

Grade 12 was very successful again this year with students being involved different anti-bullying activities . The focus of the program was to develop a better understanding of interpersonal relationships for our students and sharing them with other MK schools, parents and the Community.

- Our students successfully participated in the Nova Scotia Annual Aboriginal Track Field Championships in Westville for the High School Level.
- The students in Grades 2 to 12 participated in the Mi'kmaw Speech Festival held in Eskasoni with students successful in a number of the categories.
- The students participated in the 29 hour Famine raising \$935.00 for supporting the work of the Waycobah First Nation Addiction Services Youth Programs in Waycobah.
- With the Assistance of the Theresa Cremo Memorial Health Centre our students participated a health fair and a mental health awareness day with guest speakers and a number of other



We'koqma'q Mi'kmaw Nation (continued)

related activities.

- The Red Road Project was very active at our school again this year with two students workers Allison Bernard and Takisha Paul-Gould.
- New security cameras have been installed in our school as well as security doors at all entrances.
- The two Mi'kmaw Language Awards were presented to Hayden Googoo and Allison Bernard by the MK for their proficiency in using Mi'kmaw both within the school and the community at a ceremony held in Halifax.

Celebrations:

- The RCMP Adopted-A-Library Program again supported our school again this year. The Junior High students won the Gold award for the Inverness County and also gold for all the Mi'kmaw Kina'matnewey Schools. The Grade 9 class won the "Top Class Award" and Ms. Autumn Gould won the "Top Student Award" for the Junior High

division by reading more than 30 books.

- The Sea Cadets Squadron 355 Cape Breton has officially held their fifth annual review. Our cadets participated in a number of events such as sailing, the inter-divisional competitions this year. They also participated in the Remembrance Day ceremonies at both our school for the Waycobah Service and at Whycomomagh for their service.
- Our Cadet core received this year's award for the Most Improved Corps in Cape Breton. A number of our cadets will again be travelling to all parts of the Atlantic Provinces to attend summer training camps or to be instructors for the camps.
- The Elementary School received a Bronze award for Nova Scotia and were the Elementary Level Champions for Inverness County in the WOW Reading Challenge.
- The school held our annual Treaty Day Powwow with students invited from a number of communities.
- After school programs were offered

to the students throughout the school year and included zumba, Grade 5 and 6 Building Technology, dance ballet, and Sea Cadets.

- Our Students participated in numerous "Mash Sports Tournaments" organized by the MK Sports Consultant with other MK schools.
- This year elder Mrs. Elizabeth Bernard was honoured as our elder of the year. Her recognition included musical entertainment and a walk down memory lane with a power point presentation during the Grade 12 graduation ceremonies.

Partnerships:

- Mi'kmaw Kina'matnewey
- First Nations Help Desk
- Math Tutoring Program
- The School Improvement Team
- School Information System (Datavan)
- Mikmaw Program Specialists
- Mk schools
- Nova Scotia Department of Education



We'koqma'q Mi'kmaw Nation (continued)

- Labour Work Force Development
Level III and NSCC Level IV ALP

78

Funding Initiatives:

Special funding was received this year for High Cost Special Education, New Paths, Parental Involvement, Teacher Recruitment and Retention and the Aboriginal Languages Grant. We have also received funding for year eight of the Adult Learning Program Level III from the Nova Scotia Labour and Work Force







Financial Statements



Financial statements

Mi'kmaw Kina'matnewey

March 31, 2015

Mi'kmaw Kina'matnewey

Contents

	<u>Page</u>
Independent auditor's report	1 - 2
Statements of operations	3 - 4
Balance sheet	5
Statement of changes in net assets	6
Statement of cash flows	7
Notes to the financial statements	8 - 12
Schedule of administrative expenses – operations	13
Schedule of regional help desk revenue and expenditures	14
Schedule of transfers to communities	15
Schedule of revenue and expenses – AANDC	16



Financial Statements



Independent auditor's report

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To the Board of Directors of

Mi'kmaw Kina'matnewey

We have audited the accompanying financial statements of Mi'kmaw Kina'matnewey, which comprise the statement of financial position as at March 31, 2015, and the statement of operations, net assets, and statement of cash flows for the year then ended, and a summary of significant accounting policies and other explanatory information.

Management's responsibility for the financial statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with Canadian accounting standards for not-for-profit organizations, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements present fairly, in all material respects, the statement of financial position as at March 31, 2015, and the statement of operations, and its cash flows for the year then ended in accordance with Canadian accounting standards for not-for-profit organizations.

Sydney, Canada

July 2, 2015

Chartered accountants



Mi'kmaw Kina'matnewey Statements of operations

Year ended March 31, 2015

					2015	2014
	Budgeted Revenue (Note 11)	Actual Revenue	Budgeted Expenses (Note 11)	Actual Expenses	Actual Net	Actual Net
Core education programs (AANDC)						
Band transfers (Page 14)	\$ 37,302,959	\$ 37,302,959	\$ 37,302,959	\$ 37,302,959	\$ -	\$ -
Governance	2,267,105	2,301,639	2,267,105	2,301,639	-	-
Elementary/secondary	243,186	243,186	243,186	243,186	-	-
Post-secondary student support	53,171	53,171	53,171	53,171	-	-
Guidance and counselling	145,888	145,888	145,888	145,888	-	-
Provincial tuition	4,340,983	4,340,983	4,340,983	4,340,983	-	-
Operations and maintenance	444,264	444,264	444,264	444,264	-	-
Capital – Transportation	517,600	517,600	517,600	517,600	-	-
Capital – other	194,477	194,477	194,477	194,477	-	-
High cost special education (indirect services)	129,115	129,115	129,115	129,115	-	-
	<u>45,638,748</u>	<u>45,673,282</u>	<u>45,638,748</u>	<u>45,673,282</u>	<u>-</u>	<u>-</u>
Special projects (Contribution)						
First Nation Student Success Program (AANDC)						
MK contribution	146,000	146,000	146,000	146,000	-	-
School success plans	1,597,692	1,597,692	1,597,692	1,597,692	-	-
Student learning assessments	228,516	228,516	228,516	228,516	-	-
Performance measurement	321,509	321,509	321,509	321,509	-	-
Early literacy	130,146	130,146	130,146	130,146	-	-
	<u>2,423,863</u>	<u>2,423,863</u>	<u>2,423,863</u>	<u>2,423,863</u>	<u>-</u>	<u>-</u>
Education partnership program	183,867	183,867	183,867	184,101	(234)	-
Post secondary projects						
N.S WorkIT grant	10,000	10,000	10,000	10,075	(75)	-
P.S.E math project	8,554	8,554	8,554	8,554	-	-
P.S.E trades fair	50,563	50,563	50,563	50,488	75	-
Career coaching - CMM	3,872	3,872	3,872	3,872	-	-
Purdy Crawford	20,000	20,000	20,000	20,000	-	-
	<u>\$ 92,989</u>	<u>\$ 92,989</u>	<u>\$ 92,989</u>	<u>\$ 92,989</u>	<u>\$ -</u>	<u>\$ -</u>



Mi'kmaw Kina'matnewey Statements of operations (Continued)

Year ended March 31, 2015

	2015		2014			
	Budgeted Revenue (Note 11)	Actual Revenue	Budgeted Expenses (Note 11)	Actual Expenses	Actual Net	Actual Net
Sports and recreation						
Sports animator	100,000	100,000	100,000	223,295	(123,295)	(110,000)
Aboriginal bilateral agreement	110,000	110,000	110,000	-	110,000	110,000
Sports circle	25,000	25,000	25,000	14,393	10,607	-
Health promoting - schools	31,000	31,000	31,000	31,000	-	-
NAIG	233,568	233,568	233,568	235,132	(1,564)	-
NAHC	50,656	50,656	50,656	50,656	-	-
Snowboarding (Tripartite project)	20,000	20,000	20,000	20,000	-	-
Youth athlete development	34,014	34,014	34,014	29,762	4,252	-
Sports summit	10,670	10,670	10,670	10,670	-	-
Summer games	50,000	50,000	50,000	50,000	-	-
	<u>664,908</u>	<u>664,908</u>	<u>664,908</u>	<u>664,908</u>	<u>-</u>	<u>-</u>
Aboriginal language development						
Mi'kmaw curriculum development project	29,428	29,429	29,428	29,429	-	-
Language app project	33,646	33,646	33,646	33,646	-	-
Mi'kmaw language program	121,175	121,175	121,175	121,175	-	-
Language projects	9,247	9,248	9,247	9,248	-	-
Mi'kmaw language curriculum development fund	3,494	3,494	3,494	3,494	-	(11,344)
Culture and heritage project	26,401	26,401	26,401	26,401	-	-
Treaty day	24,258	24,258	24,258	24,258	-	-
Treaty education workshop	36,895	36,895	36,895	36,700	195	-
	<u>284,544</u>	<u>284,546</u>	<u>284,544</u>	<u>284,351</u>	<u>195</u>	<u>(11,344)</u>
Other						
Summer reading camp	5,000	5,000	5,000	5,000	-	-
Sister Dorothy Moore scholarship	6,000	6,000	6,000	6,000	-	-
Financial management and governance (Regional meeting)	25,000	25,000	25,000	17,511	7,489	-
Consultation and policy development. (Mount St. Vincent)	20,000	20,000	20,000	20,000	-	-
MPIC	14,200	14,200	14,200	14,200	-	-
ANTEC	12,647	12,647	12,647	12,737	(90)	-
Other Projects	3,500	3,500	3,500	3,500	-	-
	<u>86,347</u>	<u>86,347</u>	<u>86,347</u>	<u>78,948</u>	<u>7,399</u>	<u>-</u>
Regional Help Desk (Page 14)	<u>1,341,095</u>	<u>1,349,745</u>	<u>1,341,095</u>	<u>1,349,939</u>	<u>(194)</u>	<u>-</u>
Excess of revenue over expenses	<u>\$ 50,716,360</u>	<u>\$ 50,759,547</u>	<u>\$ 50,716,360</u>	<u>\$ 50,752,381</u>	<u>\$ 7,166</u>	<u>\$ (11,344)</u>



Mi'kmaw Kina'matnewey Balance sheet

March 31	2015	2014
Assets		
Current		
Cash	\$ 2,984,387	\$ 5,522,843
Receivables (Note 3)	485,534	798,470
Prepays	2,503	5,593
	3,472,424	6,326,906
Donald Marshall Sr. memorial bursary fund (Note 4)	36,269	37,724
	<u>\$ 3,508,693</u>	<u>\$ 6,364,630</u>
Liabilities		
Current		
Payables and accruals (Note 5)	\$ 642,382	\$ 1,948,604
Deferred revenue		
Operating (Note 6)	2,086,445	3,079,423
Capital	42,435	604,883
	<u>2,771,262</u>	<u>5,632,910</u>
Equity		
Trust fund (Note 4)	36,269	37,724
Mi'kmaw Language Curriculum Development Fund (Note 7)	691,326	691,326
Unrestricted	9,836	2,670
	<u>737,431</u>	<u>731,720</u>
	<u>\$ 3,508,693</u>	<u>\$ 6,364,630</u>

On behalf of the Board

Director

Director

See accompanying notes to the financial statements.

Mi'kmaw Kina'matnewey Statement of changes in net assets

Year ended March 31	2015	2014			
	<u>Unrestricted</u>	<u>Mi'kmaw language development fund</u>	<u>Trust fund</u>	<u>Total</u>	<u>Total</u>
Balance, beginning of year	\$ 2,670	\$ 691,326	\$ 37,724	\$ 731,720	\$ 744,476
Excess of revenue over expenses	7,166	-	(1,455)	5,711	(12,756)
Balance, end of year	<u>\$ 9,836</u>	<u>\$ 691,326</u>	<u>\$ 36,269</u>	<u>\$ 737,431</u>	<u>\$ 731,720</u>



Mi'kmaw Kina'matnewey Statement of cash flows

Year ended March 31 2015 2014

(Decrease) increase in cash and cash equivalents

Cash flows from operating activities

Excess of revenues over expenses	\$ 7,166	\$ (11,344)
Change in non-cash operating working capital (Note 8)	<u>(2,545,622)</u>	<u>(4,946,747)</u>
	<u>(2,538,456)</u>	<u>(4,958,091)</u>
Net (decrease) increase in cash and cash equivalents	(2,538,456)	(4,958,091)
Cash and cash equivalents, beginning of year	<u>5,522,843</u>	<u>10,480,934</u>
Cash and cash equivalents, end of year	<u>\$ 2,984,387</u>	<u>\$ 5,522,843</u>

See accompanying notes to the financial statements.

Mi'kmaw Kina'matnewey Notes to the financial statements

March 31, 2015

1. Nature of operations

The operations of Mi'kmaw Kina'matnewey are directed by a Board of Directors comprised of the Chiefs from the twelve participating communities. Mi'kmaw Kina'matnewey has a mandate to manage and distribute educational resources to each of the twelve Mi'kmaq communities in Nova Scotia and to facilitate the development of a Mi'kmaq education system. The Organization is exempt from income taxes.

2. Summary of significant accounting policies

Basis of accounting

The accounts are prepared in accordance with Canadian generally accepted accounting principles for non-profit organizations (ASNPO).

Revenue recognition

The Organization uses the deferral method of accounting for contributions whereby revenue is recognized in the same period or periods as its related expenses. Contributions relating to expenses of future periods are deferred and recognized as revenue as the expenses are incurred.

Cash and cash equivalents

Cash and cash equivalents include cash on hand, balances with banks and short term deposits with original maturities of three months or less. Bank borrowings are considered to be financing activities.

Financial instruments

Financial instruments must be classified into either the cost/amortized cost or fair value categories. The entity has no financial instruments that are required to be accounted for at fair value.

The cost/amortized cost category includes cash and cash equivalents, receivables, and payables and accruals. They are initially recognized at cost and subsequently carried at amortized cost using the effective interest rate method, less and impairment losses on financial assets.

Management assesses each financial instrument to determine whether there is any impairment losses and if any, are reported in the statement of operations. Valuation allowances are recorded to write-down amounts to the lower of cost and their net recoverable value.

Transaction costs related to financial instruments in the amortized cost category are added to the carrying value of the instrument.



Mi'kmaw Kina'matnewey Notes to the financial statements

March 31, 2015

2. Summary of significant accounting policies (continued)

Use of estimates

In preparing the Organization's financial statements, management is required to make estimates and assumptions that affect the reported amounts of assets and liabilities, the disclosure of contingent assets and liabilities at the date of the financial statements, and reported amounts of revenue and expenses during the period. Actual results could differ from these estimates.

3. Receivables	2015	2014
Trade	\$ 109,915	\$ 375,112
Member communities	287,172	399,717
Aboriginal Affairs and Northern Development Canada	48,307	-
Harmonized sales tax	40,140	23,641
	<u>\$ 485,534</u>	<u>\$ 798,470</u>

4. Donald Marshall Sr. memorial bursary fund	2015	2014
Balance, beginning of year	\$ 37,724	\$ 39,136
Interest earned	545	588
Redemption of GIC	37,894	39,598
Purchase of GIC	(37,894)	(39,598)
Scholarship and travel	(2,000)	(2,000)
Balance, end of year	<u>\$ 36,269</u>	<u>\$ 37,724</u>

The fund consists of cash held on deposit to be awarded as student bursaries.

5. Payables and accruals	2015	2014
Trade	\$ 376,189	\$ 1,115,976
Member communities	266,193	832,628
	<u>\$ 642,382</u>	<u>\$ 1,948,604</u>

Mi'kmaw Kina'matnewey Notes to the financial statements

March 31, 2015

6. Deferred revenue	2015	2014
Operating		
Archive for Mi'kmaw authors	\$ 15,000	\$ -
Atlantic Native Teachers' Education Conference	-	7,620
Athlete development fund	5,389	14,403
Career coaching	1,128	5,000
Early literacy	7,548	697
Education Learning and Sports	10,000	15,000
Elementary/secondary	102,630	29,977
First Nation Student Success Program	46,384	46,384
Governance	200,991	1,272,296
Governance – allocated for capital reimbursement	600,000	600,000
Guidance and Counselling	194,119	157,591
Help desk	21,394	73,840
Language and culture	12,549	38,950
Lifelong learning	-	2,000
Mi'kmaw curriculum development (interest)	9,494	-
Mi'kmaw language app. development	44,508	-
Mi'kmaw language curriculum	23,371	32,750
Mi'kmaw language development	59,019	70,443
Mi'kmaw language study	752	-
Operations and maintenance	-	113,661
Post secondary education – trade fair	9,051	14,614
Post secondary "Math Project"	114,654	-
Post secondary "Second chance"	6,829	-
Post secondary	389,838	306,262
Project of the Heart	-	384
Provincial tuition	52,985	86,280
Special education	139	2,888
Sports and recreation	79,755	176,491
Sport summit	1,222	11,892
Transportation	77,696	-
	<u>\$ 2,086,445</u>	<u>\$ 3,079,423</u>

7. Mi'kmaw language curriculum development fund

Through a motion of the board of directors, the Organization has appropriated equity to fund Mi'kmaw language curriculum development in future years.



Mi'kmaw Kina'matnewey Notes to the financial statements

March 31, 2015

8. Change in non-cash operating working capital	2015	2014
Receivables	\$ 312,936	\$ 814,375
Prepays	3,090	4,461
Payables and accruals	(1,306,222)	(276,317)
Deferred revenue	(1,555,426)	(5,489,266)
	<u>\$ (2,545,622)</u>	<u>\$ (4,946,747)</u>

9. Defined contribution plan

The Organization has contributed \$92,049, (2014 - \$68,787) to the employees' defined contribution plan for the year ended March 31, 2015.

10. Financial instruments

The Organization is exposed to various risks through its financial instruments. The following analysis provides a measure of the Organization's risk exposures and concentrations at March 31, 2015.

Credit risk

Credit risk is the risk of loss associated with a counterpart's inability to fulfil its payment obligations. The Organization's credit risk is attributable to the regular trade receivables and receivables from related parties of \$485,534 (2014 - \$798,470). Management believes that the credit risk concentration with respect to financial instruments included in receivables is remote.

Liquidity risk

Liquidity risk is the risk that the Organization will be unable to meet its contractual obligations and financial liabilities. The Organization's liquidity risk is attributable to the regular trade payables and payables to related parties of \$642,382 (2014 - \$1,948,604). The Organization manages liquidity risk by monitoring its cash flows and ensuring that it has sufficient cash available to meet its obligations and liabilities. Management believes that the liquidity risk concentration with respect to financial instruments included in payables is remote.

Fair value

The book value of cash and cash equivalents, receivables, and payables and accruals approximate fair values at March 31, 2015, due to their short term maturity, floating interest rates or fixed interest rates which approximate current market rates.

Mi'kmaw Kina'matnewey Notes to the financial statements

March 31, 2015

11. Budget figures

Budget figures have been compiled from information provided by management. These figures have not been audited or verified by any means and are provided for comparative purposes only.



Mi'kmaw Kina'matnewey

Schedule of administrative expenses - operations

Year ended March 31	2015	2014	
	<u>Budget</u> (Note 11)	<u>Actual</u>	<u>Actual</u>
Wages and benefits	\$ 1,252,975	\$ 1,288,238	\$ 974,793
Travel and advisory services	376,310	390,794	380,309
Rent	65,000	48,301	55,493
Office supplies	28,000	26,593	40,934
Office equipment	10,000	2,088	13,875
Professional fees	232,500	238,794	245,903
Meeting room rentals	30,000	40,290	42,029
Telephone	40,000	41,413	32,160
Insurance	10,000	12,669	7,651
Maintenance	39,000	49,470	37,772
Negotiations	25,000	24,214	5,149
Professional development	45,440	28,637	28,751
Miscellaneous	6,500	8,851	5,787
Communications	99,380	93,267	45,000
Interest and bank charges	7,000	8,021	7,246
	<u>\$ 2,267,105</u>	<u>\$ 2,301,640</u>	<u>\$ 1,922,852</u>

See accompanying notes to the financial statements.



Mi'kmaw Kina'matnewey Schedule of regional help desk revenue and expenditures

Year ended March 31, 2015

					2015	2014
	Budgeted Revenue (Note 11)	Actual Revenue	Budgeted Expenses (Note 11)	Actual Expenses	Actual Net	Actual Net
Core operations						
Information and communications (grant)	\$ 313,262	\$ 313,262	\$ 313,262	\$ 313,262	\$ -	\$ -
Information and communication (contribution)	<u>450,287</u>	<u>450,287</u>	<u>450,287</u>	<u>450,287</u>	<u>-</u>	<u>-</u>
	<u>763,549</u>	<u>763,549</u>	<u>763,549</u>	<u>763,549</u>	<u>-</u>	<u>-</u>
Special projects						
Telehealth	239,600	239,600	239,600	239,600	-	-
Health connectivity	93,000	93,000	93,000	93,000	-	-
AANDC skills link program	192,500	192,500	192,500	192,694	(194)	-
MK contribution	52,446	52,446	52,446	52,446	-	-
Other	<u>-</u>	<u>8,650</u>	<u>-</u>	<u>8,650</u>	<u>-</u>	<u>-</u>
	<u>577,546</u>	<u>586,196</u>	<u>577,546</u>	<u>586,390</u>	<u>(194)</u>	<u>-</u>
	<u>\$ 1,341,095</u>	<u>\$ 1,349,745</u>	<u>\$ 1,341,095</u>	<u>\$ 1,349,939</u>	<u>\$ (194)</u>	<u>\$ -</u>



Mi'kmaw Kina'matnewey
Schedule of Transfers to Communities
 Year ended March 31, 2015

	Acadia First Nation	Annapolis Valley First Nation	Bear River First Nation	Chapel Island First Nation	Eskasoni First Nation	Membertou First Nation	Pictou Landing First Nation	Shubenacadie First Nation	Wagmatcook First Nation	We'koqma'q First Nation	Confederacy of Mainland Mi'kmaq	Paqtnkek First Nation	Glooscap First Nation	Total
Education Grant- Band Transfer:														
Elementary/Secondary	163,030	61,373	92,482	1,072,498	9,497,165	1,515,423	757,932	4,013,938	1,379,113	2,430,088	6,581	346,168	51,570	21,387,361
Post Secondary	406,851	-	-	482,194	1,763,020	891,693	-	1,280,827	452,582	889,044	1,006,055	241,097	19,335	7,432,678
Indian Government Support	15,165	12,046	55,973	103,975	784,434	126,674	67,140	84,668	150,356	181,661	-	93,829	8,744	1,684,665
O&M school facilities	-	-	26,635	125,000	926,977	69,982	43,069	342,694	250,235	396,412	-	33,007	-	2,214,011
Capital	-	-	1,067	75,023	545,872	12,771	10,423	28,227	105,171	125,108	-	924	-	904,586
Governance	17,812	17,984	28,666	65,215	251,968	73,185	56,977	146,194	88,051	109,492	-	25,049	10,000	890,593
High Cost Special Ed (Direct Services)	54,109	30,655	27,114	115,085	559,413	146,507	105,348	258,031	111,545	174,830	-	70,928	-	1,653,565
New Path Improving School Effectiveness	9,708	6,275	6,992	42,778	305,644	58,856	36,278	112,705	48,516	77,736	-	25,887	4,137	735,512
Teacher Salary Enhancement	-	-	334	23,529	190,733	18,356	12,515	76,593	25,865	50,061	-	2,002	-	399,988
Total band transfers	666,675	128,333	239,263	2,105,297	14,825,226	2,913,447	1,089,682	6,343,877	2,611,414	4,434,432	1,012,636	838,591	93,786	37,302,959
Comprehensive funding arrangement:														
FNSSP School Success Direct Services-Math Tutoring	-	-	-	45,000	90,000	45,000	45,000	45,000	45,000	45,000	-	-	-	360,000
FNSSP School Success - Mi'kmaw mentoring Education Partnership Program	2,500	2,500	2,500	10,000	11,364	-	2,500	2,500	2,500	-	-	-	-	36,364
	-	-	-	-	115,771	-	-	-	-	-	-	-	-	115,771
Total comprehensive funding arrangement:	2,500	2,500	2,500	55,000	217,135	45,000	47,500	47,500	47,500	45,000	-	-	-	512,135



Mi'kmaw Kina'matnewey

Schedule of revenue and expenses - Aboriginal Affairs and Northern Development Canada
March 31, 2015

	FNSSP School Success Plan		FNSSP Student Learning Assessment		FNSSP Performance Management		FNSSP Early Literacy		EPP Education Partnership Advancement		New Path Information & Communication Technology		First Nation & Inuit Skills Link Program		Consultation & Policy Development (Mount St. Vincent)		Financial Management & Governance (Regional meeting)	
	Budget (Note 11)	Actual	Budget (Note 11)	Actual	Budget (Note 11)	Actual	Budget (Note 11)	Actual	Budget (Note 11)	Actual	Budget (Note 11)	Actual	Budget (Note 11)	Actual	Budget (Note 11)	Actual	Budget (Note 11)	Actual
Per Funding Agreement																		
Set Contribution	\$ 1,597,692	1,597,692	\$ 228,516	228,516	\$ 321,509	321,509	\$ 130,146	130,146	\$ 183,867	183,867	\$ 450,287	450,287	\$ 192,500	192,500	\$ 20,000	20,000	\$ 25,000	25,000
Other																		
Total Revenues	1,597,692	1,597,692	228,516	228,516	321,509	321,509	130,146	130,146	183,867	183,867	450,287	450,287	192,500	192,500	20,000	20,000	25,000	25,000
Expenditures																		
Telephone	10,607	9,024	1,768	1,690	4,368	3,162	1,768	1,687	-	-	-	-	-	-	-	-	-	-
Salaries & benefits	453,118	454,031	62,020	68,062	56,705	61,248	62,020	62,020	-	-	122,500	143,144	192,500	192,694	-	-	-	-
Red road project	100,000	100,040	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Travel	106,390	96,614	17,305	17,331	17,305	17,381	17,305	18,232	-	-	10,000	10,583	-	-	-	-	3,000	2,502
Professional services	37,597	56,509	3,461	800	233,901	233,842	3,461	3,235	-	-	30,000	27,567	-	-	20,000	20,000	-	-
Direct services	627,760	627,760	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment	20,766	19,918	3,461	3,135	3,461	3,450	3,461	3,491	-	-	86,787	87,461	-	-	-	-	-	-
Materials & supplies	13,842	14,862	2,307	2,146	2,307	1,248	2,307	2,302	-	-	-	-	-	-	-	-	-	-
Professional development	20,533	11,855	138,194	135,352	3,461	1,179	3,461	2,816	-	-	-	-	-	-	-	-	-	-
Administration	207,079	207,079	-	-	-	-	-	-	16,715	16,715	10,000	10,000	-	-	-	-	-	1,592
Community mentoring	-	-	-	-	-	-	36,363	36,363	-	-	-	-	-	-	-	-	-	-
Meeting room costs	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Professional learning network	-	-	-	-	-	-	-	-	51,382	51,616	-	-	-	-	-	-	12,408	7,872
Hotels	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fine arts and language	-	-	-	-	-	-	-	-	115,770	115,770	-	-	-	-	-	-	8,000	5,546
Connectivity	-	-	-	-	-	-	-	-	-	-	191,000	171,532	-	-	-	-	-	-
Total Expenditures	1,597,692	1,597,692	228,516	228,516	321,509	321,509	130,146	130,146	183,867	184,101	450,287	450,287	192,500	192,694	20,000	20,000	25,000	17,512
Surplus/(deficit)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (234)	\$ -	\$ -	\$ -	\$ (194)	\$ -	\$ -	\$ -	\$ 7,488



Annual Performance Report

Goal 1: Improve literacy rates for our students.

Measure	2013 – 2014 Baseline Data	Target	Target to Date Year	Actions
Number of professional learning networks (PLN's)	4 professional learning networks	<p>2014 – 2015 1) 6 Professional learning networks</p> <p>2015 – 2016 Maintain 6 professional learning networks for 2015-2016</p>	<p>2014 – 2015 1) 6 professional learning networks</p> <p>2015 – 2016 TBD</p>	<p>2014 – 2015</p> <ul style="list-style-type: none"> - Acquire EPP money - Create list of dates for schools to sign up - Ensure that each school has participating teachers; work with directors/ principals on this - Provide necessary resources - Enable attendance by providing substitute funding
Number of schools that participate in appropriate PLN's	<p>PLN's:</p> <p>P-3 – 50%</p> <p>4-6 - 43%</p> <p>7-12 - 50%</p> <p>ELT - 71%</p> <p>Lead Literacy- 86%</p> <p>ELA - 0%</p>	<p>2014 – 2015 PLN's:</p> <p>P-3 - 100%</p> <p>4-6 - 100%</p> <p>7-12 - 100%</p> <p>ELT - 100%</p> <p>Lead Literacy- 100%</p> <p>ELA - 100%</p> <p>2015 – 2016 Continue with 100% school participation</p>	<p>2014 – 2015 PLN'S:</p> <p>P-3 – 100%</p> <p>4-6 – 100%</p> <p>7-12 – 100%</p> <p>ELT- 100%</p> <p>Lead Literacy - 100%</p> <p>ELA 7-12 – 100%</p> <p>2015 – 2016 TBD (To be determined)</p>	<p>2015 – 2016</p> <ul style="list-style-type: none"> - Acquire EPP money - Create list of dates for schools to sign up - Ensure that each schools sends teachers; work with directors/principals on this - Provide appropriate resources - Enable attendance by providing substitute funding



<p>Percentage improvement in the provincial reading and writing assessment results.</p>	<p>Grade 3 Reading: 26% Writing ideas: 52% Conventions: 33% Organization: 29% Language use: 32%</p> <p>Grade 6 Reading: 34% Writing ideas: 58% Conventions: 30% Organization: 42% Language use: 46%</p> <p>Grade 8 Reading - 28%</p>	<p>2014 - 2015 Baseline data will improve by:</p> <p>Grade 3 Reading - 5% Writing ideas - 2% Conventions - 5% Organization - 5% Language Use - 5%</p> <p>Grade 6 Reading - 5% Writing ideas - 2% Conventions - 5% Organization - 5% Language use - 5%</p> <p>Grade 8 Reading - 5%</p> <p>2015 - 2016 Baseline data will improve by:</p> <p>Grade 3 Reading - 5% Writing ideas - 2% Conventions - 5% Organization - 5% Language Use - 5%</p> <p>Grade 6 Reading - 5% Writing ideas - 2% Conventions - 5% Organization - 5% Language use - 5%</p> <p>Grade 8 Reading - 5%</p>	<p>2014 - 2015</p> <p>Grade 3 Reading - 28% Writing ideas - 45% Conventions - 18% Organization - 31% Language Use - 33%</p> <p>Grade 6 Reading - 30% Writing ideas - 43% Conventions - 19% Organization - 25% Language use - 24%</p> <p>Grade 8 Reading - 29%</p> <p>2015 - 2016 TBD</p>	<p>2014 - 2015 Use data to inform instruction Collaboratively examine results and determine areas of focus Provide ongoing professional development opportunities - PLN's, mentors, co-teaching, on-line learning opportunities</p> <p>2015 - 2016 Use data to inform instruction Collaboratively examine results and determine areas of focus Provide ongoing professional development opportunities - PLN's, mentors, co-teaching, on-line learning opportunities</p>
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<p>Number of PD sessions for administrators</p> <p>Percentage of attendance at PD sessions</p>	<p>1 PD session for administrators</p> <p>28.5% of administrators attended the PD session</p>	<p>2014 - 2015 3 PD sessions for administrators</p> <p>2015 - 2016 4 PD sessions for Administrators</p> <p>2014 - 2015 80% of administrators will attend at least 1 PD session</p> <p>2015 - 2016 Maintain 80% attendance</p>	<p>2014 - 2015 100% achieved</p> <p>2015 - 2016 TBD</p> <p>2014 - 2015 100% achieved</p> <p>2015 - 2016 TBD</p>	<p>2014 - 2015</p> <ul style="list-style-type: none"> - Use data from provincial assessments to determine PD focus areas - Provide PD for principals on becoming instructional literacy leaders <p>2015/2016</p> <ul style="list-style-type: none"> - Share / discuss assessment results - Use data from provincial assessments to determine PD focus areas - Use PD as a vehicle to implement change
<p>Percentage of schools who use the service of literacy mentors</p>	<p>14% (2/14) of schools used literacy mentor/coaches</p>	<p>2014 - 2015 76% of schools will use the services of literacy mentors</p> <p>2015 - 2016 100% of schools will use the services of literacy mentors</p>	<p>2014 - 2015 100% achieved</p> <p>2015 - 2016 TBD</p>	<p>2014 - 2015</p> <ul style="list-style-type: none"> - Provide a mentor for Early Literacy Teachers for 3 days during the schools - Use PLN's as vehicles for teachers mentoring each other <p>2015 - 2016</p> <ul style="list-style-type: none"> - Literacy consultants will mentor/coach teachers



Objective 2

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

Measure	2013 – 2014 Baseline Data	Target	Target to Date Year	Actions
Percentage of P-8 teachers who have inputted Fountas and Pinnell Benchmark Reading results into MK SIS.	57% of P-8 teachers have input Fountas and Pinnell benchmark results into MK SIS.	<p>2014 – 2015 75% of P-8 teachers will input their initial, mid year, and end of year data into MK SIS.</p> <p>2015 – 2016 75% of P-8 teachers will input their initial, mid year and end of year data into MK SIS</p>	<p>2014 – 2015 64% of P-8 teachers inputted their initial, mid year and end of year data into MK SIS</p> <p>2015 – 2016 TBD</p>	<p>2014 – 2015</p> <ul style="list-style-type: none"> - Held webinar on inputting data - Clarified reporting dates - Have ELT's bring data to PLN's to ensure data is entered <p>2015 – 2016</p> <ul style="list-style-type: none"> - Remind teachers during PD sessions to input data - MK SIS to send monthly status updates - Principal reports to be sent - More communication re: performance measurement
Percentage of teachers who have inputted Observation Survey results into MK SIS P-2	46% of teachers have inputted Observation Survey results into MK SIS P-2.	<p>2014 – 2015 75% of P-2 teachers will input their initial, mid year and end of year data into MK SIS.</p> <p>2015 – 2016 75% of P-2 teachers will input their initial, mid year and end of year data into MK SIS</p>	<p>2014 – 2015 50% of P-2 teachers have inputted their initial, mid year and end of year data into MK SIS</p> <p>2015 – 2016 TBD</p>	<p>2014 – 2015</p> <ul style="list-style-type: none"> - Hold webinar - Reminded principals when reporting is due - Get ELT's to bring data to PLN's to ensure data is entered <p>2015 – 2016</p> <ul style="list-style-type: none"> - Continuous reminders during PD sessions - MK SIS to send monthly status updates - Principal reports to be sent



<p>Percentage of teachers grades 10-12 who has used a content comprehension assessment tool.</p>	<p>No baseline</p>	<p>2014 - 2015 50% of grades 10-12 content area teachers used a content area comprehension assessment tool.</p> <p>2015 - 2016 60% of grades 10-12 content area teachers will use the content area comprehension assessment tool.</p>	<p>2014 - 2015 100% achieved</p> <p>2015 - 2016 TBD</p>	<p>2014 - 2015</p> <ul style="list-style-type: none"> - Used feedback sheets - PD to introduce the assessment tool <p>2015 - 2016</p> <ul style="list-style-type: none"> - Professional development with teachers around the assessment tool - Collaborative moderation of assessment results
<p>The Writing Continuum, an assessment tool, has been implemented in 1 classroom in each community</p>	<p>No Baseline</p>	<p>2014 - 2015 1 classroom in each community will use the writing continuum as assessment tool</p> <p>2015 - 2016 2 Classrooms in each community will use the writing continuum as assessment tool.</p>	<p>2014 - 2015 100% achieved</p> <p>2015 - 2016 TBD</p>	<p>2014 - 2015</p> <ul style="list-style-type: none"> - Volunteers from each community - Provide PD - Use mentoring to provide support <p>2015 - 2016</p> <ul style="list-style-type: none"> - Provide ongoing support (mentoring) - Have writing continuum used as a visual aid in the classroom



Objective 3 Implement and extend early literacy programs

Measure	2013 – 2014 Baseline Data	Target	Target to Date Year	Actions
Number of elementary schools that have implemented the <i>Succeeding in Reading Program</i>	The <i>Succeeding in Reading Program</i> has been implemented in 70% (5 out of 7) elementary schools	<p>2014 – 2015 Implement the program in 6 out of 7 schools (85%)</p> <p>2015 – 2016 Implement the program in 7 out of 7 schools (100%)</p>	<p>2014 – 2015 100% achieved</p> <p>2015 – 2016 TBD</p>	<p>2014 – 2015</p> <ul style="list-style-type: none"> - Continued to support the program - Discussed with director of Ed and principal how we can implement missing community <p>2015 – 2016</p> <ul style="list-style-type: none"> - Continue to offer a high level of support - Distribute framework to all schools in September
Percentage of students who have increased by 2 or more reading levels during <i>Succeeding in Reading</i> intervention	64% of students in the Early Literacy Program increased by a minimum of 2 reading levels	<p>2014 – 2015 Increase baseline by 5% to 69%</p> <p>2015 – 2016 75% of students who are in the Early Literacy Program will improve by a minimum of 2 reading levels</p>	<p>2014 – 2015 100% achieved</p> <p>2015 – 2016</p>	<p>2014 – 2015</p> <ul style="list-style-type: none"> - Continued to support ELT - Implemented mentoring and coaching - Share best practices <p>2015 – 2016</p> <ul style="list-style-type: none"> - Continue to support ELT - Implement mentoring and coaching - Share best practices



<p>Number of MK communities that have MK summer reading programs</p>	<p>1 out of 12 MK communities had an MK summer reading program</p>	<p>2014 - 2015 6 out of 12 MK schools will have an MK summer reading program</p> <p>2015 - 2016 10/12 MK schools will have an MK summer reading program</p>	<p>2014 - 2015 100% achieved</p> <p>2015 - 2016 TBD</p>	<p>2014 - 2015</p> <ul style="list-style-type: none"> - Promoted the program - Kept communities informed <p>2015 - 2016</p> <ul style="list-style-type: none"> - Continue to promote the program - Keep communities informed
<p>Number of communities where MK initiated baby and toddler literacy programs</p>	<p>There are currently no baby or toddler MK led initiatives</p>	<p>2014 - 2015 2 communities will run baby and toddler literacy programs</p> <p>2015 - 2016 4 communities will run baby and toddler literacy programs</p>	<p>2014 - 2015 100% achieved</p> <p>2015 - 2016 TBD</p>	<p>2014 - 2015</p> <ul style="list-style-type: none"> - Promoted baby/toddler literacy programs - Kept communities informed <p>2015 - 2016</p> <ul style="list-style-type: none"> - Continue to promote baby/toddler literacy programs - Continue to keep communities informed



Objective 4

Provide a wide range and a variety of resources for supporting students and teachers

Measure	2013 – 2014 Baseline Data	Target	Target to Date Year	Actions
Percentage of Professional Learning Networks that have been provided with professional learning resources	50% of PLN's received resources	<p>2014 – 2015 All PLN's will receive professional learning resources (100%)</p> <p>2015 – 2016 100% of PLN's will receive additional professional learning resources</p>	<p>2014 – 2015 100% achieved</p> <p>2015 – 2016 TBD</p>	<p>2014 – 2015</p> <ul style="list-style-type: none"> - Purchased resources through EPP <p>2015 – 2016</p> <ul style="list-style-type: none"> - Purchase additional resources through EPP
Percentage of Grades 7-12 English Language Arts classrooms that have received novel packages	0% were purchased	<p>2014 – 2015 100% of ELA 7-12 classrooms will receive a variety of novels</p> <p>2015 – 2016 100% will receive a variety of print resources for their classroom libraries</p>	<p>2014 – 2015 100% achieved</p> <p>2015 – 2016 TBD</p>	<p>2014 – 2015</p> <ul style="list-style-type: none"> - Purchased novels and distributed <p>2015 – 2016</p> <ul style="list-style-type: none"> - Purchase print resources and distribute
Percentage of P-12 ELA classrooms that have received resources focusing on First Nation's content	0% purchased	<p>2014 – 2015 100% of P-12 ELA classrooms will receive resources focusing on FN content</p> <p>2015 – 2016 100% of P-12 classrooms will receive additional resources focusing on FN content</p>	<p>2014 – 2015 100% achieved</p> <p>2015 – 2016 TBD</p>	<p>2014 – 2015</p> <ul style="list-style-type: none"> - Purchased resources and distributed <p>2015 – 2016</p> <ul style="list-style-type: none"> - Purchase resources and distribute



<p>Number of literacy resources which have been posted to the MK website</p>	<p>There are no resources posted to date</p>	<p>2014 - 2015 10 literacy resources will be posted to the MK website</p> <p>2015 - 2016 50 literacy resources will be posted to the MK website and to the Literacy Facebook Page</p>	<p>2014 - 2015 100% achieved</p> <p>2015 - 2016 TBD</p>	<p>2014 - 2015</p> <ul style="list-style-type: none"> - Gathered online resources - Posted resources to MK website - Promoted through PLN's <p>2015 - 2016</p> <ul style="list-style-type: none"> - Gather online resources - Submit to Shara to post on MK website - Promote through PLN's - Post to Literacy Facebook Page
<p>Percentage of schools which will have online access to <i>Education Leadership</i> magazine</p>	<p>0% access to online resource</p>	<p>2014 - 2015 100% of schools will have online access to <i>Educational Leadership</i> magazine.</p> <p>2015 -2016 Maintain -100% of schools will have online access to <i>Educational Leadership</i> magazine.</p>	<p>2014 - 2015 100% achieved</p> <p>2015 - 2016 TBD</p>	<p>2014 - 2015</p> <ul style="list-style-type: none"> - Purchased license - Promoted through PLN'S <p>2015 - 2016</p> <ul style="list-style-type: none"> - Purchase license - Promote through PLN'S



Goal 2: Improve numeracy rates for our students.

Objective 1

Enhance the numeracy

Measure	2013 – 2014 Baseline Data	Target	Target to Date Year	Actions
Level Reporting on the NS Grade 4 Math Assessment	<p>Problem Solving: Level 1: 56% Level 2: 17% Level 3: 11% Level 4: 15%</p> <p>Communication: Level 1: 52% Level 2: 15% Level 3: 23% Level 4: 10%</p> <p>*Rounding accounts for total not necessarily being 100%</p>	<p>2013 – 2014 New baseline assessment to be called Grade 4 Math –October of 2013</p> <p>2014 – 2015 1% - 3% positive shift among the performance levels for our students</p> <p>2015 – 2016 1% - 3% overall positive shift among the performance levels.</p>	<p>2014 – 2015 Reported this year as one and not broken down: Level 1: 36% Level 2: 24% Level 3: 33% Level 4: 02%</p> <p>5% improvement in students at or above grade expectations</p> <p>2015 – 2016 TBD</p>	<ul style="list-style-type: none"> - Develop ongoing formative assessment for P-6 - Work closely with assessment coordinator to interpret the resulting data to help plan teach support - Develop interventions, based on the data, to help plan teacher support - Work closely with school administration
Level reporting on the NS Grade 6 Math Assessment.	<p>Problem Solving: Level 1: 68% Level 2: 21% Level 3: 04% Level 4: 07%</p> <p>Communication: Level 1: 74% Level 2: 13% Level 3: 11% Level 4: 03%</p>	<p>2013 – 2014 1% - 3% positive shift among the performance levels for our students</p> <p>2014 – 2015 New baseline to be set in the September – October assessment Grade 6 Math</p>	<p>2014 – 2015 Reported this year as one and not broken down: Level 1: 50%</p>	<ul style="list-style-type: none"> - Same as noted in previous measure.



	*Rounding accounts for total not necessarily being 100%	<p>2015 - 2016 1% - 3% positive shift among the performance levels.</p>	<p>Level 2: 34% Level 3: 17% Level 4: 00%</p> <p>5% improvement in students at or above grade expectations</p> <p>2015 - 2016 TBD</p>	
<p>Level Reporting on the NS Grade 10 Math Assessment:</p> <p>Developing of baseline data for 2014 - 2015 from assessment in June 2014.</p>		<p>2014 - 2015</p> <p>2015 - 2016 Dependant on how the Department of Education reports on the data</p>	<p>2014 - 2015 The Department of Education will issue its first data on this assessment in the fall of 2015. Then we will be able to establish our baseline.</p> <p>2015 - 2016 TBD</p>	<ul style="list-style-type: none"> - Supporting the implementation of the new curriculum - Working with assessment coordinator to develop our own common mid-term and final assessment to compare with provincial data. - Professional learning based on data from MK and Provincial data. - Develop supportive intervention for students outside of school hours.



Objective 2

Improve professional development and mentorship for teachers

Measure	2011 - 2012 Baseline Data	Target	Target to Date Year	Actions
Number of grade specific Professional Development days for Math provided by MK	22 PD days exist when plan started. Directed to cut this in half, reflected in Target column	<p>2012 - 2013 22 Grade Specific Days</p> <p>2013 - 2014 11 Grade Specific Days</p> <p>2014 - 2015 9 Grade Specific Days: same number of teachers but will combine LSK and Pictou landing with Unama'ki</p> <p>2015 - 2016 Maintain 2014/2015 levels.</p>	<p>2012 - 2013 22</p> <p>2013 - 2014 11</p> <p>2014 - 2015 12 ½</p> <p>2015 - 2016 Because of the budgetary cutbacks in FNSSP, there will be no MK initiated grade specific PD done for MK schools in this fiscal year.</p>	<ul style="list-style-type: none"> - For all intents and purposes the target indicates the actions that will be followed. Examples of some of the specific actions are: - PD related to the adoption of the new curriculum being introduced. - Encouraging teachers to upgrade their math via cohorts offered by local universities. - Support for introduction of new technology such as Mimio and new software
Attendance at MK PD	80% attendance	<p>2012 - 2013 80% attendance</p> <p>2013 - 2014 85+% attendance</p> <p>2014 - 2015 85+% attendance</p> <p>2015 - 2016 85+% attendance</p>	<p>2012 - 2013 90%</p> <p>2013 - 2014 90%</p> <p>2014 - 2015 95.3%</p> <p>2015 - 2016 TBD</p>	<ul style="list-style-type: none"> - Show me your math fair - Math Leaders Committee - Build capacity to help new teachers



<p>The number of mentorship days in each school</p>	<p>No mentors in schools</p>	<p>2012 – 2013 At least one part time mentor in one schools</p> <p>2013 – 2014 At least one part time mentor in at least two schools</p> <p>2014 – 2015 At least one part time mentor in at least three schools</p> <p>2015 – 2016 At least one part time mentor in at least four schools</p>	<p>2012 – 2013 100%</p> <p>2013 – 2014 100%</p> <p>2014 – 2015 66.67%</p> <p>2015 – 2016 TBD</p>	<ul style="list-style-type: none"> - Coach and mentor teachers and math mentors - Coach principals - Please note that these actions are part and parcel of the overall schema for objective
<p>Number of support days as follow-up to Grade Specific PD and PD requests from schools</p>	<p>1 day per semester per school</p>	<p>2012 – 2013 2 days per semester per schools.</p> <p>2013 – 2014 Maintain 2 days per school per semester</p> <p>2014 – 2015 1 Day per week in largest community and 1 day per month in each of the other communities.</p> <p>2015 – 2016 Maintain the target of 2014/2015</p>	<p>2012 – 2013 100%</p> <p>2013 – 2014 88% (15/18 days)</p> <p>2014 – 2015 Largest community 28 of the 40 weeks there at least one day. Other schools fulfilled at least ¾ of the commitment.</p> <p>2015 – 2016 TBD</p>	



<p>Student participation in outside of school math activities</p>	<p>This year will establish the baseline data</p>	<p>2014 - 2015 To have four two day units of Math Camps. To have pilot after school workshops in two communities</p> <p>2015 - 2016 To have four two day units of Math Camps. To have Pilot after school workshops in three communities</p>	<p>2014 - 2015 100% camp achieved. After school workshops not achieved.</p> <p>2015 - 2016 TBD</p>	<ul style="list-style-type: none">- Pilot after school workshops for students with an aptitude for math- Two-day math camps: cultural day - modern day.
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Goal 3: Improve bilingualism for our students

Measure	2011 – 2012 Baseline Data	Target	Target to Date Year	Actions
Percentage of students that are proficient in Mi'kmaw using the Mi'kmaw Language Proficiency scale				<ol style="list-style-type: none"> 1. Have more direct networking with Directors and principals to engage schools to participate in the Mi'kmaw language Assessment. 2. Provide financial assistance to schools to enable participation in testing. 3. Continue development of the Basic Level of the Mi'kmaw Language Proficiency Scale 4. Build a case and lobby for more stable long term funding 5. Recommend Directors and Principals to encourage fluent Mi'kmaw teachers to teach in the Mi'kmaw language. 6. Provide professional development where necessary to administer the Mi'kmaw Language Proficiency Scale. 7. Develop instructional strategies with teachers to link outcomes with the Mi'kmaw Language
	Grade 3 core Mi'kmaw language program <u>-novice low</u> <u>(No current baseline)</u> - Membertou - Potlotek - We'kokma'q - Wagmtkuk - Eskasoni - Alison Bernard - TEC - Indian Brook - Pictou Landing	Percentage proficient in: Grade 3 – 20% of students in Mi'kmaw language programs with consistency of program delivery 2013 – 2014 40% of students tested to meet novice low 2014 – 2015 50% of students tested to meet novice low 2015 – 2016 60% of students tested to meet novice low	2012 – 2013 Testing completed for grade 3 students at Membertou, Potlotek, and Pictou Landing. Results pending 2013 – 2014 0% implements due to lack of resources at the school level 2014 – 2015 Mawpltu Kina'matno'kuom 16 students tested 10 achieved Novice Low 6 achieved Novice Mid Mi'kmawey School 6 students tested 6 achieved Novice Low 2015 – 2016 TBD	



	<p>Not yet established but will be the MLPS</p> <p>Grade 6 – <u>Novice Medium</u></p> <p><u>(No Current baseline)</u></p> <ul style="list-style-type: none"> - Membertou - Potlotek - We'kok'ma'q - Wagmtkuk - Eskasoni - TEC - Indian Brook - Pictou Landing 	<p>Percentage proficient: Grade 6 – 20% of students in Mi'kmaw language programs with consistency of program delivery.</p> <p>2013 – 2014 40% of students tested to meet novice medium</p> <p>2014 – 2015 50% of students tested to meet novice medium</p> <p>2015 – 2016 60% of students tested to meet novice medium</p>	<p>2012 – 2013 Testing completed for grade 6 students at Membertou, Potlotek, and Pictou Landing. Results pending.</p> <p>2013 – 2014 0% Implemented due to lack of resources at the school level.</p> <p>2014 – 2015 Mawpltu Kina'matno'kuom 10 students tested 5 achieved Novice Low 5 achieved Novice Mid</p> <p>Mi'kmawey School 8 Students tested 8 achieved Novice Low</p> <p>2015 – 2016 TBD</p>	<p>Proficiency Scale.</p>
<p>Development of a Mi'kmaw language plan</p>	<p>No existing plan</p>	<p>2013 – 2014 Development of plan for Mi'kmaw Language</p> <p>2014 – 2015 Development & implementation of work plan to revise the Foundation for Mi'kmaw language Curriculum</p> <p>2015 – 2016 Continuation of work on 2nd work plan</p>	<p>2013 – 2014 Work plan developed and approved by the Mi'kmaw Kina'matnewey Board of Directors and the Mi'kmaw Advisory Committee</p> <p>2014 – 2015 Development of 2nd Work plan</p> <p>2015 – 2016 TBD</p>	<ol style="list-style-type: none"> 1. Begin revision of the Foundation for Mi'kmaw Language Curriculum in consultation with the Mi'kmaw Advisory Committee, the Mi'kmaw Language Specialist, and the Department of Education. 2. Launch Mi'kmaw language App 3. PD for Robert Munsch books 4. Complete Tool Kits for TPR, Waltes, Malia'n Metallic ASLA program, 7 Sacred Teachings.



Number of Provincial schools that participate in Mi'kmaw language program delivery	0	2013 - 2014 1 Provincial school. 2014 - 2015 2 Provincial schools 2015 - 2016 2 Provincial schools	2013 - 2014 East Antigonish Education Centre 2014 - 2015 Whycocomagh Education Center & East Antigonish Education Centre 2015 - 2016	
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Objective 2 Improve resources and support for teachers

Measure	2011 – 2012 Baseline Data	Target	Target to Date Year	Actions
Number of Mi'kmaw resource teachers	Only one resource teacher today	<p>2012 – 2013 One resource teacher</p> <p>2013 – 2014 One resource teacher</p> <p>2014 – 2015 Two resource teachers</p> <p>2015 – 2016 Two resource teachers</p>	<p>2012 – 2013 One teacher in central office</p> <p>2013 – 2014 One teacher in central office</p> <p>2014 – 2015 One teacher in central office</p> <p>2015 – 2016 TBD</p>	<ol style="list-style-type: none"> 1. Encourage a common approach to achieve bilingualism goals for Mi'kmaw Kina'matnewey schools. 2. Determine and develop more material supports – books, curriculum, manipulatives, iTunes Apps and Google Play Store Apps. 3. Develop more MK resource teachers. 4. Survey teachers to determine their view of level of support. 5. Continue (and possibly expand newsletter) (First Nations School Board doing this). 6. Help all teachers with instructional strategies and methods. 7. Finalize assessment tool – Mi'kmaw Language Oral Proficiency Scale. 8. Develop new assessment tool – Holistic Assessment. 9. Ensure student tracking is done well. 10. Celebrate successes. 11. Mentoring Teachers. 12. PD tailored to individual teachers to help with implementation: 13. Peer tutoring 14. Cross geography sharing 15. Oral Assessment 16. Cross curricular sharing 17. Liaise with Eskasoni to Identify qualifications, roles and responsibilities for Mi'kmaq resource teacher(s)



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	Target to Date Year	Actions
Percentage of completion of project	85%	2012 - 2013 90%	2012 - 2013 88%	<ol style="list-style-type: none"> 1. Create and maintain appropriate partnerships 2. Planning, development and implementation of new software updates in Nova Scotia 3. Perform a MK SIS Review 4. Document all MK SIS Data Processes 5. Continue developing Data/Tech Person within each community
		2013 - 2014 93%	2013 - 2014 89%	
		2014 - 2015 95%	2014 - 2015 93%	
		2015 - 2016 100%	2015 - 2016 TBD	

Objective 2

Development of Mi'kmaw Kina'matnewey Information

Measure	2011 - 2012 Baseline Data	Target	Target to Date Year	Actions
Percentage completion of project	70%	2012 - 2013 80%	2012 - 2013 77%	<ol style="list-style-type: none"> 1. Create and maintain appropriate partnerships 2. Develop measures for all teams. 3. Development of MK information policy 4. Develop Performance Measurement Report 5. Develop Contingency Plan with DADAVAN
		2013 - 2014 85%	2013 - 2014 83%	
		2014 - 2015 90%	2014 - 2015 87%	
		2015 - 2016 100%	2015 - 2016 TBD	



Objective 3

Communities control their own information

112

Measure	2011 - 2012 Baseline Data	Target	Target To Date Year	Actions
Percentage of project complete	70%	2012 - 2013 80%	2012 - 2013 77%	<ol style="list-style-type: none">1. Create and maintain appropriate partnerships2. Continue developing Data/Tech person within each community.3. Document all MK SIS Data Processes.4. Perform a MK SIS review.
		2013 - 2014 85%	2013 - 2014 84%	
		2014 - 2015 90%	2014 - 2015 88%	
		2015 - 2016 100%	2015 - 2016 TBD	



Goal 5: Improve healthy and active lifestyles for our students.

Objective 1

Enhance and Promote Physical Activity, Sport & Rec. and outdoor education in Schools & Communities

Measure	2011 – 2012 Baseline Data	Target	Target to Date Year	Actions
% Of student population involved in Physical Activity Sport & Rec. and outdoor activities at various levels	1036 Students	2012 - 2013 Baseline plus 10% 2013 - 2014 Baseline plus 20% 2014 - 2015 Baseline plus 30% 2015 - 2016 Baseline plus 40%	2012 - 2013 25% 2013 - 2014 75% 2014 - 2015 60% Achieved 2015 - 2016 TBD	<ul style="list-style-type: none"> - Schools are encouraged to promote physical activity through sports and rec. both through curriculum development and after school programs. - More outdoor activities to be introduced in MK schools, e.g. hiking.
Outdoor activities such as Hiking	Estimated 10% of students participate in outdoor activities	2015 - 2016: Baseline plus 10%	2015 - 2016 TBD	<ul style="list-style-type: none"> - Exercise activities through Yoga - Planning to have Yoga training for Staff in MK schools in 2015 – 2016



Objective 2

Continue to build sport specific skills so that sports are a life long activity

Measure	2011 – 2012 Baseline Data	Target	Target to Date Year	Actions
Number of children involved in sport in high school	311 Students	2012 - 2013 Baseline plus10% 2013 - 2014 Baseline plus 20% 2014 - 2015 Baseline plus 30% 2015 - 2016 Participation 50%	2012 - 2013 0% 2013-2014 45% increase 2014 - 2015 60% Achieved 2015 - 2016 TBD	All schools are involved in MK Sports events schedule. Also many schools now competing in NSSAF events.
Number of staff involved in sports	40 staff coaching, managing and organizing program & events	2012 - 2013 Baseline plus10% 2013 - 2014 Baseline plus 20% 2014 - 2015 Baseline plus 30% 2015 - 2016 Participation 50%	2012 - 2013 40% Achieved 2013-2014 50% Achieved 2014 - 2015 60% Achieved 2015 - 2016 TBD	MK Physical Education teachers organize sports activities in after school program settings. Soccer skills training will be introduced.



Objective 3

Develop leadership capacity in our communities and schools

Measure	2011 – 2012 Baseline Data	Target	Target to Date Year	Action
Coaching certification	Determine number of coaches in selected sports in the schools and communities. Aboriginal coaching modules: 40 individuals certified as of 2013	<p>2012 - 2013 Baseline plus 100%</p> <p>2013 - 2014 Baseline plus 20%</p> <p>2014 - 2015 Baseline plus 30%</p> <p>2015 - 2016 Baseline plus 40%</p>	<p>2012 - 2013 85%</p> <p>2013 - 2014 20% increase</p> <p>2014 - 2015 60% Achieved</p> <p>2015 - 2016 TBD</p>	<p>Coaching training offered each Year.</p> <p>Introduction of Aboriginal Coaching module (ACM) certification to MK High school students will be delivered in the year as an option to students</p>
Leadership training	Leadership training for staff through Professional Development. Coach certification for students in H.S. 2014 - 2015 Baseline 1 Session	<p>2015 - 2016 2 sessions</p>	<p>2015 - 2016 TBD</p>	Leadership training during annual Sport Summit



Objective 4

Compete at the 2014 North American Indigenous Games (NAIG)

Measure	Baseline Data	Target	Target to Date Year	Actions
<p>One team that represents NS in the following sports:</p> <p>Fastball (M/F): 42 Basketball (M/F): 24 Volley ball (F): 24 Swimming: 8 Athletics: 13 Lacrosse: 20 Archery: 8 Golf: 1 Staff: 44 Mission Staff: 9</p>	<p>2007 - 2008 Nova Scotia had 27 athletes & 17 team staff for a team total delegation of 44</p>	<p>2014 NAIG Have 150 athletes who are in school, drug, alcohol and trouble free with the law. Total team is: 200</p> <p>2017 NAIG Total team: 250 athletes and participants</p>	<p>2014 - Total team 185</p> <p>2017 TBD</p>	<ul style="list-style-type: none"> - NAIG 2014 Team NS had 185 participants, which included, Athletes, Coaches, Managers, chaperones, VIP's and Mission staff. The largest delegation ever for NS. - 2017 Potential Games to be held in Ontario - Bid process is currently in place by NAIG council for 2017 games, Canada is officially permitted to bid for the games even though it is a U.S. rotation. Only official bid is from Ontario. - Attendance at NAIG Council deliberations and official meetings in essential, along with NAIG Membership Annual fees.
<p>Team Atlantic</p>		<p>Male and Female teams to participate</p>		<ul style="list-style-type: none"> - National Aboriginal Hockey Championships 2016 to be held in Mississauga, Ontario. - Team Atlantic tryout sessions and Team planning and fundraising will be held throughout the year



Goal 6: Our stakeholder communications will be excellent.

Objective 1

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

Measure	2011 - 2012 Baseline Data	Target	Target To Date Year	Actions
Develop a communication plan.	Not in place	2012 - 2013 100% complete	2012 - 2013 100% Completed June 2012	Develop and implement MK communication plan that includes: <ul style="list-style-type: none">- Introduction- Situational Analysis- Vision- Mission- Communication goal- Communication objectives- Target audiences- Key messages- Strategies- Tactics- Evaluation and Revision



Objective 2

Heighten brand value of Mi'kmaw Kina'matnewey

Measure	2011 - 2012 Baseline Data	Target	Target to Date Year	Actions
Media Relations Number of media mentions	Annually Media Relations Mentions 10	Media Relations, Advertising, External Communications Increase Annually 2012-2013 Maintain 2013-2014 50% increase 2014-2015 75% increase 2015-2016 100% increase	2012-2013 340% increase 2013-2014 293% increase 2014-2015 230% increase 2015-2016 TBD	Continue to pitch local, regional, and national media to take interest in MK initiatives and operations
Advertising -Number of ads	Advertising Ads: 5	Advertising 2012 - 2013 Maintain 2013 - 2014 50% increase 2014 - 2015 75% increase 2015 - 2016 100% increase	Advertising 2012 - 2013 190% increase 2013 - 2014 288% increase 2014 - 2015 100% increase 2015 - 2016 TBD	Continue to support partners and organizations that align with MK's vision and goals.



<p>-Number of promotional items distributed</p>	<p>Promotional items 2,000 pieces</p>	<p>Promotional 2012 - 2013 Maintain</p> <p>2013 - 2014 50% increase</p> <p>2014 - 2015 75% increase</p> <p>2015 - 2016 100% increase</p>	<p>Promotional 2012 - 2013 66% increase</p> <p>2013 - 2014 73% increase</p> <p>2014 - 2015 75% increase</p> <p>2015 - 2016 TBD</p>	<p>Continue to strengthen the MK brand visually by distributing and displaying unique and functional promotional items.</p>
<p>External Communications Number of articles written about MK, sponsorships by MK, and speaking opportunities by MK directors</p>	<p>External Communications Articles: 2</p> <p>Sponsorships: 5</p>	<p>Articles 2012 - 2013 Maintain</p> <p>2013 - 2014 50% increase</p> <p>2014 - 2015 75% increase</p> <p>2015 - 2016 100% increase</p> <p>Sponsorships 2012 - 2013 Maintain</p> <p>2013 - 2014 50% increase</p> <p>2014 - 2015 75% increase</p> <p>2015 - 2016 100% increase</p>	<p>Articles 2012 - 2013 2 Articles</p> <p>2013 - 2014 0 Articles</p> <p>2014 - 2015 4 Articles</p> <p>2015 - 2016 TBD</p> <p>Sponsorships 2012 - 2013 60% increase</p> <p>2013 - 2014 88% increase</p> <p>2014 - 2015 260% increase</p> <p>2015 - 2016 TBD</p>	<p>Continue to engage with parties interested in learning more about MK and Mi'kmaw education in Nova Scotia.</p> <p>Continue to support partners and organizations that align with MK's vision and goals.</p>



	Speaking opportunities: 5	Speaking opportunities 2012 - 2013 Maintain 2013 - 2014 50% increase 2014 - 2015 75% increase 2015 - 2016 100% increase	Speaking opportunities 2012 - 2013 120% increase 2013 - 2014 88% increase 2014 - 2015 100% increase 2015 - 2016 TBD	
Social Media -Number of Twitter followers, mentions and re-tweets.	Social Media Baseline to be established in 2012/2013 0 followers	Social Media 2013 - 2014 500% increase 2014 - 2015 600% increase 2015 - 2016 700% increase	Social Media 2013 - 2014 112% increase 2014 - 2015 800% increase 800 Followers, 240 likes on New Facebook page. 2015 - 2016 TBD	Continue to promote MK messaging, and engage in meaningful conversations with audiences via social media.



Objective 3

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

Measure	2011 – 2012 Baseline Data	Target	Target to Date Year	Actions
Newsletter Number of annual MK newsletters	Monthly MK newsletter	2012 – 2013 10 Annual newsletters 2013 – 2014 10 Annual newsletters 2014 – 2015 10 Annual newsletters 2015 – 2016 10 Annual newsletters	2012 – 2013 10 Annual newsletters 2013 – 2014 10 annual newsletters 2014 – 2015 10 annual newsletters 2015 – 2016 TBD	Attend and/or cover remotely events and activities occurring within schools and communities.
MK Events Number of annual events	27 annual community and organization events	2012 – 2013 27 Events 2013 – 2014 31 Events 2014 – 2015 32 Events 2015 – 2016 33 Events	2012 – 2013 29 Events 2013 – 2014 33 Events 2014 – 2015 32 Events 2015 – 2016 TBD	Work with MK staff/schools to identify opportunities for new events for students, schools, teachers, and community members.



Objective 4

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

122

Measure	2011 - 2012 Baseline Data	Target	Target to Date Year	Actions
Number of opportunities communicated	30 MK sponsored scholarships	Increase over baseline	2012 - 2013 100% Complete	Seek out and communicate initiatives to staff and students concerning scholarship, academic learning, financing, and extra-curricular



Goal 7: Special needs students.

Special needs students in schools under the Mi'kmaw Kina'matnewey agreement will receive appropriate, timely, and accountable programs and services so that they will be able to achieve to the best of their abilities

Measure	2013 – 2014 Baseline Data	Target	Target to Date Year	Actions
Each action complete	One Train the Trainer module offered to all MK schools On-going 100%	Dates to complete each action On-going	2012 – 2013 Goal 100% Complete	<ul style="list-style-type: none"> - Grades 7-12 Professional Learning Networks (PLN) with Literacy consultant to mentor differentiation. - Yoga in classroom training session (August, September) - Assistive technology workshops - Autism sessions with various communities and parent groups - Train the Trainer sessions with department of Education and Early Childhood Development on roles of Educational Assistants
Create an ongoing learning community from the customized Masters degree and/or customized Master's courses for Teachers.	70% Complete	2014 – 2015 100% 2015 – 2016 Meet with Diverse learners PLN to Complete YTT or Yoga Teacher training by December 2015	2014 – 2015 100% complete 2015 – 2016 TBD	<ul style="list-style-type: none"> - Create Supporting Diverse Learners PLN from the MSVU cohort group in addition to teachers from other schools - Partnering with Department of Education and Early Childhood development to provide training on IPP modules



Objective 2

To collaborate shared goals with partners in health and social programs on issues related to students with special needs

Measure	2013 – 2014 Baseline Data	Target	Target to Date Year	Actions
Student Service Consultant will liaise with agencies in Health and Social Programming to ensure the best possible services is provided to each child.	50% Complete	2014 - 2015 70% Complete 2015 - 2016 100% Complete *Date for completion of each activity is On- going.	2014 - 2015 80% complete 2015 - 2016 100% complete	Increase the on-going collaborative work with Department of Education and Early Childhood Development (EEDC), Mi'kmaq Family and Children's Services and Schools Plus to ensure best practices for special needs learners.
Schools with K4 programs will seek ways to work with others to successfully implement Early Intervention Programs.	60%	2014 - 2015 80% 2015 - 2016 100%	2014 - 2015 85% 2015 - 2016 TBD	Continue to work with Health Authorities to ensure Early intervention is provided as best as possible.
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.	60%	2014 - 2015 80% 2015 - 2016 100%	2014 - 2015 65% 2015 - 2016 TBD	<ul style="list-style-type: none"> - Finalize and publish list at MK website - Increase on going collaborative work with school boards and health services.



Objective 3

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

Measure	2013 – 2014 Baseline Data	Target	Target to Date Year	Actions
Research school transition processes in MK schools and Provincial school for: - Community to school - Grade to Grade - School to Community	60% complete	2014 - 2015 100% complete 2015 - 2016 100% Complete	2014 - 2015 90% complete 2015 - 2016 TBD	- Develop a draft Transitional Guide for MK schools for the Special Education Working Group and the Education Working Group to approve. - Guide will be developed from the Diverse Learners PLN and Student Services Consultant.
Review research literature and identify best practices for transitions based on research data and information from schools.	30% complete	2014 - 2015 75% Complete 2015 - 2016 100% complete	2014 - 2015 75% 2015 - 2016 TBD	Complete literature review and have reviewed by Program Coordinator
Identify post secondary options for students with special needs in conjunction with post secondary advisor.	75% Complete	2014 - 2015 100% Complete 2015 - 2016 100% complete	2014 - 2015 85% 2015 - 2016 TBD	Develop a Post Secondary guide for accessing services with Post Secondary Advisor.
APSEA will present best practices to MK EWG	50% Complete	2014 - 2015 100% Complete 2015 - 2016 100% complete	2014 - 2015 80% complete 2015 - 2016 TBD	Once Draft transition guide is developed it will be shared for review with directors and principles.



Objective 4

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

Measure	2013 – 2014 Baseline Data	Target	Target to Date Year	Actions
Develop an assistive technology inventory within MK SIS	90% Complete	2014 – 2015 100% 2015 - 2016 100%	2014 – 2015 80% 2015 - 2016 TBD	Complete inventory of current assistive technology being used in the schools.
Create a list of staff within the MK board that have an expertise on assistive technology in schools for technical support and information sharing purposes.	95% Complete	2014 – 2015 100% 2015 - 2016 100%	2014 – 2015 80% 2015 - 2016 TBD	Release list to MK Schools and publish on the MK website once permissions are obtained.
Develop and electronic list of assistive technology available through uninsured benefits.	75% Complete	2014 – 2015 100% 2015 - 2016 100%	2014 – 2015 80% 2015 – 2016 TBD	Collaborate with South Shore Regional School board and review best practices for guidelines of Bring your Own Device Policies
Assistive Technology will be supported by school leaders and Help Desk	100% Complete	2014 – 2015 100% 2015 - 2016 100%	2014 – 2015 100% 2015 - 2016 On-going	Work is on going.



Objective 5

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

Measure	2013 – 2014 Baseline Data	Target	Target to Date Year	Actions
Carry out work plan for 2013-2014 and make adjustments accordingly	100% complete	2014 – 2015 100% 2015 - 2016 100%	2014 – 2015 80% 2015 - 2016 TBD	Prepare work plan for approval to the Special Education Working Group
Prepare Special Education report for annual report	100% Complete	2014 – 2015 100% 2015 - 2016 100%	2014 – 2015 100% 2015 - 2016 TBD	Complete Annual report
Organize the process for the development and adoption processes and documents to support Special Education in schools.	80% Complete	2014 – 2015 80% 2015 - 2016 90%	2014 – 2015 100% 2015 - 2016 TBD	Work is on going with the Education directors and principals.
Organize a reporting and accountability process and guide the process	100% Complete	2014 – 2015 100% 2015 - 2016 100%	2014 – 2015 100% on-going 2015 - 2016 TBD	Reporting process in place, monitor and support communities that need additional support.
Conduct Collaborative review	90% Completed	2014 – 2015 n/a this year 2015 - 2016 100%	2014 – 2015 n/a this year 2015 - 2016 TBD	Set up and deliver within each community to review programming for Special Education
Present documents and processes to Association of Principals, as needed.	100% Complete	2014 – 2015 100% 2015 - 2016 100%	2014 – 2015 80% 2015 - 2016 TBD	On going monthly sessions with principals.



Report to MK Education Working Group as needed	100% Complete	2014 - 2015 100% 2015 - 2016 100%	2014 - 2015 100% 2015 - 2016 TBD	On going presentations as requested by the education directors
Develop a definition of "Elder Services"	100% Complete	Target Complete	Target Complete	Elders Services definition completed and approved at March SEPWG 2013.



Goal 8: The Post Secondary Student Support Program (PSSP)

The goal of the Post Secondary Student Support Program (PSSP) is to improve the employability of First Nations by providing eligible students with access to education and skill development opportunities at the post-secondary level. (Includes Post Secondary Student Support Program, Indian Studies Support Program, and University College Entrance Preparation Program)

Measure	2012 – 2013 Baseline Data	Target	Target to Date Year	Actions
Ratio of students enrolled in programs that are identified as key future employability roles	105 Students enrolled in health sciences, trade and business programs	<p>2013 – 2014 10% Increase</p> <p>2014 – 2015 10% Increase</p> <p>2015 – 2016 10% Increase</p>	<p>2013 – 2014 120 students enrolled in business, trades, engineering and the health sciences.</p> <p>2014 – 2015 85 students enrolled in business, trades, engineering and sciences (2 communities not reporting)</p> <p>2015 – 2016 TBD</p>	<ol style="list-style-type: none"> 1. Meet twice yearly with advisory group made up of education directors, elders, youth and economic development partners. 2. Following up on Gillians's phase 2 report, develop implementation plan with Jeff Orr. 3. Meet with NEO's working group quarterly. 4. Continue to collaborate with Economic development partners for trades fair 5. Trades Fair planned for November 2014 6. Buy License for Career cruising 7. Career cruising training scheduled for September 2014 8. Partner with MPIC/CMM to roll out youth initiative program to 3 MK communities 9. Partner with MK communities to partially fund job fairs 10. Present to regional directors the success of collaboration with trades fair.



Objective 2

Enhance accessibility of post secondary education to MK Graduates

130

Measure	2012 - 2013 Baseline Data	Target	Target to Date Year	Actions
Percentage of students entering post secondary programs	190 students	2013 - 2014 10% Increase 2014 - 2015 10% Increase 2015 - 2016 10% Increase	2013 - 2014 153 students entered post secondary for 2013/2014 2014 - 2015 80 students entering (1 community not reporting) 2015 - 2016 TBD	<ol style="list-style-type: none">1. Develop reporting template for directors of education2. Continue to advocate for Mi'kmaq students at all Nova Scotia PSI's3. Collaborate with math consultant Bob Crane to implement math tutoring pilot project at DAL, CBU, STFX, Acadia, NSCC Sydney, Strait and Truro.



Objective 3

Ensure our students remain in their programs until they graduate (Retention)

Measure	2012 – 2013 Baseline Data	Target	Target to Date Year	Actions
Year over year	87%	2013 – 2014 10% Increase 2014 – 2015 10% Increase 2015 – 2016 10% Increase	2013 – 2014 85% 2014 – 2015 86% (3 communities not reporting) 2015 – 2016 TBD	<ol style="list-style-type: none"> 1. Continue to meet with PSI advisors on a regular basis 2. Meet with AANG on a twice yearly basis 3. Launch of Post Secondary booklet developed in partnership with Native Council in We'koq'maq and Halifax 4. In partnership with FNEEI, develop a post secondary website 5. Launch of website in Winter 2015
Graduation rate	84 Graduates	2013 – 2014 5% Increase 2014 – 2015 5% Increase 2015 – 2016 5% Increase	2013 – 2014 99 Graduates 2014 – 2015 69 Graduates (2 communities not reporting) 2015 – 2016 TBD	



Objective 4

To support the System Information System (DADAVAN) for post secondary

Measure	2011 – 2012 Baseline Data	Target	Target to Date Year	Actions
Percentage of communities entering data into PSE module of data van.	100% compliance with nominal role but zero communities are entering 100% of the data PSE module of DADAVAN.	2012 – 2013 100%	2012 – 2013 100% Complete	Provide DADAVAN training in November Attend “Train the Trainer” for DADAVAN Meet with each of the communities for DADVAN in fall and spring Provide support for DADVAN post secondary
		2013 – 2014 100%	2013 – 2014 100% Complete	
		2014 – 2015 100%	2014 – 2015 100% Complete	
		2015 – 2016 100%	2015 – 2016 TBD	

Objective 5

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

Measure	2011 – 2012 Baseline Data	Target	Target to Date Year	Actions
Number of students enrolled at Nova Scotia PSI's	435 in 2011 - 2012	2012 – 2013 450	2012 – 2013 524	
		2013 – 2014 Maintain	2013 – 2014 382 FT 98 PT	
		2014 – 2015 Maintain	2014 – 2015 468 FT 74 PT	
		2015 – 2016 Maintain	2015 – 2016 TBD	



Goal 9: New Paths for Education Program.

The New Paths for Education Program administers and funds projects aimed at improving the quality of education in First Nations schools, and to enhance the educational experiences of students, teachers, administrators, parents and communities.

Measures		2013 - 2014 Baseline Data	Target	Target to Date Year
Strengthen First Nations education management and governance capacity through local capacity and educational institutional development.	Number of projects	7	2014 - 2015 9 2015 - 2016 7	2014 - 2015 7 2015 - 2016 TBD
	Number of projects that meet their objectives	7	On-going	2014 - 2015 7 2015 - 2016 TBD
Improve the effectiveness of classroom instruction through curriculum and language development, improvements to instructional techniques, school activities and technological knowledge.	Number of projects	23	2014 - 2015 18 2015 - 2016 15	2014 - 2015 15 2015 - 2016 TBD
	Purchase of instructional material by MK	\$10,000	2014 - 2015 \$7,000 2015 - 2016 \$8,200	2014 - 2015 \$8,200 2015 - 2016 TBD
	% Of projects that meet objectives	23	On-going	2014 - 2015 70% 2015 - 2016 TBD
Enhance technological knowledge in schools.	Percentage of schools with access to high speed internet	11	2012 - 2013 100%	2014 - 2015 100% 2015 - 2016 TBD
	Ratio of computers to students	1 - 10	Increase over baseline	2014 - 2015 1 - 6 2015 - 2016 TBD



Develop and implement strategies to enhance parental and community involvement in education.	Parent/ community gatherings	20	2014 - 2015 12	2014 - 2015 11
			2015 - 2016 11	2015 - 2016 TBD
	Number of projects including parents and communities in education	12	2014 - 2015 9	2014 - 2015 3
			2015 - 2016 3	2015 - 2016 TBD
Assist schools to recruit and retain qualified educators.	Number of projects	13	2014 - 2015 9	2014 - 2015 8
			2015 - 2016 8	2015 - 2016 TBD



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'MATNEWAY, 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'kmaq 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.



"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'MATNEWAY 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.



- 6.2.1 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 20th of each year as defined in section 13.3. An example of the calculation is contained at Appendix 1 to this Agreement.

12.3 Annual Calculation of Price Adjustment Factor

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

The FDDIPI values used to calculate the Annual Price Adjustment Factor will be the FDDIPI published by Statistics Canada immediately following the end of the second quarter of the calendar year immediately preceding the calendar year in which the particular Fiscal Year commences. In the event that there is a delay in publishing 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:

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

where:

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

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

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

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

13.0 ACCOUNTABILITY AND REPORTING

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

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

- a) Within 120 days following the end of each Fiscal Year, or such longer period as Canada, the Mi'kmaw Kina'matnewey, and the Participating Communities may agree in writing, provide Canada with audited financial statements, prepared in accordance with Generally Accepted Accounting Principles for non-government not-for-profit organizations.



- b) Where the Mi'kmaw Kina'matnewey transfers funding under this Agreement to a Participating Community, or another recipient, the Mi'kmaw Kina'matnewey shall include a schedule, detailing grant and contribution disbursements by category and segregated by recipient, including the Participating Communities, in its audited consolidated financial statements.

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

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

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

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



13.3 Student Enrolment Information

In addition to the information identified in section 13.2 (d), the Mi'kmaw Kina'matnewey will provide detailed student enrolment information to Canada as of September 10th of each year. This information will be used to support the volume adjustment calculation as defined in sections 8.3 and 12.2 and shall be included as a component of the annual performance report. The student enrolment information will include statistics by Participating Community, members and non-members, grade level and other relevant areas as agreed to by the Parties.

14.0 EXCEPTIONAL CIRCUMSTANCES

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

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

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

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

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



- c) other events, which are beyond the power of the Participating Communities or the Mi'kmaw Kina'matnewey to control, but which create new unexpected responsibilities for the Participating Communities or the Mi'kmaw Kina'matnewey.

15.0 SUBSEQUENT FUNDING AGREEMENT

15.1 New Funding Agreement

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

16.0 DELEGATION AND INDEMNITY

16.1 The Participating Communities and the Mi'kmaw Kina'matnewey agree that funding which would have been payable by Canada to each Participating Community in accordance with the terms of the Final Agreement and this Agreement, shall be directed by Canada to the Mi'kmaw Kina'matnewey in full satisfaction of the amount otherwise payable to each Participating Community.

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

16.3 The Participating Communities and the Mi'kmaw Kina'matnewey will save 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: [Signature]
Witness

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

By: [Signature]
Regional Director General

Signed in the Presence of: [Signature]
Witness

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

By: [Signature]
Authorized Signing Officer

(I have the authority to bind the corporation)

Signed in the Presence of: [Signature]
Witness



MK Staff



Eleanor Bernard



Yolanda Denny



Patricia Denny



Bob Crane



Sheldon Googoo



Jetta Denny



Kyle Denny



Laurianne Sylvester



Rebecca Scirocco



George (Tex) Marshall



Blaire Gould



Janice Ciavaglia



MK Staff



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John Jerome Paul



Janean Marshall



Dave Peters



Ann Sylliboy



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Sara-lynn Knockwood



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161

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Mi'kmaw Kina'matnewey

Mi'kmaw Kina'matnewey

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