



Annual Report

2019-2020



Contents



Message from the Chairman	2
Message from the Executive Director	3
Board of Directors 2018/19	4
Organizational Chart	6
Program Reports	7
Community Reports	36
Financial Report	101
Annual Performance Report	119
Schedule "A"	176
Staff	196
Contact	202



Message from the Chairman

2



As Chairman of Mi'kmaw Kina'matnewey, I would like to thank our staff and partners in education for continuing to make Mi'kmaw education a priority for our communities across Mi'kma'ki.

Quality and culturally relevant education is the building block to thriving communities. Over the past year, we have supported many initiatives that ensure our students continue to have the best possible education experience.

Students in Pictou Landing were finally able to move into their new building this year and it is a beautiful space for their students, teachers and the entire community to enjoy!

The staff at Mi'kmaw Kina'matnewey spent the year planning and developing our new strategic plan. This plan is full of innovative and exciting ideas and everyone is excited to get started working on their new goals and activities.

We have always and will continue to emphasize the importance of maintaining and revitalizing our language. With the help of our partners in education we have been fortunate to be able to offer language initiatives such as the Mentor/Apprentice program for our communities, and the language camp for our youth for another year.

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

Wela'liog

Chief Leroy Denny



Message from the Executive Director



Over the past year at Mi'kmaw Kina'matnewey, we have focused our efforts on engaging with the communities we serve to ensure we are providing the services and tools they require to continue experiencing success in Education.

Our High School graduation rates remain at 90% and all efforts to increase our literacy, numeracy, and Mi'kmaw language rates have been deployed.

Through these efforts we have:

- Increased teacher mentoring in Mi'kmaw Schools
- Provided more programs in communities
- Created partnerships with institutes of higher learning
- Offered tutoring for all Mi'kmaw students
- Provided career and trades counselling and information for students
- Increased resources for Student Services to provide programs for our diverse learners.

This plan is a one-year extension of our previous three-year strategic plan. We have developed a new strategic plan that better suits the needs of the communities we serve and it will be in place for the 2020/2021 fiscal year. It is our shared vision that all of these efforts will continue to improve Mi'kmaw language, literacy, and numeracy rates as well as supporting communities in the delivery of lifelong learning.

Thank you to ALL for your continued leadership, vision and action. As we embark on a new process next year, I look forward to critical steps in ensuring communities' visions are fostered by the delivery of the programs MK has to offer.

Wela'liog,

Blaire Gould



Board of Directors 2019

"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 Gerald Toney
Annapolis Valley Mi'kmaw Nation



Chief Wilbert Marshall
Potlotek Mi'kmaw Nation



Chief Paul J. Prosper
Paqtnkek Mi'kmaw Nation



Chief Mike Sack
Sipekne'katik Mi'kmaw Nation



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



Chief Andrea Paul,
Pictou Landing Mi'kmaw Nation



Chief Leroy Denny
Eskasoni Mi'kmaw Nation



Chief Norman Bernard
Wagmatcook Mi'kmaw Nation



Chief Sidney Peters
Glooscap Mi'kmaw Nation



Chief Carol Potter,
Bear River Mi'kmaw Nation



John Frank Toney
Eskasoni School Board



Alex Christmas



Kji Keptin
Antle Denny



Roddie Francis



Kji Saqmaq Norman
Sylliboy



Board of Directors 2020

"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 Gerald Toney
Annapolis Valley Mi'kmaq Nation



Chief Wilbert Marshall
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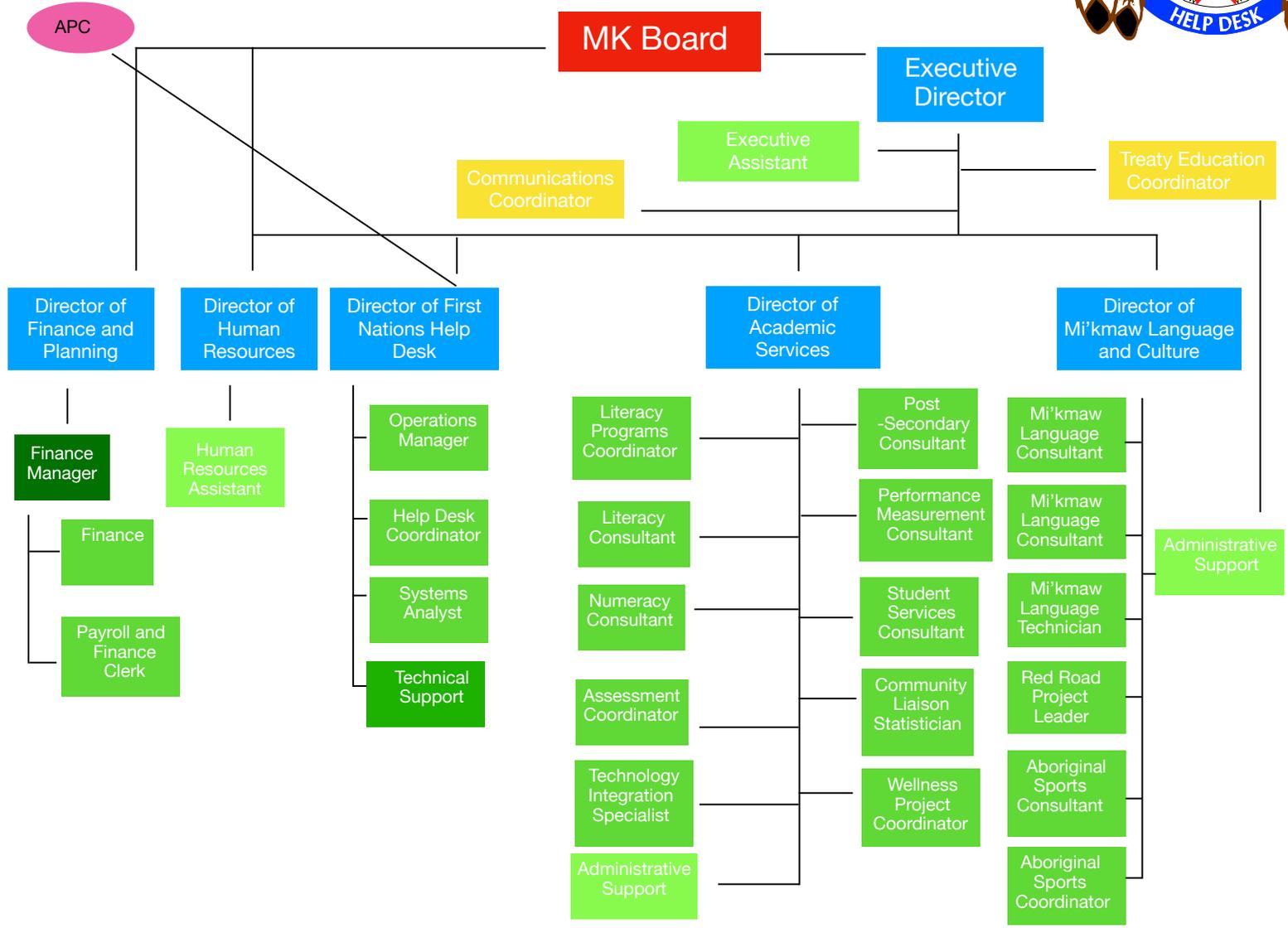
Roddie Francis



Kji Saqmaq Norman
Sylliboy



How We Work





Plans And Priorities

The 2019 - 2020 Mi'kmaw Kina'matnewey (MK) operational plan marked its extension and final year of a four-year planning cycle. Over the last four years we have achieved and, in many cases, exceeded our planned outcomes.

Our extension year provided a lot of clarity in the new strategic direction of MK for the next 10 years. We know that in previous years these strategic plans have offered us a path forward and each year achieve our milestones to advance education and language in our communities.

As we advance from the previous plan and embark on our new direction, I am reminded of the obligation we have in our service to each other, to the communities we serve and to our way of life. This springs from our language and sacred teachings upon which we steadfastly rely. There is continuity in this from our ancestors and it continues to be a great source of strength today. The new operational and strategic plan seeks to strengthen the bonds and

connections between communities, our youth, our leadership, Elders and our staff team to facilitate healing and rebirth in ways that align with Mi'kmaw culture, values and language.

I value the unique and collective perspectives from our member communities on this new path forward and look forward to creating better opportunities for our students.

VISION MISSION & VALUES

VISION:

A successful holistic life-long journey rooted in Mi'kmaq language and culture.

MISSION:

As the collective voice for Mi'kmaw education, the primary MK mission is to actively promote excellence in Mi'kmaq education, interests and rights

for our communities and to facilitate the development of lifelong learning by:

- Engaging every community, learner and teacher to live their dreams, including the power to broaden the meaning of education and supporting dreams that are achievable for each student to the extent of their possibilities, interests and capabilities.
- To respond to the needs of Mi'kmaq communities and students in attaining an education enabling them to be the best they can be at every stage of their educational journey.

In executing this mission over the next five years, MK will:

- Empower and support communities to achieve their educational goals
- Maintain Mi'kmaw education at the leading edge through research, development and innovation
- Provide opportunities and support to teachers, learners, parents and



Plans And Priorities (continued)

communities

8

- Revitalize Mi'kmaq language and culture
- Promote life-long learning
- Provide a common collective voice
- Actively engage partnerships, parents and communities
- Seek funding opportunities to create long-term sustainability
- Communicate meaningfully

GOAL: SERVING COMMUNITIES

OBJECTIVE 1: Engage communities through regular outreach [and animating conferences/gatherings and through optimized communication channels]

OBJECTIVE 2: Provide educators with effective ongoing professional learning opportunities

OBJECTIVE 3: Foster a shared understanding and engagement for each community

GOAL: NURTURING THE SPIRIT OF ALL LEARNERS

OBJECTIVE 1: Holistic learning and nurturing the student's spirit to create confident, well-rounded students – spirit, mind, body and heart

OBJECTIVE 2: Lifelong learning to meet the diverse needs of Mi'kmaq learners

OBJECTIVE 3: Provide Communities with support and training to deliver enhanced experiential learning

OBJECTIVE 4: Enhanced K-4 experience

GOAL: Ta'n Teli L'nuimk

OBJECTIVE 1: Promote, preserve and revitalize of Mi'kmaq language

OBJECTIVE 2: Community-driven language learning and confidence building

OBJECTIVE 3: Develop resources and products to support language revitalization

OBJECTIVE 4: Engage all speakers/voices in advancing language revitalization

GOAL: RE-IMAGINING MK FOR THE FUTURE

OBJECTIVE 1: Align MK structure and policies to optimize results

OBJECTIVE 2: Assess MK's impact by collecting and analyzing student data to support responsiveness to learning needs

OBJECTIVE 3: Optimize Technology to enhance learning, access and opportunities

OBJECTIVE 4: Nurture existing partnerships and forge new ones to support student success

WISDOM & TRUTH

Elders & Knowledge Keepers

RESPECT & HONESTY

Community, Culture, Language, Rights & History

LOVE & WELL-BEING

Nurturing the Spirit "All My Relations"

COURAGE & HUMILITY

Dare to do things differently



Post Secondary Education

2019 was a productive and successful year in MK's post-secondary programming.



This year we had our 7th annual Aboriginal Youth Skilled Trades Fair with over a 100 youth from Nova Scotia attend. We also hosted two welding camps, one in Una'ma'ki and one in the Mainland. Students made traditional eel spears and went eel fishing at night.

There were over 550 students enrolled in post secondary from our member communities with 102 graduating from their programs. Our ECE workplace pilot started in March 2019 and we will be graduating 11 students this fall with their level 2 Early Childhood Educator diploma concentration in Mi'kmaq child and family.





Healthy and Active Living



It's been a productive year among our MK Communities and schools. With Covid challenges intact, our MK schools and communities proceeded with productivity. First and foremost, we continue to promote and enhance daily physical activity (DPA) within the MK family of schools. This is a vital and important step towards the promotion of healthy living, as a Life Long activity.

The MK Schools events calendar and program was well attended throughout the first half of the school year, and included the following sports; basketball, volleyball, dodgeball, soccer, hockey,

until the Covid shut down in March. The total number of students involved with the events throughout that time span (Sept.-March) was over 400, and we continue to improve in this important initiative(s). We are planning to add more inclusiveness for Special Olympians in our MK Sports events schedule in the future.

Many of our students in MK Schools also take part in NSSAF events, sports and activities. Team Atlantic for NAHC 2020 was cancelled due to Covid, and we look forward to competing in this great initiative in the future with both male and female teams.

Continuing with High Performance sport, we are thrilled that we will Host the North American Indigenous Games (NAIG) which will be held in Halifax in 2021. This milestone event will bring forth an abundance of development for our youth over the next few years and also beyond 2021.





the Fall. It will feature girls from the MK family of schools, and is a very exciting new initiative.

We also continue to implement and develop Professional Development and leadership training for our MK Phys.Ed. Teachers as we strive for excellence.

We are also very excited about our New Funding from Sport Canada in partnership with NS CC&H. The New Bilateral funding will create exciting new programs and initiatives for all of our communities, as well as new staff possibilities.

We have had a successful year among our MK Family of schools and communities, and we look forward to further development and opportunities in the coming year.

We are currently developing strong partnerships with the Provincial Sport Organization's (PSO's) to guide us in the preparation and training for NAIG 2021. We will ensure that we have the strongest Team Mi'kmaw Nova Scotia ever.

We are also once again having the Atlantic Indigenous Games, to be hosted in 2021. This event will bring together youth from all over Atlantic Canada for training and competition. We have also partnered with Canadian Sports Center

Atlantic that will do testing and training with our athletes.

In the area of Leadership Development, we have had Aboriginal Coaching Module (ACM) training and certification delivered in our schools to High School students, and also in our communities. We will continue with this important initiative.

We are also planning a first ever Female Sport Leadership Training week-end in

Student Services



Student Services within Mi'kmaw Kina'matnewey is always changing and evolving. With strong partnerships with Nova Scotia Education and Early Childhood Development (EECD), Nova Scotia Early Childhood Development Intervention Services (NSECDIS), Autism Nova Scotia (ANS) and Education Partnership Programs (EPP) opportunities and services have been increasing. Servicing students with Diverse Learning needs is no easy task. Yet through

the dedication and vision of the communities and the Special Education working group we are beginning to examine best practices in a Mi'kmaw ideology.

This year in Student Services with the unpredicted support of our Performance Management Coordinator and Community Liaison worker, we took a deep look into Individual Program Plans (IPP's) for students. This project was the culmination of two years of gathering communities, teachers and administrators to examine program plans and documentation. Through their guidance on how to make this more efficient our IPP's, now referred

to as Individual Education Plans (IEP), are more streamlined. These IEP's now tell a better story of how the child, the family, the school, the elders and the community all play a role in supporting our students with Diverse learning needs. In the fall all school staff were trained with the changes to our MK SIS system and their feedback has been tremendous. Special thanks to all our community schools that have worked tirelessly to provide comprehensive programming for our students with Diverse learning needs.

The work of Inclusion in a Mi'kmaw way resembles that of basket-making. When one builds a basket they build it with a purpose in mind and it is constructed from the base up to lid last. The same experiential learning can be said of the Special Education program as we continue to try and build a beautiful basket with limited tools and resources. What can be said of the collective and hard work of our communities and families of schools is they have the best of intentions and work diligently to provide inclusive opportunities that nurture the spirit of all learners.

One such inclusive project this year that Student Services took on this year was



the work of EEP project entitled Mi'kmaq Master Cultural Apprentice. This project in collaboration with the Mi'kmaq Services division of EECD selected teachers, youth and elders from across the province and brought them together in a series of workshops. These workshops were designed to build bridges between both the provincial public school system as well the MK family of schools. During these themed weekends teachers learned

directly from community knowledge keepers the traditional knowledge around Nutuklimk, Etuaptmumk, drum making, singing and chanting, Jenita'simk and Yoga in Schools. The idea behind this ongoing project was that there are always ways to incorporate Mi'kmaq ways of being in all facets of education in both systems. The next phases of this project will involve additional building of base knowledge and application in an inclusive

manner through lesson planning for all learners in Nova Scotia.

Despite ongoing funding constraints Student Services continues to think outside the box, build bridges and strives towards creating a culturally responsive inclusive model for all diverse learners. These are just a few highlights of our ongoing programs this year.



Academic Services

14

Academic Services (AS), like all of the program areas at Mi'kmaw Kina'matnewey (MK), developed a one-year plan to extend last year's strategic plan rather than moving into another three-year plan right away. With funds flowing through our grant, the Academic Services team planned a year of activities around goals in Numeracy, Literacy, Technology, and Assessment. This year we added a Wellness goal as another component of the plan. Our team also worked in some of the recommendations that came from the First Nation School Success Program review that was completed by Royer Thompson, an external team of consultants.

In the Numeracy Department, all of the activities for elementary and secondary mathematics are in line with the numeracy goal listed in the MK strategic plan which is *to improve numeracy rates overall*. MK schools continue to participate in provincial assessments in Grade 3, 6, and 8, however in order to improve in numeracy, schools must work alongside the Numeracy Consultant and Assessment Coordinator as the student information is only accessible through the communities. We have always respected the privacy

of the student information and we will continue. Those who have chosen to involve the Academic Services team in working with assessment data, are seeing the benefits and making decisions to guide instruction that will ensure student success and achievement. There are plans to develop our own assessment for Grade 10 as well. In our upcoming three-year plan, there are plans to develop our own assessments with lead teachers.

Our two math coaches have been instrumental in delivering new strategies and approaches to classroom teachers. We have now completed our fifth year of math coaching for Grades P-4. This program provides continuing support directly to teachers and follow up visits from the numeracy consultant. The two coaches have been directly involved in the preparation and facilitation of grade-specific professional development, allowing teachers to collaborate and support one another in mathematics. Formal lesson plans have been developed and can be shared within our communities, as well, with provincial schools. This activity is part of the goal to develop culturally based lesson plans for the classroom.

In the Literacy Department, all of the activities for elementary and secondary literacy are in line with the literacy goals listed in the strategic plan. The overall goal is *to improve literacy achievement*. MK schools continue to participate in provincial assessments for Grades 3, 6, 8, and 10. As with numeracy, assessment information must be discussed amongst the schools and the Academic Services team in order to address areas of concern in literacy.

Over the last year, our literacy department built up resources to increase Indigenous content in all classrooms from primary to twelve. It's evident that our students express more of an interest in reading when they can relate to the content. Teachers are integrate First Nation content into their lesson plans to address the goal around this area.

Most activities this year were led by the consultant however the teachers had to be self-driven in order to build their skills. Those who participated in the on-line activities and professional learning will see the benefits in their own teaching practices. There was a lot of focus on professional learning this year around



reading and writing, as well as curriculum mapping.

Once again, pre-university workshops have been provided during the summer months to build on students writing skills. This practice will continue as it's been very rewarding for students moving forward in post-secondary.

For Elementary Literacy, a new consultant was hired in February. The early literacy teachers had little support prior to that. Some activities continued through the leadership of the early literacy teachers in the MK communities and external consultants. Information was provided by the Literacy teachers that helped the elementary literacy programs move forward.

In addition to all of the literacy activities, a variety of literacy programs and other supports continued this year. The *Afterschool Book Club* and the *Elders Read Aloud Program* for P-3 also took place throughout the year. Most of the communities participated in the summer reading program. The goal *to create and foster reading cultures in our schools/communities* has been close to 75% achieved. It is our hope for next year to have full community participation.

Both literacy and numeracy consultants have collaborated with the Assessment Coordinator, teachers, and administrators on "classroom assessment charts" that displays student assessment information so that patterns can be easily identified. This activity will continue into our next strategic plan. School participation is crucial for this to work successfully.

The Technology departments has built up this year. We have a technology integration coach focusing on the elementary grades to incorporate technology within the day to day learning of students. Our goal *to improve technology in the classroom* is one that is now paying off with the situation we are facing with Covid19. A large number of teachers and students have already been set up through Google and were able to participate in on-line learning

Last but not least, a goal was developed around wellness. This idea came directly from communities expressing an interest during our annual symposium. The wellness coordinator held a "Wellness Conference" early in the year with full participation from all of our MK communities. Following up from this day, the coordinator assessed each community's needs and developed strategies, supports, and recommended resource. This one-year goal is just the

beginning for Wellness. We are counting on the communities to help shape the wellness program to suit the needs of each community. The input so far has been great!

On behalf of the Academic Student Services team, I would like to express gratitude to the all stakeholders including parents, guardians, community members, support staff, mentors, teachers, school administrators, education directors as well as the MK Board of Directors. We are looking forward to a new three- year strategic plan with a whole new approach! The Academic Services team has always worked collaboratively with communities and partners towards achieving a common goal...the overall well-being and success of our Mi'kmaw students! You will see how we plan to work together when our new strategic plan begins!

Wela'liek



Mi'kmaw Language



The year 2019-2020 marks yet another very successful and memorable year in the Mi'kmaw language department; many exciting things have happened and are planned for the upcoming year. The support of teachers and students is our Number one commitment. The support from communities, Directors, MK staff, Chiefs, and all educators has been instrumental for the language Department. This allows us to

create and plan opportunities through various way of learning and training we provide for our teachers and students with multiple projects, and providing new ideas for future projects.

- Professional Development with Jasmine Johnson
- Mentoring language teachers.
- Jr. Mentor Apprentice
- Mentor Apprentice

The Advisory has continued to provide support to our goals in the Mi'kmaw

language department. Their years of searching, experiencing and the understanding of the language are amazing. There are the orators whose knowledge about the language, culture, customs, traditions, and values are is important to all Mi'kmaw. Their commitment has given us the opportunity to work on various projects.

We committed this year of 2019 in providing a 400-hour opportunity through the Mentor Apprentice program with 16 groups. This is still not enough time and we are looking at increasing that number. Many of the participants showed great



Mi'kmaw Language (continued)



They help and support the fostering and nurturing and change the mindset of all generations. This committee meets quarterly to ensure that all a language needs are met and supported through all of Nova Scotia.

Although the year was successful, we have to remember that we had lost amazing people on the way. These individuals have helped our communities with such passion and commitment to the language.

progress with their language abilities but most of all they were thankful for the opportunity. Each one of those groups committed to learning beyond the projects life and created meaningful relationships with their mentors, which further defines the success of the project. That this has brought another Jr. Apprentice program to be offered in the next year.

We currently have the MK Chiefs Committee on Language to support all communities in their language needs. The MK Chiefs language emphasize the positive aspects our Mi'kmaw culture.





Mi'kmaw Language (continued)

18



These individuals have given us so much guidance on separate projects. I would like to acknowledge Elizabeth Paul and Roderick Peter Francis. These were truly mentors who had love of our Mi'kmaw language and will be forever remembered.

to develop most of our work. These have been amazing opportunities and programming coming in the next year. If you have any further questions, please feel free to contact Mi'kmaw Kina'matnewey.

We greatly appreciate all the funding opportunities we have been approved



Atlantic Canada First Nation Help Desk

Technology and especially connectivity is increasingly important in the education of First Nations students. While the pandemic brought to light the disparity of connectivity to the on-reserve residential services offered by telecoms, Atlantic Canada's First Nation Help Desk has continued to provide what we believe is the best First Nation network in the country.

As the demand on the network increased during the pandemic, critical health, education and collaboration structures remained relatively unfazed and stable. This allowed our workers, students, teachers and parents to adjust to working, learning and teaching from home.

The hub and spoke design of the network allows us to quickly adapt to changes and additions to the network. This past year saw the addition of a brand new school in Pictou Landing and the Mi'kmaw Lodge Treatment Centre in Eskasoni. In both locations we deployed next-gen

Cisco enterprise switches and enterprise-level WiFi access points. This coming year we will be connecting a new school in Elsipogtog, while bringing treatment centres in Elsipogtog and Tobique onto our network.

Components in the network core have been upgraded to support higher bandwidth including the replacement of aging Juniper firewalls with next-gen Cisco FirePower appliances nicknamed "the beast" to handle network growth over the next 5-10 years and beyond.

Our partnerships with industry leaders in technology have proven fruitful as we utilize bulk purchasing power. This allows us to deploy enterprise-level routers, switches and WiFi access points into the schools and health centres over our fibre network in a cost effective manner. We also continue to provide typically expensive software packages, like Microsoft Office and Adobe Creative Suite to our education users free of cost to them.

We take network security seriously and have safeguards in place to mitigate unauthorized access through a combination of vlan segregation with

appropriate access control lists, new next-gen Cisco FirePower firewalls, and Cisco Umbrella for web and security filtering. Access to the inside of the network is by authorized users only, using Duo two-factor authentication, and only to the network devices required. We also do routine evaluations of internet traffic to spot any problems on the network.

Updates to the Polycom video conferencing infrastructure have increased capacity, usability and security with end-to-end encryption for point-to-point conferences, and between endpoints and the multipoint bridge. This ensures OCAP compliance and that our conference data is secure on our on-reserve network. Further planned updates to our streaming capabilities are in progress.

Our team continues to provide technical support, limited hardware/software support, educational video conferences and youth employment opportunities. The annual Video Conference Christmas Concert was again a highlight of our year, as well as the first-ever Mi'kmaw Culture Hour video conference which served to connect Elders and Knowledge Keepers with our youth, using modern technology



Atlantic Canada First Nation Help Desk (continued)

20

to pass on some of Our People's most ancient Indigenous Knowledge.

The Help Desk knows the importance of investing in our youth and the future. With the yearly contribution from Indigenous Services Canada, we are able to provide employment for youth to gain experience in technology fields. This initiative has served to identify some exemplary workers, while helping them get their foot in the door of industries that interest them.

As a small staff at the Help Desk, we are proud of the work we have accomplished, although we are aware the work will never be complete. Our hope is that by maintaining a secure state-of-the-art network, teachers and technicians in the schools will continue to leverage the network to provide high quality educational opportunities to our students.



Performance Measurement/Statistics

This year was exciting for our communities using data; they achieved many milestones during the year. This year Schools were closed on March 13 due to Covid 19 Pandemic. This has brought on many new challenges to us by make change to a more technological approach to Education.

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 the real issues with their schools are.
- **Communities** are using relevant information about their schools in timely fashion.
- **Communities** are creating the AANDC

Nominal Roll within one week in September, November and February.

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

- In the 2019-2020 school year, our Grades 6 students did participate in Literacy assessments and our Grades 6 students will participate in Numeracy assessments. All other assessment were postponed due Covid 19
- 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 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.

In 2019-2020 Performance Measurement was asked to develop 3-year Strategic Plan Goals. Below are these goals with 2019-2020 Operational highlights:

Development of Mi'kmaw Kina'matnewey Student Information System

- Rebuild of Individual Education Planning (IEP) Module
 - Redesign of IEP Data Capture
 - New reports (PDF's) for Principals
 - Compliant with the new Provincial Guidelines
- Principals Report- Master Commit all Principal Monthly data
- Employee Department and grade assignment
- End of Year report
- Added Employee carryover step to EOY



Performance Measurement/Statistics (continued)

Development of Mi'kmaw Kina'matnewey Information

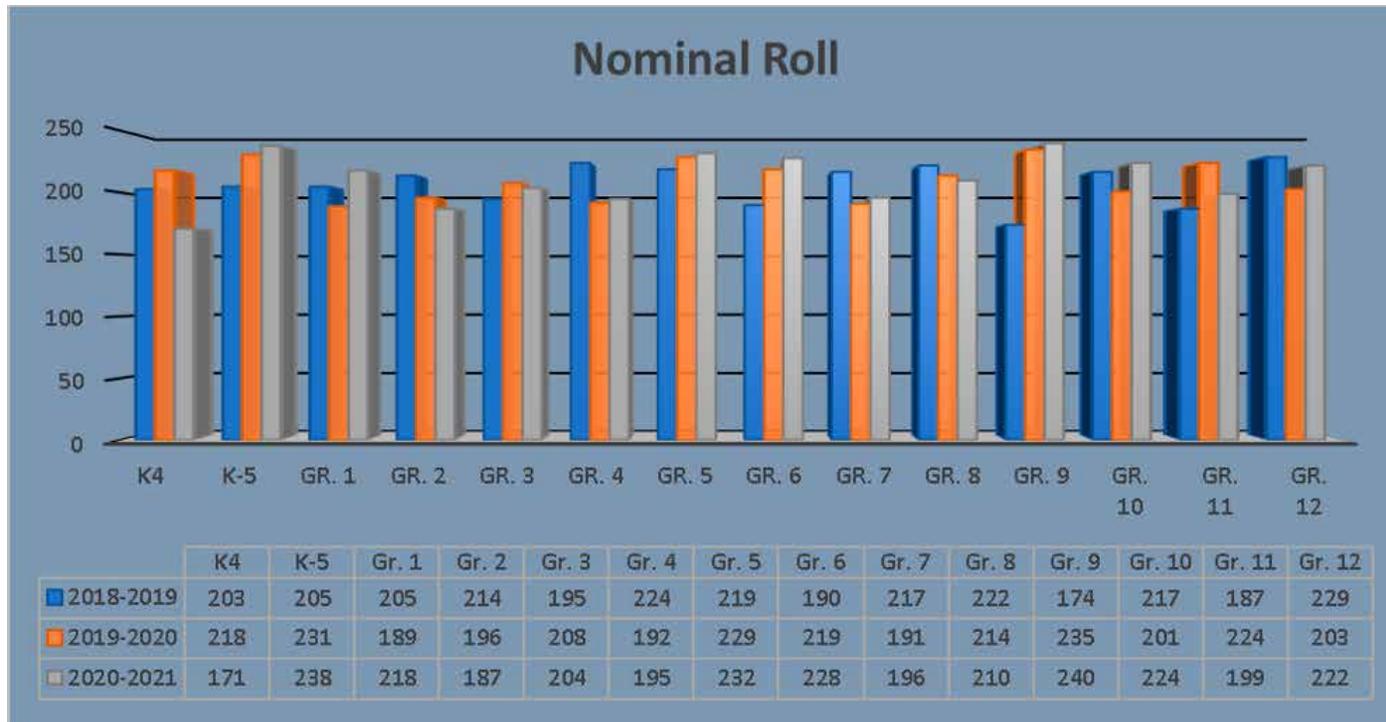
- Continuing development of the Community Profile on Education for the Annual MK Symposium
- Principals and Performance Measurement have Professional Learning Network (PLN) where Educators meet to discuss and advise Performance Measurement on issues with MKSIS.
- Development of Administration Reports.

Communities own and control their Information

- Community are involved in the development of information used in Education.

Below are reports generated from data within Mi'kmaw Kina'matnewey Student Information System.

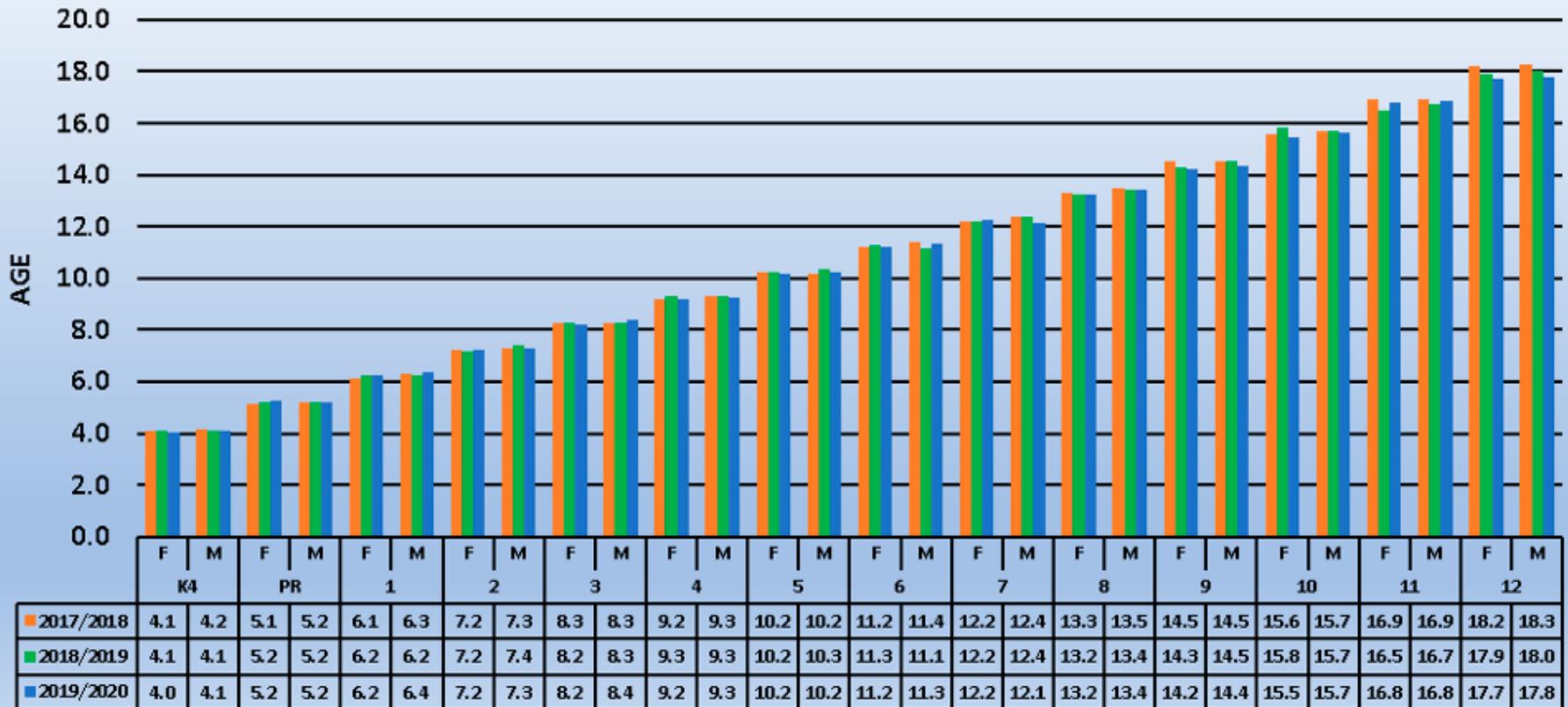
The Nominal Roll report shows that our student population is increasing year over year. It also shows that more students, in all grades, are graduating to the next grade level.





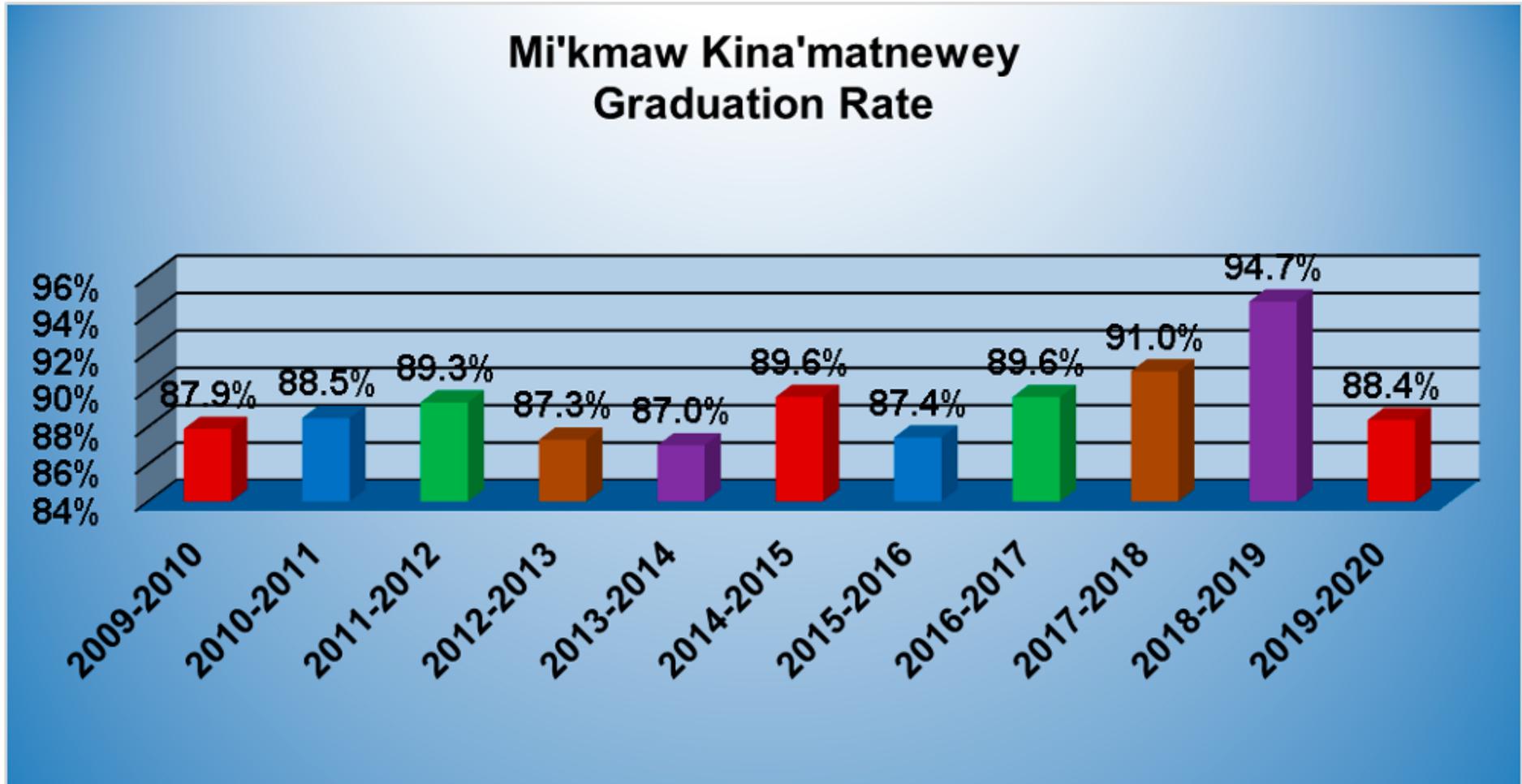
Performance Measurement/Statistics (continued)

Mi'kmaw Kina'matnewey Age Grade





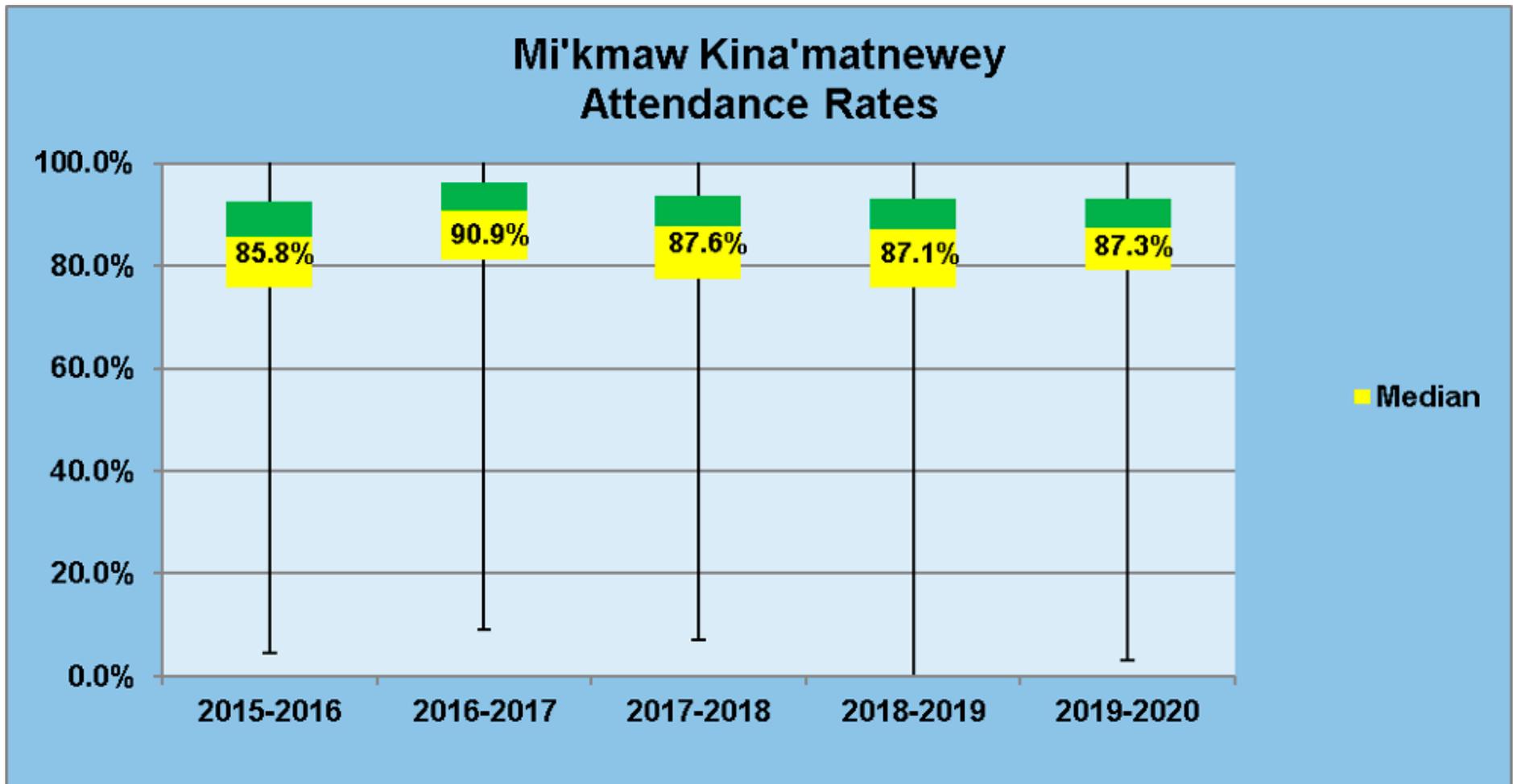
Performance Measurement/Statistics (continued)



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 2009-2020, 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.



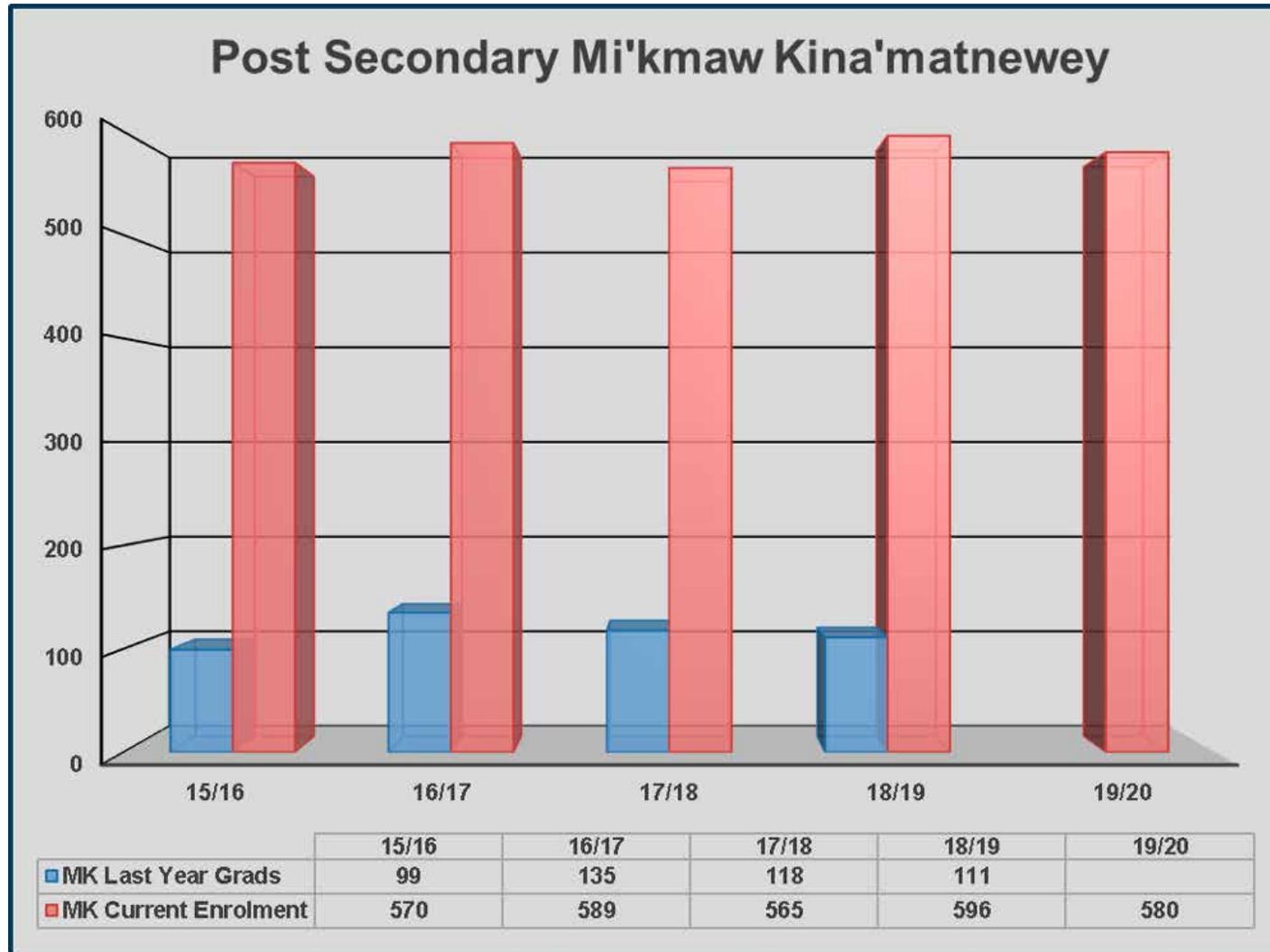
Performance Measurement/Statistics (continued)



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.



Performance Measurement/Statistics (continued)



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. This year was the largest class in recent years.



Performance Measurement/Statistics (continued)

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. **Mi'kmaw:** ability to assess Mi'kmaw Oral Language
3. **Retention:** Student Support Tab was developed. This allows the student

and guidance counsellor to look at various Student Support options.

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

Provincial Assessment Results

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

- Grade 6 Literacy and Mathematics Assessment, September 2019

Nova Scotia's Provincial Assessments are used for the following:

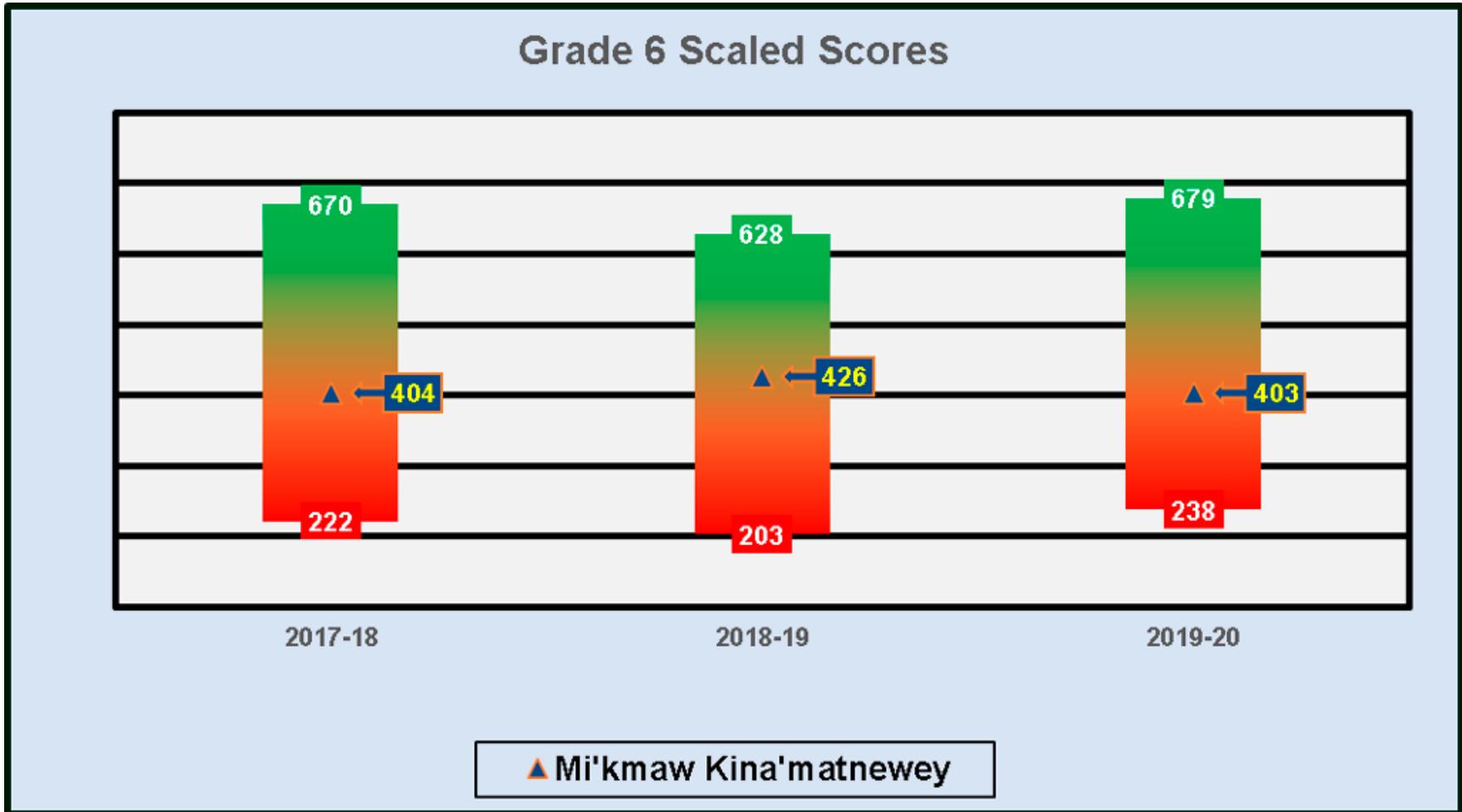
- Grade level specific professional development for both literacy and numeracy.
- Use of data to create strategies for MK and schools and individual plans for students

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

Reading Performance Levels	Mathematics Performance Levels
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.

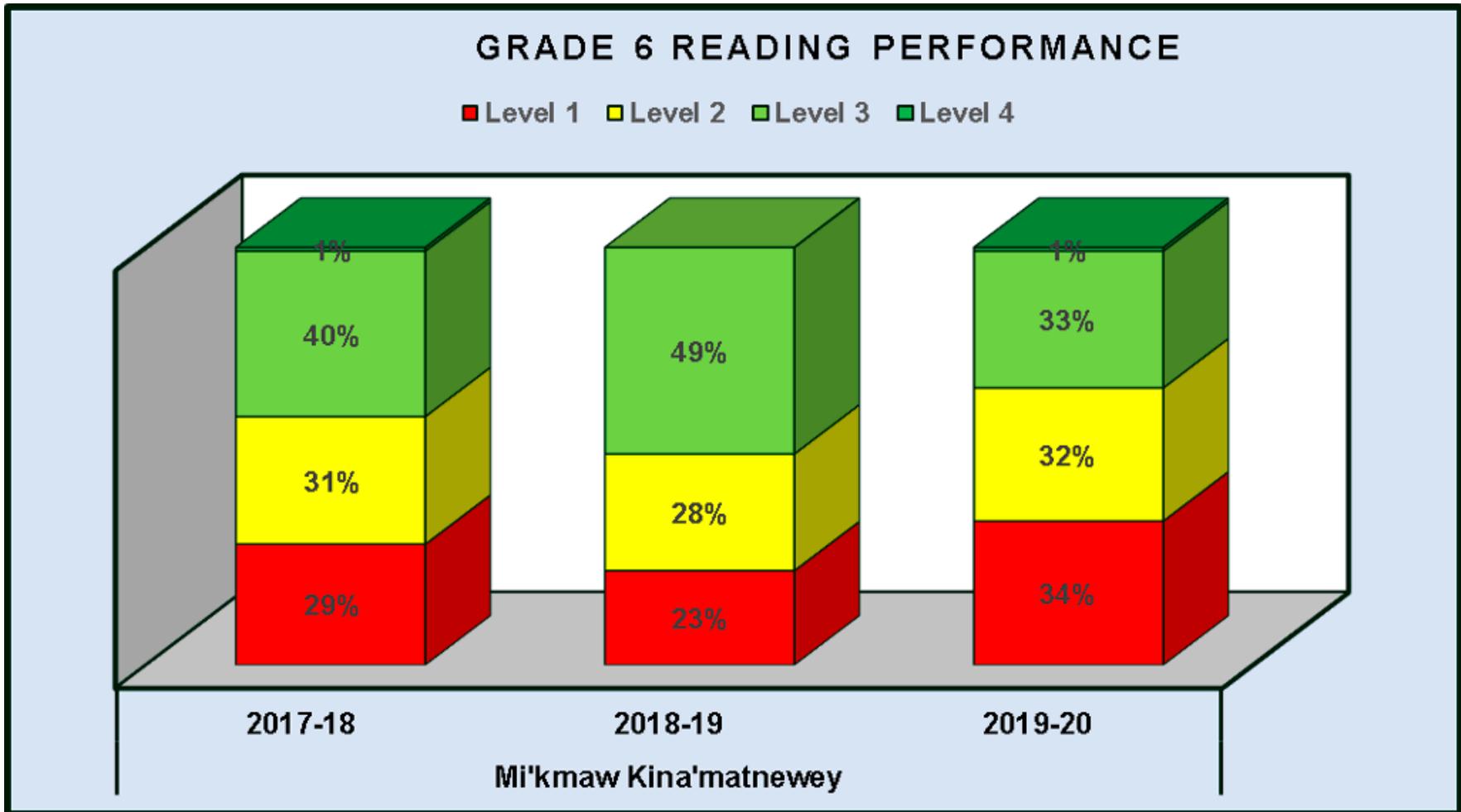


Grade 6 Literacy Assessment





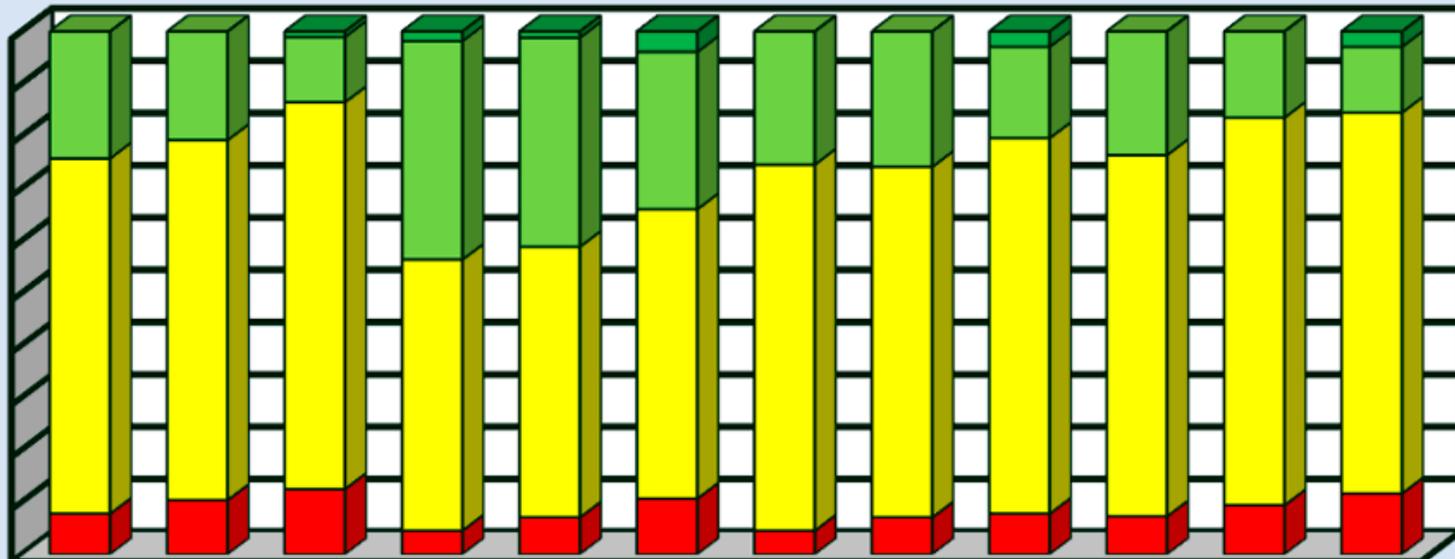
Grade 6 Literacy Assessment





Grade 6 Literacy Assessment (continued)

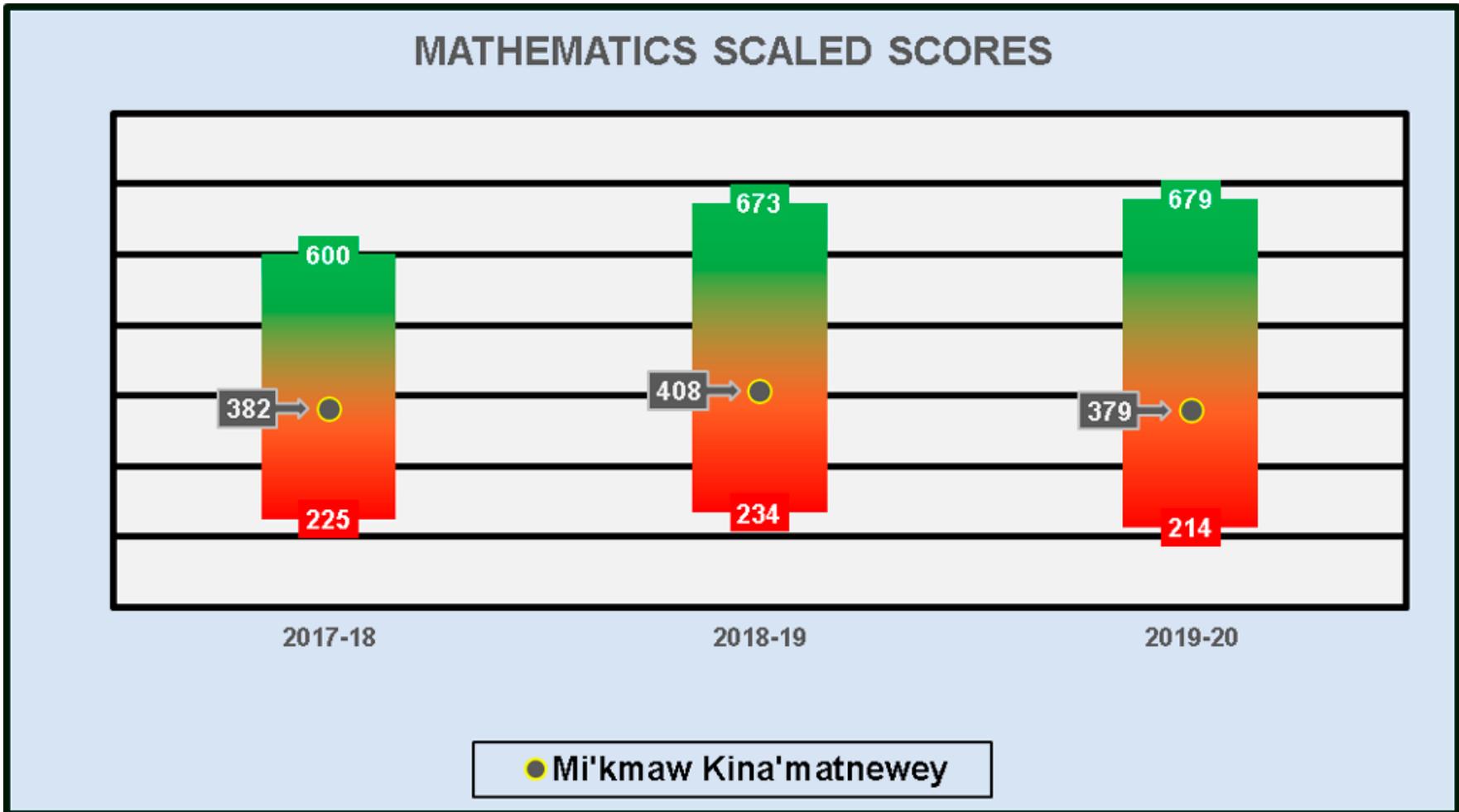
GRADE 6 WRITING STRANDS



	2017-18	2018-19	2019-20	2017-18	2018-19	2019-20	2017-18	2018-19	2019-20	2017-18	2018-19	2019-20
	Conventions			Ideas			Language Use			Organization		
Mi'kmaw Kina'matnewey												
Level 4			1%	2%	1%	4%			3%			3%
Level 3	24%	21%	13%	42%	40%	30%	25%	26%	17%	24%	16%	13%
Level 2	68%	69%	74%	52%	52%	55%	70%	67%	72%	69%	74%	73%
Level 1	8%	10%	13%	5%	7%	11%	5%	7%	8%	7%	9%	12%

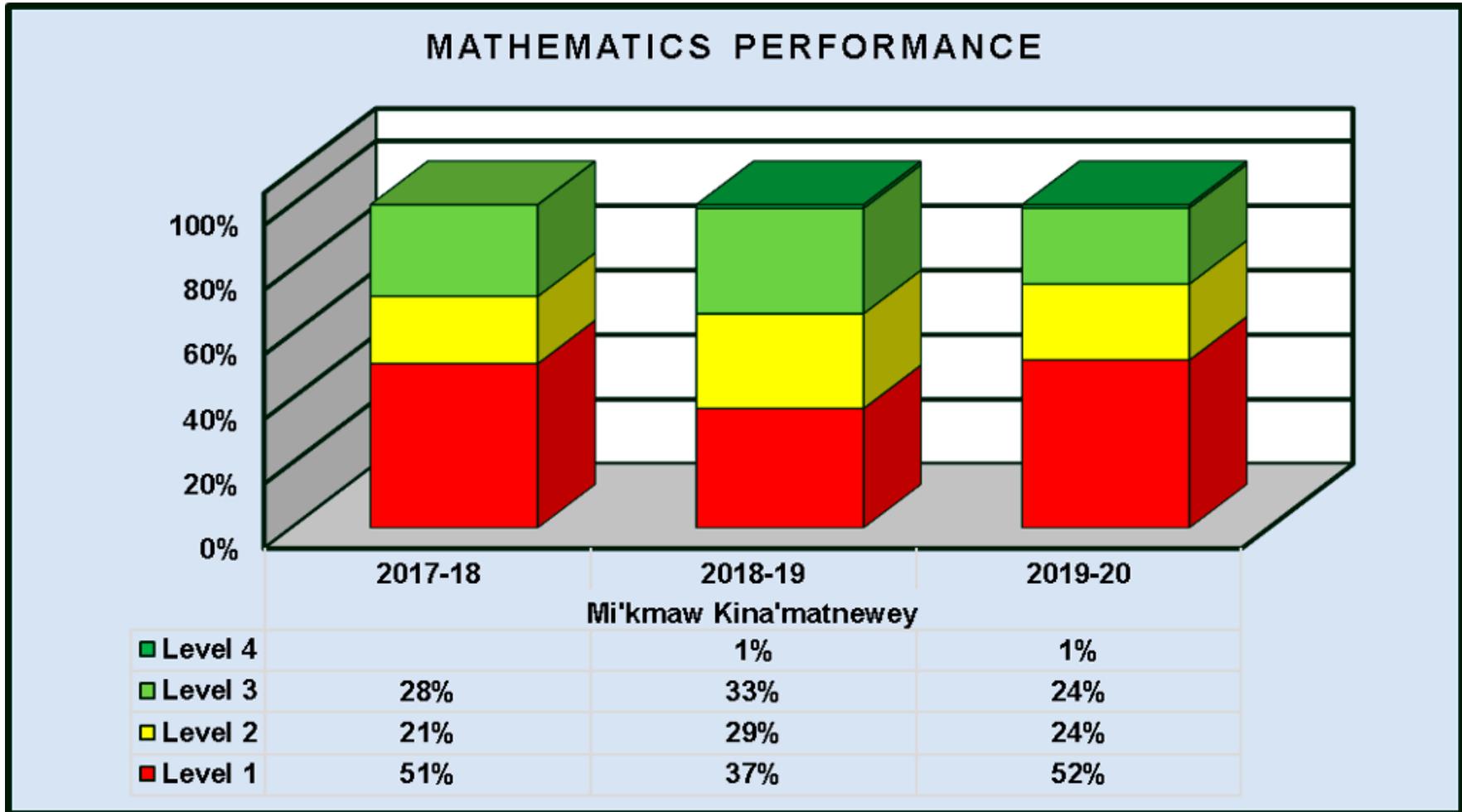


Grade 6 Literacy Assessment (continued)



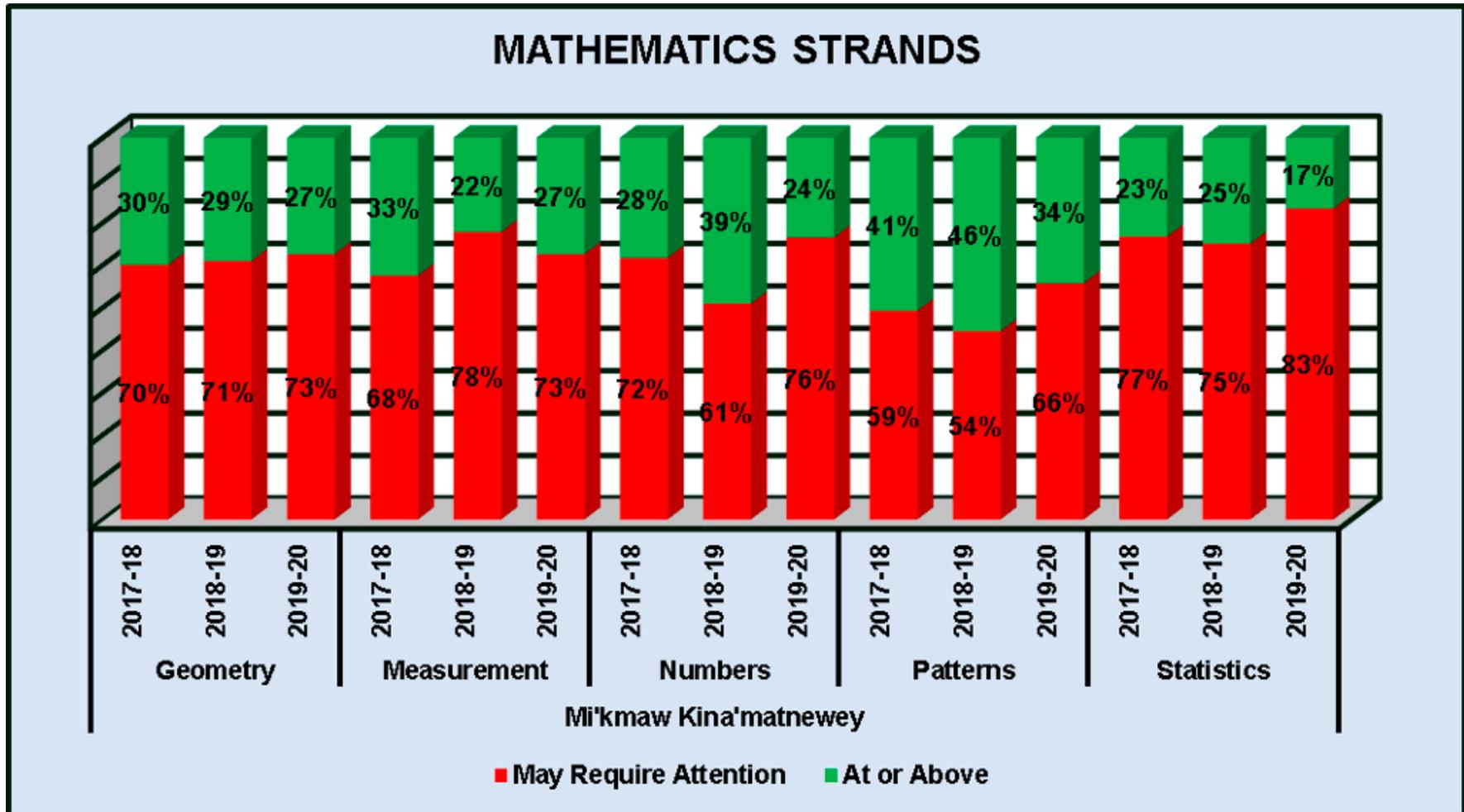


Grade 6 Literacy Assessment (continued)





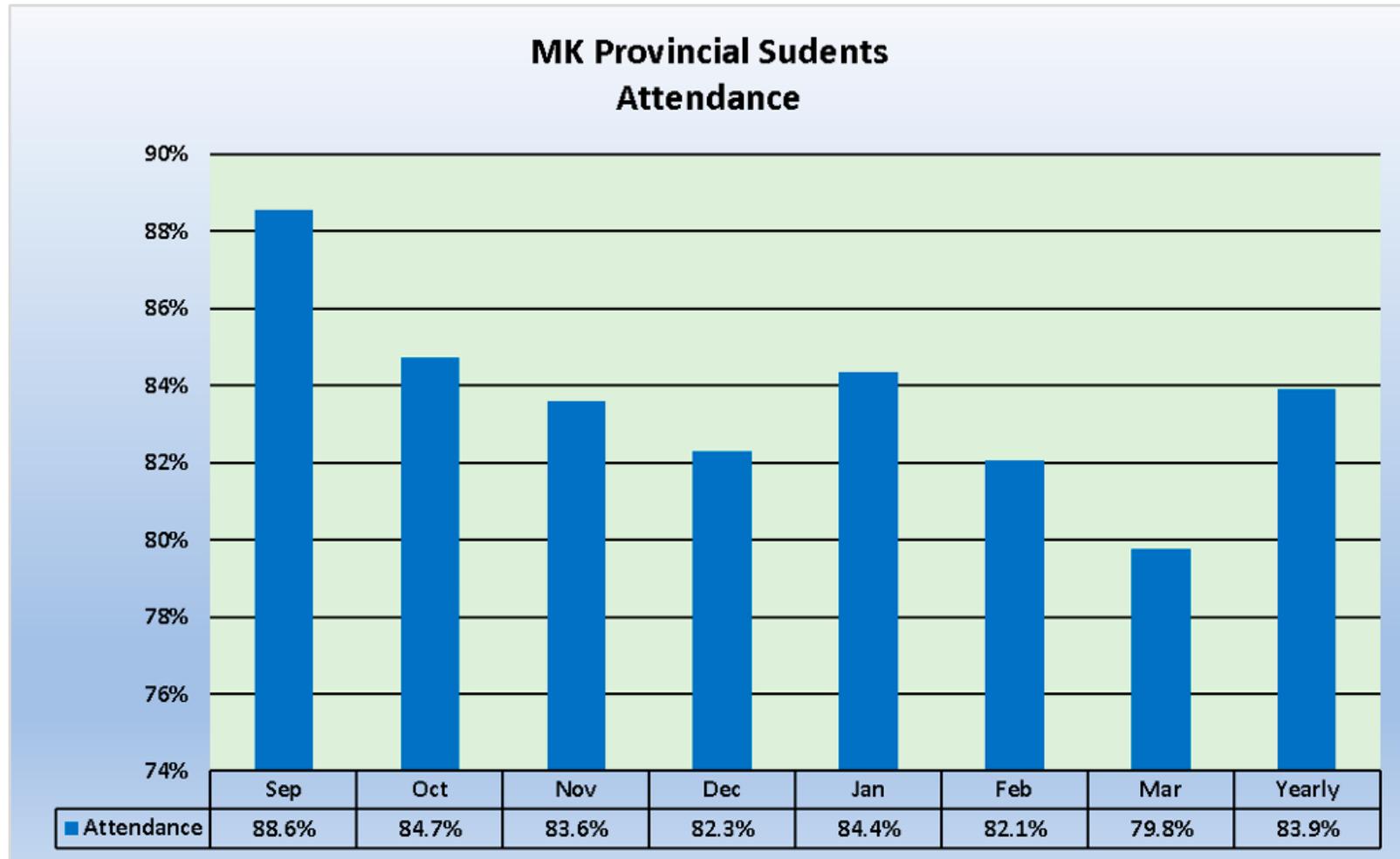
Grade 6 Literacy Assessment (continued)





MK Provincial Students

The data below is through a exchange data with the Province on our Students.





Looking Forward

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

In the 2020-2021 school year, our Grades 8 and 10 students will participate in Literacy assessments and our Grades 8 and 10 students will participate in Numeracy assessments.

Performance Measurement will be in Year 1 of the MK Strategic Plan. In the plan, we are looking forward to increasing the power of technology to help Students, Teacher, Administration and Communities to reach their potential.

Working with Dadavan, we continue to implement MK SIS module adjustments based on user input and in response to changes at the Provincial and Federal reporting levels.

Communities will be beginning to use Business Intelligent Tools to start asking questions with The Right Data in the Right Place at the Right Time.

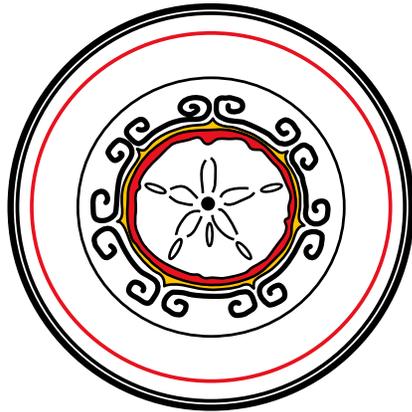
With the shift in Performance Measurement to data management, we will continue to build on the data-management policy that will protect the information we collect and guide the way we use and share the information.

Conclusions

This year, Mi'kmaw Kina'matnewey is providing information and guidance to Communities to help them developing and creating information to meet their needs. 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



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.

Acadia First Nation's unique geographical composition spreads through the Southwestern regions of Nova Scotia

spanning five counties from Yarmouth to Halifax. A Mi'kmaw Nation with ties to traditional territory. Acadia First Nation encompasses five (6) reserves - Yarmouth, Ponhook, Medway, Wildcat, Hammonds Plains, and Gold River. Additionally, Acadia First Nation has separate land holdings in Gardner's Mill. These lands boast the intrinsic beauty that Nova Scotia has to offer with lakes, rivers, resources and cultural significance.

Mission Statement

To protect the rights of education and ensure education for all our people for generations to come, wherever they reside. We accomplish this by effectively managing our resources, developing 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.

Elementary/Secondary

There are currently 65 students on the band's elementary/secondary nominal roll.

Post-Secondary

The primary objective of the Acadia First Nation Post-Secondary Program is to assist eligible registered band members gain access to post-secondary education.

The program is intended to provide financial assistance, within available resources, to eligible band members. This can include assistance for tuition, books, direct costs associated with attending full-time (living assistance) and tutorial assistance.

For 2018-2019 academic year, the Acadia First Nation Post-Secondary program is able to provide assistance to 25 full-time and 10 part-time band members.

Post-Secondary assistance applications are available from the Acadia First Nation Education Director. The deadline for applications is June 15 of each calendar year.

Graduate Scholarships

Acadia First Nation has four \$1,000.00 scholarships available for post-secondary studies. Must be an eligible registered



Acadia Mi'kmaw Nation (continued)

band member, graduating Grade 12 and continuing on in post-secondary studies. For more information/application form contact the Education Director.

Language Program:

We were able to provide Mi'kmaw language lessons to members of our community via live satellite. The Language Program is offered through the MK Language & Culture Program. The very knowledgeable and patient instructor was Beverly Jeddore. The lessons were so well received that more are being offered.

This year we held a one-day language retreat at the Gold River Community Centre and we opened the event to any community members which wished to attend. We were lucky enough to have Dr. Daniel Paul and Jane Meader speak with the group during the event to speak on Mi'kmaq history, traditions and culture.

The event was a major success and the committee looks forward to meeting for discussions on the next wave of language lessons which normally start up again in late October of each year.



Elder Reading Program

Elder Rose Morris of Gold River went to the Gold River Health Center to read to the students who attend the after-school program. What made this extra special is that she shared her own book with the students. Rose wrote the book "The Stick People", which she shared with the students and the students made drawings to reflect what they learned about the book.



AFN Harvest Feast:

The annual Harvest Feast took place in Yarmouth on Saturday, September 28, 2019. It was another beautiful day which saw hundreds gather for a day of culture, food and fun. We had entertainment provided by Dave Burbine and his band and tables in the big tent which featured local crafters and artisans. We had live drumming and traditional dance performed by members of Acadia First Nation.

As has been custom over the past several years, the event was kicked off with a medicine walk on the T'kipok Trail. This event grows in popularity each year and sees many return years on end to get more knowledge from Laurie Lacey whom has much knowledge about the traditional plants and medicines which grow in Nova Scotia. This year the event also featured a drum making session which filled quickly due to limited capacity/supplies. The children really enjoyed the event and took great pride in taking part in this traditional craft.

We also had Yarmouth Big Bounce on site this year to provide the young ones

Acadia Mi'kmaw Nation (continued)

38

with hours on non-stop fun. The real main attraction this year was the same as in most, the food. This year we really didn't hold back any stops. We had the classics like hot-dogs and burgers, potato salad and chili, scallops, lobsters and seafood chowder and for the first time a pig roast. This year was another great success for the Harvest Feast and we look forward toward many more to come.



Digital Mi'kmaq Brings Engineering Club To AFN:

Acadia First Nation was happy to host the first night of the Ulnooweg Digital Mi'kmaq Engineering Club at the Rose Purdy Recreation and Community Centre. The Engineering Club is a program being run by Ulnooweg to help define and refine the valuable skills that our aboriginal

youth will need moving forward in the workplace.

This program, as well as more to follow, will focus on strengthen our youth in fields (like engineering, graphic design and other technical field) which are generally not developed in our community and afford them with options which they may have missed without exposure. The engineering club was crafted for aboriginal youth grades 4 - 8, although some in attendance were younger.

The group of youth included about nine eager individuals. All of them came with great spirits and an excitement to learn. Each one participated in the various task as the Ulnooweg Digital Mi'kmaq team aided any youth in need as they worked away at the puzzles and tasks that were presented to them. The Ulnooweg team provided a lot of knowledge to the participants throughout the session. The Digital Mi'kmaw Engineering Club will be continuing throughout the summer on Mondays.



Summer Camp:

Youth aged 12-15 gathered daily from August 19th- 22nd at the Rose Purdy Community Centre, where they learned together and shared their stories and teachings with one another.

They had sessions delivered by Mi'kmaw Family and Children Services and Kolby Blair, NADACA. The group had sessions on Self Esteem, Talking Stick Workshop, Babysitter's Course, Mindfulness Activities, First Aid Certification, Expressions through ART, Minute to Win It Games and CELEBRATIONS. Job well done goes out to our youth who received their certification in First Aid and Babysitter Certification



Acadia Mi'kmaw Nation (continued)



Female Athlete of the Year Award:

Acadia First Nation would like to congratulate Chenoah Paul for her accomplishments in athletics. She has been awarded the female athlete of the year award at the 2019 Mi'kmaw sport summit. This is an amazing accomplishment and a great representation of Acadia First Nation and its' talented members. We appreciate the hard work, dedication and honor you bring to our community. Keep up the good work!!!

Orange Shirt Day:





Annapolis Valley Mi'kmaw Nation



To serve our membership both in and outside the community by promoting the value of lifelong learning while maximizing educational opportunities.

Mission Statement

To serve our membership both in and outside the community by promoting the value of lifelong learning while maximizing educational opportunities.

The goal of the Annapolis Valley First Nations School is to promote academic excellence, based on the Seven Sacred Teachings in a supportive, individualized environment that celebrates Indigenous

culture and is rooted in the love of the land. In our school, all students are valued and respected for their unique qualities and strengths. We treasure our Mi'kmaw heritage and language and take pride in serving others and our community.

Education Demographics:

Band Operated School: 8
Public School: 38
Post Secondary:

The Annapolis Valley First Nations School is in its second full year and we are proud to be able to offer classes for all grades from primary to twelve, and also adult education programs. We are excited to be one of the few schools in the province to offer the grade 12 Adult Education Diploma. This year we have four grade 12 students. We learn and practice enjoy weekly Mi'kmaq language classes with Beverly Jeddore. Our students in middle school are exceeding all outcomes and experiencing a greater success than their previous school environment. We provide individualized programs for all students and we also offer the Nova Scotia public school curriculum.

Education Partnerships:

- Annapolis Valley Regional Centre for Education
- Atlantic First Nations Help Desk
- Websters Farms Ltd.
- Mi'kmaq Kina'matnewey
- The Confederacy of Mainland Mi'kmaq
- Mi'kmaw Family and Children Services
- Mi'kmaw Conversation Group

Knowledge of Our Elders:

We have many Elders in our community and they all hold a special place in our school and community. All of our Elders have something they love sharing and teaching our younger generations. Whether it being our Mi'kmaq language taught by our Elders Fred Phillips and Ida Macleod, who are our only two fluent speakers





Annapolis Valley Mi'kmaw Nation (continued)

in the community, basket making and storytelling with Elder Gerald Toney Sr.

The students enjoy weekly elder visits. They are involved in a project to record community history as told to us by our elders. Our elder Fred Phillips is working with us to write down his stories and memories.

The students are involved in cultural and arts projects lead by Keshia Toney. They have been beading, studying petroglyphs, taking medicine walks and exploring ceremony and traditions.

Mi'kmaq Language and Culture:

We learn and practice enjoy weekly Mi'kmaq language classes with Beverly Jeddore, a wonderful teacher from MK who meets with us every week by video conference. In February, we held a traditional ceremony and made medicine pouches, we celebrated Esmut Apuknajit



to "feed February" as we look forward to the arrival of spring and a gentle end to

winter. We had Bubblo (Beverly) join our celebration and feast. We were excited to dance Kojua with Bubblo. We also made Luski and baked it on the fire. We offered traditional prayers and the students all talked about the ancient traditions with members of the community who joined in with us.

Bubblo is a great help to our language in our community and school, since we only have two fluent speakers, who are our respected Elders Fred Phillips Sr and his sister Ida Macleod. Our two elders share and teach our Mi'kmaw language with the children at our Daycare.

Land Based Learning:

Terry Denny of Potlotek First Nation visited Annapolis Valley on January 24th and shared his land based learning work and his stories with the students.

Learning Centre:

The tutoring program is designed for students from grade primary to grade 12 that offers a many unique learning experiences for our students, youth, Elders and all community members.

Tutoring services are offered for any student who needs the extra time to practice their learning skills and finish school work and projects.



Our Adult Education program offers many different options from GED preparation, high school advanced upgrading, job preparation, yoga classes, and technology upgrading skills, sharing our Mi'kmaw culture such as language classes taught by Elder Ida. All our programs in the learning centre are directed, taught and designed by Certified Teachers, Diana Maclean, her husband Wilford Maclean and their son Duncan Maclean. We appreciate all the hard work they do for our community by





Annapolis Valley Mi'kmaw Nation (continued)

providing the unique programs offered for the students, Elders and community members. They have become an important and respected part of our community.

Our education programs are developed and based around the best interests of our children and their Mi'kmaq culture. We want to see our students succeed and further their career dreams. We do this with help and support of our Elders, parents, teachers, chief and council.

We have organizations that sponsor our programming; Mi'kmaw Kina'matnewey supports many of our programs such as New Paths, Special Education, Mi'kmaw language and Governance. The Confederacy of Mainland Mi'k'maq provides sponsorship to students who wish to pursue post-secondary and college education. Mi'kmaq Employment Training Secretariat provides sponsorship to students interested in attending a school related to the trades.

We also collaborate with NCCIE - National Conference for Collaboration in Indigenous Education as a demonstration site. We are recognized as an innovative

model of Indigenous Education for smaller communities. Our school has been recognized nationally as a model that other communities could adopt to support youth with special needs or youth who might struggle in mainstream schools. We are also recognized for our Indigenous focus in curriculum.



After School Program:

In our community we offer an After-school program. Matilda Copage is our after school coordinator. We have a group of 10-12 students who attend the program weekly and we always have a great attendance.

The students do several different activities such as Mi'kmaq language instruction, traditional Mi'kmaq craft making, painting, medicine trail walks, outdoor activities, etc. This program has grown and became

successful for our students.

Red Road Project:

Our Red Road Project leader is Mackenzie Copage. Mackenzie is 16 years old and in grade 11 at Central Kings Rural High School. Mackenzie's leadership began in the community volunteering for different community events and gatherings, also she provides leadership as a soccer player. Mackenzie bloomed out in her leadership and participated in the Princess Pageant for the Nova Scotia Summer Mi'kmaw Games, where she brought home and won Miss Friendship 2019. Mackenzie enjoys learning and sharing her Mi'kmaq culture and is a role models for the youth in our community. We are very proud of her accomplishments and we look forward to the programs she has planned for the youth in the community.





Bear River (L'Sitkuk) Mi'kmaw Nation



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

We struggle with limited funding to support extra - curricular and sports activities for our students. Chief Carol Potter, Councillor's Frank Meuse, Fred Harlow-Robar and Carol Ann Potter are strong advocates within our Education Department. In December Frank Meuse stepped down and Robert McEwan was voted in as a Councillor taking his place.

Elementary/Secondary

There are 26 students on the band's elementary/secondary nominal roll who attend provincial schools off reserve. Two students in our system and another one not in the system graduated for a total of 3 grads.

At our Muin Sipu Band Operated School / Day Care we have 26 students. We also have an after- school program that is well attended.

Our partners in education include Mi'kmaw Kina'matnewey, Annapolis Valley Regional Centre for Education, Tri-County Regional Centre for Education, Schools Plus, Atlantic Canada First Nation Help Desk, The Confederacy of Mainland Mi'kmaq, MKSIS, 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 2019-2020 year include Head Start, daycare, after-school program, BRFN/AVRSB math tutoring/ mentoring program, school lunch program, Red Road Project, youth rec. night, boxing, family & school skating, swimming and lacrosse.

Extra programs such as the Community Mentoring: Mikmaq Language & Culture and the Language & Cultural Camp provides our youth, elders, and community members with very informative and learning experiences which everyone enjoys.

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



Bear River (L'Sitkuk) Mi'kmaw Nation (continued)

students.

44

We have Roberta Heembrock working in our provincial schools in the Annapolis district. She's working with Bob Crane and MK with the Math & Literacy Program.



Post-Secondary

This year we were able to provide funding for 15 Post Secondary students.

Language and Culture:

Learning our Mi'kmaw Language & Culture in our community and school is very important to us all. Chief Carol Potter is a huge advocate and has made it her priority to revitalize our language and culture. This is one of the areas that is difficult for us due to the fact that we do not have many fluent speakers close by. Rose Meuse, with help from Beverly Jeddore, works within our school and during community events to promote and teach the Mi'kmaw language. We are confident and truly believe that the work we are doing will help our language be restored in our community.

We are also finding that more individuals are trying to renew the language in the workplace along with the school. It helps that our little ones are very interested and are using the Mi'kmaw language at home as well. This makes us very proud and determined to keep our language alive at home, work, & school.

Youth from Eskasoni and Bear River have been participating in the Mi'kmaw language Mentorship. The fluent Mi'kmaw student from Eskasoni converses with the Bear River Student on face time.

Drums were made for the school to promote our culture thru song & dance.





Bear River (L'Sitkuk) Mi'kmaw Nation (continued)

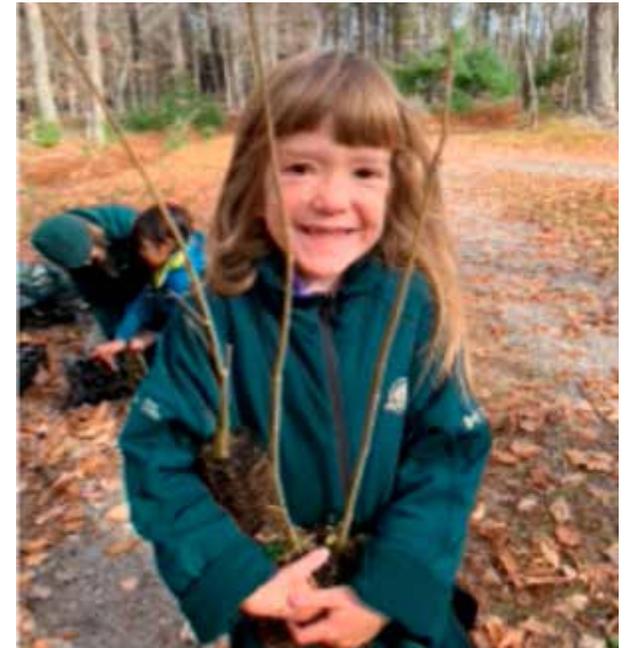
Mi'kmaw Petroglyphs:

Our language teacher Rose also works at Kejimikujik. Our students had the opportunity to visit Keji and examine all of the Mi'kmaw petroglyphs.



Planting Black Ash Trees:

Students from Muin Sipu planted endangered Black Ash trees with Parks Canada at Kejimikujik National Park. After that we were also able to track the endangered Eastern Ribbon snake, which we found and got to watch for bit.



Harvest Gathering:

At our Harvest Gathering in October 17, 18, 19, 20, we had a sacred fire for 4 days promoting culture. At this time there was some healing, storytelling and talking circles.

We had individuals who were recognized for their help in the community from youth to elders

We had a day event where we hosted

Bear River (L'Sitkuk) Mi'kmaw Nation (continued)

46

Stoney Bear drum group. There was Traditional dance, Traditional Craft tables & Canteen set up. This event is so magical and inspiring for all ages with our culture at the forefront.

We had a medicine trail walk where someone was able to show what traditional medicines we had in our community.

Individuals showed how to make wooden flowers & baskets as a cultural event.



7 Paddles Program:

Through the Seven Paddles program we strongly promote Language and Culture. We have lodges being constructed back in the woods by our lakes where different events take place, such as Bear & Dear Hunts led by licensed guides Royden Messer and William (Bub) Harlow. Bub also has a Sap Station up and running where youth, students and family can see what happens during Maple Syrup Time. Brunch is served with pancakes with syrup & bacon. These are both great and well participated events.

Councillor Carol Ann Potter has made a huge initiative to ensure the 7 Paddles Project continues for our youth and community members. She has the full support of Chief and other Council members to continue this wonderful program. One of the events is the 7 paddles canoe trip, the large canoe trip goes from Lake Jolly to Kedji and the small trips go from Lake Jolly to Clearwater Lake.





Eskasoni Mi'kmaw Nation



The Eskasoni School Board works towards achieving goals identified in both our strategic plan and the dream of what Mi'kmaw education could be when the board assumed local control in 1980. Since taking local control over the education of our children, we have witnessed increased cultural growth in our students and staff. In an effort to offer the best possible education to our children, the school board has sustained a Mi'kmaw language program which after long last evolved into a Mi'kmaw immersion school. Celebrated across the nation, the greatest quality to the standalone school is the constant exposure the students have to the Mi'kmaw language; the students in the immersion school experience limited exposure to the English language.

Mi'kmaq is the language of instruction in all subject areas, as well as being the language of the school and playground. All who enter the school are encouraged to speak only Mi'kmaq on school grounds. 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. School staff and families see the increased use of language in the students, who are gaining fluency and literacy at an amazing rate. The immersion school has also had the opportunity to host language teachers from other communities to share best practices and an opportunity to use the language in everyday teaching settings.

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'kmaw 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.”

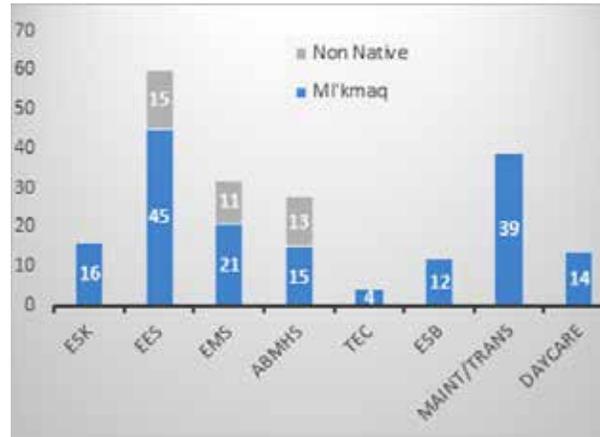
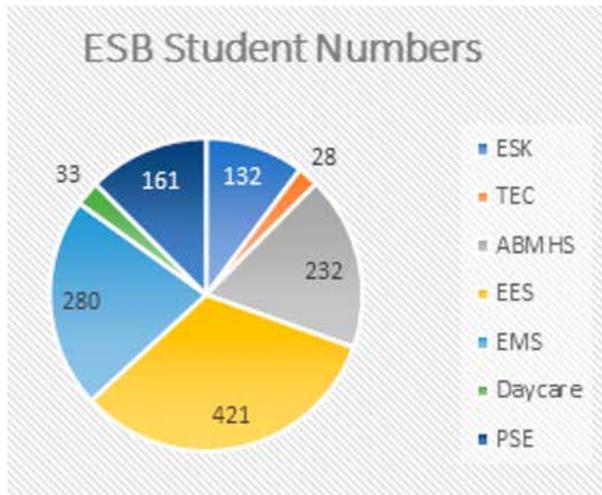
Our vision statement is also reflected within our schools' participation in the First Nation School Success Program. All of our schools are on board with this program and in various stages of implementation. The goals each of our schools work toward in literacy, numeracy, school climate and the Mi'kmaw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

Our student population totals 1106 students from kindergarten to high school. There are currently 132 students enrolled in the immersion program from



Eskasoni Mi'kmaw Nation (continued)

grades Kindergarten to fourth grade. In addition, we have 161 full/part time students enrolled in various universities across the country. Our community's post secondary grads totalled 17 this year, with students graduating in the fall and spring sessions. Our daycare center, which was moved to the space formerly occupied by the immersion program in the elementary school also saw 33 students in total. The new daycare offers more space for little ones to play and learn across three classrooms and a common eating area.



The Eskasoni School Board is focused on creating a positive working environment for staff and stakeholders to work together. Our staff consists of 213 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 83% local Mi'kmaw employees who live and work within the community, including 51 native teachers. Overall there are 5 principals employed in Eskasoni along with 91 teachers and counsellors and 33 teacher assistants and student aides. All of the administration in all of our schools are fluent speakers of the Mi'kmaw language. With over 83% of our staff from the community, and classes in the language

acquisition being taught in our schools to non-speaking staff, the language is increasingly present in our schools

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 |
| Faye Googoo | 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



Eskasoni Mi'kmaw Nation (continued)

of the school board. We are negotiating our third 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 was in effect until August 31, 2018.

Ksitetaqnk Day Care

The Eskasoni Ksite'taqnk Daycare opened its door in January of 1998. It is open to working parents, foster parents and secondary and post secondary students. It is operated under the umbrella of the Eskasoni school board while the day to day operation of the center is entrusted to the day care staff. The Eskasoni School Board provides policy, direction, financial management and overall administration. Child care services are open to children from ages two to five years. The four and five year old children are enrolled in the half day program, while the two and three year olds are in the full day program. This year, we had approximately 33 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 ability to access funding through Jordan's principle has meant that we can accommodate more children with special needs in the program.

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.

Essissoqnikewey Siawa'sik-l'nuey Kina'matinewo'kuo'm

The Eskasoni School Board proudly opened the doors to a standalone school of immersion in 2015. Home to 135 students, the immersion school offers instruction in grades kindergarten through grade four within the immersion school. Grade five is a transition year, with instruction offered in English and Mi'kmaq within the elementary and middle school. The school features a cafeteria/lunch program and many culturally relevant student activities. The school is also the home to the TLE center which supports staff in developing Mi'kmaq language based materials for the classroom. There are plans in place to extend the immersion school's programming with time.

- full time immersion resource
- Mi'kmaw Immersion after school programs



Eskasoni Mi'kmaw Nation (continued)

- Mi'kmaq drumming and dancing groups
- Mi'kmaq art and culture programming highlighting land-based learning activities.



Eskasoni Elementary and Middle School

The Eskasoni Elementary and Middle school houses two separate schools operating under one roof. The Eskasoni Elementary offers instruction in English from grades K-4, while the Eskasoni Middle School offers instruction from grades 5- 8 and both operate with a language integrated approach. Under the roof of the elementary and middle school, there are 701 students; 421 in the elementary program and 280 attending the middle school program.

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 8

Healthy Living Initiatives

- Skating program for all grades
- Ski program from grades 4-8
- Learning center swim program

- 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 and volleyball 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
- First Aboriginal Unified Sport team (basketball) in Nova Scotia.

Unama'ki Training and Education Centre

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



Eskasoni Mi'kmaw Nation (continued)

community. The space offers two large classrooms, a kitchen and a common room with an office. Comprised of a pre-ten program/high school, and an adult program, the TEC has a student population of approximately 41 students in total. With a staff of 3, the TEC boasts a smaller, tight knit learning community for its students. During second semester, as a part of the student retention program, high school courses are offered to allow students needing high school credits to earn them towards graduation or acceptance to high school. The TEC acts as an educational hub space for the community with post secondary programs and other training programs and youth activities operating on site in the evenings.

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 232 students and a staff of 26. With various sports teams competing within the NSSAF structure, the students are benefiting greatly from gym space recently added to the school which allows an excellent space to practice. Sharing the stage with

the drama classes, the music and band programs are also doing fantastic at the school. This year we were proud to debut the cover of the Paul McCartney song "Blackbird" performed in Mi'kmaq by Emma Stevens. This video went viral and resulted in Emma being asked to perform and speak at the UN Habitat summit in Nairobi, Kenya as well as many other venues throughout Canada. Emma was also given a scholarship to attend a prestigious music camp in the summer of 2019.

This year, we had the honour to celebrate the accomplishments of 50 amazing graduates from the high school. At the graduation, many of the graduates were awarded prestigious honors including class valedictorian Laine Johnson who won the Governor General's Medal for highest academic average for grade 12. Helen 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 Jolie Jeddore and Erin 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:

- NSSAF Girls and boys basketball, volleyball, co-ed hockey teams and softball and soccer teams.
- Intramurals
- Nitap Day activities & Orange Day to honor residential school children
- Grade 12 travel group Toronto
- 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 through a partnership with Interact and Feed Nova Scotia
- Role Model of the Year- we recognize and honour an Elder each year, this year students chose to honor role model, Allan Jeddore
- Remembrance Day services at the high school
- Interact student participation to



Eskasoni Mi'kmaw Nation (continued)

52

volunteer with community elders and food bank programs

- After school math club
- Participation in MK schools science fair, fine arts festival, track and field, and Mi'kmaw language festival,
- Winter Carnival activities
- lunch and learn activities one Friday a month
- Running Club
- Red Road Project school community
- Techsploration for grade 9 girls
- Student success conference for graduating students
- SNOLAB participation
- Island Wise Conference
- Junior Achievement Conference
- Annual awards night
- St. FX Math Camp
- Mini University Experience
- E mission event
- Interact Group- First Aboriginal Interact group in Canada
- Drum making, basket making and ji'kmaq making project with learning center students and open to students

throughout school in partnership with RELAYS

- Student council
- Game nights in partnership with NADACA
- Christmas/Spring Concert provided for the community
- MADD presentation to students
- Annual Powwow
- Terry Fox Run
- Antle Jeddore relay hosted through interact volunteers.
- Safe Grad and Prom activities





Glooscap Mi'kmaw Nation

**GLOOSCAP
First Nation**



We recognize, honour, and take pride in Glooscap First Nation for its unique strengths and identity. Our community respects and implements our 7 sacred teaching into our community life. A thriving people, embracing culture and language, infrastructure, leadership, partnerships, relations, economic development and land. Glooscap First Nation values are pride, empowerment, being realistic, strength, freedom, respect, being progressive, fairness,

transparency and commitment to the next generations, including the 7 sacred teachings.

The mission of the Education Department is to provide our students the opportunity to acquire the skills and knowledge within a holistic educational environment. Our goal for our graduates is that they are successful in whatever field of study they choose, and they are prepared enter the labour market and to be full participants in a strong economy.

Student Population:

Over the last eight years, our student population enrollment in Pre K-12 has grown close to 47%. We have 29 students attend Grades Pre K-12 in four provincial schools within a 10 km radius of our community. The schools are managed under the Annapolis Valley Regional Centre for Education (AVRCE).

For post-secondary students, we have 25 enrolled in various disciplines within Canada. In 2020, we hope to have five graduates.

EDUCATION PARTNERSHIPS

Continue to build partnerships with the following organizations:

- Atlantic First Nation's Help Desk
- The Confederacy of Mainland Mi'kmaq
- Mi'kmaw Family and Children Services
- Horton High School/L.E. Shaw Elementary/Hantsport School/North Kings Education Centre
- Acadia University
- Education Directors at Annapolis Valley, Bear River, Pictou Landing
- Health and Healing Centre
- Municipalities of Annapolis, Kings, West Hants
- Village of Hantsport
- Annapolis Valley Regional Education Centre

Decolonizing Education Mawio'mi:

Late March 2019, a workshop was held at Glooscap First Nation titled Decolonizing Education Mawio'mi.

Glooscap Mi'kmaw Nation (continued)

54

The Mawio'mion Decolonization Education was facilitated by Consultant Darlene Peters-Copeland of Wape'k Wasoqitesk (White Lightning) and Cynthia Alexander, Professor, Acadia University, with key-note speaker, Kory Wilson. Over the course of the 3-day event, University leadership discussed the importance of building the relationships within the communities and becoming more culturally responsive and responsible. They also examined some key questions such as whether or not they are accountable and genuine about building community relationships, and if they have been making it a priority.

The event also provided participants with an opportunity to take part in some beading or yoga workshops. There was also Waltes games and instructions for anyone who was interested in playing. During the afternoon on the final day, there was a sharing session with university students who had the opportunity to discuss what decolonizing education meant to them.



Back To School Event:

On August 28, Glooscap First Nation held their first back to school event in partnership with the Health Centre. The Health Centre provided a lunch box with water bottles and a gift card to all returning student from PK-8. Also, there was a dietician speaking to parents of good nutrition lunch's and snacks. There were four awards given out to our students who attended Language Classes at L.E.Shaw School. Blair Gould, Beverley Jeddore and Michelle Marshall-Johnson from MK assisted the Chief in presenting these awards. Following the awards, Beverley held a short workshop on song and dance with the student.



Mi'kmaq Summer Games:

Many members participated in this year's summer games. This was the first year we entered a member into the Special Olympics. David Perkins returned with a metal which was an honor for him to represent Glooscap First Nation in track and field event.



Glooscap Mi'kmaw Nation (continued)



Summer Reading Program:

The reading program took place in both the Mi'kmaq Digital Room and the Resource Centre, which are both located in the Community Complex.



Language classes:

The communities of Glooscap, Annapolis Valley First Nation, and Acadia have all started their language classes through Polycom and Zoom with Beverly Jeddore. This program will run throughout the year and communities will hold events at the end of the year to celebrate their learning.

Hantsport School Visit:

Jaiyah McNutt, Grade 8 student invited her class to the community. There were cultural activities presented to the students, such as lusknikn making and Gerald Gloade's presentation on Kluscap. The students had a great time and a gift of a dream catcher made by Elder

Patricia Smith was given to Jaiyah for her initiative in working with Glooscap FN and Hantsport School to entertain over 25 students and teachers.



Glooscap Mi'kmaw Nation (continued)

56

Student Lily-Beth Fisher sharing the Mi'kmaq knowledge of regalia to the students from Hantsport School. Her regalia is hanging up in the back and she is holding her brother's vest.



Dragonfly Haven Therapeutic Farm:

The Health Centre invited Dragonfly Haven Therapeutic Farm to our community on Fun Day for our children to pet and get to know the animals from the farm.





Membertou Mi'kmaw Nation



Membertou
WELCOMING THE WORLD!



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.

Our Mission

The Membertou Education System seeks to provide superior, culturally based, holistic education to all our members,



Membertou Mi'kmaw Nation (continued)

allowing equal access and creating opportunities for our graduates. We will accomplish this through discipline, consistent programming and our fiscal responsibility to the community.

K2 and K3 Programs:



K4 Program:

As we all love the Baby Shark Song, we had Daddy Shark come to our classroom; he sang and danced with the all children. We (including the teachers) had an amazing time!!

In our Kindergarten Class, dancing is one of the fun things that we try to do each day; it is a way to keep the children engaged and a way to have fun while they are learning.

This is how we incorporate Gross Motor activities in our classroom. It encourages the children to exercise and to keep their bodies moving, to gain strength and confidence within themselves.



Membertou Basketball Team:

The Membertou Basketball team finished the year at the top of their division. The team was made up of 2 lines of consistent talent; we are dedicated to fostering the development of these players so that they can best represent themselves both as an athlete and a person.





Membertou Mi'kmaw Nation (continued)

Land Based Education:

Terry Denny visited the school and brought a collection of traditionally made Mi'kmaq tools and stories.



Book Club:



Outside Looking In (OLI):

Maupeltuewey Kina'matno'kuom has been involved in Outside Looking In (OLI) since 2018. Membertou First Nation is one of 13 Indigenous communities across Canada which is offering the Outside Looking In dance program and the only one in Atlantic Canada. The program uses dance to encourage Indigenous youth to attend classes, keep their marks up and graduate from high school, while also teaching them life skills like dedication and hard work ethics. Seven youth participating this year are seen here along with the local choreographer and the guest choreographer from Toronto.



Healthy Living @ Maupeltuewey Kina'matno'kuom:

CBU Skating Program

In the Skating Program, students got the opportunity to learn how to skate and how to eat healthy. CBU teachers in training, helped to teach the students basic skating techniques. The students were able to not only learn how to skate, but were able to have fun with their classmates and teachers.



In December, 2019 the Eagles came to Maupeltuewey Kina'matno'kuom and had a blast! Students were able to ask the players questions, were given tips to help them with hockey, and how to have live a

Membertou Mi'kmaw Nation (continued)

60

healthy and happy life. The Membertou middle school and school hockey team got to play against the Eagles in a floor hockey match.



Youth Hunts:

MOOSE

The Annual Youth Hunt was held on Oct 16, 2019. Students spent 3 days, 2 nights on Hunter's Mountain. There were 11 youth attendees, 4 guides, 1 guide assist and 2 cooks. They harvested a bull moose that went to 32 elders & households to which the youth delivered by hand, door to door. On top of this, the children were subjected to land based teachings that can follow them to their adult life.



RABBIT

We facilitated multiple successful rabbit hunting techniques, (snaring, stalking and still hunting) and cooked a traditional outdoor feast. We hosted 10 youth, 4 hunters and 1 cook.

The youth skinned, helped with the meat preparation, and ate the meat itself. Moving forward we will be providing the food to the elder centre.





Paqtnkek Mi'kmaw Nation



We are committed to improving the physical, spiritual, emotional, cultural, and mental well-being of our community. We are committed to the provision of equal opportunity and a safe and secure living for all band members. We nurture a self-reliant and healthy community in all aspects of our lives through cooperation, 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. We have a very good working relationship between with members of Paqtnkek Education Committee, Chief and Council and the Strait Regional Centre for Education. Every year, we all work together and make sure our students succeed not only to better themselves individually but also as a community. Our students attend East Antigonish Education Centre/Academy, Dr. John H. Gillis Regional School, and Antigonish Education Centre. We have 108 students on nominal roll. The schools and Paqtnkek community are continually dialoguing, evaluating and working together. The goal is to ensure our First nation students are supported both in and out of the classroom. All the activities and resource benefit not only our students but the whole school community as well.

Vision:

To challenge and engage students through experiential and cultural educational opportunities that foster personal, social, spiritual, and academic growth.

Early Years Program:

Students explore reflections using mirrors, draw self-portraits and also look closely at each other and drawing what they see.



Marble works inspired great thinking and learning! These activities are all examples of physics, engineering, problem solving, creativity and persistence!



Paqtnkek Mi'kmaw Nation (continued)



Daycare and Aboriginal Head Start Programs:

The Paqtnkek Daycare and Aboriginal Head Start Programs center around six components: education; health promotion;

culture and language; nutrition; social support; and parental/family involvement. Areas of Milestones are experienced such as belonging, engagement, expression, well-being, social, etc within the program. The Center gets visits from various front line workers including nurses, firefighters, dentist, and others. There are partnerships

between the Daycare and Aboriginal Head Start Programs such as Hearing and Speech therapists, Early Intervention professionals, the CHAD Program, the Kid's First Program, Jordan Principle, The Confederacy of Mainland Mi'kmaq, Elizabeth Hicks (Private Consultant), etc. Having exposure to these kinds of



Paqtnkek Mi'kmaw Nation (continued)

programs, allows for early interventions to help children and families who may require such help.



Annual Moose Hunt:

The annual Youth Moose Hunt was organized in the Fall in collaboration with Council, and community members. The Moose Hunt was held in Hunters Mountain for Grades 9-12 for a weekend hunt. Skilled and experienced guides came and taught them how to track and hunt moose. This is an event student's always look forward to.



This year has been our first successful hunt after four years of going up to hunt. As part of the Youth Moose Hunt, we also take our youth to the Annual Memorial Blair Bernard Moose Feast in the Highlands where they meet with other youth hunters to listen to stories, friendly moose call competitions, resources from the Unama'ki Institute

Paqtnkek Mi'kmaw Nation (continued)

64

of Natural Resources and feast together as a hunting community. They were very excited to bring some meat home to their families and community.



NITAP Day:



Restoring Our School Drum:

In the past, in collaboration with fellow First Nation Staff we have held Mawio'mi's at the school where drummers and dancers would visit and sing and dance followed by a traditional feast.

Mary Rose Julian had formed drum and dance groups within the school to teach our Mi'kmaw youth about the importance of song and dance within our culture. Unfortunately, the drum that was given to the youth had ripped and the drum group had been dismembered. Recently after being approached by a student wanting to start the drum group again, Michael R Denny, a drummer, Powwow MC and young knowledge keeper came in and do a drum workshop with the youth who had been expressing interest in re-starting the

drum group. The youth were able to learn drum teachings as well as learn to make a drum. The drum has been restored and there will be more to come in the future for this aspiring drum group.



Happy Retirement, Mary Rose!

We had the privilege of having Mi'kmaq Elder, Mary Rose Julian teach at our school. In 2019 she decided she was going to retire, Mary Rose was honored with a star blanket at the end of the year. She is dearly missed for her vast knowledge of the language, culture and customs. Our little ones loved her. Happy Retirement, Mary Rose.



Paqtnkek Mi'kmaw Nation (continued)



East Antigonish Centre/ Academy:

Academic

Throughout the year I have been working with many students providing academic support both in the classroom as well as one on one.

For example,
I have offered Tier 1, Tier 2 and Tier 3 Supports for classroom teachers

Supporting and teaching English Correspondence 11 and 12

Teaching Grade 11 communications

I have also been to the "on Site" location to work with students as they prepare to transition back to school

Creating classrooms that are culturally inclusive by leading lessons from an Indigenous Perspective and presenting topics and issues pertaining to the Indigenous community

For example: Missing and Murdered Indigenous women and Girls with Mi'kmaq studies class along with display.

Social Emotional

Throughout the year I have offered my space for student to come and discuss various issues and concerns in a safe space

Behavioral

I have worked with students on social emotional behavior using tools such as PATHS

School Trips

Sister 2 Sister conference At Saint Francis Xavier University
Treaty Day Halifax N.S
Honour Song Project

Recording with Scott Ferguson of Studio FMP

Interview with CBC radio

Interview with 101.5 the Hawk





Paqtnkek Mi'kmaw Nation (continued)

66

Interview with 98.9 CJFX

Interview with the Port Hawkesbury Reporter

Students Performed the Mi'kmaq Honour Song for remembrance day at EAECA

Community Events

POW wow

Funeral / salide

Sewing

Students have come to participate in seal skin and leather mitten making. They have learned how to cut the patterns and sew with leathers and fur.

Professional Development

Treaty Education

PATHS

UDL Learning with Jennifer Katz

V&V Training in Port Hawkesbury

Future Events

Our students were invited to perform the Honour Song at Strait from the Heart in Port Hawkesbury as well as Antigonish

I have also contacted event planner Andree Gracie to ask if our students could perform at The North American Indigenous Games in Halifax this summer. I am currently waiting for a response.

Buffy MacNeil: First Nations Success Teacher

British Virgin Islands 1/2 Marathon Run:

This year four youth from Paqtnkek travelled to the British Virgin Islands where they successfully completed a half marathon alongside 17 other Indigenous youth from across Canada. The youth began training in September and ran 21.1 km on November 30, 2019. Maggie MacDonnell, named the best teacher in the world in 2017, spearheaded the project when she worked in the North and encouraged Marsha Purcell, teacher at East Antigonish, to put a team in race

in 2018. That year we started out with two participants and this year we doubled our participation and have seen a growing interest.

The completion of the marathon impacted the youth not only physically but emotionally and mentally as well. It positively influenced their attitudes, behaviours and lifestyle by becoming healthier in mind, body and spirit. The process of the training also developed their resiliency and determination and we have seen positive benefits in school. This experience expanded the youth's ability to set and achieve academic, personal and social goals. These students became role models not only locally but also across the province inspiring other First Nation communities to become more physically active and health conscious. This project has provided a life-changing opportunity to our youth who want to become a community and school leader, who want to improve their physical fitness and who want to broaden their horizons.

Students involved in the run program have reported that they are sleeping better, more focused in their school work and we have seen an improvement in attendance.



Paqtnkek Mi'kmaw Nation (continued)

One student stated that, "running takes your mind down a place that you want to be, not a bad one." He also said that "running gives me my mind." Another student has said that running has helped her cope with all of the stressors in her life.

We are very proud of our youth and this magnificent accomplishment and we look forward to seeing them succeed in all of their future endeavors.

Mission:

Through experiential, cultural, and adventure based educational opportunities, we foster the discovery of best possible self: personally, socially, and academically. We pride ourselves on developing strong relationships and setting individualized goals that challenge students to reach their full potential



Pictou Landing Mi'kmaw Nation

68



Pictou Landing First Nation School

Pictou Landing First Nation School continues to embrace a philosophy of education whereby many of the traditional Mi'kmaw ways of learning and knowing infuse the way we teach. The above is a representation of the learning streams that teachers must

follow to include and honor the Mi'kmaw language, culture and ways of knowing and learning. These ways include:

- **links to language and culture,**
- **links to the community,**
- **links to the land and waters,**
- **multiple approaches to learning,**
- **modeling then practice,**
- **visual-artistic representation,**
- **hands on- experiential learning,**
- **story sharing.**

The following learning activities and events for our students, and professional learning for our educators during the 2018-19 school year, reflect one or more of these ways of learning and knowing.



~**Nitap Day-** We celebrated in our Nitap bandanas with cooperative games and friendship building activities.

~**To encourage everyone to speak Mi'kmaw,** we started giving tickets each time we heard Mi'kmaw spoken with a draw each week. Since the Mi'kmaw way is to share and care, the winners did not win anything for themselves alone, but were given the opportunity to choose an activity that the whole school could enjoy. We will continue this in 2019-20.

~**Residential School Survivors Day-** We wore orange to honor those who experienced going to residential school, and learned about the Residential School experience of our elders through story and poetry.

~**PLFN School Mawiomi-** We invited Grades 5-6 from Trenton Elementary School to take part in our school Mawiomi which was held outdoors.

~**PLFN School Veteran's Tea-** Our celebration and honoring of PLFN Veterans and their families/ descendants is an annual event.



Pictou Landing Mi'kmaw Nation (continued)

~**Marathon of Respect and Equality**- Our students participated in this important yearly event.



~**Swim Lessons**- All students took part in an 8-week swimming and aquatic safety program.

~**Maple Tree Tapping and Syrup making project**- 5th Annual - for our Grade 5/6 students. Project Based Learning in action!!

~**3 Day Camping Trip to Kejimujik National Park and Historic Site**- 6th annual for our Grade 6 students.

~**Scholastic Book Fair**- very well supported by the PLFN community.

~ **Doctor's Nova Scotia Running Club**- Weekly meetings led by two school staff members.

~**Elder Read Aloud** for our Grade 3-6 students, books and honoraria provided by MK

~**Boat Building, Year 2!** - In partnership with Mount Saint Vincent University and the Maritime Museum of the Atlantic, our Grade 5/6 learners had the unique opportunity to build row boats. In working together to build a boat, our learners, not only learned and practiced cooperation and other pro-social behaviors amongst themselves, but also began to see themselves as contributors to the well-being of their wider community. They learned a skill that is highly valued by our community culture, and parents and grandparents and other family members became very engaged in the experience as well. Once again, the wonderful community turnout for the boat launch itself is a testament to the support for this type of teaching and learning. This year we included our Grade 3 /4 students who, with their 1:1 ipads became "roving reporters" interviewing the boat building students

and making personally relevant videos. We are hoping to have a boat house built near our new school so that learning on our waters can be enhanced.

~**School Garden**- In partnership with the Confederacy of Mainland Mi'kmaw - Climate Action, Pollinator Project Coordinator Peter Steiner and his group, provided learning opportunities to all ages of students regarding the importance of bees and other pollinators to our food supply. He also took the lead on working with our students outdoors in the school garden from planting through to harvesting. He is committed to continuing to work with our students in partnership with Clean Nova Scotia and Coastal Restoration, where students will be involved in the challenge - based learning of coastal wetland restoration.

~**Green Schools**- Our school is a member of Green Schools Nova Scotia, and our students take this seriously. Green Schools representatives came to our school to make presentations to our students and to congratulate them on a job well done.

~Through our partnership with



Pictou Landing Mi'kmaw Nation (continued)

70

Aboriginal Diabetes Initiative, we were able to provide our students with healthy snacks at school. In addition, CMM dietician, Courtney Masey, came once per month to provide grade appropriate, hands-on educational workshops on healthy eating and lifestyles. This will continue in the 2019-2020 school year

~**Breakfast for Learning**- We received a proposal for \$900 to provide breakfast for any child who would like it from 8:30 to 9:00. Delivery of this program was provided by our kitchen workers.



~**X-CHEM** -St Francis Xavier University Science Department students provided our students with hands- on, minds-on science workshops for all grades.

~**Ulnooweg Digital Mi'kmaw**- This year our students were given hands-on,

experiential workshops on coding, and have been provided with Dash and Dot robots to further explore coding. In addition, Ulnooweg Digital Mi'kmaw has provided the school and community with a fully equipped digital makerspace, and will be providing both in- school and after-school learning opportunities for our students in this space.

~**Technology update**- As our school is now 1:1 Apple iPads, all our teachers have become Apple Certified Teachers through an online study program. In addition, all our classroom and Mi'kmaw language teachers have their own iPad pro to enhance delivery of the curriculum. Teacher and Tech Lead Kim Dorrington has a new position in 2019-2020- that of Technology Integration specialist. She will provide support to all staff as technology is integrated seamlessly across the curriculum. MK staff, Allan MacKenzie, will also be providing ongoing PD.

~Professional Learning provided for our teachers this year included:

- Apple Certified Teacher Program
- Mi'kmaw Language teachers were provided with very successful and well

received networking opportunities through MK on several Saturdays throughout the school year.

Mi'kmaw Language Support Group meetings provided ongoing support to our school and community's Mi'kmaw language learning.

-Literacy and Math teachers were provided culturally relevant professional learning and materials through MK.

-For the 2019-2020 year, all staff learners of the Mi'kmaw Language will be provided with weekly lessons.

-The K-4 Teacher and the principal were able to attend a language learning conference in New Mexico.

~**New Staff**

-In anticipation of having Grade 7 and 8 at our new school, a classroom teacher was hired to work planning for this. Haley Bernard is a teacher from the community, who is passionate about teaching and learning and will be a great asset to our staff.

-In order to enhance and support math learning, we hired a math support teacher, Michael Hotson, who works in classrooms and 1:1 or small group learning for students with needs in this area. In addition, Mike developed a



Pictou Landing Mi'kmaw Nation (continued)

basketball team and coached basketball much to the delight of our student participants.

-Due to some negative social issues that some of our students were experiencing, we were able to hire Cindy Ross Miller two days per week to work with individual and small groups of students on mindfulness and positive social interactions. She will continue this along with Autism behavior support in 2019-2020 school year.

~**New School!** Last, but not least, we spent much time in 2018-19 witnessing our new school being built. Our children used technology to express in video what they were most looking forward to in their new school. Students were also consulted on what types of playground equipment they would like to have.

Pictou Landing First Nation Early Childhood Programs:

Last year we made changes to the program to focus on Mi'kmaq immersion through language and culture. It also entailed a play-based approach. The

children learned the language through TPR (Total Physical Response) which is a method of teaching language or vocabulary concepts by using physical movement to react to verbal input. The process mimics the way that infants learn their first language and it also proven to reduce stress.

Culture and Language - Our program focused on culture and language. We believe our language and culture plays a positive role in a child's development and gave children a sense of belonging and an identity as a First Nations. We believe this is very important.

Education - Education is a key social determinant of health and, especially in the early years, can have a major influence on the health and quality of an individual's life. The education component promotes life-long learning with activities that encourage a child's readiness to learn. Activities also focus on the physical, spiritual, emotional, intellectual and social development needs of children. We had an outdoor education program and a swim program. The children went outside daily for recess and outdoor education.



Children learning math concepts.

Health Promotion - The health promotion component encourages children and families to have a healthy lifestyle. Programming promotes physical activity, such as playground activities and traditional games. Staff promoted self-care, such as helping children to brush their teeth and healthy eating.

Nutrition - Nutrition is an important part of healthy living. Good food can improve an individual's health and poor or inadequate food can undermine health. Good eating habits established early can lead to better health throughout life. Programming offers nutritious meals at lunch and we will incorporate a healthy living unit into the program.



Pictou Landing Mi'kmaw Nation (continued)

72

Social Support- Social support is an important social determinant of health. Quite simply, the support of family and community is critical in determining an individual's health. Many First Nations people experience strong social support. The social support component informs parents and guardians about the resources, services and health providers available to them to achieve a healthy and holistic lifestyle. We like to help where we can. We had partnerships with other programs and organizations such as Social, Education, Health, RCMP, etc.

Parental and Family Involvement-

The parental and family involvement component recognizes and supports the role of parents and family as the primary teachers and caregivers of their children. Programming provided opportunities for participation in parent/guardian committees, children's field trips and other activities we held throughout the year such as our Mother's Day tea, Holiday Parties, etc.



Children discovered a caterpillar on their nature walk.

Pictou Landing Education Department:

NEW SCHOOL - Construction of our new school began. It will be a community oriented school. The ECD programs will be housed in the building. The school programs will go from Grade Primary to 8. There will also be a community area where community events can be held.

A cultural connection will be strong on this new building. On the exterior, 9 panels will be installed which depict Mi'kmaq hieroglyphs and pictographs. And on the interior wall

of our gymnasium, a Memorial Wall is being created which displays names of community members who have passed. The intent is to keep all our culture and history in open view so that it will become a source of leaning, knowledge, stories and relationship-building.

A phase 2 of this connection will be worked on next year. In partnership with Mi'kmawey Debert and the Pictou Antigonish Regional Library, stone artifacts from the local area, and being currently stored at the local library, will be put on display. A space for mannequins dressed in traditional Mi'kmaq outfits will be set up. The intent is to keep our history and culture in open view and to have it available 24/7 for the children and community members to enjoy.

A trail system in the woods across from the school is also going to be developed. This will allow the school to expand the Outdoor Education component of the curriculum. As well, the trails will be available for community events and physical activity.

Mi'kmaq Language - We were successful in obtaining funds from Canada Heritage (Aboriginal Language Initiative)



Pictou Landing Mi'kmaq Nation (continued)

and the National Indian Brotherhood to deliver a Language Teachers Training Project. This project will teach community Mi'kmaq-speaking members to become Language teachers when the opportunities arise. The project will be for 30 hours per week, from October to March. Trainees will be taught the Mi'kmaq language – grammar, vocabulary, pronunciation – under the Smith-Francis system. They will also be taught cultural activities with a focus on the Mi'kmaq language, as well as developing various learning resources that they can use when they teach.

We were also successful in receiving funds from the Pictou County Community Health Board to run a short-term language program between Elders and youth. This would involve Elders with sewing skills to spend time sewing and speaking Mi'kmaq with young people.

What's in the works for 2019-2020?

- community Mi'kmaq Language & Culture Planning Retreat
- trails and boat house on the school grounds
- display area for artifacts and Mi'kmaq outfits

- hire a Science teacher at the school
- a second language project involving Elders cooking with Youth, Adults interested in speaking Mi'kmaq
- partnership with Solar Canada to develop a teaching unit on solar energy



Wela'lioq!





Potlotek Mi'kmaw Nation



Potlotek as we know it is the Capital of Mi'kmaki. This is where our sacred mniku sits as we come to gather yearly as our ancestors have done before us. Our pillars to success have always been language and culture, it is our connection to the past and our bridge to the future.

Mission

The driving force behind our programming is always the people of Potlotek. Our mission is to focus on the importance of education to effect positive changes in the community. We see it as learning through the Mi'kmaw ways of knowing and doing. By collaborating with staff, students, Potlotek

organizations and our many partners, we are able to provide a holistic approach to teaching.

Demographics

Elementary/Secondary:

Mikmawey - 70

ALHS - 24

EREC 16

RECA - 28

Post-Secondary: 39

Elementary/Secondary

Potlotek has always been about doing our own thing based on the needs and strengths of our community. Nowhere is this more evident than in our Education System. Mi'kmawey School has been in operation for 37 years. Throughout this time we have fine-tuned our programming in order to give our students the best overall approach to their education. The Language and Cultural teachings through Land Based Education has thoroughly engaged our students on a level that we have never seen before. Behaviors are lowered with the ability of students being able to be

more physical and more engaged in their thought process as they are learning the skills of their ancestors.

Allan Lafford High School (ALHS) opened its doors in 2011. It has gradually progressed from a school without a building that offered evening classes to the present day building offering day classes with a later start time. ALHS students are also offered the Land Based Learning as a compliment to the curriculum. Here students are better able to learn the concepts at hand as they fully engulf the lesson plans by hand on experiences. By connecting our students more to our ancestral knowledge we are building on a strong base of Self Identity for our students as they transition off into their futures.

At Potlotek Education we continue to seek out services that will aid our students. Through various Service Providers such as Jordan's Principal, UNSI, GASHA, Eskasoni Mental Health, Potlotek Health Centre and Potlotek Fisheries, we are able to build unique individualized programs to best serve our students.



Potlotek Mi'kmaw Nation (continued)

Whether it is a Cultural Mentorship Program or reaching our students in a mental Health Crisis, we have harnessed the teachings of our ancestors to support our students. Working one on one with parents has allowed us to better support the parent and make them a true voice for their children.

Potlotek Education has made it a priority to provide as many opportunities as possible for our students. We began setting up a Radio Station in 2016 and more recently a Recording Studio. This offers our students the opportunities to hone their public speaking skills in both English and Mi'kmaw. The high school has taken advantage of these facilities, and has delivered courses in Radio Broadcast and Film and Audio.

Adult Education:

The Adult Education program continues on and the instructor works part time with the Cultural Coordinator to help create partnerships with surrounding communities. Together, they have partnerships with the Strait Area Chamber, Immigration Cape Breton, St. Peter's Action Committee, L'ardoise

Legion, and La Picasse in Arichat. We continue to grow at an amazing speed as we transition to meet the ever-changing needs of our community.

Language and Culture Department:

Potlotek's Language and Cultural department has faced two major losses in 2018. Lillian Marshall and Rosemary Marshall both passed away leaving us with empty moccasins to fill.

Anne Marchand took over as Language Curriculum Specialist and Noelle Doucette is now Cultural Coordinator.

Anne Marchand works developing curriculum for the schools and fills in as needed as a substitute. She is a much needed Language Resource. Her lifelong pride in the language is evident in her teachings. Anne is also a Spiritual Leader and shares her gifts with us. In her role as Cultural Coordinator, Noelle provides activities in the community and reaches out to outside communities as well. It is our hope that this work of building partnerships creates a better understanding of our culture.

Through partnerships the following activities took place:

In May, 2019 Mi'kmawey School had the opportunity to partner with Darkspark once again. Darkspark first came to us in 2017. Darkspark is a national Organization that is a culturally diverse network of recording artists, educators, music producers and filmmakers. They recognize the potential of young people to be catalysts for social change. Under the guidance of Darkspark our students created songs and videos and really showcased their talents.

In June 2019, we celebrated our third annual Multicultural Day Event. We brought together musicians and dancers to showcase their cultures along with a feast of different cultural foods.

The Radio Station was operated throughout the summer months by summer students. Our students have been trained in the past to operate the radio station. This summer they let their voices and creativity reign over the airwaves.



Potlotek Mi'kmaw Nation (continued)

76

In September we took part for the second time in Lumieres. We created a 12 foot lady in a red dress to further the movement of MMIW. We were joined by drummers and dancers from the other Unamaki bands as we marched through the street to our site.



AL Our third year in Celtic Colours saw us doing a Food Exhibition. It was a small

endeavor that we hope to grow over the coming years. We showcased different outdoor cooking techniques as we cooked shellfish, eels, moose meat and salmon. One of our guests from away taught us to cook potatoes in clay. It was a real sharing of cultures.

In December we once again hosted a concert at Barra Head Church. This has become a yearly event not to be missed. It allows our parish and surrounding communities to come together and enjoy our church which has been closed for 6 plus years.

Potlotek Education Staff and Potlotek Fishery Staff hosted the first ever Richmond County Elders Dinner. Through generous donations we held a turkey dinner, gave out 31 \$100.00 door prizes and provided an endless line up of entertainment.

The Mid-Winter Feast entered its 31st year. It was renewed in 1989 by the late Elder Lillian Marshall. It lives on in her memory with week of activities. It is now called Miss Lilly's Mid-Winter Feast and Festival.

Another yearly event started by the late Lillian Marshall is Shrove Tuesday's Pancake Night. This year we were very pleased with the strong turnout.

Land Based Learning:





Potlotek Mi'kmaw Nation (continued)

Digital Mi'kmaw Animation:

Animation with Digital Mikmaw – Grades 5-8 students took part in the project of animation. Students worked with Animation specialists on various scenes of Dozay's books. They learned that it is a timely process but many were so engaged and did amazing work.

Grade 12 Graduates:



Potlotek's Post -Secondary and Student Engagement Coordinator:

Since September, the post-secondary program was revamped to allow for more student outreach and engagement.

Through this change it allows for students' voices and concerns to be heard which we aim to translate to higher student retention rate in high school and post-secondary programs. Amanda Johnson has been working on being present at every event that involves our students, which allows for the opportunity to engage with students and to hear their individual opinions.

The one on one student approach is giving students the opportunity to express any concerns that they would not express in an open environment. This approach allows for discussion about how to overcome barriers, careers, research on programs, guided discussion with university advisors; processes for post-secondary funding. This can be done through visiting student's homes to include the parents; classroom visits and interactions at student-based events/workshops.

Potlotek students have participated in afterschool programs, events and workshops for skill building enhancement. To date students our students have had the opportunity to participate in:

- Food Handler session;
- Aboriginal Trades Fair;
- AARAO – University Exploring Event for grades 11 and 12s;
- NSCC – Test Drives; CBU Tour;
- Animation session with Digital Mikmaq;
- Guest Speaker, Douglas Cardinal;
- Architect hosted by Digital Mikmaw;
- 8 week afterschool program – Underwater ROV with Digital Mikmaw;
- Pilot project – Life Skills program – with high school students funded by Mikmaw Kinamatnewey.
- Food Handler – to offer students the opportunity to gain knowledge in food safety as they get older and will be venturing off as adults. The course also gave students a snapshot of what to expect when considering entrepreneur in food industry, culinary arts and basic cooking skills.
- Aboriginal Trades Fair – Students were



Potlotek Mi'kmaw Nation (continued)

78

open to exploring skilled trades at the fair as some students were unsure what they wanted to do. This also allowed me to talk to student individually about their career choices.

AARAO - While encouraging students to engage in observing information on various universities and colleges, I was able to hear student's opinions firsthand about their individual barriers and areas of interest in post-secondary programs.

Ikanasi Afterschool program - the core of the program is to promote quality leadership guidance/governance through workshops and interactive activities in partnership with 5 Unamaki bands. Activities that encompasses economic development plants the seed of future entrepreneurs and economic development projects. For a part of this program, students sign an agreement to complete 120 hours of service learning (volunteer time). Potlotek students have been actively participating in many events such as assisting by prepping, setting up and cooking for community wakes, funerals, salites, community dinner, staff party and many individual projects in the form of helping

throughout the community.

NSCC Test Drive:

NSCC - Test Drive in Culinary Arts. - The NSCC test drive/tour was a great experience. The students got the grand tour of the campus and observed a Red Dress campaign presentation. They were welcomed by Potlotek NSCC students and ate dinner with a few staff members during lunch hour. The day ended with hands-on participation in the culinary arts program where students got to engage with NSCC students.

CBU Test Drive:





Potlotek Mi'kmaw Nation (continued)

Life Skills Program:

Introducing life skills through cooking, budgeting, networking; which translates to increase in self-esteem, student retention and decrease in mental health issues. Incorporating budget and networking in a cooking program creates a positive skill building environment.





Sipekne'katik Mi'kmaw Nation

Vision

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

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 2019 - 2020

Kindergarten	31
Primary to Grade 8	278
Grade 9 to Grade 12	163
Post-Secondary	125

The Sipekne'katik Education Department and L'nu Sipuk Kina'mupkuom (LSK) main focus this year was on creating a healthy environment for students and staff with three goals including:

1. Increase community involvement
2. Improve attendance
3. Increase Mi'kmaq Language and Culture in school and community.

Martin Family School Initiative Model Schools Literacy Project

LSK is in our second year with the Martin Family Initiative "Model Schools Literacy Project"- improving literacy skills in early education grades Kindergarten to Grade 3.

Cultural Trail:

Currently we are developing a Cultural Trail behind LSK School which will provide an opportunity for outdoor education to both students and community members. The trail will consist of 5 major educational stops, which include but not limited to a sweat lodge, cook house, tanning, outdoor classroom and Elders Circle. Once completed we will be working with MCG to develop lesson plans that include both culture/traditions while meeting all required outcomes.





Sipekne'katik Mi'kmaw Nation (continued)

Cultural Workshops:

Sipekne'katik Education Department has been hosting cultural workshops for students and community members which include but not limited to: basket making, moccasin making, wreaths, quill work, beading along with waltzes.

With these workshops we hope to revitalize the cultural knowledge of our Elders to our community members to continue on the traditional skills of our Mi'kmaq ancestors.



Outdoor Education - This year we focused on the importance of outdoor education which included, bass fishing, ice fishing, rabbit snaring, survival skills of shelter building and fire making and the students also gathered boughs to make wreaths under the instruction of elders in community.

Student Appreciation Day - On June 27th, 2019 the 9th Annual Student Appreciation Day took place at the LSK soccer field. Students of Sipekne'katik 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. Thank you Leeanne Maloney and team for your continuous support to make this event a success each year.



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. This is the second year we had the opportunity to



Sipekne'katik Mi'kmaw Nation (continued)

work in three different schools, reaching LSK, Shubenacadie District School and Riverside Education Centre.

This year we focused on Wacky Science and Electricity Program, afterschool Science workshops for students from the entire community from Grade Primary to Six daily, which included science experiments and indoor and outdoor games.

Elephant Thoughts Summer Camp was held July 22nd - July 26th and July 29th - August 2nd, 2019 at LSK School for students' grades one to six.

Drum Making Workshop and celebration

LSK hosted in school Drum Making lessons for our students which were facilitated by Eastern Eagle singers, Brian Knockwood, Colin McDonald and Kerney Augustine. Students were introduced to the story of the drum along with the traditional lesson of the drum before hands on workshop were each student had the opportunity to make their own hand drum.

In recognition of their beautiful work, a

celebration was held in their arbour on June 4th. They all had the opportunity to share their drums with each other and community members as they drummed and danced. This was followed by a feast.



Outdoor Rink:

The Sipekne'katik Education Department in collaboration with LSK teachers purchased and constructed an outdoor rink that will provide opportunity for students and community members to participate

in healthy outdoor activities along with building community relationships for all.

Orange Shirt Day:

The Sipekne'katik Education Department provided Orange Shirts for all students of Sipekne'katik this year, we also provided shirts for the Shubenacadie District School to help education and support honoring our Residential Day School Survivors.

NAIG Podiums:





Sipekne'katik Mi'kmaw Nation (continued)

Our students excitedly took on the task to design and build the podiums that were to be used for NAIG 2020. Students in the Skilled Trades 10 and Production Technology 12 courses designed and created the 12 podiums. They started the project in October and completed them before the end of the semester at the end of January. They began by drawing their design ideas of the podiums and worked with their teachers to create the final product. An event was held at the school on February 20th to unveil the podiums. Elder Gary Joseph, blessed the podiums along with the assistance of Educational Assistant, Simon Nevin. Fiona Kirkpatrick Parsons, the Chair of the NAIG board was on hand to address the group and congratulate the students on their hard work and successful completion of such an important part of the games. Several parents were also in attendance that day and were so very proud of the work their children put into the project.

Wooden Bench Project:



Students were asked how we could make LSK a better place and a place where they want to be. One of their suggestions was a place to sit on their breaks. We spoke to the woodshop teacher and the students designed and built benches. They recognized and showcased their talents. This project brought great pride in our students.

Land Based Learning- Bass Fishing:



This year the Mi'kmaq Language and Culture Program held an educational workshop on the handling and care for Ji'kaw on May 7th, 2019, and on May 8th, 2019, students from Grades six to nine participated in a Bass Fishing Trip along the Stewiacke River. For the educational workshops we had three guest presentations throughout the day. Lita O'Hallaran, a Marine Biologist from Acadia University, Clifford Paul, Unamaki Institute of Natural Resources and Alanna Syliboy and company, Mi'kmaw Conservation Group from Truro, Nova Scotia. Throughout the day we also had promotional prize draws sponsored by the Sipekne'katik Education Department, LSK School, UINR, Mi'kmaq Kina'matnewey and Young Guns Hunting and Fishing Shop.

Lita O'Hallaran, from Acadia University provided a brief history of the Shubenacadie and Stewiacke waterways, a list of the different types of water species and a lesson about her responsibilities as a marine biologist.

Clifford Paul provided a unique workshop about his responsibilities according to Netukulimk, and provided traditional



Sipekne'katik Mi'kmaw Nation (continued)

84

stories about his fishing experiences in Cape Breton and how he adapted to fishing Ji'kaw in the Shubenacadie and Stewiacke waterways. Clifford also provided Land based teachings and created a strong stewardship model with kids from the LSK School in Sipekne'katik. Clifford also assisted with Bass fishing and the tagging process with academics from Acadia University.



Fishing Basket Workshop:

This year we hosted community and in-school Fishing Basket workshops which were facilitated by Virick Francis of Eskasoni, Nova Scotia, community members, elders and students were taught how to make a fishing basket from scratch and were able to take home their baskets for the fishing season. We are very grateful for Mr. Francis for sharing his traditional knowledge with our community.



Sipekne'katik Mi'kmaq Nation (continued)

Mi'kmaq Stories of Our Past:

The Education Department has a volume of Mi'kmaq Stories of our Past Elder Videos of our community Elders telling

stories of their lives in Sipekne'katik and also capturing our Mi'kmaq Language and dialog from our district.

<https://www.youtube.com/watch...>



YOUTUBE.COM

Mi'kmaq Stories of Our Past - Sipekne'katik

Elders Dorothy MacKenzie & Earl Sack



Wagmatcook Mi'kmaw Nation

86



Reconciliation. Elders. Truth.
Respect. Justice. Voice.
Reflection. Journey. Teachings.
Vision. Governance. Mi'kma'ki
land. Youth. Jurisdiction.
Grandmothers. Resilience.
Residential. Grandfathers.
Circles. Spirituality. Generations.
Belonging. Self-respect.
Exploration. Learning. Mother
Earth. Our word wall is enriched
with vocabulary that helps us
become strong leaders in our
classrooms, hallways, playground,
cafeteria, at home and in our
community.



All of these ideas is what makes our special place a First Nation Community School. Wagmatcookewey School takes pride in the networking it has created to bring balance to the education, extracurricular activities, spirituality, and teachings from our elders. Wagmatcookewey School has created a nurturing landscape for all children, youth, parents, visitors and especially for our elders. The elders are much respected in our space and very often are included in our activities and gatherings.

We have listened to their vision of what they would like to see in the education and everyday upbringing of our youth. We have listened to their stories and

we have worked very hard to make sure we implement strategic goals to ensure our children grow up respecting, understanding and accepting their Mi'kmaw identities.

The Elder's Council, the Student Council, The Red Project Worker, The RCMP and the School Board work together to support the educational goals and extracurricular activities that take place during and after school hours.

The 2019-2020 year was a year in which the students and staff concentrated on learning about their Mi'kmaw identities and learning how to nourish their spirits. It was a journey of self- discovery, which



Wagmatcook Mi'kmaw Nation (continued)

they worked on together to better their landscape. One of our priorities was to introduce the Mi'kmaw ways, language and culture as a whole. Eleanor Bernard, our education consultant, works with our Immersion program and Mi'kmaq Language teams to revitalize our language and culture. This meant frequently including knowledge keepers, the elders in our school and in our events.

Throughout the year, we had special visitors come to share their knowledge about the Mi'kmaw world. For example, we had different traditional people and elders come to share. Michael R. Denny was a frequent guest. He taught our students some traditional Mi'kmaw dances like the Kojua. He also taught traditional Mi'kmaw songs, and about the musical tool of the ancestors, which was the Ji'kmaq. He continues to be one of our favorite guests.

Pipe ceremonies are part of our healing journeys and they offer us a space to ask for prayers for our families and community. We had traditional elders lead in pipe ceremonies, naming ceremonies, sharing circles, as well as, nourishing our spirit names, throughout the year to keep

everyone positive and grounded. We also had whole school professional development days with elders, Josey and Frank Augustine from Big Cove, New Brunswick. A special thank you to FNSSP director, Laurianne Sylvester, for supporting us financially to make the visits possible.

One of our staff Professional Development days was a day of Cross Cultural Education by Gerald Gloade. His day was focused on connecting First Nation legends with scientific research and geography. The staff members were very interested in his presentation and used his knowledge to make connections in their classrooms. We hope to have him return in the next school year.

Student Council and Elders' Council Vision:

As a community school, we try to lead by example. Our Elders' Council continues to play a major role in developing and nurturing our language and culture. They have shared some experiences of residential schooling. They want us to be proud of our culture and to rise above the experiences our grandmothers and

grandfathers had to endure during their education. They want us to be free.

The educational trips to the elders' 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, and crafts. Elders are valued teachers and they are the grass roots of our community. These days were always filled with the energy of our seven teachings.

I've Got Your Back:

Throughout the year, there was a school-wide program called, "I've Got Your Back", that encouraged a sense of family and community throughout the school. On the first Friday afternoon of every month, the entire school population gathered in the gym and did an activity together. The students from primary to grade twelve all belonged to designated "families" and spent the afternoon working together. Some of the activities included were "The Amazing Race", a Powwow with Wagmatcook Elders, A Seven Sacred Teachings afternoon, and a number of other fun activities. Each of the families

Wagmatcook Mi'kmaw Nation (continued)

88

was named after one of the Spiritual Teachings and the corresponding animal – such as the Beaver Family, and the Turtle Family.



RCMP:

The Royal Canadian Mounted Police have been very active in our school this past year. They have challenged our youth to floor hockey games, baseball games, volleyball

games, etc. Constable Darren Sylvester has taken our students to nature hikes and walks, fishing trips, and gatherings at the elder's centre. The police have been comfortable and welcomed to our school as part of our community members. They have joined us in traditional feasts and holidays. The healing journey between the community and the RCMP has come in full circle. The trust has been regained.



Sharing Circles:

Sharing Circles are also done on our school landscape to teach one another

how to be better listeners. This is a time to learn about feelings and to learn about the 7 sacred teachings. Students sometimes sit in circles with a special guest to get to know them better. They've had elders, nurses, teachers, RCMP officers, drug addiction workers, parents, and other share space. Circles teach 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.

Community Highlights:





Wagmatcook Mi'kmaw Nation (continued)

Moose Camp:



Wagmatcookewey School Learning Center:

As of September 2018, we expanded our special education program to better serve students with high levels of special need, in the form of a Learning Center. This Center allows elementary age students, whose learning needs cannot be met in the typical classroom, even with considerable accommodations, to receive more appropriate levels of support.

Programming support will also expand to include older students as the need arises.

Inclusive education is important to Wagmatcookewey School. It is based on the idea that every student is valued equally and has the right to a quality education, regardless of ability level or special needs. Inclusive education strives to facilitate positive learning environments in which all students can meaningfully participate. Learning center students are full, active members of the school community; they simply receive either most or all of their education in a specialized classroom.

The specific curriculum being utilized in the Learning Center is the STAR Program (Strategies for Teaching based on Autism Research) The STAR Program includes detailed lesson plans, teaching materials, data systems and a curriculum-based assessment for teaching in six curricular areas; receptive language, expressive language, spontaneous language, functional routines, academics, and play & social skills.

A few of the Learning Center students use PECS (Picture exchange Communication System) as well as ProLoQuo2Go, which is an application used on an iPad, to facilitate communication. The app follows PECS principles but it has the ability to verbalize

what the children are saying. Our students participate in all school-wide assemblies, concerts, and other special events. They also join their friends for specific classes and activities as appropriate.

Yoga and Mindfulness in Wagmatcookewey School:

The last number of years we have offered Yoga 11 in Wagmatcookewey School and it has been a very successful class, and we'll be continuing it next year.

This year, we're doing a few different yoga and mindfulness projects in the school. The Grade 1 class has been doing yoga once a cycle and they're enjoying it every time we roll out our mats. The focus has been on movement and "finding calm" when we need to relax our emotions.

We've also started a Junior High yoga class once a cycle. It's an optional participation period offered to the Grade 8 and 9 students. They've been loving the practice so far, and are looking forward to taking Yoga 11 when they get to high school.

A few of our high school girls had been participating in a Yoga/Mindfulness



Wagmatcook Mi'kmaw Nation (continued)

90

practice in the first semester. They were able to dictate what we did in the one period a week we met - whether it was all movement, or movement and meditation, journaling, or whatever they needed that day.

This semester, we're starting a pilot Mindfulness program with the Grade 5 class. For one period a week we'll be doing mindful activities to learn some skills for coping, relaxation, and staying focused on what is important - all while having some fun.



Wagmatcookewey Alternate Program:

The Wagmatcookewey Alternative School program is for grades 7 to 12. We have 9 students enrolled in the program. Two in

grade 8, two in grade 9, two in grade 10 and three in grade 12. Our school hours are 9 am to 2:30 pm with a 30 minute lunch break at 12:30. We have 60 minute classes and have 5 classes a day. The courses that we teach are English Language Arts 8, 9, 11 and 12; Math 8 & 9; Math At Work 10, 11 & 12; Health 8 & 9; Social Studies 8 & 9; Mi'kmaq Studies 10; Science 8, 9, & 10; Human Biology 11; and Film & Video Production 12. There were 2 teachers, but that change starting second semester, so the second semester there is 1 teacher and 1 Educational Assistance.

The program is geared to the students' needs and abilities. We teach the mainstream curriculum for the courses that we teach and use adaptations or IEPs to help our students achieve their goals. There is a lot of one-on-one with the students and independent work as well. We focus on what the students need to achieve and excel.

Wagmatcook Youth Health Centre:

The Youth Health Centre has a team of professionals that provide confidential, non-judgmental support to youth aged 12-19. Our Youth Health Nurse, Kelly

MacMillan is available at the Youth Health Centre two days a week (Mon and Tues); Kathleen Cheetham, our Caper Base Youth Outreach Worker (Child and Adolescent Mental Health Services, Nova Scotia Health Authority), is also available on Monday mornings and Tuesday afternoons, but can be accessed by students via text, phone call or email if the need arises. Our space is also shared with Laura MacNeil, School Psychologist whose expertise has been tapped into when planning and facilitating programs and initiatives for youth. Laura resides in the Youth Health Centre on Wednesdays, Thursdays and Fridays. Dr. Elena Garcia Del Busto visits the Youth Health Centre monthly on Tuesdays. Services include but are not limited to sexual health advice including birth control options/prescriptions (including emergency contraception), screening/treatment of sexually transmitted infections, acne treatments, pregnancy/abortion counselling and healthy lifestyle counselling. Faith Sutherland, Administration Support, works behind the scenes to keep the Youth Health Centre organized and supplied with the tools we need to do our jobs.

The overarching goal continues to be



Wagmatcook Mi'kmaw Nation (continued)

working with the school and community within a comprehensive school health framework. This involves school health initiatives that use a variety of strategies crossing various sectors including partnerships and services, healthy policy, teaching and learning, and social and physical environments. Health is no longer viewed as a subject taught in class, but rather becomes part of the school and community culture.

Comprehensive school health is an internationally-recognized and effective approach for building healthy school communities. It can be used to address a variety of health issues and can improve health, education, and social outcomes for children and youth. It is ongoing and sustainable. It is an approach not an activity or program. It is not doing more work, but rather a new way of working. It's about making the healthy choice the easy choice. It is integrated in all aspects of school and the community meaning it involves staff, students, families and the community surrounding the school. Schools are ideal settings to promote health because of the amount of time that students spend there! It involves engaging students. It involves role modeling on the behalf of staff and

parents/guardians. Health promotion is about being proactive versus reacting to issues after they have occurred. Our school and community is already doing so much to promote health and wellness and we are excited to build upon this.

We currently have an afterschool wellness program which takes place in the Wagmatcookewey School's Youth Health Centre every Tuesday after school from 2:20-3:30pm. The program is facilitated by Kelly MacMillan, Youth Health Centre Coordinator and Kathleen Cheetham, CaperBase Youth Outreach Worker, both with the Nova Scotia Health Authority. The program aims to promote mental wellness and resilience through active living (nature walks, snowshoeing etc.) and creative expression (painting, crafts etc.) and other student led initiatives. This program is open to any student in grade 7-12.

Each session typical starts with a healthy snack, often a smoothie which has been a student favourite. Prior to exam week the group discussed study skills and preparing for an exam. Each student who participated received an exam survival kit which included a stress ball, a highlighter

marker, post it notes, index cards, a box of Smarties, a day planner, a bag of microwaveable popcorn and a pencil.

Grade 4 Fish Program:

The Unama'ki Institute of Natural Resources are frequent visitors in our school. They engage our students in various programs to learn about fish species and their place in the environment and Food Chain. They launched their new book "Plamu" in our school last spring. They gifted all of our students with a nice salmon feast and a free book. Everyone was delighted. One of our traditional elders hosted a workshop on medicine pouches and included some teachings on tobacco offerings during hunting season. The two visitors complimented each other's respect for wildlife.





We'koqma'q Mi'kmaw Nation



Knijannaq Kina'matnewey Ajipjutmaqn:

Mena'ga tla'ltik, jiksitmu'k
Mekite'n teli Nikanu'skewin,
Kina'masi wjit iaipiwewey.

Our student and school mission statement:

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

Education Demography: Based on the 2018 - 2019 Nominal Roll.

Number of students:

Kindergarten to Grade 1 51

Grade 6 to Grade 8	52
Grade 9 to 12	90
Post-Secondary Graduates	21

Staff:

We'koqma'q Mi'kmaq School (K - 12)	32
We'koqma'q Mi'kmaq School Student Assistants	18
We'koqma'q Mi'kmaq School Administrative Support Staff	3
We'koqma'q Mi'kmaq School Administration	4
We'koqma'q Resident Elders	2

Educational Highlights:

We'koqma'q Education is committed to provide education as lifelong learning process first and foremost that recognizes the importance of the Mi'kmaw Language and Culture. We'koqma'q Mi'kmaw School is committed to give our students the skills they will require to be become successful future Mi'kmaw leaders in and of their community.

We provide a K -12 program meeting the outcomes from the PSP while at the same time integrating the Mi'kmaw language



and culture into all aspect of program delivery. These are fulltime programs, Kindergarten to grade 12 committed to meeting the needs of all learners.

Our Teachers represent the community, in which they work, with 85% employment of Mi'kmaw Educators form We'koqma'q. Our school is also committed to providing educators with the best educational practices employing 75% of our staff with their Masters in Education.

We'koqma'q Mi'kmaw School is continuing the goal of creating opportunities for the Mi'kmaw Language to flourish and the development of intellectual, social,



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

emotional and the physical outcomes for all students through different programs and initiatives such as Mi'kmaw spaces in all classrooms, Nesting, Lnu'imk, cultural events and Treaty Education.

We'koqma'q Mi'kmaw School: Our education initiatives that are unique to our school allow us to meet the needs of our students, build our academic skills and build career opportunities. Most importantly strengthen our Mi'kmaw language and culture.

We'koqma'q Mi'kmaw School believes in a strong foundation for our students. Learn Through Play Program is part of the curriculum from Kindergarten through to Grade 2. The program provides an environment that allows children to feel confident in communicating what they are learning through both Mi'kmaw and English and develop crucial skills for future learning opportunities. Students play, imagine, role play in a developmentally appropriate environment that allows them to feel successful in their daily interactions.



EARLY LITERACY: LEVELLED LITERACY INTERVENTION:

This program has been in use at WMS over the last 10 years. It has shown to be very successful to improve literacy skills in students who are struggling and bring them to Grade Level. The primary focus of the LLI lessons is re-reading known books, learning to read and write high frequency words quickly and easily, knowing the reading strategies to use when figuring out an unknown word and being able to comprehend what has been read.

Word Work activities, poetry, games, and phonics have all been used to help students fill in the missing gaps. Students in this program complete daily

homework which helps them maintain what they have mastered. They gain confidence in their reading and writing skills because strategies are reviewed during each session.

During writing days, we complete either an Interactive Session where we brainstorm together and share the pen to complete our ideas, Independent Sessions where students write entirely on their own or Dictated Sessions, where I will say aloud what I would like them to write.

LLI is a very effective program. It is important that students have good attendance and homework is completed consistently. A high percentage of students that have been discontinued from the program have been able to maintain the gains they made and continue work at Grade Level.





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

We'koqma'q Mi'kmaw School Early Mathematics Intervention Program:

Young children have a rich assortment of mathematical abilities when they enter school. Through play with their toys, their friends and everyday family activities they have instinctively arranged, sorted, counted and compared objects. They are continuously describing their actions and questioning the thoughts and explanations of others. Every child's experiences are unique. Likewise a child's cognitive and mathematical development is very individual and can be equally unpredictable.

A reality in classrooms across Nova Scotia is that a significant number of students struggle early on with mathematical concepts and connections. Challenges in mathematics are due to undetected misconceptions that can impede or even halt student progress. At each phase of a child's development young students form new ideas, understandings and skills. The possibility always exists that mistaken mathematical ideas can be constructed. Problems in the learning of mathematics occur when these errors in learning are

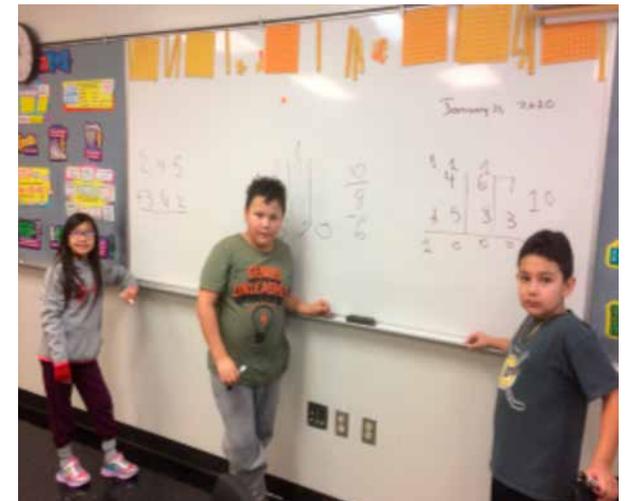
not rectified by the student.

The main objective of the Early Mathematics Intervention Program is to identify and correct these mistaken mathematical ideas for students in Grades two, three and four. This is accomplished by having each student in the program complete a diagnostic assessment which helps to zero in on the areas where students need support. Once these areas are identified the process of learning by understanding begins.

Number and operation outcomes are the areas where we spend the majority of our time. It is well known that if students do not know their basic math facts higher order mathematical learning will be impeded. We work persistently to achieve fluency with the basic facts in addition, subtraction, multiplication and division through the use of mental math strategies. Some examples of the strategies we use are break up and bridge, make ten, doubles, near doubles, front end subtraction, nifty nines, halving and doubling, make multiples of 10, 100, 1000 etc. We also work diligently in the area of mathematical literacy and in the area of operations - addition, subtraction, multiplication and division - and the

intrinsic relationships between these operations.

An inherent lack of confidence in mathematics follows students who are struggling in the subject. These students need to start experiencing consistent success to ensure that a level of confidence is developed. We must nurture an 'I can' rather than an 'I can't' attitude. The greatest gift we can give our students is confidence. Early Mathematics Intervention has one main goal and one true measure of success and that is to give each student within the program confidence in their mathematical abilities.





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

We'koqma'q Mi'kmaw School Resource Grades P-4:

Building relationships and creating a flexible learning environment are the key components in the Resource P-4 program. Students participate in a variety of learning activities where they build executive functioning skills such as planning, problem solving, following directions, and working memory. The academic and social skills students learn through an individualized approach to instruction is then transferred to the classroom.



Programming is designed to immerse students in a culturally responsive learning environment focused on student achievement. This is done by creating a supportive learning community where students are excited to take risks and learn the importance of perseverance. Through the combination of building executive functioning skills and technology integration, students are well equipped to handle a variety of situations.

The Youth Health Centre has a team of professionals that provide confidential, non-judgmental support to youth aged 12-19. Our Youth Health Nurse, Kelly MacMillan is available at the Youth Health Centre two days a week (Thurs and Fri); Madonna Prosper, our Mental Health Liaison, is available five days a week and our Family Physician, Dr. Elena Garcia Del Busto visits the Youth Health Centre monthly on Tuesdays. We also have Faith Sutherland who works as our Administration Support to keep us all organized. This team has worked very hard this year to engage students in their school and community and empower them to promote health and wellness.

Our long term goal continues to be working with the school and community

within a comprehensive school health framework. This involves school health initiatives that use a variety of strategies crossing various sectors including partnerships and services, healthy policy, teaching and learning, and social and physical environments. Health is no longer viewed as a subject taught in class, but rather becomes part of the school and community culture.

Comprehensive school health is an internationally-recognized and effective approach for building healthy school communities. It can be used to address a variety of health issues and can improve health, education, and social outcomes for children and youth. It is ongoing and sustainable. It is an approach not an activity or program. It is not doing more work, but rather a new way of working. It's about making the healthy choice the easy choice. It is integrated in all aspects of school and the community meaning it involves staff, students, families and the community surrounding the school. Schools are ideal settings to promote health because of the amount of time that students spend there! It involves engaging students. It involves role modeling on behalf of staff and parents/guardians. Health promotion is about being proactive versus reacting



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

96

to issues after they have occurred. Our school and community is already doing so much to promote health and wellness and we are excited to build upon this.

After School Active Hour

To promote physical activity, healthy eating and a positive supportive environment the Youth Health Centre offered After School Active Hour to a small group of interested students after school on Thursdays. Sessions were facilitated by Kelly MacMillan and Madonna Prosper. Activities included hikes at Skye River Trail, basketball, and floor hockey. Every two weeks the group would make a smoothie prior to completing our activity. Each time a student participated in Active Hour their name would be entered to win a prize. MK provided water bottles to all participants and a draw was made for a gym bag and a few other smaller prizes.

Guitar Jam sessions

The Youth Health Centre offered weekly guitar lessons to a small group of interested students after school on Fridays. The lessons were offered in a laid back "jam session" style. The guitar lessons were facilitated by Kelly MacMillan who also partnered with Rodney Martin (Addiction

Services, Theresa Cremo Health Centre) on several of the sessions.

Dresses/ Winter Gear

A large selection of prom dresses were donated to us by CaperBase, Child and Adolescent Mental Health Services. These dresses are available for free at the Youth Health Centre for any youth who needs a dress, whether it be for a dance, prom, pageant or other function requiring formal wear. Winter gear was also donated to any youths that requested support.

Bell Let's Talk Day Photo Booth

In an effort to raise awareness about and reduce stigma against mental illness a photo booth was set up in the Youth Health Centre. Any student ages 12-19 was invited to visit the Youth Health Centre and have their pictures taken with their own phone while holding a mental health message of hope or de-stigmatization. On Bell Let's Talk Day (January 29), Bell donated more towards mental health initiatives in Canada by contributing 5¢ for every applicable text, call, tweet, social media video view and use of the Bell Let's Talk Facebook frame or Snapchat filter

Caroling

It has become a Youth Health Centre tradition two years running to go Christmas caroling. This year we took those students who were enrolled in the after school guitar lessons to sing and play Christmas carols at Alderwood Guest home, L'Arche Group home and Mawi Ta'mk Society. Not only is this type of activity fun for students but it encourages a sense of community, respect for elders and also reminds us to think of others at Christmas time.

Green team

A small group of students who regularly visited the Youth Health Centre expressed an interest in advocating for the protection of our environment and our green team was born. Youth Health Centre programs and initiatives are meant to be student led and this group is a perfect example of this in action. The student's provide the vision and ideas and the Youth Health Centre team assists with making these ideas become a reality. The Green team has many lofty goals. This year the students became champions for waste-free lunches. Each student was provided with reusable sandwich bags and encouraged to use less single use plastics.



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

March Nutrition Month 2020

Healthy eating is continually promoted in the Youth Health Centre with healthy snacks always available for students daily and during workshops/programs. We encourage staff to role model healthy eating and provide healthy rewards/celebrations in their classrooms and at school events/fundraising. The Youth Health Centre has lots of healthy celebration and fundraising ideas if you are stuck. The Dietitians of Canada Nutrition month theme for 2020 is more than food. In response to this theme, the Youth Health Centre will be planning activities that focus on healthy eating habits, including how to be mindful of your eating habits and to enjoy your food, the importance of eating meals with others and how to cook more often by involving others in the planning and preparation of meals.

Self-Care

Self-care days are always a popular thing for our youth in the school, we have had a huge success with this program. The Middle School and High School students both male and female show great interest on foot soaks, stress free coloring,

manicures, arts and crafts, beading, painting rocks, and walks at the Sky River Trail. This program runs during lunch break and afterschool throughout the year. The goal is to have the youths practice self-care and also have the students build a trusting bond with the service providers in the Teen Health Centre.



Home Alone Program

The Home Alone program was delivered to our Grade 3 and Grade 4 classes. This program is designed to provide students aged 9-12 years old with necessary skills and knowledge to be safe and responsible when home alone for short periods of time. Children are awarded with a pizza party and a certificate and information book for parents when completed.

GIRL POWER and 2BBOYS

These Programs are geared for pre-adolescent girls and boys to help them establish resources for pro-active empowerment. These programs also are aimed to help youth avoid depression, anxiety, drugs and alcohol, street violence, and suicide. These sessions help our youth with healthy awareness and other resources such as puberty and conceptions. The youth are awarded with a certificate when completed.

Motivation Mondays

The motivational Mondays is an afterschool program which is geared for



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

our elementary children with Madonna Prosper facilitating to help build motivation using various exercises and health learning habits. Ex; hygiene, sleep routines, nutrition, healthy smiles. The program is non- competitive and non-intimidating. Children will be involved in some exercises and a journal will be provided for handouts and worksheets. Children will also prepare their healthy snacks for members in the Motivation Monday Group. Guest speakers are also invited our last program we had the Dietitian Mary Jessome- Pierro and the schools Dentist Georgina McKay.



LGBTQ Group

Our GSA (Gender and Sexuality Alliance) Group has supported the community by putting out awareness, we have made buttons and tie dye shirts with the youth and hung posters and flags in the school to build awareness of the LGBTQ community. On Valentine's Day the youth sold chocolate covered strawberries with messages to bring awareness of love is love.



Land Based Education:

Learning through the nature around us is what our Mi'kmaw Outdoor Program from Grade K to 12 consists of for our students. Participating in traditional seasonal activities reminds our students of how rich their culture truly is. Language and Cultural activities gave student the opportunity to learn from experts, our elders and community members in environment that is most natural to them as Mi'kmaw students.

Student learning to tap, collect and prepare maple syrup, harvest rabbits, prepare and cook trout, ice fish for smelts, learn survival skills, and learn to cook outdoors.





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



Career Planning:

Setting career goals and planning for the future is key to the educational success of our students. Supporting students in recognizing that the choices they make in high school when selecting course and their commitment to learning can impact their future goals is an essential part of programming. Providing opportunities to explore post-secondary programming, visit universities and explore apprenticeship is central to students' individual goal setting.



PSE Report:

The 2018-2019 Academic year was a very successful academic year for the students of the We'koqma'q First Post-Secondary Program. In total, we had seventeen graduates in various fields in Universities including degrees in: Bachelor of Computer Information, Bachelor in Art and Design, Bachelor of Arts in Community Studies, Bachelor of Arts, Bachelor of Science, and Bachelor of Education. In Community Colleges we had students enrolled in Diploma Programs in: Early Childhood Studies, Massage Therapy, Culinary Arts, Business Administration

and Continuing Care.

This year marked another milestone with our first Post-Secondary Graduation Ceremony for our graduates. In prior years, we acknowledged Post-Secondary Graduates along with our Grade 12 graduates. The graduation ceremony also provided us with the opportunity to acknowledge the many years of faithful dedication in developing our Post-Secondary Education Program and the support the late Mr. Alan Bernard provided our Post-Secondary students and graduates. The graduates attended institutions from Mount Royal University in Calgary, NSCAD, Dalhousie University, Saint Francis Xavier University and Cape Breton University.

Our current student enrollment for the 2019 - 2020 academic year includes sixty-six students in University Programs including: a PHD program in Education at Simon Fraser University, a Bachelor of General Arts and Bachelor of Communication at Grant Mac Ewan University, a Bachelor of Life Sciences at the University of Toronto, a Bachelor of Art and Design at the Nova Scotia College of Arts and Design, programs including Bachelor of Business Administration, Bachelor of Arts, Bachelor of Education, Master of Education



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

100

programs at Saint Francis Xavier University and Bachelorette programs in Education, BACS, Psychology, Arts at Cape Breton University. In Community Colleges we had students graduating with a Diploma in Early Childhood Education from the NBCC Miramichi Campus, Diploma Programs in Carpentry, Information Technology, Social Services, Welding, Early Childhood Education, Environmental Technology, Business Administration, and Natural Resources at different NSCC Campuses throughout the province. Each of our students are striving to be successful in their academic programs to advance their education and benefit themselves with careers for themselves and develop the career capacity of We'koqma'q First Nation.

Partnerships

- Mi'kmaw Kina'matnewey
- First Nations Help Desk
- Math Tutoring Program
- The School Improvement Team
- School Information System: MKSIS
- Mi'kmaw Program Specialists
- Mi'kmaw Kina'matnewey Schools
- Nova Scotia Department of Education
- Heritage Canada

We'koqma'q Mi'kmaw School 2019 Grade 12 Graduates:
We'koqma'q Mi'kmaw School: Proud to announce we had 12 Graduates from Grade 12





Financial Statements



Mi'kmaw Kina'matnewey

Financial statements

Mi'kmaw Kina'matnewey

March 31, 2020

Contents

	<u>Page</u>
Independent auditor's report	1 - 2
Statements of operations	3 - 5
Statement of financial position	6
Statement of changes in net assets	7
Statement of cash flows	8
Notes to the financial statements	9 - 14
Schedule of administrative expenses – operations	15
Schedule of regional help desk revenue and expenses	16
Schedule of Foundation for the Advancement of Mi'kmaw Education revenue and expenses	17
Schedule of transfers to communities	18



Financial Statements



Independent auditor's report

To the Board of Directors of Mi'kmaw Kina'matnewey

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Opinion

We have audited the financial statements of Mi'kmaw Kina'matnewey ("the Organization"), which comprise the statement of financial position as at March 31, 2020, and the statements of operations, changes in net assets and cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying financial statements present fairly in all material respects, the financial position of Mi'kmaw Kina'matnewey as at March 31, 2020, and its results of operations and its cash flows for the year then ended in accordance with Canadian accounting standards for not-for-profit organizations.

Basis for Opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are independent of the Organization in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Responsibilities of Management and Those Charged with Governance 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.

In preparing the financial statements, management is responsible for assessing the Organization's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Organization or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Organization's financial reporting process.



Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit 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 Organization's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Organization's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Organization to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Sydney, Canada
June 24, 2020

Grant Thornton LLP

Chartered Professional Accountants



Mi'kmaw Kina'matnewey Statement of operations

Year ended March 31, 2020

2020 2019

	Budgeted Revenue (Note 11)	Actual Revenue	Budgeted Expenses (Note 11)	Actual Expenses	Actual Net	Actual Net
Core education programs (Grant)						
Band transfers (Page 18)	\$ 45,008,838	\$ 45,008,838	\$ 45,008,838	\$ 45,008,838	\$ -	\$ -
Capital	4,051,805	4,051,805	4,051,805	4,051,805	-	-
Community top-up	501,245	501,245	501,245	501,245	-	-
Elementary/secondary	60,955	60,955	60,955	60,955	-	-
Governance (Page 15)	2,709,210	2,499,377	2,709,210	2,499,377	-	320,023
Guidance and counselling	207,828	207,828	207,828	203,830	3,998	40
High cost special education (Indirect services)	191,871	191,871	191,871	191,871	-	-
Operations and maintenance	352,875	352,875	352,875	352,875	-	-
Post-secondary student support	62,108	62,108	62,108	66,014	(3,906)	-
Provincial tuition	3,767,638	3,767,638	3,767,638	3,767,638	-	-
	<u>56,914,373</u>	<u>56,704,540</u>	<u>56,914,373</u>	<u>56,704,448</u>	<u>92</u>	<u>320,063</u>
First Nation Student Success Program						
MK contribution	966,690	966,690	966,690	966,690	-	-
FNSSP – Performance Measurement (2018-19)	39,357	39,357	39,357	39,357	-	-
Performance measurement	279,773	279,773	279,773	279,773	-	-
School success plans	846,479	846,479	846,479	846,479	-	-
Student learning assessments	93,235	93,235	93,235	93,235	-	-
	<u>2,225,534</u>	<u>2,225,534</u>	<u>2,225,534</u>	<u>2,225,534</u>	<u>-</u>	<u>-</u>
Special projects (Contribution)						
Education partnership program (2018-19)	168,743	168,743	168,743	168,807	(64)	-
Education partnership program (2019-20)	775,644	495,467	775,644	495,467	-	-
	<u>944,387</u>	<u>664,210</u>	<u>944,387</u>	<u>664,274</u>	<u>(64)</u>	<u>-</u>
Post secondary projects						
Bursary program	63,553	63,553	63,553	63,553	-	-
Chiefs Meeting (NS)	8,993	8,993	8,993	8,993	-	-
ECE program	229,252	229,253	229,252	229,253	-	-
Guidance counsellor program	16,948	16,948	16,948	16,942	6	-
P.S.E math project	-	-	-	-	-	548
P.S.E student program	695,374	695,374	695,374	695,374	-	-
P.S.E trades fair	91,980	91,980	91,980	91,980	-	-
Poverty reduction program	25,000	25,000	25,000	25,093	(93)	-
Purdy Crawford	20,000	20,000	20,000	20,000	-	-
Transitions conference	-	-	-	-	-	(323)
Welding camp	26,000	26,000	26,000	26,005	(5)	(265)
	<u>\$ 1,177,100</u>	<u>\$ 1,177,101</u>	<u>\$ 1,177,100</u>	<u>\$ 1,177,193</u>	<u>\$ (92)</u>	<u>\$ (40)</u>



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

Year ended March 31, 2020

2020

2019

	Budgeted Revenue (Note 11)	Actual Revenue	Budgeted Expenses (Note 11)	Actual Expenses	Actual Net	Actual Net
Sports and recreation						
Aboriginal bilateral agreement (NS)	131,896	131,896	131,896	131,896	-	(39)
Aboriginal bilateral agreement (NS)	45,422	45,422	45,422	45,422	-	-
Aboriginal bilateral agreement (NS 2018-19)	123,198	123,198	123,198	123,215	(17)	-
Health promoting schools (NS)	42,545	42,545	42,545	42,545	-	(78)
Healthy eating (NS)	35,000	35,000	35,000	35,000	-	-
NAHC (MK)	17,460	17,460	17,460	17,460	-	-
Sports animator (MK)	26,981	26,981	26,981	26,964	17	139
Sports for Social Development	147,159	147,159	147,159	147,159	-	-
Summer games	50,000	50,000	50,000	50,000	-	-
Sports summit	-	-	-	-	-	(22)
	<u>619,661</u>	<u>619,661</u>	<u>619,661</u>	<u>619,661</u>	<u>-</u>	<u>-</u>
Aboriginal language development						
Aboriginal language initiative	53,681	53,681	53,681	53,681	-	-
Curriculum development (NS)	5,755	5,755	5,755	5,856	(101)	-
Language and culture (2018-19)	30,039	30,038	30,039	30,038	-	-
Language and culture (2019-20)	1,781,430	1,443,985	1,781,430	1,443,985	-	-
Language and culture programming	432,729	432,729	432,729	432,729	-	-
Language committee	36,650	36,650	36,650	36,650	-	-
Language conference	75,304	75,304	75,304	75,146	158	-
Language conference (ISC)	37,617	37,617	37,617	37,764	(147)	-
Language conference (Province)	10,000	10,000	10,000	10,010	(10)	-
Mi'kmaw language program	150,915	150,915	150,915	150,750	165	-
One mind one people	8,439	8,439	8,439	8,439	-	-
Professional services (NS)	2,500	2,500	2,500	2,500	-	-
Research (2018-19)	200,000	200,000	200,000	200,000	-	-
Research (2019-20)	206,091	206,091	206,091	206,091	-	-
	<u>3,031,150</u>	<u>2,693,704</u>	<u>3,031,150</u>	<u>2,693,639</u>	<u>65</u>	<u>-</u>
Treaty education						
Core operations (MK)	36,179	36,179	36,179	36,179	-	240
Core operations (NS)	60,000	60,000	60,000	60,000	-	-
Speakers bureau (ISC)	-	-	-	-	-	(240)
Theatre promotions (NS)	18,922	18,922	18,922	18,922	-	-
	<u>115,101</u>	<u>115,101</u>	<u>115,101</u>	<u>115,101</u>	<u>-</u>	<u>-</u>



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

Year ended March 31, 2020

2020

2019

105

	Budgeted Revenue (Note 11)	Actual Revenue	Budgeted Expenses (Note 11)	Actual Expenses	Actual Net	Actual Net
Other						
Directors meeting	-	-	-	-	-	(14)
Foundation for the Advancement of Mi'kmaw Education (Page 17)	-	-	-	1,212	(1,212)	-
K4 community contributions	1,032,981	1,032,981	1,032,981	1,032,981	-	-
K4 programming (2018-19)	289,451	15,818	289,451	15,818	-	-
K4 programming (2019-20)	172,200	748	172,200	748	-	-
Red road project	113,810	113,810	113,810	113,810	-	-
Sister Dorothy Moore Scholarship	6,000	6,000	6,000	6,000	-	-
Strategic planning (Technical table)	-	-	-	-	-	(16)
Students on Ice	50,000	50,000	50,000	50,000	-	-
	<u>1,664,442</u>	<u>1,219,357</u>	<u>1,664,442</u>	<u>1,220,569</u>	<u>(1,212)</u>	<u>(30)</u>
Regional Help Desk (Page 16)	<u>1,671,251</u>	<u>1,394,668</u>	<u>1,671,251</u>	<u>1,394,668</u>	<u>-</u>	<u>-</u>
(Deficiency) surplus of revenue over expenses	<u>\$ 68,362,999</u>	<u>\$ 66,813,876</u>	<u>\$ 68,362,999</u>	<u>\$ 66,815,087</u>	<u>\$ (1,211)</u>	<u>\$ 319,993</u>



Mi'kmaw Kina'matnewey Statement of financial position

March 31 2020 2019

Assets

Current		
Cash	\$ 10,164,444	\$ 11,998,586
Receivables (Note 3)	936,315	1,381,261
Prepays	<u>32,226</u>	<u>-</u>
	11,132,985	13,379,847
Donald Marshall Sr. Memorial Bursary Fund (Note 4)	<u>28,556</u>	<u>29,957</u>
	<u>\$ 11,161,541</u>	<u>\$ 13,409,804</u>

Liabilities

Current		
Payables and accruals (Note 5)	\$ 3,792,024	\$ 5,586,544
Deferred revenue		
Operating (Note 6)	6,217,787	4,115,504
Capital (Note 6)	<u>794,556</u>	<u>3,347,970</u>
	<u>10,804,367</u>	<u>13,050,018</u>

Equity

Trust fund (Note 4)	28,556	29,957
Unrestricted	8,625	9,836
Contingency fund (Note 7)	<u>319,993</u>	<u>319,993</u>
	<u>357,174</u>	<u>359,786</u>
	<u>\$ 11,161,541</u>	<u>\$ 13,409,804</u>

Contingency (Note 12)

On behalf of the Board

Director

Director



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

Year ended March 31	2020			2019	
	<u>Unrestricted</u>	<u>Contingency Fund</u>	<u>Trust fund</u>	<u>Total</u>	<u>Total</u>
Balance, beginning of year	\$ 9,836	\$ 319,993	\$ 29,957	\$ 359,786	\$ 41,262
Deficiency of revenue over expenses	(1,211)	-	-	(1,211)	319,993
Transfer to (from) Trust fund	-	-	(1,401)	(1,401)	(1,469)
Balance, end of year	<u>\$ 8,625</u>	<u>\$ 319,993</u>	<u>\$ 28,556</u>	<u>\$ 357,174</u>	<u>\$ 359,786</u>



Mi'kmaw Kina'matnewey Statement of cash flows

Year ended March 31

2020

2019

(Decrease) increase in cash and cash equivalents

Cash flows from operating activities

Deficiency of revenues over expenses	\$ (1,211)	\$ 319,993
Change in non-cash operating working capital (Note 8)	<u>(1,832,931)</u>	<u>1,183,848</u>
	<u>(1,834,142)</u>	<u>1,503,841</u>
Net (decrease) increase in cash and cash equivalents	(1,834,142)	1,503,841
Cash and cash equivalents, beginning of year	<u>11,998,586</u>	<u>10,494,745</u>
Cash and cash equivalents, end of year	<u>\$ 10,164,444</u>	<u>\$ 11,998,586</u>



Mi'kmaw Kina'matnewey Notes to the financial statements

March 31, 2020

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 these 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 received. Under the deferral method, externally restricted contributions are recognized as revenue in the year in which the related expenses are recognized. Contributions relating to expenses of future periods are deferred and recognized as revenue as the expenses are incurred. Unrestricted contributions are recognized into revenue in the period in which they are received.

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 any 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, 2020

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	<u>2020</u>	<u>2019</u>
Trade	\$ 280,534	\$ 504,616
Member communities	627,745	213,394
Department of Indigenous Services Canada	-	621,247
Harmonized sales tax	<u>28,036</u>	<u>42,004</u>
	<u>\$ 936,315</u>	<u>\$ 1,381,261</u>

4. Donald Marshall Sr. Memorial Bursary Fund	<u>2020</u>	<u>2019</u>
Balance, beginning of year	\$ 29,957	\$ 31,426
Interest earned	599	531
Redemption of GIC	32,101	31,505
Purchase of GIC	(32,101)	(31,505)
Scholarship and travel	<u>(2,000)</u>	<u>(2,000)</u>
Balance, end of year	<u>\$ 28,556</u>	<u>\$ 29,957</u>

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

5. Payables and accruals	<u>2020</u>	<u>2019</u>
Trade	\$ 1,947,759	\$ 1,691,144
Member communities	<u>1,844,265</u>	<u>3,895,400</u>
	<u>\$ 3,792,024</u>	<u>\$ 5,586,544</u>



Mi'kmaw Kina'matnewey Notes to the financial statements

March 31, 2020

6. Deferred revenue	<u>2020</u>	<u>2019</u>
Operating		
ISC		
Assessment project (QZAN-001)	80,000	-
Athlete development fund	5,389	5,389
Education partnership agreement (Q273-001)	280,177	168,743
Elementary / secondary	525,905	61,258
FNSSP – ISC	226,621	39,357
FNSSP – MK contribution	86,379	66,265
FNSSP – Technology projects	10,708	-
Governance	290,848	100,000
Governance (communities)	600,000	614,474
Governance (QZAN-002)	286,363	-
Guidance and Counselling	10,312	28,037
Help desk – Grant	68,252	-
Help desk – ICT project	-	81,595
Help desk – ISC Contribution (Q24K-001)	137,715	-
Help desk – MK contribution	-	12,468
Help desk – Telehealth (Q300-001)	38,775	-
Innovation project (Q263-001)	53,353	-
K4 programming (2018-19)	273,632	289,451
K4 programming (2019-20 Q24L-001)	171,453	-
Language and culture	196,796	30,039
Language and culture (Q24M-001)	337,445	-
Language committee	37,367	26,732
Language conference (Q275-001)	18,649	400
Language conference - Grant	7,256	-
Literacy projects	56,250	70,847
Math and literacy pilot project	15,924	16,761
Math mentorship	21,309	6,302
Mi'kmaw language development	16,843	30,895
Operations and maintenance	-	207,825
Post secondary "L'nu College"	63,157	75,100
Post secondary "Behavioural Interventionist Program"	101,894	102,006
Post secondary "Guidance Counsellor Program"	-	16,836
Post secondary "Projects (Q29A-001)	12,285	-
Post secondary "Projects (Q29D-001)	61,245	-
Post secondary "Second Chance"	-	22,128
Provincial tuition – administration (Q2ER-002)	170,000	280,285
Provincial tuition	889,201	864,941
Red Road project	63,845	27,655
Research proposal	-	200,000
Skills link program (Q26G-002)	46,741	40,102
Special education - core	11,176	6,128
Special education - projects	14,505	-
Sports and recreation	76,358	3,339



Mi'kmaw Kina'matnewey Notes to the financial statements

March 31, 2020

6. Deferred revenue (continued)

Sports and recreation – NAHC	33,540	-
Sports and recreation – sports circle meetings	32,728	7,728
Treaty education	62,095	18,157
	<u>\$ 5,492,491</u>	<u>\$ 3,521,243</u>
Other		
ALI	\$ 21,319	\$ -
Canadian Council for the Arts	100,000	-
Curriculum development	-	5,754
Downie & Wenjack fund	-	7,410
Jeannine Deveau Achievement fund	35,000	-
Language and culture (NS)	8,198	-
One mind one people project	35,949	44,388
Post secondary "Bursary Program" (NS)	101,447	132,000
Post secondary "ECE Program" (NS)	27,259	256,511
Post secondary "ECE poverty reduction grant" (NS)	-	25,000
Post secondary "Chiefs Meetings" (NS)	1,599	-
Post secondary "Trades fair" (NS)	252	-
Sports and recreation – bilateral (NS)	136,682	123,198
Sports and recreation – sports for social development	165,406	-
Sports and recreation – NAIG	76,185	-
Sports and recreation – NAIG (NS)	15,000	-
Treaty education (NS)	1,000	-
	<u>\$ 725,296</u>	<u>\$ 594,261</u>
	<u>\$ 6,217,787</u>	<u>\$ 4,115,504</u>
Capital		
Capital grant revenue		
Capital Pool	246,363	-
Eskasoni First Nation	-	395,000
Membertou First Nation	305,193	305,193
Pictou Landing school project	-	1,964,023
Potlotek First Nation	-	159,276
Sipekne'katik First Nation	243,000	243,000
Wagmatcook First Nation	-	62,127
Other	-	187,941
Interest earned on capital GIC	-	31,410
	<u>\$ 794,556</u>	<u>\$ 3,347,970</u>



Mi'kmaw Kina'matnewey Notes to the financial statements

March 31, 2020

7. Contingency Reserve Fund

Through a motion of the Board of Directors, the Organization has appropriated equity to provide for unforeseen items arising in future periods. Appropriations from the reserve fund in the future will require a motion of the Board of Directors. The Board has created the reserve fund with a goal of providing for the future stability of the Organization.

8. Change in non-cash operating working capital	<u>2020</u>	<u>2019</u>
Receivables	\$ 444,946	\$ (1,024,354)
Prepays	(32,226)	996
Payables and accruals	(1,794,520)	900,552
Deferred revenue	<u>(451,131)</u>	<u>1,306,654</u>
	<u>\$ (1,832,931)</u>	<u>\$ 1,183,848</u>

9. Defined contribution plan

The Organization has contributed \$187,271 (2019 - \$117,635) to the employees' defined contribution plan for the year ended March 31, 2020.

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, 2020.

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 \$936,315 (2019 - \$1,381,261). 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 \$3,792,024 (2019 - \$5,586,544). 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



Mi'kmaw Kina'matnewey

Notes to the financial statements

March 31, 2020

10. Financial instruments (continued)

Fair value

The book value of cash and cash equivalents, receivables, and payables and accruals approximate fair values at March 31, 2020, due to their short-term maturity, floating interest rates or fixed interest rates which approximate current market rates.

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.

12. Contingencies

A member community incorrectly reported students on the September 2017 nominal role as attending a provincial school, as opposed to including the students in the nominal role for the Band operated school in the community, which is consistent with historic practice. The Province of Nova Scotia (The Province) has invoiced the Mi'kmaw Kina'matnewey (MK) \$1,001,865 related to this matter. Management has notified the Province of the discrepancy and has scheduled meetings with the Province to review this matter and to work on adopting new contract wording which would provide greater clarity in the future.

The MK has not recorded any liability for this matter as they feel their position is consistent with established practice and that it is unlikely that any payment will be required to settle this matter.



Mi'kmaw Kina'matnewey

Schedule of administrative expenses - operations

Year ended March 31

2020

2019

	<u>Budget</u> (Note 11)	<u>Actual</u>	<u>Actual</u>
Wages and benefits	\$ 1,358,718	\$ 1,314,445	\$ 1,462,082
Travel and advisory services	539,000	469,684	408,619
Rent	34,000	28,900	38,900
Office supplies	37,800	41,352	42,212
Office equipment	8,000	9,341	12,313
Professional fees	207,829	197,617	87,818
Meeting room rentals	167,050	156,865	110,880
Telephone	35,000	27,076	28,151
Insurance	18,000	17,561	17,339
Maintenance	53,000	55,691	50,792
Negotiations	70,555	33,871	42,423
Professional development	54,258	40,242	42,409
Miscellaneous	14,000	15,396	19,931
Communications	104,000	82,629	96,524
Interest and bank charges	8,000	8,707	8,674
Recruitment	-	-	50,158
Organization review	-	-	109,885
	<u>\$ 2,709,210</u>	<u>\$ 2,499,377</u>	<u>\$ 2,629,110</u>



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

Year ended March 31, 2020

					2020	2019
	Budgeted Revenue (Note 11)	Actual Revenue	Budgeted Expenses (Note 11)	Actual Expenses	Actual Net	Actual Net
Core operations						
New path for Education						
Information and communications (Grant)	\$ 283,997	\$ 283,997	\$ 283,997	\$ 283,969	\$ 28	\$ (1,275)
Information and communications (Contribution)	<u>479,356</u>	<u>341,642</u>	<u>479,356</u>	<u>341,642</u>	<u>-</u>	<u>-</u>
	<u>763,353</u>	<u>625,639</u>	<u>763,353</u>	<u>625,611</u>	<u>28</u>	<u>(1,275)</u>
Special projects						
ICT project	131,595	131,595	131,595	131,595	-	1,309
Innovation project	120,150	66,797	120,150	66,797	-	-
MK Contribution	27,214	27,214	27,214	27,214	-	-
Skills Link Program (2018-2019)	40,102	40,102	40,102	40,130	(28)	-
Skills Link Program (2019-2020)	133,314	86,573	133,314	86,573	-	-
Telehealth	<u>455,523</u>	<u>416,748</u>	<u>455,523</u>	<u>416,748</u>	<u>-</u>	<u>(34)</u>
	<u>907,898</u>	<u>769,029</u>	<u>907,898</u>	<u>769,057</u>	<u>(28)</u>	<u>1,275</u>
	\$ 1,671,251	\$ 1,394,668	\$ 1,671,251	\$ 1,394,668	\$ -	\$ -



Foundation for the Advancement of Mi'kmaw Education Schedule of revenue and expenses

Year ended March 31

2020

	<u>Budget</u> (Note 11)	<u>Actual</u>
Revenue		
NIB contribution	\$ -	\$ -
Expenses		
Accommodations	-	119
Insurance	-	1,042
Interest and bank charges	-	51
	<u>-</u>	<u>1,212</u>
Deficiency of revenue over expenses	<u>\$ -</u>	<u>\$ (1,212)</u>

See accompanying notes to the financial statements



**Mi'kmaw Kina'matnewey
Schedule of Transfers to Communities**
Year ended March 31, 2020

	Acadia First Nation	Annapolis Valley First Nation	Bear River First Nation	Pottotek 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	-	80,460	129,039	1,182,302	10,363,540	2,040,504	841,547	4,386,878	1,514,334	2,659,112	-	394,922	67,200	23,659,838
Post Secondary	193,196	-	-	532,486	2,048,382	960,552	-	1,414,242	487,509	978,216	1,116,730	279,300	20,827	8,031,440
Indian Government Support	450,392	13,016	60,475	112,341	847,544	136,865	72,540	91,480	162,453	196,277	-	101,377	9,446	2,254,206
O&M school facilities	16,385	-	28,777	157,164	1,250,981	134,651	52,834	416,649	305,231	490,186	-	35,663	-	2,888,521
Capital	-	-	1,181	83,063	604,379	14,139	11,539	31,253	116,443	138,518	-	1,023	-	1,001,638
Governance	19,721	21,150	33,831	73,451	271,940	90,309	61,984	150,125	98,489	115,459	-	27,427	11,090	974,976
High Cost Special Ed. (Direct Services)	39,587	31,236	30,758	70,366	555,923	146,004	70,605	242,876	87,069	139,084	-	62,254	19,544	1,495,306
New Path Improving School Effectiveness	10,457	6,760	7,532	46,081	329,245	63,401	39,079	121,407	52,262	83,738	-	27,886	4,457	792,305
FNSSP School Success Direct Services - Math	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Engancement Program	-	-	-	45,000	90,000	45,000	45,000	45,000	45,000	45,000	-	-	-	360,000
Special education	58,288	33,023	29,208	123,973	602,611	157,821	113,484	277,957	120,159	188,331	-	76,405	-	1,781,260
Language and culture	36,215	28,815	28,393	63,487	493,707	130,504	63,698	216,337	78,286	124,373	-	56,299	18,456	1,338,570
Teacher Salary Enchancement	-	-	360	25,346	205,461	19,774	13,482	82,508	27,863	53,927	-	2,157	-	430,878
Total band transfers	824,241	214,460	349,554	2,515,060	17,663,713	3,939,524	1,385,792	7,476,712	3,095,098	5,212,221	1,116,730	1,064,713	151,020	45,008,838
Comprehensive funding arrangement:														
EPP	-	-	-	-	171,198	-	-	-	-	-	-	-	-	171,198
Capital - grant	-	-	-	151,955	434,745	-	3,572,828	-	(107,723)	-	-	-	-	4,051,805
Grant top-up	4,159	592	342	24,060	195,732	48,190	12,414	102,427	26,468	61,024	16,513	8,756	568	501,245
K4 funding	-	9,609	38,437	43,241	432,411	110,505	24,022	172,964	62,459	115,310	-	24,023	-	1,032,981
Language and culture	-	-	-	48,672	859,804	-	25,079	181,267	122,343	206,820	-	-	-	1,443,985
Operations and maintenance	-	1,097	2,852	11,848	126,596	25,451	8,996	49,255	19,856	106,375	-	549	-	352,875
Post secondary	35,968	-	-	41,296	165,851	66,607	-	145,868	43,960	77,930	90,585	27,309	-	695,374
Total comprehensive funding arrangement	40,127	11,298	41,631	321,072	2,386,337	250,753	3,643,339	651,781	167,363	567,459	107,098	60,637	568	8,249,463
Provincial Tuition:														
Provincial tuition	578,669	356,726	236,320	293,827	-	702,670	404,349	-	-	-	-	964,149	230,928	3,767,638
Provincial tuition transfer to band operated	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total provincial tuition	578,669	356,726	236,320	293,827	-	702,670	404,349	-	-	-	-	964,149	230,928	3,767,638



Strategic and Operational Plan

April 1st, 2019 – March 31st, 2020



Contents:

Message from the Executive Director	3
Strategic Plan	
Vision	4
Mission	4
Guiding Principles	4
Organizational Structure: Chart	5
Goal 1 - Improving literacy achievement	6
Goal 2 - Improve numeracy rates for our students	12
Goal 3 - Improve support for “Ta’n teli L’nuimk”	17
Goal 4 - Create a more comprehensive Performance Measurement and Accountability system	27
Goal 5 - Improve healthy and active lifestyles for our students	29
Goal 6 - Our stakeholder communication will be excellent	33
Goal 7 - Student Services	36
Goal 8 - Post-Secondary Student Support System	42
Goal 9 - Enhance ICT (Information & Communications Technology) to support teaching and learning	48
Goal 10 - Improve Overall Wellness	54
Budget	66



Message from the Executive Director

Over the past year at Mi'kmaw Kina'matnewey, we have focussed our efforts on engaging with the communities we serve to ensure we are providing the services and tools they require to continue experiencing success in education.

Our High School graduation rates remain at 90% and all efforts to increase our literacy, numeracy, and Mi'kmaw language rates have been deployed.

Through these efforts we have:

- Increased teacher mentoring in Mi'kmaw Schools
- Offered Mi'kmaw language support at the school and community level
- Provided more programs in communities
- Created partnerships with institutes of higher learning
- Offered tutoring for all Mi'kmaw students
- Provided career and trades counselling and information for students
- Increased resources for Student Services to provide programs for our diverse learners.

This plan is a one-year extension of our previous three-year strategic plan. We are currently in the process of developing a new strategic plan that better suits the needs of the communities we serve. It is our shared vision that all of these efforts will continue to improve literacy, numeracy, and Mi'kmaw language rates as well as assist in closing the educational gaps experienced by Mi'kmaw students in Nova Scotia.

Thank you to ALL for your continued leadership, vision and action.

Wela'liog,

Blaire Gould



Strategic Plan

122

Vision

Our people will have a common opportunity that provides the best possible educational experience; such that, our students achieve the highest standards in Canada in the broadest sense and they are comprehensively prepared for their chosen next steps after high school. The education will be provided in a way that our language, our culture, and our traditions are fostered in their lives thereafter and embedded in their character. We will achieve these goals in both our community as well as provincial schools.

Mission

We are a unified team of chiefs, staff, parents and educators who advocate on behalf of and represent the educational interests of our communities; and, we protect the educational and Mi'kmaw language rights of the Mi'kmaq people.

Guiding principles

We will operate in a way that is consistent with the seven sacred teachings: **respect, honesty, courage, love, truth, humility and wisdom**. We will be accountable and transparent. We will continually uphold the importance of language, the quality of education providing common opportunity, treaty and aboriginal rights and land. We are Mi'kmaq.



Goal 1 – Improve literacy achievement

Objective 1: Improve proficiency in reading and writing

Measure	Baseline Data 2018 – 2019	Target 2019 – 2020	Target to Date 2019 - 2020	Actions
1) % achievement in reading and writing in Grades 3 and 6 on the Provincial Literacy Assessment.	Baseline to be established (new assessment approach)	TBD	As of – Results have not been made available	
1) % achievement in reading and writing in Grades 8 and 10 on the Provincial Literacy Assessment.	2018-2019 <ul style="list-style-type: none"> Grade 8 Reading - 24% Writing - 47% Grade 10 Reading – 37% Writing – 38% 	2018-2019 <u>Grade 8</u> Reading: increase more than baseline Writing: Increase more than baseline <u>Grade 10</u> Reading: increase more than baseline	Results have not been made available	



<p>2) % achievement on the Information Text portion of the Grades 8 and 10 Provincial Literacy Assessment</p>	<p>2018-2019 4% increase in baseline for Grade 8 and Grade 10.</p>	<p>2018-2019 Grade 8 Information Text: Increase more than baseline Grade 10 Information Text: Increase more than baseline</p>	<p>2019-2020 Results have not been made available</p>	
<p>3) # of common assessment tools</p>	<p>2 common assessments</p>	<p>Increase more than baseline</p>	<p>2019-2020 100% achieved</p>	
<p>4) Reading and writing curriculum maps created for Grades 7-12.</p>	<p>2018-2019 Grade 7 -10 curriculum maps created</p>	<p>2018-2019 Develop curriculum maps for grades 11 and 12</p>	<p>2019-2020 100% achieved</p>	<ul style="list-style-type: none"> • <i>Target</i> - Create a revised Grade 7 and Grade 8 Curriculum map to complement the revised DOE curriculum documents.



Objective 2: Create and foster a reading culture in schools and communities

Measure	Baseline 2018 - 2019	Target 2019 - 2020	Target to date 2019 - 2020 As of:	Actions
1) Increased MK investment in classroom resources	P - 6 Classrooms: \$3,000 per classroom Grades 7-12 classrooms: \$1,400 per classroom	Increase more than baseline Increase more than baseline	100% achieved	
2) # of communities participating in school/community book club	11 out of 12 communities participating	All 12 participating communities participate fully	11 communities participated	<ul style="list-style-type: none"> • Parent/Student/Teacher Book Clubs: • Book club meetings take place after school hours at the school • Meet weekly for 4-6 weeks <ul style="list-style-type: none"> • Continue to provide information on the benefits of the reading club to all communities
3) # of reading initiatives	5 reading programs	2018-2019 Increase by 1 more than the baseline	2019-2020 100% achieved	Implement an additional reading initiative.

Objective 3: Improve students' speaking and listening skills

Measure	Baseline Data 2018 - 2019	Target 2019 - 2020	Target to Date 2019 - 2020 As of:	Actions
1) # Of professional development sessions around speaking and listening outcomes	1 Professional Development Day provided for P-12 teachers	Increase more than the baseline	100% achieved	Provide professional development on Talking Circles and the Art of Storytelling



2) # Of oral language projects and practices supported by MK	Baseline: 2 initiative	2018-2019 Increase more than the baseline	100% achieved	
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Objective 4: Integrate First Nation content and ways of learning into the classroom

Measure	Baseline Data 2018 -2019	Target 2019 - 2020	Target to Date 2019 - 2020 As of : December 31	Actions
1) % Of print and online resources that focus on First Nation's themes, topics, issues and characters	~ 20% of purchased resources are written by First Nations' authors and/or focus on First Nations' history, topics, issues, or characters	2018-2019 30% of purchased resources focus on First Nations' characters, topics, issues, or are written by First Nations' authors	100% achieved	2019-2020 <i>Elders as resources:</i> Provide opportunities for Elders to share their knowledge and expertise with ELA teachers.
2) % of ELA teachers who have incorporated best instructional practices for First Nation's students into their teaching practice	No baseline: a survey will be constructed in September 2016 to obtain a baseline re use of best instructional practices for First Nation's students The survey identified the following as some of the <i>Best Instructional Practices for First Nations' Students</i> :	2018-2019 15 % increase in the use of best practices since the survey (23.5% of teachers)	2018-2019 100% achieved	2019-2020 Plan a weekend cultural retreat for ELA teachers Grades 6 -12. Day one will be spent learning about Mi'kmaw culture, history, language and how Mi'kmaw students learn best. Day 2 will be spent learning incorporating what has been learned into the ELA Curriculum.



Goal 2 – Improve numeracy rates for our students

Objective 1: Enhance the numeracy by improving results on provincial assessments

Measure	Baseline Data 2018 – 2019	Target 2019-2020	Target to Date 2019-2020 As of March 31, 2020	Actions
Level Reporting on the NS Grade 3 Math Assessment (last week of May)	The base line will be established in May 2019.	2019 -2020 Improve the number of students that are achieving at Level 3&4: i.e. at or above grade level. A 5% improvement is our goal.	2019 - 2020 Results not released to numeracy consultant	will meet with teachers on the prospect of having the developed mock assessment's data saved and use for formative assessment for grade 4 teachers.
Level reporting on the NS Grade 6 Math Assessment. (October every year)	The baseline will be the results established in October of 2019	2019 – 2020 Have Levels reflect an improvement of at least 5% in the movement of our students to higher levels.	2019 - 2020 Results not released to numeracy consultant	
Level Reporting on the NS Grade 8 Math Assessment:	The baseline will be the results established in June 2019	2019 – 2020 Have Levels reflect an improvement of at least 5% in the movement of our students to higher levels.	2019 -2020 Provincial Embargo still waiting for the release of the results.	



Level Reporting on the NS Grade 10 Math Assessment:	The baseline will be established in June 2019	2019 -2020 Have Levels reflect an improvement of at least 5% in the movement of our students to higher levels.	2019 - 2020 Provincial Embargo still waiting for the release of the results.	
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Objective 2: Improve professional development and mentorship for teachers

Measure	Baseline Data 2018 - 2019	Target 2019 - 2020	Target to Date 2019-2020 As of March 31, 2020	Actions
Number of person hours in mathematics. Emphasis, when practicable, will be on grade specific professional learning.	To allow for more flexibility in responding to communities instead of choosing 11 grade specific days as in the past this will be converted to 2, 250*teacher hours of professional learning.	2019 - 2020 2,250 *person hours of professional learning	2019 - 2020 652/850 - 76.7%	2019 - 2020 more in-school support planning for different format
The number of mentorship days in each school	Utilizing one full time coach responsible for grades P-3 for We'koqma'q, Wagmatcook, Membertou, EEMS, and Esk and one part time coach responsible for P-3 LSK, PLFN, and Potlotek.	2019-2020 Based on consultation with Principals and Directors maintain the previous year's level.	2019 - 2020 90% completed Some interrupted learning end of March due to COVID.	



Follow up support for professional learning	2 days per month per school	2019 - 2020 Report from our coaches and numeracy consultant on how many visits they had per month related to the professional learning	2019 - 2020 100%	2019 - 2020
Support culturally appropriate curriculum development	New initiatives such as the holistic math initiative.	2019 -2020 Monitor monthly how the implementation is proceeding.	Our coaches and math consultant were working on a time line on the development of cross grade cultural appropriate unit. This will be our first foray and it success with drive any future developments.	Allow for mentors to facilitate the development of curriculum. Involve teachers in the development of culturally relevant lessons plans.

Other:

* Have planning meeting with coaches to try and incorporate principals more into the role of curriculum leaders. I must give kudos to the “**Mathtastic 6**” teachers from We’koqma’q who have since January of this year meet with me once a month on a Saturday for a collaborative learning session to enhance their mathematical knowledge, skill, confidence, all for the betterment of their students. Two teachers from Wagmatcook have joined us in this endeavour. We have completed the retrieval slides for grade 3’s and hope to have grade 2’s ready early in the new year.



Goal 3 - Improve support for “Ta’n teli L’nuimk”

Objective 1: Increase educator support to utilize the Mi’kmaw Language Oral Proficiency (MLOP) scale to improve student’s ability to speak and understand the Mi’kmaw language

130

Measure	Baseline Data 2018 – 2019	Target 2019 - 2020	Target to Date 2019 - 2020 As of March 31	Actions
One on one mentoring with educators to facilitate the MLOP scale.	One on one mentoring with 5 educators to facilitate the MLOP scale. 100% complete	Maintain one on one mentoring with 5 educators to facilitate the MLOP scale.	100%	Continue with mentoring educators to facilitate the MLOP scale. 2 new educators from provincial schools included and given the MLOP language kit
Continuation of the development of the MLOP scale to include the Intermediate level and Advanced level.	50% Complete	Finalize the intermediate and advanced level for the MLOP scale.	100%	Edit and finalize the intermediate and advanced levels of the MLOP scale.



Objective 2: Improve resources and support for teachers

Measure	Baseline Data 2018 - 2019	Target 2019 - 2020	Target to Date 2019 - 2020 As of December 31	Actions
Develop curriculum at Essisoqnikewey Siawa'sik-l'nuey Kina'matnewo'kuom that will align with the Foundation for Mi'kmaw Language Curriculum outcomes	50% Complete	Complete the framework/outline for grades 3 and 4	100% Complete	Develop draft framework outline for grade 3 and grade 4; meet on a regular basis with Principal and grade 3 and 4 teachers; revise, edit and finalize framework. - need to meet with Grade 3 and 4 teachers to finalize the framework.
Develop lesson plans with educators to support utilizing the Apps and iBooks we have published	75% Complete	Update existing lesson plans to collaborate with existing apps that work	75% done - because of apps being updated/removed from the app store, most lesson plans became invalid	Develop draft lesson plans; Meet with teachers on a regular basis to work on lesson plans being developed; revise edit, and finalize lesson plans. - updates till ongoing, some apps have been removed from App store for various reasons (need updating)
Develop Grade 6 resources	No baseline data. Baseline to be established 25% complete	Create resources for grade 6 Mi'kmaw language program	30%	Develop and gather resources such as novels, videos, plays, stories. Develop resources to teach the phases of the moon. An outline of general themes developed, next phase is to continue researching resources and matching them to the themes
Develop lesson plans for existing books	No baseline. Baseline to be established.	Create lesson plans for existing books.	100% lesson plans now being added to a Google doc that will be shared with educators in the 2020-21 school year	Research existing books to develop, revise, and finalize lesson plans.



Develop parent handbook for immersion schools	No baseline data. Baseline to be established. 25% complete	Create parent handbook for immersion schools and programs.	50% complete (this is a new action for the new operational plan)	Research existing MK parent handbooks to begin the process of creating a parent handbook for immersion schools. - met with ESK and Waqmtkuk to begin this process, next step is organizing the information they want to be included
Language delivery through video-conferencing	New	Language classes to 4 communities	<ol style="list-style-type: none"> 1. Glooscap Classes up to January 31 (resuming April 1st but current situation that would not be possible) 75% 2. AVFN 75% Covid 19 3. BRFV 100% 4. Acadia Complete 	Participate Communities: Acadia (20 classes), Bear River (30 classes), Glooscap (15 pilots), Pictou Landing (20 Readers Club); develop resources for classes.
Develop a repository of videos in a central location for easy accessibility	New	<ol style="list-style-type: none"> 1. Find 20 existing videos to publish 2. Develop repository location 	Created children's videos of Nursery Rhymes songs, vocabulary words, counting, and colors using Sock puppets & Explain Everything	Liaise with technology team to create a central system; look at existing video databases.
Collection of stories and valuable knowledge from elders and communities	New	<ol style="list-style-type: none"> 1. Develop 10 videos of knowledge holders sharing their stories 2. Develop 10 children's videos to share on YouTube 	Kojua Video 100% Completed and shared NB & NS Verb conjugated PD video Cultural with Yarmouth teachers (February 2020) PD Cultural teachings and reading of Piktol dancing the Kojua (September to February 2020) Completed PD Language & Culture Retreat Completed 7 PD sessions 100%	Establish YouTube channel; interview community members from each member community to share knowledge.



Development of specific learning materials to support Mi'kmaw language teachers and students.	New	<ol style="list-style-type: none"> 1. 10 monthly folders distributed to email list 2. 1 nursery rhyme teaching kit with lesson plans 	<ol style="list-style-type: none"> 1. Sept -March school year 100% 2. 11 Nursery Rhyme songs, sheets distributed and completed Animate & Inanimate cards competed 100% They will be ready for distribution in the fall 	Develop contents to sent monthly to educators; work with educators to develop lesson plans for nursery rhyme kit.
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Objective 3: Provide our students programs and resources to revitalize the Mi'kmaw language by providing programs and creating learning opportunities.

Measure	Baseline Data 2018 - 2019	Target 2019 - 2020	Target to Date 2019 - 2020	Actions
1. App/iBook Development	30 %	10 Apps (updates & new)	70% 1 Session Hosted 4 Apps Developed 2 Updates	App development training; collect & create materials; App implementation.
2. Number of Mi'kmaw Language teachers engaging in professional development	<ol style="list-style-type: none"> 1. 90% 2. 0/10 3. 25% 4. 100% 5. 75% 	<ol style="list-style-type: none"> 1. 30 Teachers 2. 10 Advisory meetings 3. 1 day PD 4 . L'nui'sultinej Conference 5. 4 Quarterly networking/ supporting sessions 	<ol style="list-style-type: none"> 1. 100% 2. 9/10 3. 25% 4. 100% 5. 100% 	Mentoring Language Teachers; Advisory Committee meetings, annual professional development day for Language teachers; L'nui'sultinej conference; quarterly networking/supporting sessions.



<p>3. Creating opportunities for language acquisition through specific programming such as Master/Apprentice, Total Physical Response, Total Immersion Plus, Language Nests.</p>	<p>State of the Mi'kmaw Language Survey completed (30 groups).</p>	<ol style="list-style-type: none"> 1. Conduct survey for an additional 15 groups. 2. Research Mentor Apprentice program 3. Continue Language Nests program 	<ol style="list-style-type: none"> 1. 100% 2. 80% (COVID Suspended) 3. 0% 	<ol style="list-style-type: none"> 1. Master/Apprentice Training & Development 2. Implement activities of the SSHRC grant or other funding opportunities 3. Support and encourage specific community training opportunities
<p>4. Number of curriculum for Mi'kmaw Language for provincial and MK Mi'kmaw Language teachers.</p>	<p>75% complete</p>	<p>Specific PD</p>	<p>1. 100%</p>	<p>Professional development; identify gaps in curriculum</p>
<p>5. Number of students that participate in L'nuimk oral language assessment and L'nuimk math assessment (K4 - Grade Two)</p>	<ol style="list-style-type: none"> 1. Oral assessment: 100% complete 2. Math assessment is new 	<ol style="list-style-type: none"> 1. 2 training sessions and development 2. 2 training sessions; pilot program; development 	<ol style="list-style-type: none"> 1. 100% 2. 100% 	<ol style="list-style-type: none"> 1. Implementation (assessments); teacher training; research oral language; caregiver outreach strategy; explore ideas for expanding Pikto'l and Kalo'lin.
<p>6. Development of specific learning materials to assist in oral language development for Mi'kmaw teachers and students.</p>	<ol style="list-style-type: none"> 1. New 2. 25% 3. New 4. New 5. New 6. New (for me) 	<ol style="list-style-type: none"> 1. Revamp lexicon 2. Develop new manuals 3. Land based Framework 	<ol style="list-style-type: none"> 1. 0% 2. 0% 3. 0% 4. 100% 5. 30% 6. 100% 	<ol style="list-style-type: none"> 1. Host 4 sessions with Elders on Lexicon revamp. 2. Development of New words 3. Elders in the classroom manual 4. Land Based framework 5. Waltes Resource Guide 6. Teachers learning guide



Objective 4: To implement the Treaty Education Nova Scotia Memorandum of Understanding (MOU) and to coordinate activities associated with the MOU

Measure	Baseline Data 2018 - 2019	Target 2019 - 2020	Target to Date 2019 - 2020 As of December 31	Actions
Increase awareness and understanding of Treaty Education in the general public in Nova Scotia through a public education and awareness campaign based on the phrase, "We Are All Treaty People".	New initiative as per MOU Agreement	<ol style="list-style-type: none"> 1. Launch website with all treaty education resources downloadable 2. Continue to market Treaty Education videos 3. Continue to offer speaker's Bureau presentation to corporate and government entities. Especially during Indigenous History Month (June in Canada) and October in N.S.) 	<ol style="list-style-type: none"> 1. Website has been updated. Target date is Feb 29 2020 Domain name maintained and Website being launched. 2 Presently continue to be active and promoted by speaker's bureau and Treaty ED partners. 3. Speakers bureau gathering of best practices and plans to recruit new speakers December 13, 2019. 	<ol style="list-style-type: none"> 3. Engage with key knowledge holders on the Treaty Education framework, Call for new speakers on hold because of COVID 19 4. Create Treaty Education Communication strategy/awareness campaign New pamphlet in development for NAIG that will be used for public presentations and awareness. 5. Create greater visibility of Mi'kmaq within public institutions. Talks of partnering with MHM to connect our stories from the Antle theme stories with this year's theme "preserving plants, for medicine and food" <p>Research for creating data bank of credible knowledge for writing current and future resources to support treaty education for schools and public sectors.</p>



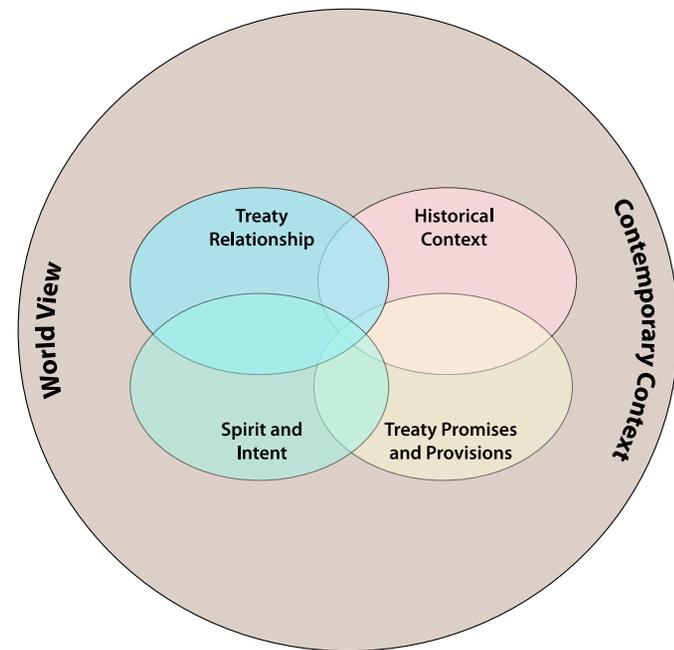
<p>Explore options for the establishment of a joint entity to coordinate, champion and monitor Treaty Education efforts in Nova Scotia.</p>	<p>Not Applicable</p>	<ol style="list-style-type: none"> 1. Establish and present long-term governance options for the future of Treaty Education Nova Scotia within Canada. 2. Meet with Senior Officials to discuss Governance 3. Create Treaty Education Implementation Committee (TEIC) consensus around a long-term strategy for Treaty Education Nova Scotia funding. 	<ol style="list-style-type: none"> 1. February 28, 2020 2. Blaire will meet with Senior officials. Early February. 3. meetings for the TEIC to present, meeting with senior advisory for early February, waiting on confirmation of dates. 	<ol style="list-style-type: none"> 1. Establish some options for leadership to review. Options were presented and TECC have given input and insight. Once MOU is fine-tuned will meet with TECC again. 2. Engage Federal Government on Treaty Education Reached out to AFN for history of participation in Treaty education waiting on reply. Will continue to try connections. 3. Create dialogue between Mi'kmaw Rights Initiative (KMKNO) and Treaty Education These connections have yet to be fostered. 4.
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Manitoba Treaties Framework

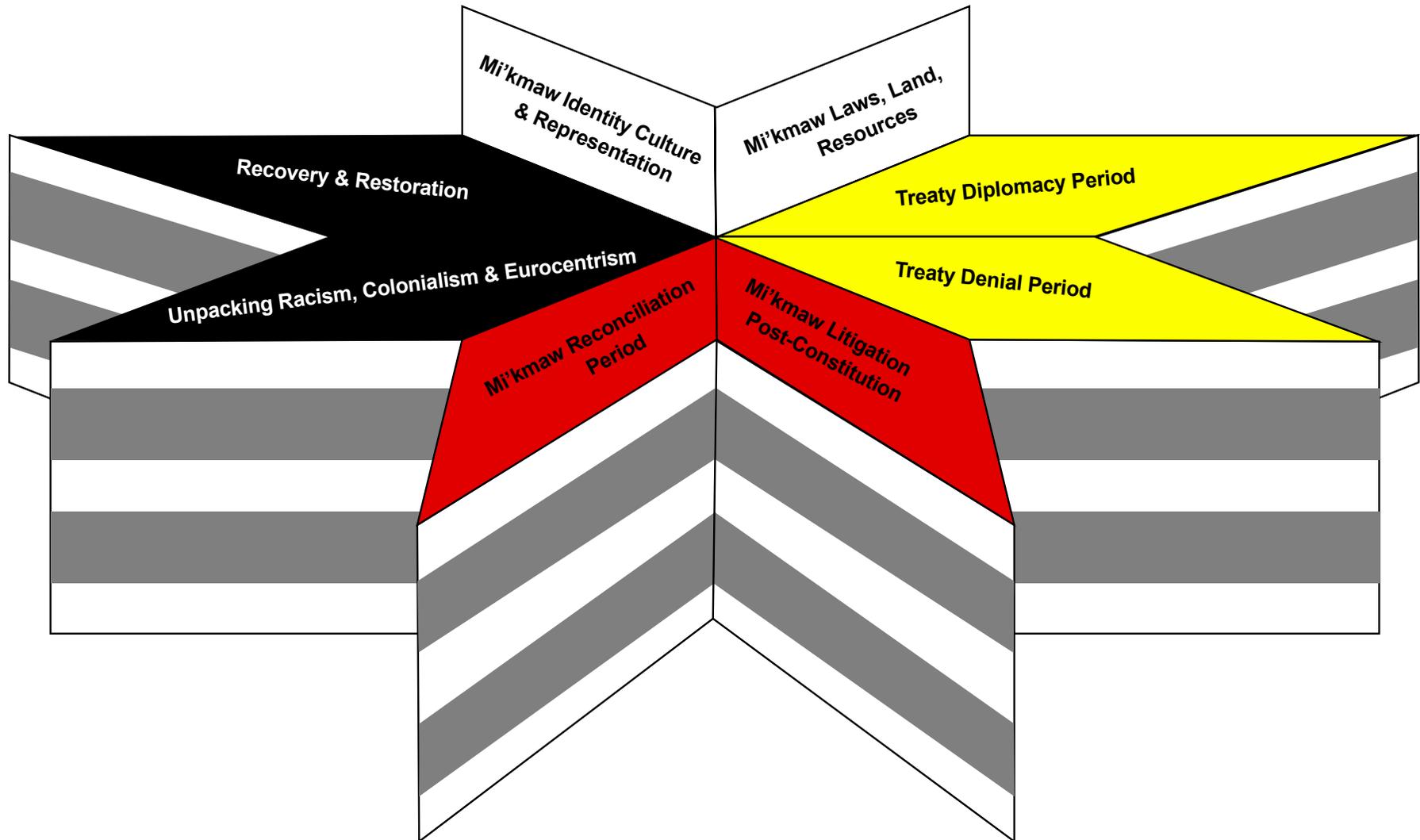


Saskatchewan Treaty Framework





Draft Framework





OVERALL DRAFT OBJECTIVES

Who are the Mi'kmaq?

By the end Gr.12 students will understand who the Mi'kmaq are both historically and contemporarily, by exploring Mi'kmaq identity and culture which includes language, ceremonies, worldview, and relationship to ecosystem.

Why are Treaties important?

By the end of Gr. 12 students will appreciate the sacred covenants between sovereign nations and that the peace and friendship treaties were the building blocks for creating harmony and co-existence in the Maritimes.

What happened to the Treaty relationship in Nova Scotia?

By the end of Gr.12 students will understand how the denial of treaties has impacted the Mi'kmaq socially, culturally, economically, and politically.

How can we reconcile our shared history?

By the end of Gr.12, students will explore the notion of reconciliation and students will be asked to think critically about how we can reconcile our shared history to ensure justice and equality are moving forward.



Goal 4 – Create a more comprehensive Performance Measurement and Accountability system

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

Measure	Baseline Data 2018 – 2019	Target 2019 – 2020	Target to Date 2019 – 2020	Actions
Percentage of completion of project	70% complete	72% complete	<p>71%</p> <p>Follow up meeting with Team Leads on Implementation of IEP Update February 20, 2020</p> <p>Provide the Provincial Nominal Roll for February 29, 2020</p> <p>Test and Implement new Features within MK SIS</p> <ul style="list-style-type: none"> • Yearly Attendance Commit Report • Employee Pullover • Employee new data fields Department, Grades <p>Create Community Profiles</p> <p>Create Surveys for ANTEC</p> <p>Develop Preliminary Strategic Plan</p>	<p>Create and maintain appropriate partnerships</p> <p>Promote our success of MK SIS thru presentations and workshops to MK Communities and similar organizations</p> <p>Continue to Develop MK SIS to meet the needs of MK Schools</p> <p>Develop, Test and Implement Dashboard Measures for Schools</p> <p>Develop, Test and Integrate a Learning Management System (LMS) with MK SIS</p> <p>Continue to support Data/Tech Person within each Community</p>



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

Measure	Baseline Data 2018 - 2019	Target 2019 - 2020	Target to Date 2019 - 2020	Actions
Percentage completion of project	70% complete	72% complete	<p>72%</p> <p>Follow up meeting with Team Leads on Implementation of IEP Update February 20, 2020</p> <p>Provide the Provincial Nominal Roll for February 29, 2020</p> <p>Test and Implement new Features within MK SIS</p> <ul style="list-style-type: none"> • Yearly Attendance Commit Report • Employee Pullover • Employee new data fields Department, Grades <p>Create Community Profiles</p> <p>Create Surveys for ANTEC</p> <p>Develop Preliminary Strategic Plan</p>	<p>Create and maintain appropriate partnerships</p> <p>Develop, Test and Implement Dashboard Measures for Mi'kmaw Kina'matnewey</p> <p>Continue to Develop Data Warehouse Solution for MK</p> <p>Continue to maintain MK Information Policy</p> <p>Continue to support Data/Tech Person within each Community</p>



Objective 3: Communities control their own information

142

Measure	Baseline Data 2018 - 2019	Target 2019 2020	Target To Date 2019 - 2020	Actions
Percentage of project complete	63% complete	65% Complete	65% Started Pilot with Waycobah on Privacy and Confidentiality Policies Created Community Profiles Provide the Provincial Nominal Roll for February 29, 2020	Create and maintain appropriate partnerships Develop, Test and Implement Dashboard Measures for Communities Continue to Develop Data Warehouse Solution for MK Help communities to develop an Information Policy Continue to support Data/Tech Person within each Community

Goal 5 – Improve healthy and active lifestyles for our students

Objective 1: Enhance Physical Activity, Sport & Rec., Outdoors Education in Schools

Measure	Baseline Data 2018 - 2019	Target 2019 - 2020	Target to Date 2019 - 2020	Actions
Number Of student population involved in Physical Activity Sport & Rec. at various levels (Emphasis on Special Olympians will be a new initiative)	1100 students	10% (increase to 110) 1 More Event Exclusive Special Olympians in Winter	75% Preparation and Planning for Special O Winter & Spring event inclusion.	Enhance (DPA) Inclusion in schools and MK sports events; encourage more involvement of Special Olympians.



Yoga instruction for students, clubs, other events and activities	1100 students	10%=110	80 % Yoga 11 offered in all MK High Schools. YTT In progress	Yoga instruction for students in MK schools; enhance other events and activities that are non – mainstream sport.
Outdoor activities and field trips which are inclusive of cultural teachings and enhancement of language and history	New Initiative	13 School Field Trips with 1 Field Trip per community	In progress	Activities are inclusive of physical activities and Mi'kmaw language and culture

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

Measure	Baseline Data 2018- 2019	Target 2019 - 2020	Target to Date 2019 - 2020 As of December 31	Actions
Number of students involved in sport in school (greater emphasis on increased female participation)	360 students	10% increase=36	80% increase	Encourage and promote MK Sports event schedule; participation in Club Sport Leagues (hockey, lacrosse, basketball)
Students involved in Main Stream sport leagues and activities	200	10% increase= 20	80% increase	Activities are inclusive of physical activities and Mi'kmaw language and culture.
Number of staff involved in sports	40	10 increase=4	90 %	
Partnership with MPALs for community enhancement through collaboration	New Initiative	4 Events with MPALs	MPAL's engaged and Involved in MK Sports events	Enhance MPAL partnerships through education, PD, community engagement, nutrition and healthy eating; parental involvement, facility access, etc...



Objective 3: Develop leadership capacities and certification in our communities and schools

144

Measure	Baseline Data 2018- 2019	Target 2019 - 2020	Target to Date 2019 2020 As of December 31	Action
Coaching certification	30 staff have certification	30% = 9 Increase	50% Complete ACM training	MK Grade 12 students will have option to take ACM training in schools.
Leadership training for staff (MK cohort though SFX; Master in Education Leadership : physical education)	New Initiative	15 MK teachers and staff	Program Deferred to 2020	Cohort program will begin in July 2019.
Community certification and training facilitated through MPALs	New Initiative	40 Trained/Certified community coaches	50% Complete MPal's Planning Coaching Courses	Community coaching certification (clinics) and leadership training facilitated through MPALs.



Objective 4: Major Games Participation (NAIG, NAHC, High Performance Sport)

Measure	Baseline Data 2018 - 2019	Target 2019 - 2020	Target to Date 2019 - 2020 As of December 31	Actions
2019 NAHC – both male & female teams made up of players from the Atlantic Region will participate.	44 Athletes Membertou NAHC (1 Male Team 1 Female Team)	40 Athletes Whitehorse NAHC (1 Male Team 1 Female Team)	75% Complete. Regional Player ID camps: Cole Harbour & Membertou	<ul style="list-style-type: none"> • NAHC 2019-2020 to have both Male & Female Teams • Training <p>NAHC 2020 (Cancelled) due to COVID-19</p>
2020 NAIG – number of Team Mi'kmaw Nova Scotia participants. NAIG 2020 PPD due to COVID-19 to 2021	250 Athletes at NAIG Toronto	300 Athletes NAIG Halifax	50% COMPLETE Preparations and training for team NS for NAIG 2020 in Halifax	<ul style="list-style-type: none"> • Recruitment of players; hold training sessions. (all staff to be trained and certified for NAIG 2020) • NAIG 2020 Team Nova Scotia to have 300 Participants, Training Sessions
Nutrition and physical education and training enhancement	New Initiative	PD for 15 Teachers PD for 60 Coaches	In progress	All Staff to be trained and certified for NAIG 2020



Goal 6 – Our stakeholder communication will be excellent

Objective 1: Heighten brand value of Mi'kmaw Kina'matnewey

146

Measure	Baseline Data 2018 – 2019	Target 2019 - 2020	Target to Date 2019 - 2020 As of March 31, 2020	Actions
Media Relations Number of media mentions	Media Mentions: 26	28	Media Mentions: 29	Continue to pitch local, regional, and national media to take interest in MK initiatives and operations
Advertising -Number of ads	Advertising: 10	11	Advertising: 9	Continue to support partners and organizations that align with MK's vision and goals.
-Number of promotional items distributed	Promotional items: 5200	5300	Promotional: 4500	Continue to strengthen the MK brand visually by distributing and displaying unique and functional promotional items. Add more promotional materials that encourage active lifestyles.
External Communications -Number of articles written about MK, sponsorships by MK, and speaking opportunities by MK directors	External Communications Articles: 6 Sponsorships: 10 Speaking opportunities: 10	Articles: 7	Articles: 6	Continue to engage with parties interested in learning more about MK and Mi'kmaw education in Nova Scotia. Continue to support partners and organizations that align with MK's vision and goals



<p>Social Media -Number of Twitter followers, mentions and re-tweets. -Facebook page likes</p>	<p>Social Media 1667 Followers 981 page likes MK 1922 page likes Treaty Education 551 page likes Team Atlantic NAHC</p>	<p>Social Media 1800 followers 1100 page likes MK 2200 page likes Treaty Education 600 page likes Team Atlantic (NAHC)</p>	<p>Social Media 1834 Followers 1484 page likes MK 2432 page likes Treaty Education 745 page likes Team Atlantic NAHC</p>	<p>Continue to promote MK messaging, and engage in meaningful conversations with audiences via social media.</p> <p>Have “Like and Share” contests to gain more publicity for the page.</p>
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Objective 2: Continuously demonstrate the value and impact of Mi'kmaw Kina'matnewey and its entities to staff, students, partners, governments, and community

Measure	Baseline Data 2018 - 2019	Target 2019 - 2020	Target to Date 2019 - 2020 As of March 31, 2020	Actions
<p>Newsletter Number of annual MK newsletters</p>	<p>Monthly MK newsletter</p>	<p>10</p>	<p>Newsletters: 10</p>	<p>Attend and/or cover remotely events and activities occurring within schools and communities.</p> <p>Have students share stories in the newsletter. (Roving reporters, student mentoring)</p> <p>Include all communities (Daycare, afterschool activities, etc.)</p> <p>Set up a schedule to visit schools/communities</p> <p>Include more tabs in the newsletter (Red Road/ Literacy/ Healthy Living etc)</p> <p>Share book features on a monthly basis</p>



MK Events Number of annual events	35 annual community and organization events	37	2019-2020: 34	Work with MK staff/schools to identify opportunities for new events for students, schools, teachers, and community members.
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GOAL 7 - Students with diverse learning needs (formerly referred to as 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.

Objective 1; To provide professional learning opportunities for school personnel working with students with diverse learning needs and in need of social emotional support.

Measure	2015 - 2016 Baseline Data	Target	Target to Date <u>December 31</u>	Actions
Build capacity for Non-Violent Crisis Intervention Training (NVCI) for all school personnel that work with students with diverse learning needs, as well as, offer recertification training of NVCI.	30% completed training, all schools presently need recertification.	2019-2020: 20% increase in training	Target at 10% increase	<ul style="list-style-type: none"> - There has been very little uptake in having NVCI training this year in the MK family of schools due to significant substitute shortages. - That being said Eskasoni School board has trained an three trainers and in the future MK can support any materials they may need.



<p>Provide ongoing professional learning to support evidence-based practices in Special Education as needed.</p>	<p>Presently Special Education Professional Learning has taken place via webinars and training on the weekends.</p>	<p>2019-2020: 4 professional development days this year</p>	<p>2019-2020: 100% complete +</p>	<ul style="list-style-type: none"> - Presently this school year due to the sub crisis and under the direction of the Special Education working group the focus has shifted to development of Educational assistant training modules. - Presently all 5 modules are completed. <p>Professional development this year changed to in class mentoring with in school support in particular 5 days setting up and supporting a new Learning Centre in LSK.</p>
<p>Provide ongoing mentorship and training in the MK Yoga in Schools program within the MK family of schools.</p>	<p>44 Teachers presently completed Yoga Teacher training within the MK family of schools.</p>	<p>2019-2020: Begin a new Yoga Cohort complete by the end of the school year.</p>	<p>2019-2020: Cohort is presently 63% complete. 17 teachers.</p>	<ul style="list-style-type: none"> - Yoga Teacher training is well underway. - This cohort has presently completed 5 out the 8 weekends of training. - Due to the Covid-19 situation remaining training will be paused until it is deemed safe to resume.
<p>Build capacity and provide training to implement a PEERS/Nitap type youth mentorship program to offer enhance services for diverse learners.</p>	<p>Training is presently non-existent.</p>	<p>2019-2020: Provide 2-4 days of leadership type support in collaboration with the Red Road Project.</p>	<p>2019-2020: Red Road youth (12) were trained over 4 days this year.</p>	<ul style="list-style-type: none"> - This goal was completed through the EPP Master Cultural Apprentice program this year. - Youth completed two days of training with teachers and elders in the fall at Camp Rod on the theme of Netuklimk and two days training at Debert on mid winter feasting. All weekends were recorded and digital library and classroom are created.
				<p>All weekends were recorded and digital library and classroom are created.</p>



Provide after school short seminars on various sharing of best practices in Special Education for Resource and Learning Center teachers.	Short networking sessions are non-existent for Resource and Learning Center teachers. Presently this format is a new professional delivery model.	2019-2020: 3-4 mini sessions	2019-2020: Session completed with 4 schools	<ul style="list-style-type: none"> - Due to limited subs support has been given through google classroom to continue the ongoing support and sharing of ideas. - 3 full days of support was requested and offered at LSK this year with their Learning Centre teachers and EA's to help develop, create and sustain a newly revamped learning centre.
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Objective 2: To collaborate shared goals with partners in health and social programs on issues related to students with diverse learning needs.

Measure	2015 – 2016 Baseline Data	Target	Target to Date December 31	Actions
Student Service Consultant will liaise with agencies in Health and Social Programming to ensure the best possible services is provided to each child.	Partnerships formed work is on-going.	2019-2020: 10% increase	2019-2020: 40% complete	<ul style="list-style-type: none"> - This year Student services consultant became part of the Autism Nova Scotia provincial board (ANS). Presently ANS is creating a new strategic plan to support persons with Autism across this province, plan is nearing completion.
Schools with K4 programs will seek ways to work with others to successfully implement Early Intervention Programs.	Presently on Early Intervention Provincial Board and work will carry forward.	2019-2020: 10% increase	2019-2020: 40% complete increased supports for Early interventionists in communities	<p>New Early years committee formed in Eskasoni as a pilot project to map out ways early support is happening.</p> <ul style="list-style-type: none"> - Presently on the Nova Scotia Early Childhood Development Intervention Services Board. This year additional staff were hired in Eskasoni and the Mainland to support early learners.



Collaborate with the Department of Health to develop Memorandum of Understanding to deliver Health Services such as Mental Health, Occupational therapy (functional assessments) within MK Schools.	Partnerships formed with Provincial Health authorities to be more formalized in-service delivery within our community.	2019-2020: 10%increase	2019-2020: Target not met.	<ul style="list-style-type: none"> - <i>There has been no changes in this year.</i> - <i>Will need to discuss with the board how they would like to proceed in developing Culturally relevant MOU with Nova Scotia Health authority.</i>
Develop a protocol for supporting students who may be experiencing issues that affect social and emotional learning.	To be developed. Non-existent. Baseline to be determined.	2019-2020: 10% increase	2019-2020: 5% complete	<ul style="list-style-type: none"> - SEPWG had discussions around developing a Gen X policy.
Develop and implement various social and emotional programs to support diverse learning needs and social emotional needs.	To be developed. Non-existent. Baseline to be determined.	2019-2020: 1 pilot school	2019-2020: 100% complete as a Pilot with Eskasoni for a Special Needs Santa	<p>-Supported Eskasoni in the 2nd Annual Special needs Santa. This was a sensory friendly space in community for families to have have time with Santa, have a snack and receive a family gift.</p> <p>Girl on Fire pilot is on hold this year due to health and issues with cooperating teacher. We will resume again the fall, planning is still ongoing.</p>
Create a Mi'kmaq Mindfulness manual to accompany the MK Yoga in Schools program.	To be developed. Non-existent. Baseline to be determined.	2019-2020: Realign lessons with new provincial outcomes	2019-2020: Goal is 60% complete	This year all lessons were revamped to include the new provincial indicators. Presently 3/5 of lessons are completed and gaps in content identified.



Objective 3: To develop a process for the transition points in the schooling of a student with diverse learning needs in Collaboration with schools. (93.5% complete December 31, 2019)

Measure	2015 – 2016 Baseline Data	Target	Target to Date December 31	Actions
Research school transition processes in MK schools and Provincial school for: - Early Identification and Early Intervention	Transition practices documented in MK SIS and need to be expanded.	2019-2020: 20% increase	2019-2020: 90% complete	Individual Education Plans in MK SIS are complete in the system as well as training and school community support is ongoing.
- Community to school - Grade to Grade - School to Community				
Explore options for students with disabilities entering Post-Secondary institutions with Post-Secondary Advisor.	Met with all Post-secondary institutions disability services to access students accessing services.	2019-2020: 20% increase	2019-2020: 80% complete	PSE consultant consultation is ongoing and this year and ECE cohort and Behavioral interventionist were completed. Work is ongoing.



Objective 4: To provide appropriate assistive technology to students with diverse learning needs that will be consistent with outcomes of their IPP in Collaboration with their schools. (93% complete December 31, 2019, no changes this month)

Measure	2015 – 2016 Baseline Data	Target	Target to Date December 31	Actions
Develop an assistive technology inventory within MK SIS, and Identify school technology leads anourcd provide training as needed.	Presently only 10% of schools have inventory entered in MK SIS.	2019-2020: 60%	2019-2020 90% Complete	Plans made with Technology team to support Learning centres with additional assistive technology ongoing.
Develop an electronic list of assistive technology available through uninsured benefits.	70% completed, guidelines may change due to newly amalgamated Health Authorities.	2019-2020: 100% complete	2019-2020: 100% complete	Completed
Develop iTunes U Course to support Professional learning for Calming Rooms within all MK Communities.	Plans are nearly completed, resources being delivered and set up in the new fiscal.	2019-2020: 100% complete	2019-2020: 100% complete	Rese complete

Objective 5: To develop and manage the processes and documents that will be used to implement the Student Services Program in schools.

Measure	2015 – 2016 Baseline Data	Target	Target to Date December 31	Actions
Gather and compile information and Prepare Student Services report for MK annual report.	100% complete annually	2019-2020: 100% complete	2019-2020 100% complete	Report submitted



Develop and implement process for funding proposals for each MK community.	Work is on-going	2019-2020: 100% complete	2019-2020 100% complete	- goal complete -
Conduct Collaborative review Bi-Annually within MK SIS with School Principals and INAC.	90% completed for 2015-2016.	2019-2020:	2019-2020: 30% complete	Process is ongoing.
Present documents and processes to Association of Principals, on a regular basis.	Reported 100% as requested. Work is on-going.	2019-2020: Support as requested.	2019-2020 100% complete	Communication ongoing with schools' principals.
Report to MK Education Working Group as needed.	Reported 100% as requested. Work is on-going.	2019-2020: Support as requested	2019-2020 100% complete	Report submitted and presented to the EWG. Work with directors and principals is ongoing.
To identify and develop reports within MK SIS on Student Services data.	Student Services has expanded in MK SIS to include collaborative review, transition plans, assistive technology, behaviour plans.	2019-2020: complete IEP training	2019-2020: 100% complete All schools trained and follow-up sessions completed.	All IEP training completed this year with each school. Follow up training day in February was very successful and the feedback for the new IEP modules was excellent.

Objective 6: Explore the ways in which students with diverse learning needs access recreational programming within MK Communities.

Measure	2015 – 2016 Baseline Data	Target	Target to Date <u>December 31</u>	Actions
Develop youth Mentoring programing with the Red Road Coordinators to implement various recreational opportunities.	To be developed. Non-existent. Baseline to be determined.	2019-2020: 2 weekends of training	2019-2020: 100% complete	Two weekends of training complete with the Red Road Youth and Alumni under the Master cultural apprentice program at Camp Rod and Derbert.
Encourage where possible to include Special Olympics type activities in all events.	100% participation in MK Track and Field, Mi'kmaw Summer Games	2019-2020: Complete two special O type events this year.	2019-2020: 40% complete	Planning underway to develop an MK calendar of events for our special needs students.



				Events will be postponed till the fall due to Covid 19.
Develop and implement social skills, animal and aquatic therapy type programs for all MK communities.	To be developed. Non-existent. Baseline to be determined.	2019-2020: Conduct research	2019-2020: Goal at 20%	Initial research completed will need to develop an action plan and cost projection for communities to offer such a services.



Goal 8 - The goal of the Post-Secondary Student Support Program 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.

Objective 1: Work with communities 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

156

Measure	Baseline Data 2018 - 2019	Target 2019 - 2020	Target to Date 2019 - 2020 As of : December 31	Actions
Ratio of students enrolled in programs that are identified as key future employability Roles	175 students	Increase 5%	1. Date Scheduled 2. New Program "My BluePrint" 3. Ongoing 4. Ongoing 5. 100% 6. 100% 7. 2 ECE Pilots ongoing 15 Students Wagmatcook 13 Students Online 8. 100% (55 families) 9. Ongoing	1. Aboriginal Youth Skilled Trades Fair 2. Career cruising license 3. Partner with communities for career/job fairs 4. Yearly meetings with employment/training and education for each community. 5. 2 welding camps in August, Una'maki and mainland 6. Ensuring student success conference in May/June 7. ECE work placement pilot



				<p>8. Youth/parent try a trade (2 events in summer 2019)</p> <p>9. Behavioral intervention course in September 2019.</p>
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Objective 2: Enhance accessibility of post secondary education to MK Graduates

Measure	Baseline Data 2018 - 2019	Target 2019 - 2020	Target to date 2019 - 2020 As of : December 31	Actions
Percentage of students entering post secondary programs for the first time.	165	Status quo, no funding increase to PS funding	<ol style="list-style-type: none"> 1. Ongoing 2. Planning 3. Ongoing work with National Committee to Indigenize Mental Health Curriculum 4. 100% 5. Ongoing 	<ol style="list-style-type: none"> 1. Orientation sessions at PSI's and in community 2. Information sessions to High school graduates 3. Develop tools, protocols and relationships to assist students in transitioning to PS 4. Student Success Conference 5. Cohort exploration in collaboration with community directors.



Objective 3: Ensure our students remain in their programs until they graduate (Retention)

158

Measure	Baseline Data 2018 - 2019	Target 2019 - 2020	Target to Date 2019 - 2020 As of : December 31	Actions
Year over year	75%	Maintain	<ol style="list-style-type: none"> 1. Math & STEM tutoring project. Ongoing 2. 2nd chance funding 3. Collaboration with MEBO to develop P-Tech high school 	<ol style="list-style-type: none"> 1. STEM tutoring project 2. Guidance counsellors training cohort. 3. Develop learning network amongst guidance counsellors. 4. Semi annual meeting with post secondary directors. 5. Annual regional meeting with post secondary Aboriginal Advisors 6. Support Atlantic Aboriginal Advisors Networking Group (AAANG) network with quarterly meetings. 7. 2nd Chance Program 8. Monitor provincial developments in PSE. 9. Committees at PSE institutions. 10. NSCC/MK steering committee
Graduation rate	118 graduates in 17/18	Increase 5%		
Number of students enrolled	514 FT 82 PT	Maintain		



Objective 4: Support the MK Student Information System.

Measure	Baseline Data 2018 - 2019	Target 2019 - 2020	Target to Date 2019 - 2020 As of : December 31	Actions
Percentage of communities entering data into PSE module of MK SIS.	100%	Maintain	Ongoing Data for PSE students presented in Nov 2019	<ol style="list-style-type: none">1. MK SIS training in November.2. Provide support for MK SIS post secondary.3. Pilot project develop community profiles of PSE data.



Objective 5: Life long learning

160

Measure	Baseline Data 2018 - 2019	Target 2019 - 2020	Target to Date 2019 - 2020 As of December 31	Actions
Establishment of a L'nu College	Preliminary work and consultation with communities.	On-going preliminary work and consultation with communities.	1. 100% - Study completed Ongoing	<ol style="list-style-type: none">1. Feasibility study2. Site tours of 2 indigenous PSE institutes in Canada3. Attend Indigenous Adult & Higher Learning Association (IAHLA) AGA in June 20194. Develop a PSE mikmaq language assessment tool5. Regional engagement sessions in N.B., PEI, and NFL6. Elders videos7. Development of Mikmaq Masters of Social Work program with Dalhousie University.



Adult learners	5 communities with adult education programming	6 communities with adult education programming		<ol style="list-style-type: none"> 1. Provide support to adult education programs in our MK communities. 2. Develop adult education learning network 3. Provide support to adult education learning network to meet quarterly.
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Goal 9: Enhance ICT (Information & Communications Technology) to support teaching and learning

Objective 1: Maintain & Update Atlantic Canada's First Nation Network

Measure	Baseline Data 2018 - 2019	Target 2019 - 2020	Target to Date 2019 - 2020 As of: January 2020	Actions
Maintain or increase core funding from INAC and FNIHB that contributes to connectivity	\$750K New Paths funding from INAC, including MK and non-MK communities. \$450K base Health Canada funding	\$1.5M from: ISC - Education ISC - Health MK - Contribution	Maintained	
Maintain two ISP's (Internet Service Providers), monitor for most efficient routing and redundancy	Dual ISPs (Bell and Canarie via Eastlink)	Maintain dual ISPs (Bell and Canarie via Eastlink)	Maintain dual ISPs Bell and Canarie via Eastlink. Looking for 3rd ISP for increased redundancy.	Network is constantly being updated to provide state of the art service. Continuing to explore 3rd ISP to the core



Increase bandwidth and capacity into core site	3 GB total to core 2 GB Bell 1 GB Canarie	Expand as necessary to meet need	No need to expand at current time	
Increase bandwidth delivered to MK schools as needed	1.5 GB delivered (30 MB minimum, 200 MB maximum)	Expand bandwidth as required	No need to expand at current time	Monitor community bandwidth; upgrade when required;
Maintain and expand server, router, and switch resources to serve Mi'kmaw Kina'matnewey, language development initiatives, and the schools.	MK currently maintains a number of servers: DHCP, VMWare, DNS and management servers (12) among the array.		Updating Firewall, licensing issue still being resolved.	Cisco 9500 installed. New state of the art firewall is in the process of being installed. As well as upgrading internal network core speeds.
Maintain and expand videoconferencing resources in order to fulfill the Health Canada mandate and to provide First Nation schools with the means of collaboration, publication, and sharing.	We currently have a virtual Polycom RMX video bridge: (8 devices) and 24 "seats" for concurrent connections.		Security configuration is completed: password protecting sensitive meeting rooms and adding entry/exit tones; ensuring end-to-end encryption with endpoints Video upgrades are nearly complete: RPAD removed and replaced with DMA Edge appliance; SIP DTMF issue still to resolve RMX capacity recently upgraded: licensed for 76 concurrent HD calls hardware resources allow for 24 concurrent HD calls	Maintain system in compliance with Health Canada requirements. Exploring modern solutions to share and archive video conference meetings. Meeting to examine upgrade path with Resolve Collaboration



			or 48 concurrent SD calls or 336 concurrent voice calls or a mix of these.	
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Objective 2: Improve school Infrastructure

Measure	Baseline Data 2018 - 2019	Target 2019 - 2020	Target to Date 2019 - 2020 As of : January 2020	Actions
Obtain contribution from Mi'kmaw Kina'matnewey to upgrade ICT infrastructure in MK schools	\$83,000	\$50,000	Complete Firewall - Pair of Cisco FPR4115: \$72,464.42 Firepower Management Console license: \$343.99 20 Cisco C9200L switches: \$63,258.60 Necessary core upgrades to install FPR4115: 2 x C3850-10G: \$4474.80 SFP and twinax: \$598	MK contribution fills gaps in ISC funding
Schools need appropriate Cisco switches instead of residential quality switches.	18 of 20 of schools have appropriate switches	20 schools	MK Schools: 10/14 are current or next gen switches (TEC was moved out of current gen total since they moved to a building outside of our network - switch has not been returned and we don't know what is in the former TEC now) Non-MK Schools: 11/11 current or next gen	Recently purchased and started to deploy next generation C9200L switches.



			Network Total: 21/25 current or next-gen switches	
State of the art wi-fi, with appropriate security, filtering, and guest access	18 of 20 schools have appropriate wireless.	20 schools	MK Schools: 10/14 have Ruckus APs (Membertou is included in non-Ruckus, but are served by Membertou Data Centre - no need for Ruckus) Non-MK Schools: 10/11 have Ruckus APs (Elsipogtog has one AP to serve temp trailers behind current school. Full Ruckus install to happen when new school is built. Network Total: 20/25 have Ruckus APs	Install commercial grade wi-fi in schools with proper certification, guest network, and filtering.



Objective 3: Develop assessment tools for communities

Measure	Baseline Data 2018 – 2019	Target 2019 – 2020	Target to Date 2019 - 2020 As of : January 2020	Actions
Obtain investment from Mi'kmaw Kina'matnewey for the establishment of standards, policies, and benchmarks	No money has been invested in standards development. Communities do not know where they stand nor what they need to do to move up to the next level.	\$35,000 (as yet unfunded)	Year 1 of 3 Complete.	develop “ bronze, silver, gold, platinum ” standards for MK schools.
Schools need to be able to assess the state of their ICT development by developing policies and benchmarks	No standards in place currently.	Establish benchmarks	Year 1 or 3 Complete	Hold meeting to establish benchmarks Establish guidelines for “Bronze, Silver, Gold, or Platinum” levels Assist communities with continual assessment



Objective 4: Improve Technology in the classroom

Measure	Baseline Data 2018 – 2019	Target 2019 – 2020	Target to Date 2019 - 2020 As of : January 2020	Actions
Ensure that classrooms have access to Smart Boards, Apple TV, or other interactive projection technologies	Analysis of number of classrooms with Smart boards, Mimios, or Apple TV not yet completed.	35% of all classrooms covered with interactive displays (estimate – no baseline established)	70%	Work with vendors to explore modern technologies.
Maintain and update videoconference units	Almost all schools have videoconferencing capabilities. Only new program in Annapolis Valley does not	Get VC unit for AVFN emerging school. Convert all units to use SIP protocol. Upgrade licenses where necessary.	Complete	Each school should have at least one high definition videoconference unit.
Improve the ratio of computing devices per student	Historical data is out of date. New survey required	1:1 device:student ratio in at least 4 schools Work toward that target w/other schools	MK Only: Improved from 1.8:1 (students:device) to 1.6:1 in 2019/20. Now 1:1 in 7 of 13 schools.	Improve access to computers, iPads, Chromebooks, and means of producing content.
Audio enhancement should be made available to any/all students with hearing impairments or ADHD disorders	3-4 units are currently available among all MK schools	Ensure that special needs are met for any student in MK schools	No request for need from MK	Coordinate to ensure that students have access to appropriate adaptive and supportive technologies.



Objective 5: Improve Technology & Technology Integration in communities w/o Band Operated Schools

Measure	Baseline Data 2018 - 2019	Target 2019 - 2020	Target to Date 2019 - 2020 As of: January 2020	Actions
Assess needs in all communities to see where gaps exist.	Connectivity, switching, and WiFi has been largely completed for K-12 schools. We need to assess and remediate shortfalls, especially focusing on small community needs.	Dialog and assess educational needs in Acadia, Glooscap, Annapolis Valley, Bear River, and Paqtnkek	Completed 3 Communities	Spend time necessary to assess needs of MK communities and be ready to remediate shortfalls.
Remediate gaps in educational supports for First Nations w/o K-6 or K-12 schools.	Deficiencies are yet to be identified. Some remediation has already taken place in Glooscap, Bear River, and Annapolis Valley. Rather than an "ad hoc" approach, we will be more targeted.	Gather consensus that essential needs are being addressed.	Address issues as they come in.	Having identified community needs, this measure will track success in addressing the shortfalls.



Goal 10 – Improve Overall Wellness

Wellness Pre-Engagement Strategy

Scope of Project

Short-term Goal: Identify what “Wellness” means to our communities. Gather data to help Mi'kmaw Kina'matnewey identify the needs of each community to develop a Wellness Strategy, which will enable us to support, encourage, and provide resources in the area of “Wellness”.

Long-term goal: Develop a Wellness Strategy that will support a culture of wellness in our communities that includes the Mi'kmaw language and culture.

Who: Board of Directors, Directors of Education, education staff (principals, administration, teachers, teacher assistants, support staff), students, community members (parents & elders), Mi'kmaw Kina'matnewey directors and staff.

Limitations

- Budget
- Decisions beyond scope
- Utilize resources already available
- Jurisdiction

Identify Stakeholders

- Who will be affected by the decisions of the stakeholders for this project?
- 12-MK communities, MK Board of Directors, MK Staff, MK Directors and Directors of Education, MK teachers, MK students, parents
- Approvals made by Board of Directors

Objectives

1. Network within the area of Mental Health and Wellness.



2. Establish partnerships and relationships that will help to develop and support our Wellness Strategy.
3. Conducts a needs assessment of each community that will identify what each community needs in regards to Wellness and how each community describes Wellness.
4. Gather community input.
5. Plan, organize and deliver a Wellness Day for MK staff, directors, and teachers.
6. Identify next steps post December 31, 2019.
7. Create a steering community.
8. Process all the data collected and create a report.

Timeline

Develop a timeline for each of the objectives.

Channels for data collection

- Web based (Be sure to provide accessibility i.e. provide iPads)
- One on one interviews
- Information sessions
- Surveys
- Questionnaires @ Wellness Day

Promotional Strategy

- MK Social media
- Community/School newsletters
- MK newsletter

Next Steps

- Engagement Plan
- Develop Wellness Strategy
- Identify further next steps



Completed Activities

- Yoga in Schools Conference
- Mental Health Academy
- Boys to Men training in Maine
- Mindfulness training
- Wellness Day conference
- Met with 10 communities for needs assessment
- Established partnerships with: Breathing Space, (Boys Healthy Living Health course, Department of Education (Jacob Gale and Natalie Bakody), Union of NS Mi'kmaw (Way of the Warrior program and Mental Health team), Wanda Fougere, Strait Regional School Board.

1. Network within the area of Mental Health and Wellness.

a. **COMPLETE-ONGOING**

2. Establish partnerships and relationships that will help to develop and support our Wellness Strategy.

. **COMPLETE-ONGOING**

3. Conducts a needs assessment of each community that will identify what each community needs in regards to Wellness and how each community describes Wellness.

. **11 of 12 communities complete**

4. Gather community input.

. **COMPLETE**

5. Plan, organize and deliver a Wellness Day for MK staff, directors, and teachers.

. **COMPLETE**

6. Identify next steps post December 31, 2019.

. **COMPLETE-NEW OBJECTIVES DEVELOPED**

7. Create a steering community.

. **PLANS FOR 2020-2021 SCHOOL YEAR**

8. Process all the data collected and create a report.

. **IN PROGRESS**



Objective 2: Red Road Project Promotion

Red Road Project Promotion

Measure	Baseline Data 2018 - 2019	Target 2019 - 2020	Target to Date 2019 - 2020	Actions
			As of : Dec 31	
Post You tube Videos for Red Road Project and Various multimedia production	NEW	Post 10 videos on Red Road You Tube channel	0% Completed As of March 31, 2020. Did not create a youtube channel, but used Red Road Facebook page as a venue to post videos.	<ul style="list-style-type: none"> • Post videos on YouTube to promote the Red Road project • What was completed? • Videos on Mi'kmaw songs and language posted on Red Road Facebook page • Virtual mawio'mi- 30 Videos Uploaded
Red Road Project Training Camp	NEW	Host 1 Red Road Training Camp	100% Completed as of July, 2020	<ul style="list-style-type: none"> • Plan and organize the Red Road project camp for youth leaders to connect with culture and elders.
Cultural Support for Youth Leaders during employment	NEW	Support students from 13 bands in their 8 weeks of employment	100% Completed as of August, 2020	<ul style="list-style-type: none"> • Continue the support with the students summer employment (bi-weekly check with the students) • work with each community to host a red road community event



<p>Cultural Sensitivity Workshops</p>	<p>NEW</p>	<p>Work with teachers interested in a Workshop</p> <p>Work with Students interested in a workshop</p> <p>Work with Youth Leaders</p>	<p>100% Completed as of March 31, 2020</p>	<p>Workshops with Teachers, students, and youth leaders.</p> <p>What was Completed?</p> <ul style="list-style-type: none"> Completed a knowledge sharing session to customize AFN's Cultural Competency Guide- December 16, 2019. Brought together many elders and knowledge keepers to help create a Mi'kmaw cultural competency guide. Planned for Pictou Landing First Nation – March 2020 Kings Edge Wood School (Windsor, NS) Completed a full day of Mi'kmaw teachings and cultural sensitivity January 20, 2020
<p>Post You tube Videos for Red Road Project and Various multimedia production</p>	<p>NEW</p>	<p>Post 10 videos on Red Road You Tube channel</p>	<p>0% Completed As of March 31, 2020. Did not create a youtube channel, but used Red Road Facebook page as a venue to post videos.</p>	<ul style="list-style-type: none"> Post videos on YouTube to promote the Red Road project What was completed? Videos on Mi'kmaw songs and language posted on Red Road Facebook page <p>Virtual mawio'mi- 30 Videos Uploaded</p>



Budget

2019-2020



Activity - ISC Education Grant	2019 – 2020
Non - Targeted Budget	
A-Base:	
-Elementary & Secondary (F.N.)	\$28,010,921
-BSF/BTF	\$1,171,680
-Band Employee Benefits	\$992,001
-Post-Secondary	
-Student Support	\$7,569,914
-Guidance and Counselling	\$344,820
-I.S.S.P.	\$574,699
-Education Facilities (O&M)	\$3,010,384
Sub-Total	\$41,674,416
Capital*	
-Replacement Cost	\$1,501,600
-Major Repair	\$867,738
-Equipment	\$130,597
Sub-Total	\$2,499,935
Governance (F.N.)	\$3,386,202
Governance (M.K.)	\$2,016,888
Non - Targeted Budget	\$49,577,441



Targeted Budget	
Special Education	\$1,903,647
New Path	\$1,128,033
Enhanced Teacher Salaries	\$430,950
Research	\$196,425
Language and Culture	\$1,938,570
HCSE	\$1,495,306
FNSSP	\$1,738,280
Targeted Program	\$8,831,211
SUB- TOTAL - Education Grant	\$58,408,652
ISC Contribution Program	
Full time kindergarden	\$1,032,981
Youth Skills Link Program	\$126,000
Language and Culture (2nd increase)	\$1,781,430
Provincial tuition administrative support	\$280,555
New Path (Help Desk)	\$435,000
SUB- TOTAL - Contribution program	\$3,655,966
Other Revenues	\$656,000.00
TOTAL BUDGET	\$62,720,618



Schedule "A"

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

**Schedule "A"
Education Funding Agreement**

Between:

HER MAJESTY THE QUEEN IN RIGHT OF CANADA,
As represented by the Minister of Crown-Indigenous Relations Canada

(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'MATNEWY, a body corporate established pursuant to the laws of Canada and having its head office at Membertou in the Province of Nova Scotia

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

(Hereinafter all of whom are collectively referred to as "Parties")



Contents

Recitals

- Section 1: Interpretation of this Funding 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: Additions to Agreed-Upon Education Programs and Services
- Section 7: Funding under this Agreement
- Section 8: Method and Conditions of Payments
- Section 9: Annual Grant
- Section 10: Education Facilities
- Section 11: Environment
- Section 12: Change in Participation
- Section 13: Annual Adjustments
- Section 14: Accountability and Reporting
- Section 15: New Approach to Fiscal Relations
- Section 16: Amendments
- Section 17: Exceptional Circumstances
- Section 18: Subsequent Funding Agreement
- Section 19: Delegation and Indemnity
- Section 20: Dispute Resolution
- Section 21: 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 7.1.

"Annual Grant" means 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, 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, 2012 (CEAA 2012)" means an Act to establish federal environmental assessment process, S.C. 2012, c. 19, s. 52, as amended from time to time.

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



“Funding Implementation Committee” means representatives from both Canada and Mi'kmaw Kina'matnewey, the members of which shall be agreed upon by each of Canada and Mi'kmaw Kina'matnewey

“Generally Accepted Accounting Principles” means the accounting principles generally accepted in Canada from time to time and, where the Chartered Professional Accountants of Canada 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 Canada's 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.

“Ordinarily Resident on Reserve” means a member who regularly resides on the reserve but may on a temporary basis reside off reserve for reasons, such as, but not limited to health, education or housing.

“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 January 15, 2019 and ending March 31, 2019.

2.0 **TERM**

2.1 Agreement Period

2.1.1 The term of this Agreement shall be January 15, 2019 until March 31, 2028 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 Ordinarily 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 for any 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, at their discretion.
- 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 ADDITIONS TO AGREED-UPON EDUCATION PROGRAMS AND SERVICES



- 6.1 In the interests of ensuring consistency and stability in the Transfer Payment, the Mi'kmaw Kina'matnewey representing the Participating Communities will negotiate additions to the Agreed-Upon Programs and Services under the process set out below.
- 6.2 The Mi'kmaw Kina'matnewey representing the Participating Communities may propose in writing to Canada to add an existing or new federal program or service to the Agreed-Upon Programs and Services.
- 6.3 Upon receipt of the proposal, the Funding Implementation Committee will meet as soon as is practicable to jointly determine whether it is appropriate to make any addition to the Agreed-Upon Programs and Services and, if so, agree on the terms and conditions for the addition.
- 6.4 The terms and conditions may address:
 - a) the Transfer Payment to be provided for the additional Agreed-Upon Programs and Services;
 - b) the application of adjustors;
 - c) reporting requirements; and
 - d) any other matters agreed to by the Parties.
- 6.5 Any additions to the Agreed-Upon Programs and Services will be approved pursuant to section 16.5.
- 6.6 Where the Parties reach agreement on the delivery of the additional program or service:
 - a) Section 7.1 will be adjusted as necessary to reflect any changes to the Agreed-Upon Programs and Services
 - b) Appendix 2 will be amended as necessary to reflect the increase to the Transfer Payment.

7.0 FUNDING UNDER THIS AGREEMENT

- 7.1 **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:

 - 7.1.1 Funding with respect to primary, elementary and secondary education, post-secondary support, Indian Studies Support Program, First Nation Student Success Program, Teacher Recruitment and Retention, Parental and Community Engagement, New Paths, Elementary/Secondary Instructional Services and Special Education Program (High Cost), education-related band support and band employee benefits;
 - 7.1.2 Funding for capital facilities, major repairs and replacement of existing education facilities;
 - 7.1.3 Funding for the operation and maintenance of education facilities and classroom equipment;



7.1.4 Funding for governance for the Mi'kmaw Kina'matnewey and the Participating Communities.

7.2 Incremental Funding

7.2.1 In the event of new and/or enhanced policy approval resulting in supplementary funding being received for education, education capital, and school operation and maintenance by Canada through increases to departmental appropriations, the new and/or enhanced policy approvals will be introduced taking into consideration the circumstances of the Final Agreement and in accordance with clause 4.2 of this Agreement.

7.2.2 A Funding Implementation Committee shall be established consisting of representatives from both Canada and Mi'kmaw Kina'matnewey, the members of which shall be agreed upon by each of Canada and Mi'kmaw Kina'matnewey.

7.2.3 The Funding Implementation Committee agrees to meet to review and negotiate any new funding requests and approvals and the implications for the Mi'kmaw Kina'matnewey prior to any distribution to Mi'kmaw Kina'matnewey.

7.2.4 In the event of new incremental funding approvals pursuant to this Agreement, Canada agrees to establish and negotiate with Mi'kmaw Kina'matnewey a targeted budget allocation for the Mi'kmaw Kina'matnewey and the Participating Communities which will be managed through a CFA that may be with the Mi'kmaw Kina'matnewey, the Participating Communities, or both. For any incremental funding approvals for a program with a defined end date, the Agreement will include a defined end date for the targeted budget allocation provided to Mi'kmaw Kina'matnewey and the Participating Communities.

7.2.5 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 Canada through increases to departmental appropriations, and if an adjustment is agreed to, then the adjustment shall be made to the Annual Grant.

8.0 METHOD AND CONDITIONS OF PAYMENTS

8.1 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.

8.2 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.

9.0 ANNUAL GRANT

9.1 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.

9.2 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 \$53,987,406.00 for 2018-2019 and an estimated base amount of \$58,388,659 for 2019-2020.

9.3 Adjustment to the Annual Grant

For each 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 13.0 of this Agreement;
- b) in accordance with Section 12.0 of this Agreement, if applicable; and
- c) in accordance with section 7.2.5 of this Agreement, if applicable.

10.0 EDUCATION FACILITIES

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

10.1.1 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.



10.1.2 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.

10.1.3 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.

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

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

10.2 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.

11.0 ENVIRONMENT

11.1 Prior to making any decision on a project triggering an environmental assessment under the *Canadian Environmental Assessment Act, 2012* ("CEAA 2012") the Participating Community or the Mi'kmaw Kina'matnewey shall notify Canada.

11.2 The Participating Community shall ensure that:

- a) every project on a Reserve 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.

12.0 CHANGE IN PARTICIPATION

12.1 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:

- 12.1.1 Funding, as outlined in section 7.1.1, 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;
- 12.1.2 Funding, as outlined in section 7.1.2, will be decreased or maintained in a manner agreed to by Canada, the Participating Communities and the Mi'kmaw Kina'matnewey;
- 12.1.3 Funding, as outlined in section 7.1.3, 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
- 12.1.4 Funding, as outlined in section 7.1.4, will be decreased in a manner agreed to by Canada, the Participating Communities and the Mi'kmaw Kina'matnewey.

12.2 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:

- 12.2.1 Funding will be increased, at a minimum, by the amount of funding provided for that community by -Canada 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; or in a manner agreed to by Canada, the Participating Communities and the Mi'kmaw Kina'matnewey.
- 12.2.2 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
- 12.2.3 Governance funding to the Mi'kmaw Kina'matnewey may be increased.



13.0 ANNUAL ADJUSTMENTS

13.1 Provisions for Annual Adjustments

The Annual Grant for the period January 15, 2019 to March 31, 2028 shall be adjusted annually for price and volume in accordance with sections 13.2 and 13.3 and subject to the annual appropriation of funds by Parliament, with the exception that; Governance and Capital funding components of this grant will not be subject to volume growth year over year. Canada agrees to work with the Mi'kmaw Kina'matnewey to determine annual reference levels for Governance and Capital funding components of the grant.

13.2 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 14.3. An example of the calculation is contained at Appendix 1 to this Agreement.

13.3 Annual Calculation of Price Adjustment Factor

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

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

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

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

where:

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

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

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



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

14.0 ACCOUNTABILITY AND REPORTING

14.1 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.

| 14.2 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.
- 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 audited financial statements of Mi'kmaw Kina'matnewey and 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.

14.3 Student Enrolment Information

In addition to the information identified in section 14.2 (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 9.3 and 13.2 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.

15.0 NEW APPROACH TO FISCAL RELATIONS

15.1 The Parties acknowledge that at the time of the negotiation of this Agreement, a new federal fiscal policy was in development regarding the fiscal relationship between Canada and self-governing Indigenous groups.

15.2 The Mi'kmaw Kina'matnewey representing the Participating Communities may propose to Canada, in writing, to implement the terms of the new federal fiscal policy into this Agreement.

15.3 Any amendments based on the proposal will be approved by the process set out in section 16, Amendments.

15.4 Canada will require that any subsequent Education Funding Agreement be consistent with Canada's prevailing fiscal policy.

16.0 AMENDMENTS

16.1 This Agreement may only be amended in writing by the Parties.

16.2 The Mi'kmaw Kina'matnewey representing the Participating Communities or Canada may propose an amendment to this Agreement by providing written notice with reasons to the Parties.

16.3 Within sixty (60) days following notice provided pursuant to section 16.2, the Funding Implementation Committee will:

- a) meet to discuss the proposed amendment;
- b) give fair and reasonable consideration of the proposed amendment;
- c) engage in such discussions for up to one hundred and twenty (120) days or such other period of time as they may agree; and
- d) provide a recommendation on the proposed amendment to the Mi'kmaw Kina'matnewey and Canada.

16.4 The Mi'kmaw Kina'matnewey and Canada may accept, vary or reject the recommendation on the proposed amendment.

16.5 The consent to any amendment will be approved in the following order:

- a) in the case of the Participating First Nations, by a majority of the Participating First Nations passing band council resolutions in support of the amendment; and
- b) in the case of Canada, Canada taking of all requisite steps to approve the amendment.



- 16.6 The Mi'kmaw Kina'matnewey will provide the written consent obtained pursuant to sub-section 16.5 a) to Canada within ten (10) days of such consent and Canada will provide the written consent obtained pursuant to sub-section 16.5 b) to the Mi'kmaw Kina'matnewey within ten (10) days of such consent.
- 16.7 Upon written consent, the Parties will amend this Agreement.
- 16.8 Where a proposed amendment is agreed to, the amendment will take effect on a date agreed to in writing by the Parties, but if no date is agreed to, on the date that the last required consent is given.

17.0 EXCEPTIONAL CIRCUMSTANCES

- 17.1 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 Funding Implementation Committee 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.
- 17.2 Nothing in section 17.1 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.
- 17.3 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.

18.0 SUBSEQUENT FUNDING AGREEMENT

18.1 New Funding Agreement

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



19.0 DELEGATION AND INDEMNITY

- 19.1 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.
- 19.2 Notwithstanding section 19.1, the Participating Communities will remain liable to Canada for the performance of their obligations under this Agreement.
- 19.3 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.

20.0 DISPUTE RESOLUTION

- 20.1 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.
- 20.2 In the event that the dispute among the Parties cannot be resolved in accordance with section 20.1 of this Agreement by the Parties directly involved within thirty (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.

21.0 TRANSITIONAL

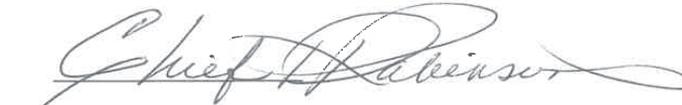
- 21.1 After execution of this Agreement:
- a) this Agreement takes effect on the first day of the term referred to in section 2.1 of this Agreement;
 - b) upon taking effect, this Agreement shall replace and supersede any previous Schedule A to the Final Agreement; and
 - c) upon taking effect, this 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.

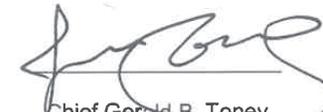


IN WITNESS WHEREOF this Agreement has been executed by the Chiefs of the Participating Communities on behalf of the participating Mi'kmaq Bands in Nova Scotia, by Canada, and by the Mi'kmaw Kina'matnewey as of the date(s) indicated herein:

SIGNED ON BEHALF OF THE MI'KMAQ BANDS OF THE PARTICIPATING COMMUNITIES THIS
21st day of December 2018.

By:


Chief Deborah Robinson
Acadia First Nation


Chief Gerald B. Toney
Annapolis Valley First Nation


Chief Carol Potter
L'sitkuk (Bear River) First Nation


Chief Wilbert Marshall
Potlotek First Nation


Chief Leroy Denny
Eskasoni First Nation


Chief Sidney Peters
Glooscap First Nation



Chief Terrance J. Paul
Membertou First Nation

Chief Paul J. Prosper
Paqtnkek First Nation

Chief Andrea Paul
Pictou Landing First Nation

Chief Michael P. Sack
Shubenacadie First Nation

Chief Norman Bernard
Wagmatcook First Nation

Chief Roderick Googoo
We'koqma'q First Nation

Signed in the Presence of:
Witness



SIGNED ON BEHALF OF CANADA THIS 14th day of January 2019.

By: [Signature]
[title]

Signed in the Presence of: Tanya Dupont-Laberge
Witness

SIGNED ON BEHALF OF THE MI'KMAW KINA'MATNEWAY THIS 21st day of December 2018.

By: [Signature]
[title]
(I have the authority to bind the corporation)

Signed in the Presence of: Kiikpton Corda St-Denis
Witness



**Appendix 1
Example of Annual Adjustments Calculation**

Volume Adjustment Calculation Methodology		2005/2006	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012
Step 1:	Determine 5 year rolling average using most current actual nominal roll by:							
	- Adding together the average annual percentage growth for each of the most current 5 years	8.5%	9.6%	9.7%	11.9%	5.9%	5.5%	3.9%
	- Divide by 5 to arrive at a "5 year rolling percentage average"	1.7%	1.9%	1.9%	2.4%	1.2%	1.1%	0.8%
Step 2:	5th year nominal roll (Note 1) x 5 year rolling average determined in step 1 to arrive at an "adjusted average nominal roll" for most current year	2651	2758	2773.269	2855.322	2766.398	2782.465	2834.046
	Subtract: 4th year actual nominal roll (Note 1)	2580	2607	2706	2721	2789	2734	2752
	Equals "Volume Change" to be applied to the prior year grant base	71	151	67.269	134.322	-22.602	48.465	82.046
	Volume Change divided by 4th year actual nominal roll equals "Adjusted Volume Factor" to be applied to prior year grant base	2.8%	5.8%	2.486%	4.937%	-0.810%	1.773%	2.981%
Step 3:	Volume Adjustment Factor (from Step 2)	2.8%	5.791%	2.486%	4.937%	-0.810%	1.773%	2.981%
	Multiply by the Current Fiscal Year Base Grant minus total governance and capital funding	\$ 27,945,673	\$ 29,367,706	\$ 31,536,722	\$ 32,857,020	\$ 35,642,321	\$ 35,892,367	\$ 37,178,921
	Equals "Volume Adjustment"	\$ 771,153	\$ 1,700,785	\$ 783,972	\$ 1,621,990	-\$ 288,846	\$ 636,251	\$ 1,108,425
	Current Fiscal Year Base Grant plus volume adjustment equals "Grant Base Before Price Applied"	\$ 28,716,826	\$ 31,068,491	\$ 32,320,694	\$ 34,479,010	\$ 35,353,475	\$ 36,528,618	\$ 38,287,346
Price Adjustment Calculation Methodology (assuming FDDIPI as basis)								
Step 1:	FDDIPI current calendar year Q2 (Note 2)	112.8	114.5	116.4	109.9	112	114.4	115.4
	Subtract: FDDIPI prior calendar year Q2 (Note 2)	110.3	112.8	114.5	107.2	110.5	112.4	114.3
	Equals the "Numerator"	2.50	1.70	1.90	2.70	1.50	2.00	1.10
Step 2:	Numerator (from Step 1)	2.50	1.70	1.90	2.70	1.50	2.00	1.10
	Divided by FDDIPI prior calendar year	110.3	112.8	114.5	107.2	110.5	112.4	114.3
	Equals the "Price Adjustment Factor"	2.267%	1.507%	1.659%	2.519%	1.357%	1.779%	0.962%
Step 3:	Price Adjustment Factor (from Step 2)	2.267%	1.507%	1.659%	2.519%	1.357%	1.779%	0.962%
	Multiplied by the "Grant Base Before Price Applied" (see Volume Step 4)	\$ 28,716,826	\$ 31,068,491	\$ 32,320,694	\$ 34,479,010	\$ 35,353,475	\$ 36,528,618	\$ 38,287,346
	Equals the "Price Adjustment"	\$ 650,880	\$ 468,231	\$ 536,326	\$ 868,408	\$ 479,911	\$ 649,975	\$ 368,470



Step 4:	Next Fiscal Year Base Grant (see Volume Step 4)	\$ 28,716,826	\$ 31,068,491	\$ 32,320,694	\$ 34,479,010	\$ 35,353,475	\$ 36,528,618	\$ 38,287,346
	Plus Price Adjustment (from Step 3)	\$ 650,880	\$ 468,231	\$ 536,326	\$ 868,408	\$ 479,911	\$ 649,975	\$ 368,470
	Equals the "Next Fiscal Year Base Grant"	\$ 29,367,706	\$ 31,536,722	\$ 32,857,020	\$ 35,347,418	\$ 35,833,386	\$ 37,178,594	\$ 38,655,815
Note 1:	As per September 10th nominal roll count							
Note 2:	Whichever quarter of calendar year is chosen must be maintained as the standard throughout the life of the Agreement.							

Nom. Roll Date	Sept 1999	Sept 2000	Sept 2001	Sept 2002	Sept 2003	Sept 2004	Sept 2005	Sept 2006	Sept 2007	Sept 2008	Sep-09	Sep-10
Nom. Roll Count	2398	2462	2474	2481	2580	2607	2706	2721	2789	2734	2752	2812
(Years 2 through to 5 to be updated based on actual nom roll)												
Growth	64	12	7	99	27	99	15	68	-55	18	60	
Annual % Growth	2.669%	0.487%	0.283%	3.990%	1.047%	3.797%	0.554%	2.499%	-1.972%	0.658%	2.180%	

5 yr rolling avg:	1.7%	1.9%	1.934%	2.378%	1.185%	1.107%	0.784%
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Nominal Roll	2607	2706	2721	2789	2734	2752	2812
multiplied by 5 yr rolling avg	1.695%	1.921%	1.934%	2.378%	1.185%	1.107%	0.784%
Equals Adjusted Average Nominal Roll:	2651	2758	2773.269	2855.322	2766.398	2782.465	2834.046

**Appendix 2
Transfer Payment Plan***



MK Staff



Michelle Marshall-Johnson



Yolanda Denny



Patricia Denny



Bob Crane



Sheldon Googoo



Priscilla (Jetta) Denny



Allan MacKenzie



Gloria MacAskill-Hart



Rebecca Scirocco



George (Tex) Marshall



Blaire Gould



Laurianne Sylvester



MK Staff



Michelle Smith



Jason Peters



Janean Marshall



Dave Peters



Ann Sylliboy



Brenda Maclsaac



Faye Googoo



Shara Johnson



Claire Meuse



Laretta Welsh



Sarah Doucette



Michael R. Denny



MK Staff



Jennifer Paul



Justine Paul



J.R. Isadore



Chantella Prosper



Kevin Burton



Glenn Langille



Jacqueline Prosper



Margaret Poulette



Beverly Jeddore



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200

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