



Mi'kmaq Kina'matnewey

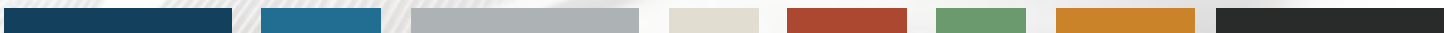
2020/21 Annual Report



Serving Communities & Empowering Mi'kmaq Learning
Wutanminal Elukewu'kik ta'n tel Mlkiknewa'tutesnu

Mi'kmaw Kina'matnewey 2020/21 Annual Report

Message from the Chairman	3
Message from the Executive Director	4
Board of Directors 2020/21	5
Vision and Values	7
Our Mission	8
Goals and Accomplishments	9
Performance Measurement/Statistics	14
Our Communities	18
Financial Statements	90
Schedule "A"	115
Staff	133



Message from the Chairman



Congratulations to our staff and partners in education for all their work through such a challenging year as they continue 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. With this as our guiding principle, in 2020 we developed a new and collaborative strategic plan with our member communities – one that ensures our students continue to have the best possible educational experience.

Some examples of successful collaboration are the approval of the plans to start the work on two new schools. Paqtnkek and Eskasoni will be starting the work over the next few years to create beautiful learning spaces within their communities for their students. These are concrete examples of how the goals of our education system can be achieved by Mi'kmaw Kina'matnewey, schools, and communities working together.

While we have come a long way, there is still work to be done. There has been work over the past year on developing our own culturally relevant assessment for grade 7 students. We hope to have this assessment ready for use in the 2021 school year. We know the importance of ensuring our students are taught by our teachers, in our schools, in our communities and we also recognize that they should be assessed in the same way – with an assessment that is developed and administered by our educators.

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 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'lioq

Chief Leroy Denny



Message from the Executive Director



I am excited to present you with our Mi'kmaw Kina'matnewey Annual Report. Although the 2020/21 year has brought many challenges, we were able to adapt and modify how we engage with and support the communities we serve to ensure we are continuing to provide the services and tools they require to achieve success in Education. Each community exercised their jurisdiction and made decisions for their schools and students based on the best interest of their communities, and I am so proud of everyone for all their hard work.

Over the past year, we implemented our new strategic plan. The focus of this new strategic plan has been on 4 goals:

- ✧ Serving Communities
- ✧ Nurturing the Spirit of all learners
- ✧ Ta'n Teli Lnuimk
- ✧ Re-imagining MK for the future

Although many of our in-person activities were unable to take place, we found new and innovative ways to implement our plans. We succeeded in engaging with our communities, provided professional learning opportunities to our teachers and programming for our students, developed some amazing resources, and found new ways to utilize technology. We believe 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.

We are also preparing to launch our re-brand. Along with the new logo and look, one of the biggest changes will be a new and improved website, which will be more user friendly and accessible on all devices. One of the biggest advantages of this new site is that it makes resources easier to find for parents and educators.

Collaboration is at the core of our success. I would like to thank everyone for their continued vision, leadership and engagement as we embark on this new plan. We will be continuing our discussions within community to create even more alignment and to evolve MK to be the best organization for all of our learners. We look forward to building new partnerships and delivery of new programming to ensure the success of our Mi'kmaq learners and communities across the province.

Wela'lioq,

Blair Gould



Board of Directors 2020

"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 Leroy Denny
Eskasoni Mi'kmaw Nation



Chief Paul J. Prosper
Paqtnekek Mi'kmaw Nation



Chief Mike Sack
Sipekne'katik Mi'kmaw Nation



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



John Frank Toney
Eskasoni School Board



Chief Sidney Peters
Glooscap Mi'kmaw Nation



Chief Carol Potter,
Bear River Mi'kmaw Nation



Chief Andrea Paul,
Pictou Landing Mi'kmaw Nation



Chief Norman Bernard
Wagmatcook Mi'kmaw Nation



Chief Wilbert Marshall
Potlotek Mi'kmaw Nation



Kji Keptin
Antle Denny



Kji Saqmaw
Norman Sylliboy



District Chief Alex
Christmas

Board of Directors 2021

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

~ Chief Joseph



Chief Deborah Robinson
Acadia Mi'kmaw Nation



Chief Terrance Paul
Membertou Mi'kmaw Nation



Chief Gerald Toney
Annapolis Valley Mi'kmaw Nation



Chief Leroy Denny
Eskasoni Mi'kmaw Nation



Anne Marie Paul
Paqtnekek Mi'kmaw Nation



Chief Mike Sack
Sipekne'katik Mi'kmaw Nation



Jason Bernard
We'koqma'q Mi'kmaw Nation



John Frank Toney
Eskasoni School Board



Chief Sidney Peters
Glooscap Mi'kmaw Nation



Chief Carol Potter,
Bear River Mi'kmaw Nation



Chief Andrea Paul,
Pictou Landing Mi'kmaw Nation



Chief Norman Bernard
Wagmatcook Mi'kmaw Nation



Chief Wilbert Marshall
Potlotek Mi'kmaw Nation



Kji Keptin
Antle Denny



Kji Saqmaw
Norman Sylliboy



District Chief Alex
Christmas

Vision and Values

VISION:



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



VALUES:

WISDOM & TRUTH

Elders &
Knowledge
Keepers

RESPECT & HONESTY

Community,
Culture,
Language,
Rights & History

LOVE & WELLBEING

Nurturing the
Spirit
"All my
Relations"

COURAGE & HUMILITY

Dare to do
things
differently

Our 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 communities
- ✧ 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

Goals

Goal: Serving Communities

OBJECTIVE 1: Engage communities through regular outreach([and animating conference/ 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: Ta'n Teli L'nuimk

OBJECTIVE 1: Promote, preserve and revitalize the Mi'kmaw language

OBJECTIVE 2: Community-driven language learning and confidence

OBJECTIVE 3: Develop resources and products to support language revitalization

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

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

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

OBJECTIVE 4: Enhanced K-4 experience

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

Accomplishments

Serving Communities

Some of the ways we have engaged and reached out to our communities in 2020-21 are:

- ✧ Regular community visits
- ✧ L'nu college engagement sessions
- ✧ Post secondary navigator training and meetings
- ✧ Education Working Group meetings
- ✧ IEP community engagement sessions
- ✧ Principal's meetings

We have provided educators with ongoing professional learning opportunities in all subjects through:

- ✧ Interactive google meets
- ✧ Face to face workshops
- ✧ One on one online conferences
- ✧ Creating modules for teachers to engage in learning on their own time
- ✧ In-person learning opportunities
- ✧ Online mentoring
- ✧ Wellness webinar
- ✧ Professional development opportunities for educational assistants
- ✧ Learning opportunities for educators to learn about trauma informed practices
- ✧ Facilitating Professional Learning Communities (PLC)
- ✧ Yoga Teacher Training program



Nurturing the Spirit of all Learners

We have provided holistic learning opportunities to our students in order to help create confident, well rounded students through:

- ✧ Wellness programming such as the Hygiene Program, summer wellness programs and Medicine Wheel teachings
- ✧ Our math and language program and assessment that connects home, community and school for early elementary students
- ✧ Introducing new apps to teachers that will allow all students to have a voice in their classrooms (FLIPGRIP, Classroom, etc)
- ✧ Yoga teacher training
- ✧ Master Cultural apprentice camps with Elders, Youth and teachers

We strive to provide communities with support and training to deliver enhanced experiential learning by:

- ✧ Developing curriculum outcomes for our K-4 programs and providing training for teachers to build lesson plans using the newly developed GCO's and SCO's within the MKSIS planner
- ✧ Offering training for teachers on "learning through inquiry"
- ✧ Supporting learning centres in schools
- ✧ Providing sensory classroom kits
- ✧ Assisting with calming room planing
- ✧ Our L'nuimk assessment and teacher training
- ✧ Providing culturally relevant learning materials and an indigenous library to all K-4 classrooms
- ✧ Offering youth employment opportunities

- ✧ Facilitating the Master Cultural Apprentice program
- ✧ Providing resources and Math manipulatives (both digital and concrete) to all schools in order to enhance learning
- ✧ Offering training to teachers on how to use GSuite
- ✧ Our help desk offers IT support for training for Health related initiatives





Ta'n Teli L'nuimk

We have worked to promote, preserve and revitalize the Mi'kmaw language and culture by:

- ✧ Having virtual language sessions for communities
- ✧ Hosting L'nuisultiek Valley
- ✧ Sharing the teachings and language around Waltes
- ✧ Creating Mi'kmaw language activities on SeeSaw
- ✧ Hosting the Christmas concert videoconference
- ✧ Translating the early elementary math terms into Mi'kmaw
- ✧ Offering the Mentor Apprentice program
- ✧ Developing language videos
- ✧ Facilitating networking sessions for teachers
- ✧ Having language and cultural workshops for the Red Road youth
- ✧ Providing smudge kits to all communities
- ✧ Providing a Powwow drum to Pictou Landing youth
- ✧ Offering song and drum workshops

We have developed the following resources to support language revitalization:

- ✧ Children's books translated into Mi'kmaw
- ✧ Animate and inanimate cards
- ✧ Conjugated resource book
- ✧ Picture dictionary
- ✧ "All About Me" worksheet
- ✧ Voice recordings to go along with resources
- ✧ Ksite'taqnk app
- ✧ L'nuimk assessment and classroom resources
- ✧ Scene book for teachers
- ✧ Powwow dance style videos
- ✧ Kojua dance video

Re-imagining MK for the future

Some of the ways we have optimized technology to enhance learning, access and opportunities are:

- ✧ Training and supporting teachers in the use of G-suite
- ✧ Matching apps/technology to content areas
- ✧ Providing laptops and iPads to communities
- ✧ Purchased Google Meet Enterprise Edition for schools so teachers were able to use breakout rooms for online learning
- ✧ Providing PD on using different types of technology in lessons
- ✧ Offering MDM support
- ✧ Creating an incentive program to supply technology to teachers
- ✧ Providing assistive technology

We nurtured existing partnerships and began to forge new ones to support student success by:

- ✧ Working with SHRDC
- ✧ Participating in RBTS provincial sessions
- ✧ Partnering with Digital Mi'kmaq for the P-tech programming along with other opportunities
- ✧ Having monthly Education Working group committee meetings
- ✧ Developing working relationships with literacy and numeracy consultants from the provincial schools
- ✧ Ensuring that Post Secondary Navigators from each community have the opportunity to network and learn from and support each other
- ✧ Providing hands-on opportunities for high school students to try trades in partnership with NSCC, Skills Canada, Nova Scotia
- ✧ Having monthly Principals meetings
- ✧ Updating the Board of Directors on a monthly basis
- ✧ Enhancing services with Autism NS and NSECDIS
- ✧ Meeting with Mi'kmaw Regional Coordinators and HCSE to address gaps in services

Performance Measurement/Statistics

(As of March 31, 2021)

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 ISC 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.

- ✦ 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.
- ✦ 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 2020-2021 Operational highlights:

Development of Mi'kmaw Kina'matnewey Student Information System

- ✦ Rebranding of Mi'kmaw Kina'matnewey Student Information System to Mi'kmaw Kina'matnewey Se'saknutmaq
- ✦ Mi'kmaw Kina'matnewey Se'saknutmaq new Logo



- ✦ Online Registration form for Mi'kmaw Kina'matnewey Se'saknutmaq
- ✦ Updates to Parent Page with a Covid 19 Response form
- ✦ External and Internal Message Board

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.

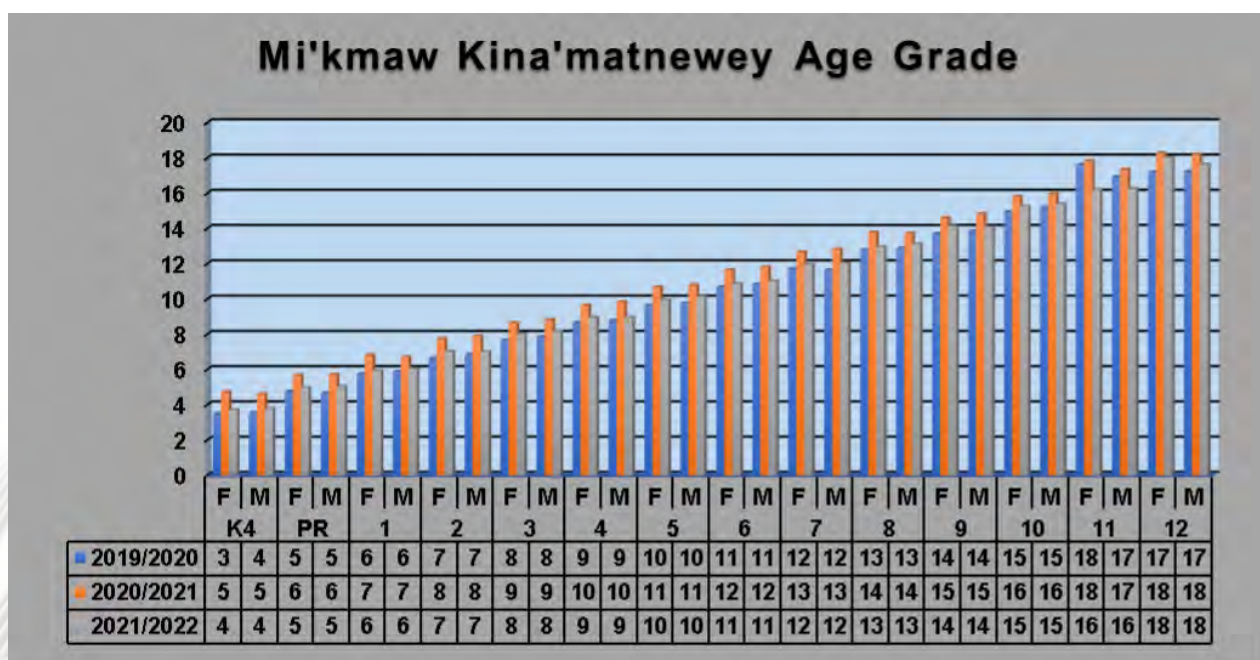
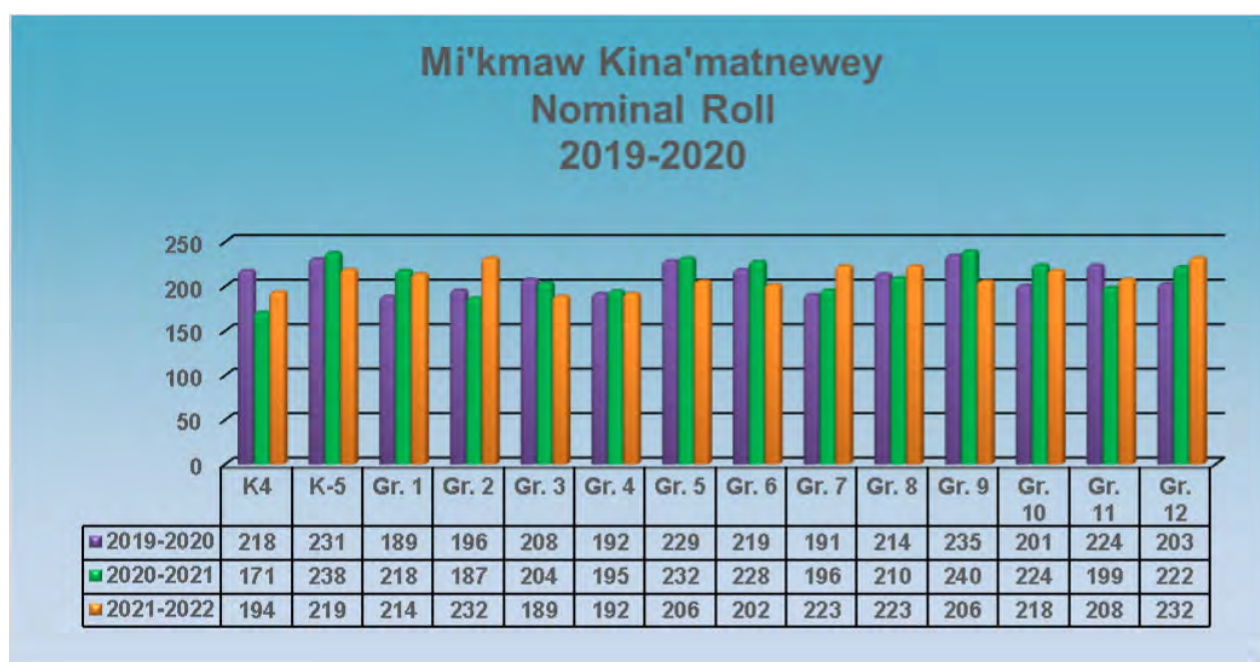
✧ Development of Administration Reports.

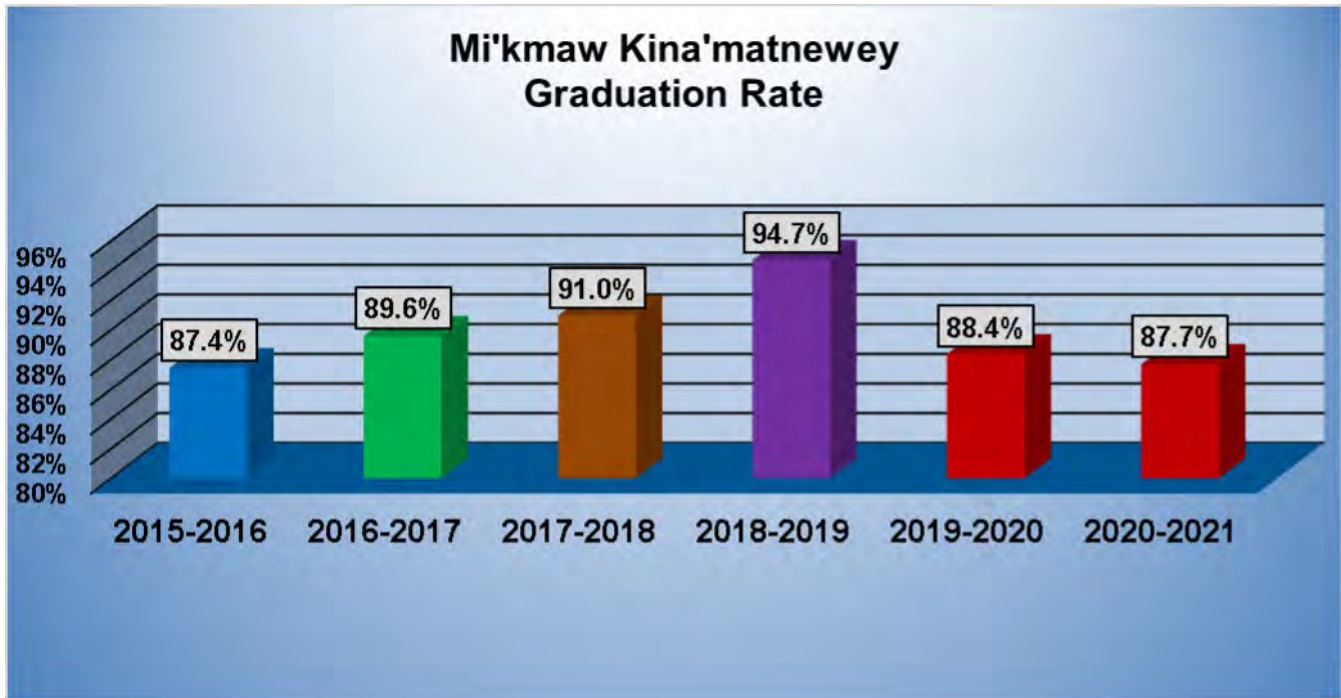
Communities own and control their Information

✧ Communities are involved in the development of information used in Education.

Mi'kmaw Kina'matnewey Student Information System Data Reporting

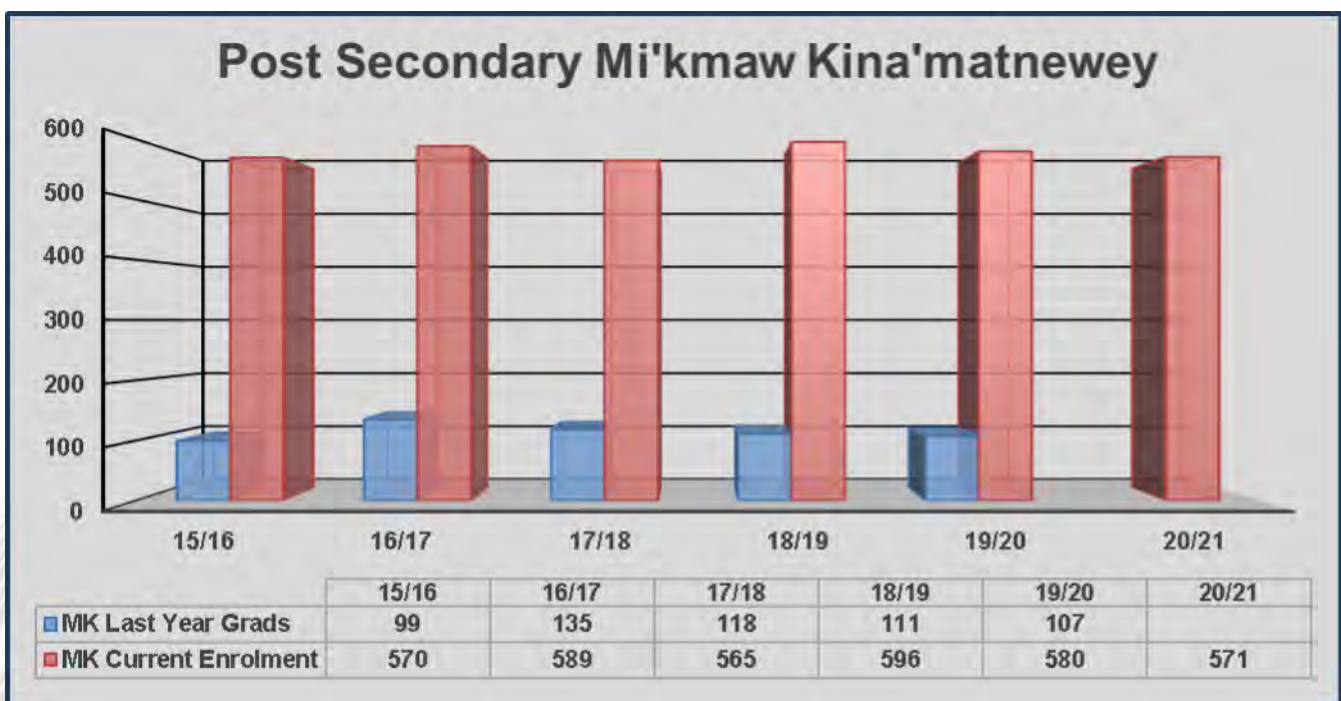
The Nominal Roll report shows that our student population is increasing year over year. It also shows that more students, in all grades, are graduating to the next grade level.





This data is based on the ratio of actual graduates and potential graduates of all MK students in provincial and band-operated schools. Based on the data from 2009-2020, 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.

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.



Provincial Assessment Results

This year, our schools did not participate in Provincial Assessment Due to COVID-19 Pandemic.

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 2021-2022 school year, our Grades 3, 6, 8 and 10 students will participate in Literacy assessments and our Grades 3, 6, 8 and 10 students will participate in Numeracy assessments.

Performance Measurement will be in Year 2 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.

Our Communities



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.

Elementary/Secondary

There are currently sixty-nine 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 the 2020-2021 academic year, the Acadia First Nation Post Secondary program is able to provide assistance to 23 full-time and 12 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 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.

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 neighbors so they will be more tolerant of our beliefs.

Drum-Making Workshop: Traditional Drum Making workshop for Youth of Acadia First Nation in Yarmouth NS on October 10th, 2020. Despite COVID-19, a beautiful day of sharing traditional teachings with youth in Yarmouth Mi'kmaw Community of Acadia First Nation took place with social distancing and masks. This event was outside and everyone who participated kept their drum.





NITAP Day:

Josie Purdy, 2 years old, of Acadia First Nation in Yarmouth NS was able to enjoy some sunshine on NITAP Day.



New Playground Equipment:

Toddler playground equipment was installed outside the Acadia First Nation Youth Center, where Aboriginal Head start youth will be able to utilize and youth from the afterschool program as well as all youth in the community. This is located in Yarmouth.



Tanning Hide Workshop:



Visit From Santa



Halloween Treats:





Mask-Making Workshop: In the fall of 2020 two face mask making projects were held and the masks produced were distributed to our elders and children in grades K - 12. The masks made up part of COVID kits which also contained hand sanitizer, lanyards, ear savers, instructions regarding caring for masks and handwashing 101. The kits were greatly appreciated by these community members.



A Mi'kmaw Nation with ties to traditional territory. Acadia First Nation encompasses five (5) reserves - Yarmouth, Ponhook, Medway, Wild-cat and Gold River. Additionally, Acadia First Nation has separate land holdings in Gardner's Mill and Hammonds Plains. These lands boast the intrinsic beauty that Nova Scotia has to offer with lakes, rivers, resources and cultural significance. The Mi'kmaw people, traditions, culture and spirituality are celebrated and remain for those to discover generations to come. Acadia First Nation welcomes you to explore the uniqueness of each community that is part of Mi'Kma'ki - our home."

Cultural Workshop:



"Acadia First Nation's unique geographical composition spreads through the Southwestern regions of Nova Scotia spanning five counties from Yarmouth to Halifax."



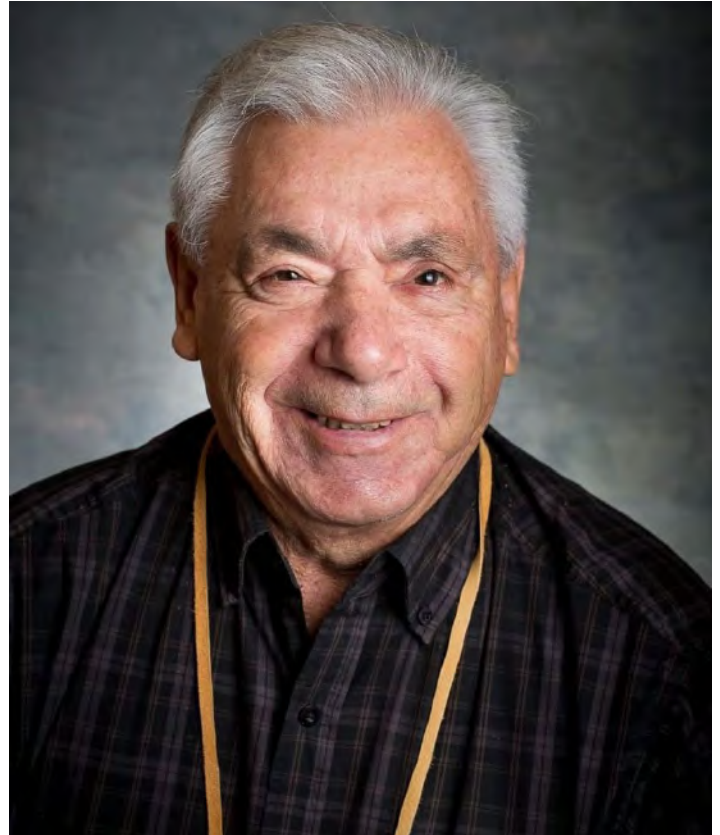
The goal of the Annapolis Valley First Nations School is to promote academic excellence, based on the Seven Sacred Teachings in a supportive, individualized environment that celebrates Indigenous culture and is rooted in the love of the land. In our school, all students are valued and respected for their unique qualities and strengths. We treasure our Mi'kmaw heritage and language and take pride in serving others and our community.

The Annapolis Valley First Nations School is in its third full year and we are proud to be able to offer classes for all grades from primary to twelve, and also adult education programmes. We are excited to be one of the few schools in the province to offer the grade 12 Adult Education Diploma. We learn and practice enjoy weekly Mi'kmaw 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 programmes for all students and we also offer the Nova Scotia public school curriculum.



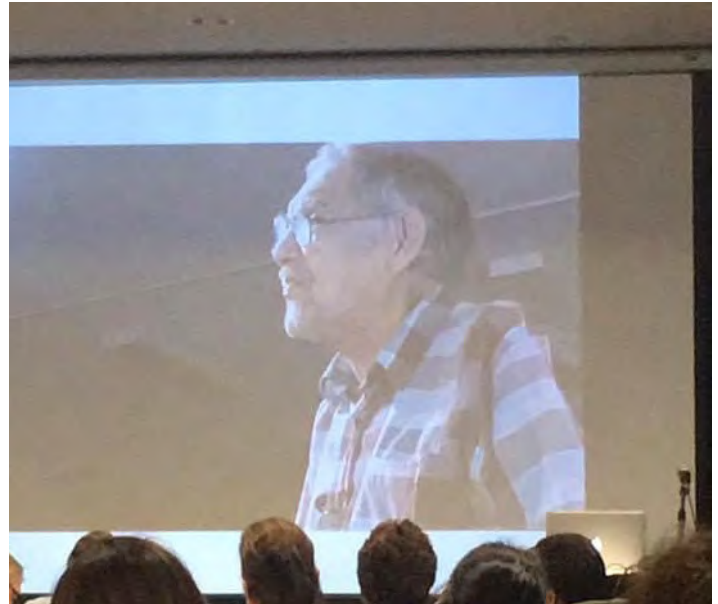
Remembering Our Elders: Gerald Toney Sr.

We would like to acknowledge and remember our Elders who have gone to the spirit world this last year, Elder Fred Phillips who was one of our Mi'kmaw fluent speakers and knowledge holder of our language, Gerald Toney Sr who was our knowledge holder and teacher of basket making and storytelling.





Remembering Our Elders: Fred Phillips



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, 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 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'kmaw 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'kmaq 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.

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 Elder Ida Macleod, who is the only fluent speaker in the community

The students enjoy weekly elder visits. They are involved in a project to record community history as told to us by our elders.

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.



Grad 2020:



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.

Bubblo is a great help to our language in our community and school, since we only have one fluent speakers, who is our respected Elder Ida Macleod. Ida shares and teaches our Mi'kmaq language with the children at our Daycare.

Red Road Project : Our Red Road Project leader is Mackenzie Copage. Mackenzie is 17 years old and in grade 12 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 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 the she have planned for the youth in the community.

After School Program: In our community we usually offer an After school program, Matilda Copage is our after school coordinator. With the current COVID-19 pandemic, we have not been able to hold after school program this school year. We usually 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 grew and became successful for our students.





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

Although we struggle with limited funding to support extra -curricular and sports activities for our students. Chief Carol Dee Potter, Councilors Carol Ann Potter, Robert McEwan, and Fred Harlow are strong advocates within our Education Department and do their best to ensure the education of our students.

In 2019 – 2020 we had 26 students in provincial schools & 26 students in Band Operated Schools with 4 graduating grade 12. 15 post-secondary students

In 2020 – 2021 At our Muin Sipu Band Operated School/ Daycare we have 36 Students and 15 students at the non-Band Operated Schools off reserve. We have 4 possible graduates from grade 12. 6 preschool, 13 afterschool. 11 students are in the P-6 class. 6 Homeschooled. 16 Post Secondary Stu-dents

Our partners in education include Mi'kmaw Kina'matnewey, Annapolis Valley Regional School Board, Tri-County Regional School Board, Schools Plus, Atlantic Canada First Nation Help Desk, The Confederacy of Mainland Mi'kmaq, MKSIS, Provincial School Board Rep. (Annapolis Valley Regional School Board), Mi'kmaw Family & Children's Services of Nova Scotia, RCMP Annapolis & Digby Detachment, Department of Labor and Advanced Education.

Our programs during the 2019-2020 & 2020-2021 school year include preschool, 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 & Lacrosse.

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

Seven Paddles is still active and ongoing. Councilor Carol Ann Potter is a strong advocate for this project along with Chief & Council. 2 Lodges have been built which is with our Woods Guilds Royden Messer and William Harlow. Are in process of working on a 3rd & 4th to be built. The Lodges are used when we have community gatherings, such as picnics, swimming, canoeing, 4-wheeler bike runs, etc. We use these lodges in all seasons. Royden & William help out at these times in what ever area is needed. William still processes the Maple Syrup at his site. Fun times happen for all ages along with learning our culture. Seven Paddles goal is to get trade mark for Logo and develop business under Seven Paddles.

We have a group called Muinaq for our younger youth where they learn to be active in different areas of the culture such as making luskinikin, sliding, skating, etc. They teach the 7 sacred teachings as well.

We also have the Culture Center housing gym equipment where individuals of all ages can go to get exercise and have fun activities such as badminton, basketball, etc.

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 pro-mote good health, scholastic success, social development and pride in our Mi'kmaq culture. We continue liaising with the provincial schools for more First Nation awareness and support for our students.

Respected Elder Agnes Potter's Birthday: Respected Elder Agnes Potter's 81st Birthday celebration with family and community members. A photo of her and her daughters was taken for remembrance of the

day, left to right - Tracey Guest, Lorraine Melanson, Chief Carol Dee Potter, Elder Agnes Potter, MaryAnn Melanson, Krista Peck.



Remembering Leo Peters: Elder Leo Peters was one of the elders interviewed to discuss what he remembered



of Bear River when he lived there growing up. In the picture is Chief Carol Potter, Elder Leo Peters, and Elder Agnes Potter. Elder Agnes was also interviewed for the same reason.

Graduation:



Outdoor Fun:



Pumpkin Patch and Corn Maze:



NITAP Day:



Drum Making Workshop: A drum making workshop was held in Bear River this month. 5 Students along with Red Road Leader Kaylyn Meuse, took a few hours out of their Saturday to have the opportunity to make hand drums. The workshop was offered by Michael R Denny and took about 3 hours to complete. The students did a great job and really enjoyed their day.



Orange Shirt Day: Education Director Lorraine Melanson and the Band office staff honouring residential school survivors and remembering those who didn't make it home on Orange Shirt Day.



Remembrance Day-P-6 Class: We held a Remembrance Day service with our language teacher Rose.



Gathering, Dancing & Drumming:



Special Guest-Dave Morrison: We had a visit from a special guest. One of our students father, Dave Morrison. Federal Peace Officer for Correctional Services Canada CX1.



Christmas Sneaker Program:



A Visit From Santa: Class visit from Santa at the L'nu Education Center.



Santa Visit:



Snow-leaf Man P-6 Class:



Gifts From Jordan's Principle:



Beating The Winter Blues:



Hawaiian Day... Blue juice, Blue and green jello, pineapples, bananas and oranges for snacks later ... oh yes... and a swimming pool.



P-6 Class Celebrating Hawaiian Day :



Carnival Days: Education Director Lorraine Melanson and granddaughter Raine all dressed for Crazy Hair Day and Dress Red Day for Winter Carnival!



Also in the picture, Teacher Janelle Messer.

Paper Mache Art: Zakiyah (gr 6) is starting to make paper Mache to build the solar system.



Yoga: The younger students are perfecting their yoga moves with our resource teacher Ms. Nancy.



Medicine Trail:



Trip to the Bear River "Farmacy":



Muinaq Youth Group: We have a group called Muinaq for our younger youth where they learn to be active in different areas of the culture such as making luskinikin, sliding, skating, etc.



Making Luskinikin:



P-6 Class Drumming:



P-6 Skating:





Outdoor Graduation



Graduation and grading day ceremonies for students from EEMS and ESK were held outdoors this year. For Kindergarten grads, stations were setup where they could pick up their graduation package (including their diploma), then pick up treats of cotton candy and a sno-cone, and finally stop for a photo-op with their family.

Role Models of the Year

Congratulations to our 2020-2021 Role Models of the Year, Mabel and Gerald Robert Francis! One of the few things to stay the same this year was ABMHS' Role Model selection process, where students voted Mabel and Gerald Robert to be ABMHS' Role Models for

their work in the community as a Coaches, Parents/Grandparents, Councillor, Volunteers, and Foster Parents.

Despite the selection process remaining the same, this year the Role Model of the Year ceremony was especially unique. Since we were unable to have an in-person gathering, students and staff put together a video presentation that featured biographies, prayers, songs, and words of gratitude from Family members, Chief & Council, Mi'kmaq Family, and the Eskasoni School Board.



The presentation of gifts and of the Role Model of the Year award was done via a socially distant drop-off outside Mabel and Gerald Robert's home.



Covid Adaptations

Staff and students had to adjust to the “new normal” by making some changes to the way they do things, all the while adhering to our mission of promoting education and reinforcing the language and culture through consistent lifelong learning for all Mi'kmaq people.

Our students remained dedicated to learning, but one of, if not the biggest obstacle was accessibility. Students received port-able devices such as Chromebooks and iPads to keep up with remote learning. The Eskasoni School Board office also ex-tended the range of the WiFi signal to provide a point of internet access after hours.



curriculum to help students understand the importance of the new procedures to improve their safety not only at school, but at home too. Posters were also a handy way to teach and improve visibility of the Mi'kmaq language!



The biggest change that was made was that of our schedule. Schools under the Eskasoni School Board adopted a blended model of learning by having students attend in-person two days a week, and learn from home the remaining three days. This was done to ensure that only half our school population would be in the building on a given day, allowing us to better maintain social.



When it came time to return to the physical classroom, the process was a little bit different. Schools used separate entrances to ease the congestion of foot traffic to better allow for proper social distancing.

Hygiene and mask safety became part of this year's



Regular check-ins between school and home were mandatory. To help facilitate the at-home learning process, a tutorial hub was created in-community where parents could make appointments to receive support with materials and assignments for learning at home. Students were also able to make appointments with their teachers for extra help in-person on Fridays.

Land-Based Learning



Students were able to continue land-based learning activities under the supervision of knowledge keepers and teachers.

One such program was held at ABMHS, where students learned to treat and tan animal hides from a safe social distance.

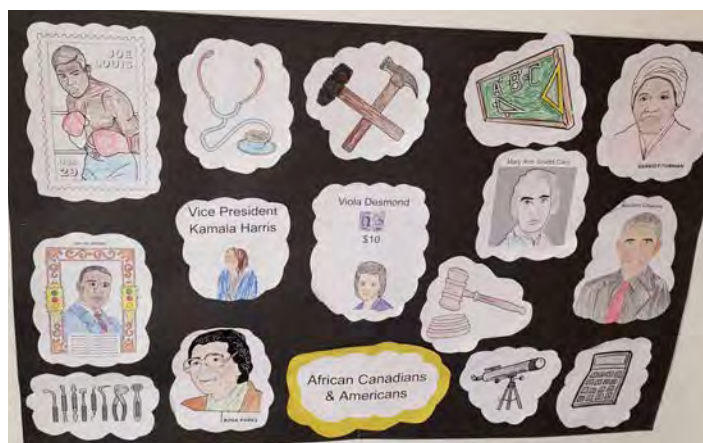


Other activities

Despite having limited interactions with students outside their own class-room bubbles, all the classrooms have fun, friendly competition during events like this year's Winter Carnival by having door decorating contests for all to see.



During Black History Month students take the time to learn about African Canadian and American history and present what they learned outside their classroom for other students to learn too!



Graduation

Graduation for all students was a little different than anyone was used to this year, but our students persevered and remained committed to learning to finish out the school year. Congratulations to all our graduates!

ABMHS held a drive-in graduation ceremony at the



Powwow Grounds. Space was limited to one vehicle per family so that every family could have a good view of their graduate.



The ceremony was livestreamed for those who could not attend in-person. The ceremony included pre-recorded messages from Chief Leroy Denny, Director of Education Elizabeth Cremo, Keynote speaker Sarah Prosper, and ABMHS Valedictorian Jolie Jeddore. Principal Newell Johnson gave her speech in person.



After leaving the stage, graduates were able to take individual photos with their diploma and graduation gift of an Eagle feather.



Kindergarten graduation ceremonies for EEMS and ESK were a drive-through affair.



Students stopped at the first station to receive their graduation packages, which included their report cards, caps, and diplomas from their teachers.



Graduates took the stage alongside their family bubbles to receive their graduation packages. In order to maintain social distance guidelines, parents were the ones who moved the tassel on the graduates' cap.



At the following stations they picked up nice cold treats for the summer day, received summer safety packages and grading day coloring books from the RCMP, and finally stopped to take pictures showing off their accomplishments!

A number of our post-secondary graduates were the recipients of bursaries and scholar-ships, including the Sister Dorothy Moore and Donald Marshall Senior scholarships.



2020 was one of our best years for post-secondary graduates to date. We would like to congratulate all our post-secondary graduates for their hard work and determination to their education during these unprecedented times.



Eskasoni School Board

Mission Statement

"To promote education and consistently reinforce the Mi'kmaq Language and Culture through consistent life long learning for all Mi'kmaq people."



GLOOSCAP First Nation



As Education Officer for Glooscap First Nation, it is my pleasure to give a brief overview of activities/events that took place within our education program in year 2020-2021.

Our Community's Vision, we recognize, honour, and take pride in Glooscap First Nation for its unique strengths and identity. Our community is a well-balanced community living according to the seven sacred teachings. A thriving people, 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.

From our vision and values, the Education Department is to provide our students the opportunity to acquire the skills and knowledge within a holistic educational environment for our graduates to enter the labour market and to be full participants in a strong economy.

School Closure – COVID-19

In March of 2020, as the schools were closed down due to the Coronavirus, our staff at Glooscap received COVID-19 guidelines to follow during the pandemic. Staff were requested to work at home, with limited staff at the Band Office (5 max). Presently, some of these guidelines are in still place. During this year I attended all meeting online, mainly using ZOOM. The Community Centre still remains closed to activities. I was kept updated by re-reports received from our Math Interventionist Teacher. She was extremely helpful in assisting me in identifying needs/resources required for the schools. During March to June, all classes were done online. School packages were left at our main store for

the parents pickup.

We were very grateful for the financial resources from MK and Ulnooweg for the purchase of Chromebooks and internet services for our students. The students were very appreciative of receiving these devices to continue work on their studies.

Student Population

Our student population enrollment in PK-12 continues to grown. There are 31 students en-rolled in the three provincial schools (L.E. Shaw Elementary, Hantsport School, Horton High School). The schools are managed under the Annapolis Valley Regional Centre for Education (AVRCE), located in Berwick.

Presently we have 18 post-secondary students, enrolled in various disciplines within Canada. As of April 2020, there was five graduates.

Community Highlights:

Events/Activities

Since March 2020 to March 2021, it has been very difficult in providing events/activities for our students due to the COVID-19 pandemic. Our Health Staff have been very busy by ensuring our community is kept safe from the virus.

Following Glooscap First Nation Guidelines, visitors were allowed by appointments only. There were no in-person events or activities allowed in the Community Centre. It remains closed as of March 18, 2021.

Technology and PPE

In April 2020, the Band purchased 17 Chromebooks for the students who were working online with their teachers. From March to June, students were online and a few using school packages. Internet was provided to those households with students.

Along with the technology, PPE was supplied to keep the students safe. Masks and hand sanitizer were given to all students. All of our main en-trances are equipped with a thermometer and hand sanitizer dispensers.



Councillor Lynwood Peters and Marilyn Perkins, Education Officer presenting the Mi'kmaq Language Award to recipient Bruin Mudge. Due to Covid-19, we were not able to have a bigger event.



Marilyn Perkins, Education Officer and Glooscap Staff wearing the "Every Child Matters" and "Residential School Survivors t-shirts.



Up-and-Coming Community Chefs:

June 2020

The Health Centre sponsored a Cooking Event online for the students. Here are some of the up-and-coming Chefs in our community. It was a great success. The students loved it!!



Chefs Dean and April McNutt



Chef Charlie MacLeod



Chefs Eli, Lily, and Noah Saucier



Chefs Cashis and Cayden McNutt



Chef Lily Turnbull

Glooscap First Nation Community Awards:

Hantsport School have recognized two of their Grade 7 students as recipients of the 2021 Glooscap First Nation Community Awards.

Evan MacDonald received the Student Award for his new positive learning attitude this year. His efforts show he has a better understanding of what a good education means and the importance of setting goals for his future. He is working on a more positive outlook and this has resulted in learning success. Keep up the good work Evan as we, at Hantsport School, are all very proud of you.



Lily Beth Fisher received the "Nature" Award as he is making learning choices based on her personal and cultural beliefs and is staying true to her character. She consistently displays a strong connection to and respect for nature. She advocates for environmental protection and helps others create their own connection with nature.



Drum Making Workshop March 2020 with Brian Knockwood:





Membertou
WELCOMING THE WORLD!

Maupeltuewey Kina'matno'kuom

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 postsecondary, 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, allowing equal access and creating opportunities for our graduates.

We will accomplish this through discipline, consistent programming and our fiscal responsibility to the community.

Kindergarten Graduation:

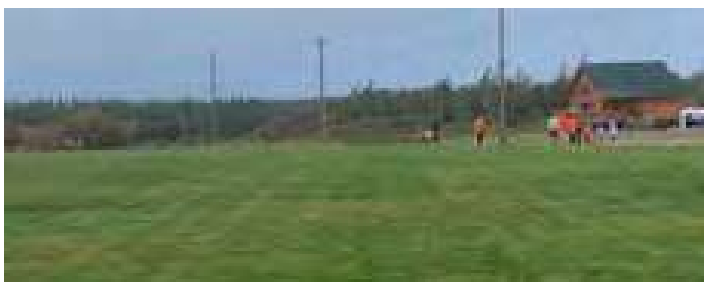


Grading Day– Covid Style: The staff at Maupeltuewey Kina'matno'kuom got together for a drive by grading day celebration for their students this year. They wanted to show their appreciation for all of the hard work the students and their families put into this challenging school year.



Every Child Matters: Every Child Matters this year was outdoors for safety reasons.

We invited one Community Police Officer, two Community Councillors and the Director of Education to walk with us to remember that Every Child Matters.



Remembrance Day Service:



Middle School Bowling: In middle school, we have had a blast bowling during gym class, and getting out for our daily walk. We ended the month by taking a field trip to the Lanes Bowling Alley!



Mi'kmaq Language and Culture:

Apuknajit (a boog na jit) - The Winter Spirit

Esmut (es mood) Apuknajit - Feeding the Winter Spirit. We leave a food offering and a prayer to the Winter Spirit on January 31st.

(Na' gweg gum) - Groundhog Day, February 2nd

Etamut (edum ood) Apuknajit - We ask the Winter Spirit to keep us safe and sound during this snow blinding month.

During Si'ko'ku's we will focus on the Grandfather Teaching of Courage

Si'ko'ku's - see go goose - (March) The time of the year when we tap the trees for maple syrup.

Sismoqnapu - sis a mogn aboo - Maple Syrup

Siwk - sewg - Spring

Kale'mewimk - ga lay may wimg - Lent

Alje'mamk - all jey mung - Playing Hockey

Welta'si - well da see - I am happy

Alipqomi - a lip go me - I am skating

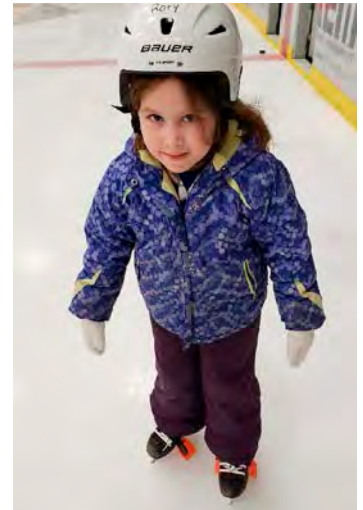
Alioqsay - a lee og si - I am sledding

MLKIKNO'TI mill gig no dee

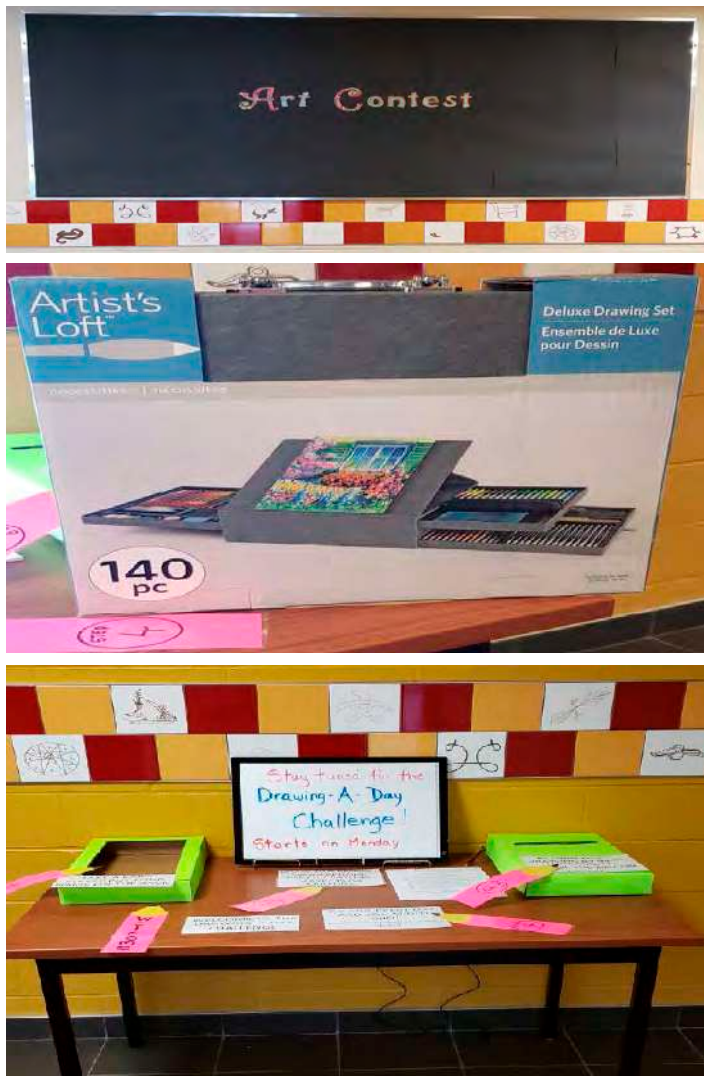
Family Literacy Day: January 27th was Literacy Day, in celebration, our school hosted a photo contest! One of the things we encouraged our families was to take a photo of you or someone in your family reading with your child. Entries are shown below.



Skating for Physical Education: Students in grades Primary - Four go skating at the Membertou Sport & Wellness Centre on their scheduled Physical Education Class times.



Monthly Challenges and Contests: Our school has had different contests or challenges throughout the school year. Here is the most recent one for February.



We Proudly Support Superhero Day: Our staff & students will be celebrating SUPERHERO DAY.

As you know, every year on March 24th (AKA “Caleb’s Heaven Day”), our community comes together, “superhero-style”, to honour the life, love, & legacy of our little Caleb, who died of cancer at the tender age of 3.

SUPERHERO Day is a heart-warming, uplifting & empowering day that unites Cape Bretoners of all ages in spirit, encouraging them to embrace their own “inner superhero”. It brings much-needed awareness to childhood cancer & other critical illnesses, & the



work being done to support critically ill children & families in Cape Breton (“Caleb’s Courage”).

Our school has been such an incredible supporter of Caleb’s Courage over the years, & for that, we are so grateful! We hope we can count on you again to host SUPERHERO DAY in your school.

Grade One Snowshoeing: The grade one class enjoying snowshoeing!



Beadwork: The grade five students enjoy working on their beadwork.



In Honor of Mi'kmaq History Month: In honor of Mi'kmaq History Month, we wanted to feature some of our amazing Indigenous schools and their wonderful initiatives!

Today we look at Maupeltuewey Kina'matno'kuom, an energy-efficient school in Membertou featuring a wall of solar panels, geothermal heat, and energy-efficient appliances! This school is full of knowledgeable and caring students who are always looking for the best way to take care of Mother Earth.

EO Genaya was so excited to engage with the grade six and seven students yesterday! Together they discussed habitats and how human ecological footprints can impact natural ecosystems. The students really impressed her with their knowledge and passion for reducing the size of their own footprints and their enthusiasm for finding new ways to take care of our planet.

The school's current initiative is for students to head outside and plant some trees!

Efficiency Nova Scotia

Wellness Gifts: We would like to thank Rebecca Scirocco and Mi'kmaw Kina'matnewey team for the beautiful smudge kits. They were greatly appreciated during these challenging times.





Paqtnkek Education

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 106 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.

Paqtnkek Early Years - Teaching During

COVID-19: During the Covid closure after March Break, staff and I made up learning bins for each student. Learning bins were worked on during the week, and passed out weekly, on Fridays. The learning bins comprised of both academic related resources and thematic related crafts and related activities. The learning bins were composed of various items used to support play-based learning.

Since the Covid closure, our school had a gazebo built to help enhance outdoor learning, and play. Outdoor play is practiced more often, since it is encouraged children be outside on a regular basis.

Since returning to school, we had a couple Professional Development days. One was provided by Terrin White, who is our Behavior Interventionist. During our training with Terrin, we have developed Calm Down Kits, where we have a special place for children who are experiencing anxiety, over-active times, or times where a child just wants to be alone, where calming time is adequate to their behavior.

Elizabeth Hicks, an associate with Mount St. Vincent University, provided another Professional Development day. 'Care, learning and joy in the time of Covid 19'. The PD day was held to discuss and reflect decisions on teaching practices to re-open after the pandemic shut down, with a focus on outdoor learning.

With the reopening of school, we had to stow away many of our learning/play materials due to Covid. The staff and I have made up individual bins for each student, including clay, markers, pencils, and other classroom

tools and materials that are used by them alone, and not shared.

We are learning each day, and we are looking forward to other PD days to help enhance our day-to-day learning during these trying times.

Sharon Prosper.

Early Years:



Student Awards: We had a Student Appreciation Day. All students did awesome. Just wanted to give a recognition to Presley Isadore for the recipient of the MK Chief Noel Doucette award and Brittany Knockwood for receiving the MK Mi'kmaw Language award. Congrats to all.



Post Secondary Navigator: *Kwe', I am introducing myself (Jaya Pictou) as the new Post-Secondary Navigator (PSN). My role is to assist our Mi'kmaw students from Paqtnkek with their educational endeavors to ensure they are successful.*

Thus far, I have gotten familiar to our students, post-secondary and grade 12, as well as assisted them with their needs (i.e., tutors, supplies, etc.) and worked with them through challenges (i.e., mental health related). Furthermore, I have hosted a workshop/information session with both post-secondary and grade 12 students separately, compiled a list of scholar-ships/bursaries, devised a student handbook, shared educational materials, and regularly check-ins.

In addition, the feedback from students I have received appears to be one of gratitude. For instance, one student has informed me they appreciate my quick responses and their ability to ask questions, another has indicated

they were happy to receive PDF material from a writing workshop they were unable to attend.

Nonetheless, this is a great opportunity for our community, being a recent grad myself I am quite familiar with the student life and the difficulties our indigenous students face during their educational pursuits. Whether it is unfamiliarity and needing support with some of the questions they may have, or issues surrounding mental health (i.e., anxiety), it is important that our indigenous students feel supported and are aware that our education department can further assist them with their needs.

Jaya Pictou.

Alternate Education Program: The Alternate Education Program is in its third year. Each year it has shifted and changed to best try and meet the needs of the students. It is staffed by two individuals: a Teacher and a Cultural Student Support Worker. This year the program time is split between the school and the community. The staff currently work three days in the school setting and two days in community, supporting a variety of students in each setting.

In our community setting we are working on gaining High School credits through land based opportunities with a cultural focus as much as possible. We have held workshops and activity days, having a small group of students develop or enhance their skill sets. Our larger workshops to date have included: drum making, harvesting materials and making Holiday wreaths and beading poppies for Remembrance Day. We are currently collaborating with the First Nations Support worker to organize a ribbon skirt making workshop which will be accessible for students in grades 8 and 9.

Our senior high students are gaining credits and we are ready to celebrate our first graduate of the program. We continue to focus on building relationships, keeping lines of communication open and helping students feel successful as they work towards their graduation date.

Alternate Ed. Teacher
EAECA

First Nation Support at East Antigonish Education Centre/Academy: My position at the East as First Nation support takes on many different avenues within the school. I am the bridge between the school and the Paqtnkek Community. I provide cultural support to Mi'kmaw students who attend the East as well as to teachers, staff and admin.

I take on many roles within the school and community. Some teachers utilize my knowledge with Mi'kmaw culture and ways that they can use that knowledge within the classroom. I appreciate it very much when teachers come to seek my advice, cultural resource's or consultation on bringing more Mi'kmaw awareness within their classes. In ways of support I have done classroom visits to read cultural related stories to students when request-ed by the Teacher and also offer smudging within the classrooms as well.

Due to Covid restrictions this year, I am not able to do my programming, which has been held after school (ribbon skirt program, homework program, drumming program, beading program and youth moose hunt). I hope that in the future when Covid restrictions within the school ease and the state of emergency is lifted, I am able to bring back the programming I had offered in the past. The Mi'kmaw teacher within our school has been utilizing the craft supplies that I have and incorporating crafts within her classroom, such a beaded ornaments, beaded earrings, and lanyards. I had shared a proposal of my craft program with John Bead corporation and they have allowed me to order from their website without the product mark up prices that other bead vendors would charge. Kelly has utilized that and collaborated with the French teacher to host a dream catcher workshop with the French class.

Part of my job is reaching out to parents who teachers have difficulty reaching out too to get important forms signed and returned to the school. I also provide transportation for parents who do not have access to getting transportation to the school for meetings with admin and teachers as well providing transportation to school or home when parents have no way to get their children to or from school. I am also a mediator with helping teachers and admin defuse difficult situations that

may arise with students. I attend meetings with parents and admin to discuss student program planning and as well as help assist with repairing relationships between teachers/admin and students by facilitating restoration circles for students/parents to rebuild relationships.

I also provide lunch program that is sponsored by the Paqtnkek Education Department. A lot of families within the community are on Social assistance and monies collected bi-weekly can only be stretched so far. I grocery shop bi-weekly to provide snacks and lunch to First Nation Students who may have run out of lunch supplies during the off-week or simply forgot their lunch at home. My lunch program has not been limited to First Nation students only; I have provided snacks and lunches to any student who comes to my room for something to eat.

X-project has been a partner with Paqtnkek since I've been a young girl and as well as my parents. Every Monday X-project comes into community to provide tutoring or to simply do arts and crafts with Paqtnkek Students in P-12. During the week, X-project will share flyers and permission slips for youth leadership workshops held on campus for students in grade 7-12. Due to covid we haven't been able to host an X-project night at our community gym but the program leaders are still active within their own Facebook page and sharing virtual opportunities for our Youth leaders.

Thankfully, the program manager was understanding and willing to do one on one support with some students who felt they would not benefit from virtual support and did community visits with our students at our health centre (following covid protocols, of course.) I am very grateful for the support that they give to our community and students.

Other than school and local community I am also a beacon for other schools looking to connect and reach out to collaborate on opportunities for our students. MK provides many opportunities for their schools located on other Mi'kmaw communities. I hope with the future of our state of emergency being lifted we are able to go back to the trips MK had offered our youth in the past such as the Skills trades fair and the University experience trip for Grades 11's & 12's, it was a great opportunity for students

who had some anxiety about leaving their communities and attending University away from home and give them a test drive of life on campus as well as learning the supports offered on campus.

I have an open-door policy where anyone can come in to visit and talk about things they feel they need to get off their chest if things within school or at home become overwhelming and they cannot turn to anyone else. I have built a strong relationship with many of the Students within the school. Recess and lunchtime many youth come for a bite to eat or use my space to relax and share their ideas, concerns or just be in an area where they feel at home. My room has many cultural relics, cultural humour and resources for students to access and utilize.

We are still engaged in the Jr Chief and Council program; every year we hold an election so that the leadership is able to evolve. It was a way to prepare and educate students on the voting process when they turn 18, as well as what it means to take on a leadership role within a community and also the qualities of good leaders. This is an opportunity to learn about leadership within the community and build those skills for their future endeavours. Our Jar Chief and council help organize focus groups for their peers in grades 8-12, since covid our school has been separated by bubbles and grade 10-12 are only allowed to interact and gather together; I hold the focus groups for the grades 8 & 9. Our youth leaders are to meet with the schools equity team and also Sr. Chief and council to forward on the issues and needs their peers voice and also ideas that they would like to share of any changes they'd like to see within the community. This year our last Jr. Chief and Council was able to secure a Mi'kmaw Language class for the high school students, the school had not offered that in the past and had shared their concern for continuing the language class for older students rather than just the younger grades.

April Prosper

East Antigonish Education Centre/Academy 2020 & 2021: Unfortunately, this year has been a slow year for my activities due to the COVID-19 restrictions. I wasn't able to do my usual programming for the youth or continue on with it due to restrictions on

room capacity and the crossing of “bubbles” within the school. I am still actively involved with the youth and provide them with a safe space to be when they are in need of refuge or when they are seeking guidance from a traditional perspective. But we made due with the situation and carried on with Jr. Chief and Council and facilitating their peer focus groups.

Last year our Jr. Chief and council (Jr. Chief Kaeden Prosper, Council: Brynnae Bear, Trinity Lafford-Desmond, Logan Johnson & Leila Julian) met with our schools equity team and shared their concerns and needs within the school community. They successfully secured a Mi'kmaw Language 10 class for the school year of 2020/2021. I plan to do a Jr. Chief and Council election every year so that the leadership has a chance to change and evolve every year. This years we held our elections in late September, this years Jr. Chief and Council is reelected Jr. Chief: Kaeden Prosper (Grade 11) and the elected council are: Re-elected Brynnae Bear (grade 12), Re elected Leila Julian (Grade 10), Molij-Jo Bernard (grade 12) and Charisma Pictou (Grade 10). We have been meeting and collaborating together on focus group questions, with the bubble restrictions they are only to facilitate grade 10-12 and I facilitate on my own the grade 7-9.



(Left to right: Leila Julian, Molij-Jo Bernard, Charisma Pictou, Brynnae Bear & Kaeden Prosper)

Basket Weaving: I have been collaborating with Jyl Boyle at the Alt-Ed with ideas for cultural activities and also linking her with names of those who are masters of their cultural art. We have done basket weaving with the grade 12's facilitated by Virick Francis and his wife.



Drum-Making Workshop:

Alt -Ed had also hosted a drum-making workshop with the Alt Youth and the Youth from the East. The workshop was facilitated by, Cory Julian and Bradley Paul. The facilitators shared their stories and the drum teachings they have been taught over the years of their drumming career.



To follow with the drum group sessions Trevor also hosted a drumstick-making workshop with the drum group, so that they can acquire a skill that they can carry with them and develop a skill they can utilize when they get older.



For the first time in a long time we were able to bring together a youth drum group and Trevor Gould came in to mentor and share with the group his teachings and successes that came with his journey of drumming and singing from a young age, despite what some of his peers had to say about it when he was their age. It was an inspiring session. I am hoping with the state of emergency being lifted we can continue on with our programs



Michael R. Denny and Sulian Denny came to visit the drum group and teach the group about the important of feeding the spirit of the drum every year to show respect and honor. They sang an honoring song for the drum and later feasted and offered a spirit plate for the drum.



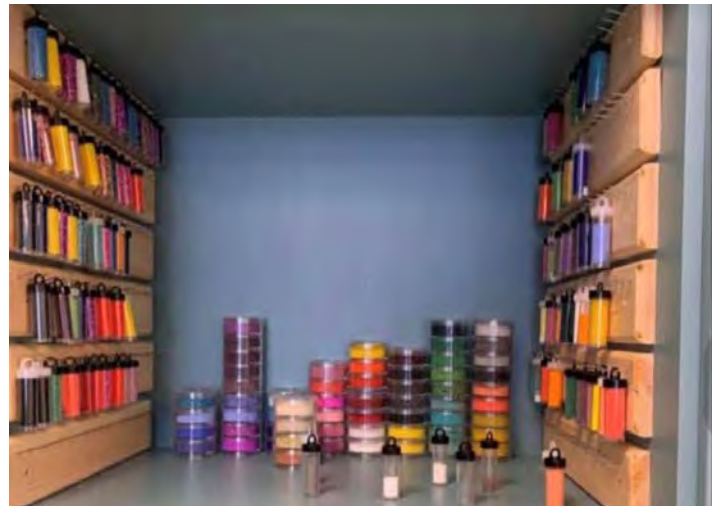
JR Chief and Council:

We have been hosting our focus groups with Jr. Chief and council with the grades 7-12 (Pre-Covid pics)



Beading: In the past I had hosted beading groups after school but with covid that could not happen this year.

Here is just a glimpse of the beads I have in stock for our beading programs, our Mi'kmaw teacher Kelly Marshall is utilizing the resources I've providing and incorporating beading in her classroom and sharing that with other classrooms as well. I still gift the grads with a beaded eagle feather and beaded grad caps.



Eel Spears and Eeling: In collaboration with Kara Pictou and her re-claiming traditional foods project, we had set up a day where the youth would learn to make an eel spear and also the process, safety protocols, the traditional history and stories of eel fishing, facilitated by Knowledge keeper, Kerry Prosper.





A week later, students went out on the ice to try their hand at eeling. For many of the students, it was their first time out there. Kerry taught them the importance of netukulimk and how we should always give back to mother earth.

Cultural Workshops:

Terry Jown and Luke Jown made an appearance at our school to teach about the technology the Mi'kmaw used before the influence of colonization and the implementation of natural uses of what was available in the surrounding environment.



Moderate Livelihood: With this year's attention to Moderate livelihood, a lot of us within the school felt it was a great time to remind our fellow non-indigenous peers that we are all Treaty people and that we all have a responsibility to uphold with the treaties. During this time of chaos and unrest, it really brought to light that these are the histories that need to be taught within the classroom and a lot of our students wanted to bring that to our school's community attention and the need for more treaty education materials to be taught within the classrooms.



Coaching and X-Project: I have also taken on coaching Sr. Boys Basketball, one of our First Nation youth had came to me about the school not having a basketball team for the last 3 years and wanted to bring the sport back again, he has taken on a leadership role within the team to help coach and run drills from his experience as a former NAIG participant. We have 3 First Nation students that participate.

Despite the covid restrictions, X-project still continues to reach out and work with our youth, whether that is through virtual workshops or contests that may be going on for our Xproject Youth leaders. As well as offering virtual tutoring sessions for students who may need extra help in any of their subjects. A lot of our students utilize this help during exam time. Most of our students found it was better for one-on-one help and Xproject was able to send tutors to the community to provide that support (with proper social distancing, of course)

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 First Nation School



Head Start 2020-2021: I made work packages for the kids during the pandemic. I made sure they had all the components from printing, cutting, fine motor skills, literacy in English/ Mi'kmaq. Science and social skills were also added with the help of the parents.

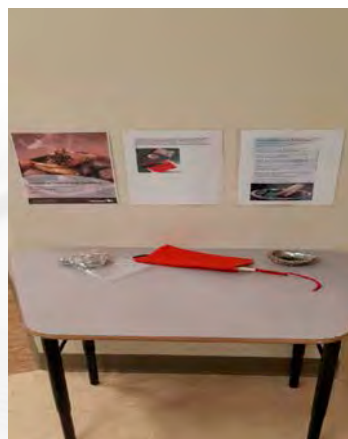
I sent home Mi'kmaq folders so they can practice their number/colours, animals and food. We also made masks using paper plates from the book Muin Muin for each animal that Muin saw. I also gave them Mi'kmaw sites to use as resources and we connected each week as a group for the kids to interact with each other.

When school started in September I had the kids practice cutting, holding the pencil right and started a unit on "All about Me" we started by introducing ourselves by saying our names in Mi'kmaq, read a book eyes, nose, ears and mouth, this is my foot, made paper plates face masks and had the kids put their eyes, ears, mouth and hair. We then used Mr. potato to further our activity on the unit, had the kids put the ear, nose mouth, tongue hat, hair etc.. On Mr. Or miss potato head. Used mirrors

to see how different and unique we are and made some silly faces just to have fun, I also had the kids say something they liked about themselves. We counted how many ears, eyes, nose was in our classroom, how many people had long, curly short hair. We also briefly talked about skin tone. On Nitap day we painted our hands with different colours and had them put on our nitap tree, also had the kids say something nice about our friends. And for Orange shirt we watched a video "When I was eight" and read a book "stolen words" and gave them a brief summary of what orange shirt day meant and then we coloured a shirt orange.

The first week of October was fire prevention week so we watched a video about safety, fire drills and sparky the dog. Practiced stop, drop and roll. We then did a unit on Mi'kmaq). Talked about what they do as a family, family graph counting how many people, brother's or sisters we have, what their favourite food to eat as a family, used popsicle sticks to make a house n drew our family and put it together, made a book called nikmaq had the kids print each family member on each page, made a collage of pictures brought from home. We also talked briefly about how different everyone family is and that's when the kids started telling about their family.

November and December I reviewed on alphabet sounds, cutting, printing our names, started printing letters of the alphabet and numbers. I also did a unit on apples, practiced our Christmas concert, worked on sight words, made a word wall. Made them booklets that consist of patterns, sight words, numbers, there name, matching, sounds of the alphabet. Made snow globes and made tress with snow.





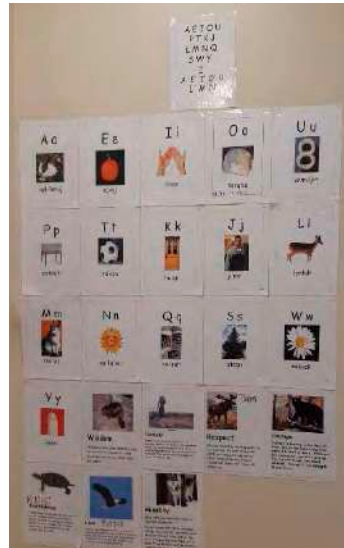
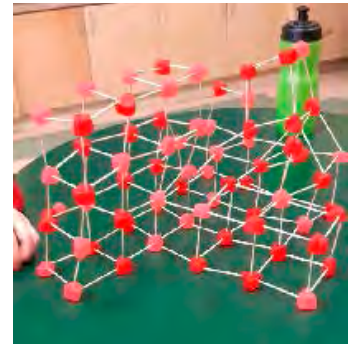
In January we did a unit on “forest animals” we briefly watched a video on “animal kingdom” also watched brother bear 1 and 2, read books baby bear what do u see, muin, muin, muin wen nemit. We sang the song muin muin turn around in Mi'kmaq. We went on a nature walk and looked at different tracks, we also had a bin with bubbles and water for them to play with using animals, did a activity to match tracks with the animals, made sounds of the animals, did a worksheet on which animal's had wings, used our file folders that has the animals in Mi'kmaw, said the animals in Mi'kmaw to the kids, made a graph on which animal were big or small, matching game using the animals, made a table using different animals, tress, pond and also have a book about animals change the story each week.

In the first week of February we started smudging but first I got the parents permission, we watched a video about smudging. We did a unit on “Love/ Kesalul” made love potion using baking soda, vinegar and red food colouring, valentine counting, cloud of love with this activity we used four hearts and wrote on the hearts who we love and attached it onto the cloud, abstract painting on a heart, heart dot using a bingo dabbler, 5 reasons why I love you, made valentine cards, had a valentine party played games such as musical chairs, walk on the hearts that had colours on them the kids had to bring me what the colour they had it was in Mi'kmaw, played a dice game that had hearts on the wall and whatever number they got they had to open the tab and say what the tab had I had this in Mi'kmaw example...sing me a Mi'kmaw song, say something in Mi'kmaw. The rest of February I plan on doing the 5 senses.

During circle time I do my calendar, weather, shapes,

people, sounds, numbers colours and songs all in Mi'kmaw.

Monday- Science, Tuesday- Arts/crafts, Wednesday painting, Thursday-out door Ed weather permitted and Friday is show and tell.



Primary/One: The 2020-2021 school year has had share of challenges. The children are adapting very well. We mostly stay in our own classroom with our own group of students for the day, the relationship between the students as well as the teacher I feel is even stronger now than pre-Covid. Keeping parents updated is also a challenge. We have been using Seesaw as a virtual way to keep parents updated and engaged. Events that parents would really enjoy we continue to try to do on Seesaw such as Christmas concert and a Veterans Day song. Of course keeping Mi'kmaq in the classroom is also very important. The children fed the winter spirit this year and were able to do that around the school property.





Grade One/Two: In the Grade One and Two classroom at Pictou Landing First Nation School, we have been busy adjusting to the new way of teaching and new routines due to COVID-19. We held a virtual Remembrance Day ceremony where the students recited a poem in Mi'kmaw. For our Christmas concert we had to have a virtual concert, my students recited two poems.

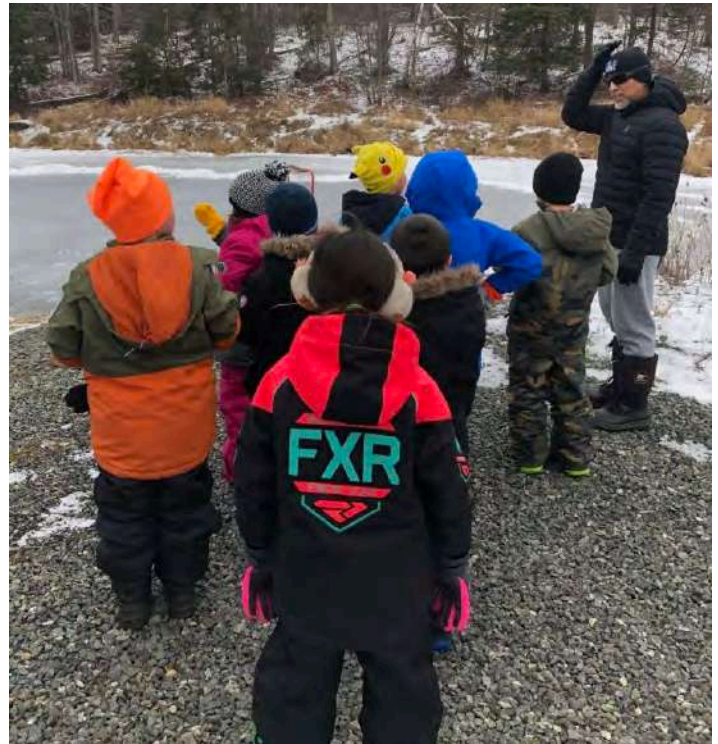
The Grade 1/2 students are doing a short film about the geographical features of their community. So far we visited the pond and had a community member meet us there and speak to us about the pond and his memories of the pond from when he was a youth (Videos and photos attached).

We are hoping to get out to other geographical features soon. We want to visit A'sek, the trails around Pictou Landing and the beach.

Laura MacIsac



Pictou Landing School students get outside to learn as often as possible. Our Grade 1 / 2 class did winter pond study with class Dad, Jonathon Beadle. He also gifted them each a Mi'kma'ki Strong Hoodie.



Boat Painting Workshop: Our Grade 7/8 students had the wonderful opportunity to work with renowned Mi'kmaw artist Alan Syliboy in painting cultural symbols on a boat they built when they were in Grade 5 and 6. This boat will be on display at the Maritime Museum of the Atlantic in Halifax.



Project-Creating Books: Creating books by conducting research on their own topic specific to the Mi'kmaq and how they lived.



Moose Calls, Sewing and Outdoor Education: Outdoor Education throughout the year - outside for science, and community events. Tracking animal tracks, community members teaching us about animal behaviour and mating season, bannock making.



Making Moose calls with birch bark with AJ.



Also we have been Sewing with Valerie and Haley learning a back stitch.

Outdoor Phys Ed on Wednesday's: This year, PLFNS students have been getting outside on Wednesdays during our Physical Education time. We have been working on identifying (and even tasting) plants, spotting animal tracks, building shelters and exploring the great outdoors! We'll have special guests from The Confederacy of Mainland Mi'kmaq teach us about maple syrup tapping, more plants and even get us out picking fiddleheads!

Once a month, students in Grades 5-8 also have the chance to participate in a Youth Hike Club through Cape to Cape Trails Association and Pictou County Trails Association.



Students at PLFNS are on a mission to create, while also saving the planet! Because of COVID-19, we noticed an increase in single-use plastic in our school.

Each class was given a 2L plastic pop bottle and a stick to stuff single-use plastic inside of; we will put all the bottles together to create a bench or an igloo.





Grade 7/8 Class: Our Grade 7 / 8 students have been collecting precipitation and doing measurements, learning about hunting and trapping, including making a moose caller, and continuing their study of stewardship of the shoreline.

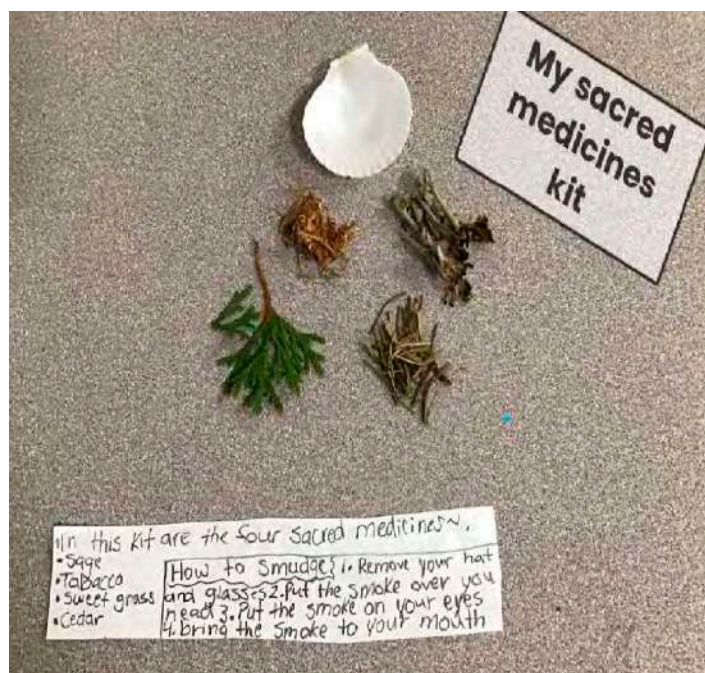


Jumbo the Mascot: Back in the 2019/2020 school year, we had a mascot design competition. Several students submitted entries and “Jumbo” was chosen as the winner. Aiden Francis designed the mascot and we sent his drawing to a company called “Budsies” who made Jumbo come to life! Congratulations, Aiden!

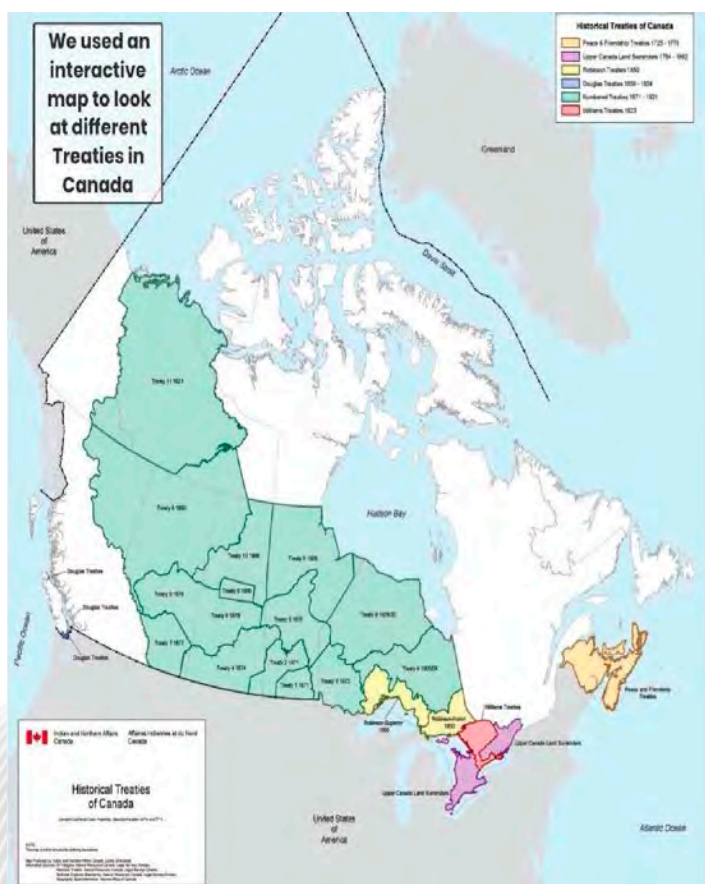


Grade 7/8 Teachings:

- ✧ Sweet grass picking
- ✧ Using the Treaty Ed curriculum, as have gone through history starting with who the Mi'kmaq are. Past - Present.
- ✧ We worked through the districts of the Mi'kmaq, and how they lived off the land, using netuklimk.
- ✧ We made traps with Karen, and studied the difference in fishing now and then.
- ✧ We have focused on residential school and how the impacts have long lasting effects.
- ✧ Sitamuk project with CMM/Clean N.S, grade 7/8 leadership and school wide initiative.
- ✧ We have smudged when we needed to. For instance we have gone out when the kids have asked, we started with how to smudge. Also for our community in times of need, teaching students social justice using our own community as an example.
- ✧ Worked on Treaty interpretation.



Medicine wheel teachings for social emotional learning, and created our own medicine packages.



Tech Integration: This year presented Pictou Landing First Nation School a great deal of challenges in integrating its use of technology in the class, at home and at the school. Looking at Covid restrictions, we determined that we could not share any technology within the class as the amount of time spent disinfecting was too great. We chose instead to update our iPads taking a top down - drop in approach where the new iPads entered the class with the most senior students, Grades 7 and 8 and the others were dispersed to the lower grades from this starting point. This gave the most current systems to the student using the most complex apps and programs. Each student is assigned an individual iPad that is not touched by anyone else except the student and assigned a number so that it will be plugged into the same charging port in our iPad carts each evening. Students are responsible to remove their own iPad from its spot and they are not to be shared with others.

The digital learning that we did last year showed us that access to technology at home was a barrier for some of our students. In response, the investment in the school

technology allowed us to improve and be more prepared should remote learning be needed. School ipads do not travel home with students but were set up this year with home learning codes for Seesaw and Google Classroom to facilitate remote learning should it be required.



If that happens each student's ipad will be signed out to the student currently using it allowing them to access all the programs, documents and apps they were using at school and allowing them to be used at home.

To increase and vary the technology available to the classes we also collected all individual technology in each class and created class kits of the technology. These kits can travel to the class-rooms of teachers that are interested in the technology. For ex-ample, one Osmo in a class could not be used because the nature of the technology required all students to be touching it and it was impossible to disinfect between uses. But the class kits allowed us to have multiple Osmo's in the class that could be la-belled with painters tape and used by the same students over multiple days or weeks then returned to the tech lab disinfected, isolated and then are available to be signed out again. We currently have kits for Osmo, Dot and Dash Robots, VR, and Beebots.

We have also encouraged all our staff to become more digitally savvy by providing PD and time to use

technology in class and at home.

This investment in technology will stay within the school and will have multi-year benefits.

This year with technology we have embraced project-based learning throughout the grades and worked with the classroom teachers to incorporate technology into a project that also worked to highlight an aspect of Mi'kmaq culture, meet curriculum objectives and incorporate a variety of technologies. In this way we wanted to incorporate technology on a deeper level and use it in a more meaningful manner.

With Grade Primary we are using this approach to take a topic of Community Helpers, learn all about them, visit their locations in our community, incorporate the topic throughout the curriculums and then take this information, create questions and interview a helper. These interviews will then be turned into short films on each Community Helper.

In Grade 1/2 we focussed on special geographical locations in Pictou Landing. Those chosen are important to the community historically or culturally. We will then learn more about the locations, through elders and community members. We will then take videos of these oral histories and turn these into short films to be shared with the community.

In Grade 3/4 we are looking at developing digital books that highlight important cultural aspects of Pictou Landing which includes using natural medicines, snow-shoeing and water.

Grade 5 is working on a Make A Difference project where we are supporting use of technology to create and promote a project that would make a difference to their community. They've chosen to work for the SPCA and elders in the community.

Grade 6 is developing and producing a community school news channel that not only delivers the announcements but also highlights important events and inter-views with important community and school members.

Grade 7 and 8 have been developing their podcasting abilities and all the different ways that they could make themselves and their opinions heard.

Kim Dorrington

Technology Integration

Taking the Roof Off Winter: Our Physical Education teacher makes sure our students get to learn and be physically active in the great outdoors. Pictou Landing First Nation Fisheries and Band Council purchased bright orange safety vests for our outdoor excursions. Recently students in Grades Primary to Grade 6, participated in Ecology Action Centre's and Recreation Nova Scotia's #WinterWalkDay2021 Students walked a pre-hiked 1km loop and soaked up lots of fresh air and enjoyed the warmer temperatures in the process!



Celebrating Black History Month: PLFN School students had many learning opportunities during Black History Month.

Due to COVID-19 restrictions, we couldn't have any in person guest speakers, but anti-racist activist Henderson Paris visited our classrooms via Zoom and inspired us with his stories of struggle against racism and hope for the future.



As a First Nation community school, in partnership with parents, Elders and the Pictou Landing First Nation community, we are committed to providing our students a safe and caring learning environment, where high academic expectations, respect for self and others, healthy lifestyles, and the Mi'kmaw language and culture are honoured and promoted.



This has been an unprecedented year in more ways than one for Potlotek. We have never gone without a school bus before, and that has caused additional stress on top of a pandemic. Household routines have been disrupted and families have had to adjust to a “new normal” as well. Today is February 26, 2021 and parents/guardians are still driving their children to school in the morning and picking them up in the afternoon.

I want to recognize these parents/guardians and offer a *HEARTFELT* Thank You for their patience, understanding and cooperation.

Having a small school population has worked in our favor. Both schools have been operating at full capacity since September 21st, 2020. My priority has been the health and safety of the staff and students as we prepared for the return of our students. Both schools were thoroughly cleaned and sanitized, and safety procedures, guidelines, and protocols were put in place. The ventilation system was cleaned and heat pumps were installed to ensure comfort. Air Pro Vacs were placed in each class and entrance to improve air quality for students and staff.

It is a time of uncertainty and it has been stressful, but thankfully, we have been able to stay open. The cleaning staff have been diligent in their roles and have stayed on top of everything, ensuring the building was cleaned and continually been sanitized. Special Thanks to the children who took this “NEW NORMAL” in stride and adhered to all regulations and guidelines. We continue to follow the provincial lead and stay up to date with Public Health regarding possible changes.

I met with three individuals who were instrumental in starting up an after school program for our students.

There are not too many participants at this time but weather has been a factor. There was some resistance regarding the program but once I explained that I had been in contact with Public Health, they were reassured. Our aim is to keep all our students safe and these students are well versed regarding the rules, regulations and protocols that are in place.

The mental health of our students must be considered. Stress, anxiety and depression are at an all time high. Covid has affected all aspects of our students' lives. There is minimum interaction among peers, some game all night, sleep schedules are reversed, and there is no physical activity. There is more time to dwell on “dark” thoughts.

Scientists have found that regular physical activity has been shown to decrease overall levels of tension, elevate and stabilize mood, improve sleep, and improve self-esteem. About five minutes of exercise can begin to stimulate anti-anxiety.

I see the programs and activities that have been put in place as a positive approach to combat mental health issues. The youth are very excited about this opportunity after months of isolation and inactivity. Parents/guardians know what is best for their child and it is their decision whether they register their child or not.

Donna Lameman
Director of Education

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.

Some Highlights for the Year:

- ✦ Anne Marie Marchand has returned to her position as Principal at Mi'kmawey School.
- ✦ Two new additions to staff. Welcome Geralyn Johnson and Keith Mac-Donald.
- ✦ Welcome back to Kalie MacKinnon who returns after a one year maternity leave.
- ✦ Congratulations to Keith and Rita MacDonald and Sarah Jaarsma and Mike Corbett on the birth of their baby girls.
- ✦ Welcome to Walter Doue' who is the Adult Ed. Learning instructor.
- ✦ Academic Math and English is now offered at ALHS
- ✦ Tutoring is available every Tuesday and Thursday evening at the Education Office.
- ✦ Math Interventionist Position was secured for Mi'kmawey School.
- ✦ After school program in place
- ✦ Kickboxing offered Tuesday evenings
- ✦ Bowling is offered on Saturdays
- ✦ Celebrated our Mid-Winter Feast
- ✦ Thank You to Katy Michael for her years of service at Mi'kmawey School and ALHS. We wish you well in your future endeavours.



The students are genuinely happy to be back in school and this is reflected in their attentiveness and engagement in the classroom.



The teachers have remarked more than once that this has been one of their best years ever, despite the COVID-19 pandemic.

Land Based Learning—Basket Making:
Land Based Learning - Seal Hunt:



Land Based Education - Eeling:



We at Mikmawey School would like to honor Zachary Lafford and Jacen Brady for their efforts in practicing our L'nu culture.

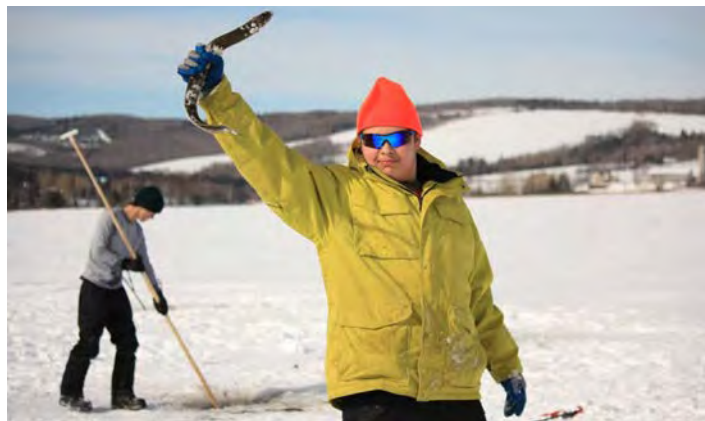
Jacen Brady, who is 10 years old shot his first rabbit in Loch Lomond when he was 7 with the help of Brian Johnson. He gave his kill away to his late grand-mother, Rosemary Marshall for one of her meat pies. I'm sure she is very proud of him!



Zachary who is 10 years old, and with the help of Hunter Denny, experienced his first kill at Grand River 2 weeks ago when he shot a rabbit and gave it to an elder in our community. We are very proud of you Zachary!

And a special thanks go out to Terry and Hunter Denny and Brian John-son for being such good role models for these young men.

Kelu'k tela'taqatioq!



Keskwantikemk: First Kill: In many indigenous cultures, lies a ceremony that honors not only the kill, but the hunter as well. This ceremony is known as "Keskwantekemk". This is a symbol that the boy is turning into a man, as he now knows how to provide for his family and people. The ceremony begins with the elder presenting the young man a gift. A food ceremony (esetlemk) is prepared and the "Ketantekewinu"



Potlotek Cultural Department: Mawita'nej- Multiculturalism East of the Causeway

Since 2017, Potlotek has been hosting a Multicultural Day Event. We felt it was time to expand on this concept and host a weeklong festival in the Strait Area. Plans got underway with a small working group and before long we had commitments to host events throughout 9 communities in the Strait Area. Our plan was to host a series of workshops, entertainment and dinners throughout the 9 communities.

In March of last year, Covid threw a wrench in our plans and we almost cancelled. Too determined to let it go we got together once again in May and decided to proceed.



Potlotek Cultural Department: We planned a weeklong virtual event that ran for 7 days, starting on Indigenous Peoples Day and ending with Multicultural Day.

We shared a series of 40 videos and showcased many cultures. We have a Facebook page Mawita'nej- Multiculturalism East of The Causeway.

We are looking forward once again to hosting this festival either in person or online. Last year we had a total of 35,000 views.



Potlotek Cultrapreneurs: The Potlotek Cultrapreneurs was funded by the Cape Breton Centre of Crafts and Design as a pilot project. It is a series of workshops for women focusing on cultural activities such as art, crafts, ceremonies and food, combined with marketing and small business training. It is designed to empower and support women to explore business ideas.



Mossbags and Medallions:



Strait Area Elders Dinner: Last year a group of Potlotek residents got together and hosted a Richmond County wide Dinner for Elders in St. Peter's. This year with Covid still hanging on and not wanting to

be deterred, we delivered dinners to Elders and their families in Potlotek. This included Turkey Dinner, gift from the community, a DVD and a Christmas Ornament.

Funding was provided by the Age Friendly Communities Grant, in partner-ship with Port Hawkesbury, Dr. Kingston Centre, Telile TV, Louies Cozy Corner, Seal Cove Restaurant, all of Richmond County including Potlotek. Although our activities have been affected by Covid, we did not let that cancel our events.



Mid-Winter Feast: Another gathering that was impacted by Covid was the Mid-Winter Feast. We could not cancel it as it is in homage to the Late Lillian B Marshall. Lillian started the Mid Winter Feast in 1989 and it has continued every year since. This year's Feast was low key but went off without a hitch.



Animation/Youth Centre/Radio Station: We continue on with projects funded by Communities Culture and Heritage. Our animation project, Kluscap and The Beaver is underway with the assistance of Gerald Gloade. He is mentoring our Research and Animation team. We hope to have a completed animation in the coming months.

Our Youth Centre has an after-school program focusing on traditional activities.

Our radio Station has a Friday weekly line up of guest speakers from within our community, continually updating our community on history and events.



Post-Secondary and Student Engagement

Coordinator: My role is to educationally advocate for high school aged students, post-secondary students and community members. I come to learn about the socio-economic barriers a student or community member could face while trying to apply themselves to their education. There is no one size fits all approach and it takes time, research, dedication and passion to surpass the on-going demands.

I have the opportunity to work in partnership with Potlotek's Education, Employment and Training, Human Resources and Community Program Planner Directors, which allows for a knowledge hub to enhance educational based programs and workshops.

It is essential to recognize the stepping stones to success all awhile depending on the needs of the individual or group. Through the delivery of one-on-one guidance, workshops, promotion of opportunities through multiple communication channels, it is my hope to build the educational capacity within Potlotek. Our children here have so much to offer, it is a matter of tapping into their inner strength and guiding them through.

Amanda Benoit



Post-Secondary and Student Engagement Coordinator: Here are some things we've done, just to name a few.

Cooking for Life Skills program in February 2020.

Introducing life skills through cooking, budgeting, networking; which we hope to translate into increased self-esteem, student retention and understanding in basic life skills. This program is intended for students transitioning from high school to college or university away from home.

Survey for Youth Input and On-line: An on-line survey was emailed to all high school students and posted on Potlotek's PSE Coordinator Facebook platform to promote the need of student input. After the in-person information session on Nov 3 with community high school students, we were able to identify workshop and activities based on students interests.

Ikanasi Award Ceremony: – Ikanasi is a youth leadership program designed to build up leadership skillsets in our youth through a series of workshops. On November 10, Potlotek celebrated the closing of the first year and congratulated all participants.

Due to covid we've been restricted with providing in person workshops. Potlotek hosted mask making workshops for our Ikanaski leaders and was able to host individual workshops in select few Ikanansi Leader's home community.

Greenhouse Project:

November 17 ALHS students have joined in on the experience of outdoor sessions with Ceira Young; she is the community garden lead. Students learned the importance of PH levels and the need for Lime to reduce the acidic levels sufficient for gardening.



Post-Secondary and Student Engagement Coordinator



Honeybees Project: Potlotek First Nation and Tuckamore Homestead Inc. have partnered together to bring education and awareness around the importance of honeybees.

Through our partnership, we will be educating students and community residents on the process of honey making, hive health, the role of honeybees and will be producing our own products.

For each jar of honey sold through our partnership, a portion of the proceeds will be reinvested back into the community.



School were invited to do a walk thru and were encouraged to ask questions.



Greenhouse Project: We are excited about our new greenhouse! The first planting in the green-house was just completed last week. Brian and Justin, from Digital Mi'kmaq came down and tilled the soil and put the transplants in. Students from ALHS and Mi'kmawey



Before the signing of the Mi'kmaq Education Act in 1998, the Potlotek First Nation has had full responsibility and jurisdiction over their education. Jurisdiction over all educational matters has now been vested in the Potlotek Education Office.





Education Demography 2019 -2020

Kindergarten	36
Primary to Grade 8	280
Grade 9 to Grade 12	138
Post-Secondary	98

This year was a year like no other with the Covid shut-down, although we faced new challenges, we supported the needs of our students, staff and community through collaboration with the Chief and Council, Health Department, Mi'kmaw Kina'matnewey and other sister communities.

We implemented many Covid procedures to prevent the spread of COVID-19 while continuing to provide full day in person learning opportunities to our students. This year the Education Department provided a Chromebook to each student for on-line learning to prepare for any future closures and to infuse technology in the classroom.

Mental wellness was a key component in the development of this year's school plan for students, staff and community as a whole to build resiliency during this pandemic. We focused on building relationships and provided professional development and increased mental help support for students and staff including a cultural approach.

Continued promotion of Language and Culture in both school and community has been very positive

in fostering relationships with students, parents and elders while learning cultural Traditions and Language. This our second year the Education Department in collaboration with LSK School and other community departments are completing our Cultural Trail which will provide outdoor education to students, staff, and community with the aim to invite provincial schools to share our Mi'kmaw culture and language while committing to reconciliation.

Graduation stats are on the rise with a total of 21 Grade 12 Graduates and a total of 22 Post-secondary Graduates.

Listed below are some highlights of our 2019 -2020 programming.

Websites: www.sipeknekatik.ca

www.lskschool.ca

Velvet Paul, Director of Education



COVID-19: To prevent the spread of COVID-19 and to protect our students and community, we implemented a variety of procedures. Contactless hand sanitizers were installed outside of every room. Temperatures are checked when students board a bus and again when they enter the school. School bubbles were put in place, to help control the spread of COVID-19. In the event of cases rising in our area, students converted to online learning. Masks are worn in the hallways. Desks were socially distanced. Students eat breakfast and lunch in the classrooms. Hot food is transferred in food carts and compostable containers.



LSK Pumpkin Patch: Due to COVID we could not have field trips this year. Each year we go to the pumpkin patch in October. Since we could not go to the pumpkin patch, we brought the pumpkin patch to LSK.



Outdoor Education: This year we focused on the importance of outdoor education which included, rabbit snaring, cleaning the rabbits and cooking rabbit stew with elders. We gave thanks to the rabbit for giving its life to provide teachings and food. The rabbit was donated to our elder in the school, who then helped the students to make rabbit stew to feast on. This story was featured on APTN and was planned and organized by Greg Marr & Mary Lou Bernard along with Jon Michael and Bryan Brooks.

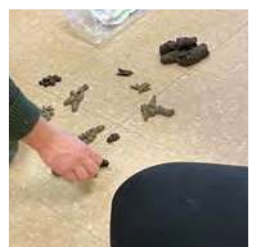
✧ Apli'kmuj - Rabbit





In collaboration with the Department of Natural Resources, the grades 7-12 students learned to clean muskrats, rabbits, coyotes and beavers, they also were taught the acquired skills to make various types of snares and animal adaptations in conjunction with netukulimk.

- ✧ U'lukwej - Coyote
- ✧ Kopit - Beaver
- ✧ Ki'kwesu - Muskrates



Mental Wellness: Parents' and students' anxiety was on the rise. We have been told the world is unsafe and we have modelled to our children that the world is unsafe. Our staff members also had an increase in their anxiety. The only way we can overcome this is if we work together by communicating, supporting one another, and modelling kindness. Building strong relationships is one of our top priorities this year. In collaboration with our Health Department, we increased mental health support, including virtual, by working with our Health Department, MK staff and providing various mental wellness workshops for all staff.

LSK was featured on CBC Radio discussing the importance of relationships and outdoor education activities.

“

Be kind. We are fighting a virus, not each other.

@DrjodyCarrington

”



L'NU SIPUK KINA'MUOKUOM

LSK SCHOOL COUNSELLING



Bryan Brooks

School Counsellor
bbrooks@lskschool.ca



VIRTUAL COUNSELLING

Virtual Counselling is offered via ZOOM or Google Hangouts. This allows both people to see, hear and talk through video conferencing. It can be done with most/all devices such as, tablet, phone and computer. **It is important that the student is in a safe, private and comfortable environment.**



TELEPHONE COUNSELLING

Telephone Counselling is a great way to offer supportive sessions. **It is important that the student is in a safe, private and comfortable environment.** It is also important that the environment be free of noise and distractions for a more meaningful session.



OTHER SERVICE OF SUPPORT

- Adolescent Outreach Worker
Shaun Goodwin - 902-956-8037
Office hours Monday - Friday 8:30 - 4:30
- NS Mental Health Crisis Line (24/7)
1-888-429-8167
- Kids Help Phone (24/7)
1-800-668-6868/Text "TALK" to 686868

Please contact me if your child needs to talk at
bbrooks@lskschool.ca

We will arrange a time to chat that works best for you.

Please visit <http://www.lskschool.ca/> to find out more information about LSK and what we are doing to offer support during this time.

Professional Development: Due to late starts after Christmas and in September, Staff participated in extra professional development on Mi'kmaq language & culture, outdoor education, mental health, technology, curriculum delivery, planning and goal setting. Workshops were delivered by our staff in house and MK staff virtually. We strengthened our relationships, teamwork and collaboration while learning new things to provide to our students.

Staff worked together to create fire and then to boil water for tea.



Monday AM *

- (FULL) Anxiety, Exhaustion & COVID-19 - Mary (FULL)
- Outdoor Education - Amy
- Seesaw and Online Learning in the younger grades - Leanne Foster
- Guided Reading - Angela

Monday *

- Outdoor Education - Amy
- (FULL) Classroom Mental Health - Kelly(FULL)
- Mi'kmaw Language - Tania
- Google Classroom Enterprise & Assessments - Nikki

Tuesday AM *

- EA Collaboration & Team Work - Lyn Sack
- Outdoor Education - Greg
- Differentiation Leslie Paul
- Google Classroom & Online Learning - Erika Hickey

Tuesday PM *

- Anxiety, Exhaustion & COVID-19 - Mary
- Outdoor Education - Greg
- Google Classroom Enterprise & Assessments - Nikki
- Guided Reading - Angela

Wednesday *

- Inclusion & higher needs students - Janean Marshall
- Virtual connection
- Seesaw and Online Learning in the younger grades - Leanne Foster
- Differentiation - Leslie Paul
- Mental Health - Bryan

Thursday *

- Apple TV & iPad in the classroom - Morgan McDonald
- Physical Education and Body Breaks - Gordon
- Water - Carol
- Language - Michelle Marshall-Johnson Virtual connection
- EA Collaboration & Team Work - Lyn Sack

Thursday *

- Language - Michelle Marshall-Johnson Virtual connection
- Water - Carol
- Physical Education and Body Breaks - Gordon
- Apple TV & iPad in the classroom - Morgan McDonald

Martin Family School Initiative Model Schools Literacy Project:

LSK continues to work with Martin Family Initiative and are currently in our third year. Our goal is for at least 80% of our students to be reading at or above grade level by 3rd grade. The program consists of our P-3 teachers participating in weekly virtual professional sharing circles that consist of lesson material and professional learning networks with other schools across Canada who are also participating in the Martin Family Initiative.



Morning Announcements: Every morning we begin our days with the land acknowledgment a quote of the day, Mi'kmaq word of the day and the honour song. At the end of the announcements we remind all students in Mi'kmaq and English that they are loved and to have a great day.



Cultural Education Center Program CECP:

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

Lobster Fishing: Students were concerned for their families and community members in Saulnierville. To contribute, they requested to learn to make lobster traps to help with the loss of gear during the dispute. Bryan Brooks contacted Velvet Paul, Director of Education with a proposal to purchase supplies which was approved and students went with Bryan to purchase the needed materials and will build traps with Sipekne'katik Fisheries Department and Chief Mike Sack.



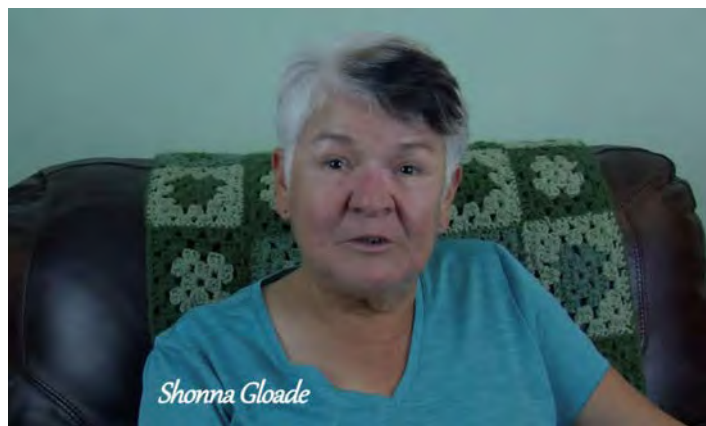
Math Enhancement Program MEP: The Math Enhancement Program has been a major contribution to our programming at LSK School and Sipekne'katik Education Department, with a full time Math Tutor in the community that works directly with students on an individual and group basis. Early intervention is key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

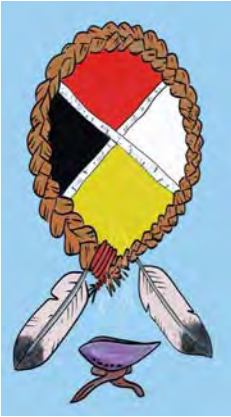
SEP: In partnership with Jordan's Principle we are working with The Learning Tree Behavioral Services that are providing Behavioral Interventionist to work with our students daily. Therapists provide individualized programming to students and offer training and coaching to LSK school staff. A week full of activities is provided to our students with Autism during March Break to continue behaviour interventionist programming.

ECE Cohort Student Project: Andrea Brooks, EA and ECE Cohort student and Rachel Sutherland, OT developed a Cultural sensory walk for our SEP students and is proudly displayed in our early elementary wing.



Mi'kmaq Stories of Our Past – Elders Videos:





In collaboration with MK, the Sipekne'katik Education Department had a wonderful opportunity to capture the Elders of our community sharing the "Mi'kmaq Stories of our Past". We have started a new collection of stories and volume 11-14 are now available for viewing.

Post-secondary ECE Cohort: In partnership with the Jane Norman College, the Sipekne'katik Education Department is hosting an ECE in community Cohort which will have 10 graduates December 2021.



Cultural Trail: The Cultural Trail is designed to be a holistic approach to outdoor education that connect our students to the land and the Elders of the community. The trail will be used as an outdoor classroom infusing the provincial curriculum with Mi'kmaq Language,

Cultural and Traditions as this is a powerful learning methodology that teaches students the respect for the land as well as self-identity, awareness and pride.

The Community is taking a collaborative approach in the trail's development with all departments making a contribution. Students, teachers and a variety of our Sipekne'katik Departments of Education, O&M, Fisheries, Housing, Guardians and Elders of the community have participated.

The idea of the trail was a collaboration between Velvet Paul, Director of Education and Matthew Maloney, Guardian of the Fisheries, we now have a Cultural Trail Committee consisting of Steve Knockwood, Velvet Paul, Kelly Oliver, Stuart Knockwood, Matthew Maloney, John Peter-Paul, Vernon Maloney, Janet Paul, Barry Brooks, Lisa McIntosh, Monica Beckett, Cheyenne MacDonald, Pete J Syliboy and Darrell Sack.



Secondary Graduates:





Post-Secondary Graduates

The Sipekne'katik First Nation had a total of 22 Post-secondary graduates for the 2019 -2020 academic year.

Congratulations to all the Sipekne'katik Graduates!

Highlights:



Vision Statement

*L'nu Sipuk Kina'muokum (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 Statement

*L'nu Sipuk Kina'muokom (Mission)
To be an inclusive, safe caring and
diverse environment that embraces
Mi'kmaq Language, culture and history
as a holistic, integral part of the school
and strive to consider the whole child
by providing an enriched learning
atmosphere that stimulates the student
academically, socially and culturally.*





The last year has been an incredible journey for all of us. The pandemic has made us very aware of how valuable life is and how quickly things can change. However, we are getting through it together.

As Chief of Wagmatcook, I keep in contact with our health team to make sure the community stays safe and healthy. I work closely with the leaders from other Mi'kmaw communities as well. Communication is important.

Every community has safety protocols in place. Each community has their own team to make the best decisions for their area. Patience is the key as vaccinations will be rolling out soon. Wagmatcook started their process with the elders in the last few days.

The school will reopen on April 6, 2021. For now, the students are online every day.

The other businesses are open with strict protocols in place.

Education continues every day. It may look a little different but the learning continues. The outdoor education model being promoted is a great way to stay safe. Just a reminder that children and youth continue to learn whether that is happening at home, school or outdoors.

Wela'liog,
Chief Norman Bernard



Principals Message: What an extraordinary year it has been for our students, staff and communities. I know it has been in our conversations every day in the last year. This pandemic has taken on such a mental, emotional, spiritual and physical toll on everyone's well-being. So, what have we done in the last year to get through this pandemic safely? School life has definitely adapted to the new World with a lot of safety protocols, planning and teamwork.



Students went into e-learning mode at the beginning. We did have a graduation but it was outdoors and followed safety protocols. The graduates did understand the changes to our usual highlight event of the year. Everyone seemed to have that graduation spirit which still made the day 'one to remember'.

The start to the new school year 2020-2021 had students and staff on site 50% of the time and e-learning for the other half. First time since the school opened, our doors were closed. To stay open we had to protect our bubble. Students were so relieved they were back in our space, they didn't mind the no visitor rule.

Even though our world is still in the depths of this pandemic, we are still making sure we stay ahead of it. We do this by working together and making each day count. Schooling is just a little piece to the puzzle. Staying connected to one another is vital for our mental health. Praying and smudging feeds our spirits. Keeping our bubbles moving also keeps us alive.

Changes and new ways of thinking we have learned since the last update-Gratitude. Appreciation. Isolation. Hope. Technology wizards we have become. Worry. Corona knowledgeable. World awareness. News. Elders. Revolution. Essential workers.

STAYING SAFE HAS BECOME OUR NUMBER ONE GOAL!

Marjorie Pierro,

Principal

Message From Staff to Students:



Keeping Our Students Safe: RCMP teaching our students physical distancing and safety protocols.



2020 Graduates: Congratulations to our 2020 Graduates! Celebrations looked a little different this year due to COVID-19 restrictions, but everyone pulled together to make our celebrations happen.



Message from Laura MacNeil: Hello, my name is Laura MacNeil and I am the school psychologist for Wagmatcookewey School. Since we re-turned to 100% e-learning in December I've been supporting students, their families, and our staff in a number of ways. I offer virtual "coping classes" to high school students each week. I also teach DBT skills (social-emotional problem solving) to grade 12 and Alternative Program students. I've partnered with Caperbase Youth Outreach Services



to offer weekly “Finding Balance” classes to students in grades 6-8 and 9-12. These virtual sessions focus on mental wellness, healthy living, and peer connections. I also join the grade six class weekly over Google Meet to teach them social-emotional content, which is now part of their health curriculum. In order to help teach some of these concepts to our younger students, I post videos and resources on grade primary to three SeeSaw classroom pages. I have also created more general resources for our school community, such as handouts and videos on healthy coping strategies, ways to support at-home learning, study strategies, and more.

When there are individual students or families who are struggling to cope with the demands of online learning or stress related to the COVID-19 pandemic, I'm able to reach out to them by phone, email, or video call to offer my support. I listen, offer advice, and can help make referrals to other agencies when necessary. I also help families advocate for support from Jordan's Principle when there is an identified need.

Staff have also been experiencing stress due to these uncertain times. I have been offering weekly virtual mindfulness sessions to our team to help address this. The weekly staff sessions allow us to come together as a group and attend to teacher wellbeing.

It has been my pleasure to support our school community as we navigate the challenges of the COVID-19 pandemic together. But I know I'm not alone in saying that I truly can't wait to be back in the school again soon!

Laura MacNeil

Leading By Example: Chief Norman is always leading by example. He is also eager to step-up and help out. He is shown here flipping pancakes for our communities annual pancake night at the Elder Center. Due to COVID-19 restrictions this year, this event was take-out only.



Our Learning Center Blessings: This month marks the one year anniversary of a very interesting journey. One that none of us were either prepared for or wanted to take. This past year has led us to some new discoveries about ourselves, our families and our communities. To give the full picture we have to include the many struggles, hard choices and throwing our hands in the air as we navigated new technology. This year has also sent us joy and blessings. These come from parents and our dear students.

In the Learning Center, usually, our day is spent with students engaged in hands - on activities. We do STAR lessons, enjoy art activities, cooking, and playing games with both adults and friends. We develop routines to help make the day go smoothly, minimize frustrations and extend independence. We expand our verbal communication and social interactions through Pivotal Response Treatment (PRT) and use both PECS (Picture Exchange Communication System) and Prologuo2go (digital communication system) to express our desires and needs.

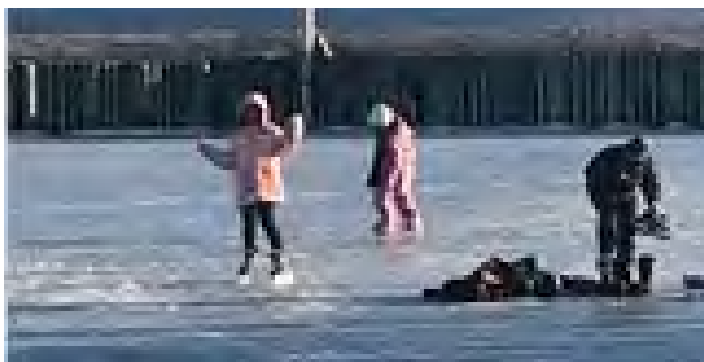
So when COVID-19 hit and new rules and protocols came at us left and right we had to figure out how our new blocks of time together were going to align with our goals of learning and having a fun day. We changed our schedules to allow for a decreased number of people in our room at a given time. We planned the day according to who will need which space, when and for how long. Sanitizer was placed in different locations and wiping down frequently used toys and objects consistently became part of the new routine. It was manageable, not ideal but given the circumstances we did what we could do. During the days we were in school we had to re-organize our social play time and cancel a few outings or group cooking lessons but other than that we keep the day as natural feeling as possible.

When I say we, I don't only mean our staff but our parents and families. Family and community are everything and how we all interact and thrive together has always been a priority. Parents are the key to any plan we devise. Parents do amazing things when it comes to helping their children whether it is on a regularly scheduled day or not. This pandemic has thrown us all

for a loop but we pulled together for the sake of family and community. Our parents have stepped in to learn new technology and how to do 'school work' at home by following plans I set for their children. Parents know that learning comes in all forms and throughout the e-learning times they have sent pictures and videos of their children doing all types of learning, from making bowls of play dough and tubs of slime to cuddling with a great book and having tea parties with their favorite toys. Also, the joy of receiving random pictures of what a student is watching on TV as their way of saying hi, is the best piece of work 'turned in' and a blessing like no other!

Corinne Phillips
Learning Center Teacher

Outdoor Physical Activity:



Wagmatcook Youth Health Centre:

Our team

The Youth Health Centre has a team of professionals that provide confidential, non-judgmental support to youth aged 12-19. When the school is open, our youth health nurse, Kelly MacMillan is available at the Youth Health Centre two days a week. Students have access

to weekly visits from Kathleen Cheetham (Youth Outreach Worker, with Child and Adolescent Mental Health Services) and monthly visits from Dr. Elena Garcia Del Busto. The Youth Health Centre space is also shared with Laura MacNeil, School Psychologist, whose experience and expertise has been utilized when planning and facilitating youth programs and initiatives. Finally, we have Faith Sutherland (currently on a work term with the Public Health COVID-19 Response Team) who works as our administrative support, keeping us organized and supplied with the tools we need to do our jobs here at the Youth Health Centre. This team works hard to engage students in their school and community and empower them to promote health and wellness.

Our services

The Youth Health Nurse is currently available to our students by telephone, video call, or in-person meetings at the community Health Center, when needed. She provides the following services:

Clinical services

Mental health screening

Screen/provide treatment for sexually transmitted infections

Discuss and provide various birth control options

Pregnancy tests

Abortion/pregnancy counselling

Provide information on various youth issues such as relationships, sexual activity, self-esteem, self-harm, suicide, drug and alcohol use, depression, anxiety etc.

Supportive services

Assist youth with navigating the health care system, referrals to other health care professionals such as social workers, dietitians and mental health clinicians.

Facilitate student led initiatives and health promotion programs

Provide resources and educational support to those who are involved with youth (school staff, community members, parents/guardian's).

In addition to the above services, our overarching goal continues to be working with the school and community within a comprehensive school health frame-work. 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. 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. Schools are ideal settings to promote health because of the amount of time that students spend there. The challenges associated with the isolation students are experiencing as a result of being out of school due to the COVID-19 pandemic is a reflection of the importance of being in school, where supports are available.

Our programs

We currently have an afterschool wellness program which takes place at the Wagmatcook Health Centre every Friday after school from 2:00-3:30pm. 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, creative expression (painting, crafts etc.) and other student

led initiatives. This program is open to any student in grade 7-12. Due to COVID-19 restrictions, space in this program is limited and students who are interested in the program must register with either Kathleen, Kelly or Laura MacNeil. In addition to being fun for students, this program serves as a way for students to build relationships with caring trusting adults who can support students throughout life's challenges if the need arises, either directly or by facilitating access to other supports within the health care system.





Knijannaq Kina'matnewey Ajipjutmaqn: Menāga 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 2020 - 2021 Nominal Roll.

Number of students:

Kindergarten to Grade 8	178
Grade 9 to 12	89
Post-Secondary Students	58
Post-Secondary Graduates	15

Staff:

We'koqma'q Mi'kmaq School (K – 12)	33
We'koqma'q Mi'kmaq School Student Assistants	21
We'koqma'q Mi'kmaq SLP and Behaviourist	2
We'koqma'q Mi'kmaq School Administration & Staff	7
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 become successful future Mi'kmaw leaders in and of their community.

We provide a fulltime 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. Land-based education has been the focus to strengthen the language and culture. Our Kindergarten to grade 12 programs are committed to meeting the needs of all learners.

Our teachers represent the community in which they work with 85% employment of Mi'kmaw Educators from We'koqma'q. Our school is also committed to providing educators with the best educational practices employing 80% of our staff with their Masters in Education. We also have 21 student assistants to support all learners.



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, 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.

Education is the number one priority for We'koqma'q. Our Chief and Council, administration, teachers, staff, parents, and the community work collaboratively to achieve this goal.

Our education year 2020-2021 has been a unique one by far. We have had to change the way we “normally” do things so 2020 made us try some new things such as online learning and teaching from home. Wow, we

did it! We have witnessed... Teachers embrace their inner gifts and share their wisdom with one another and facilitate learning with enormous results. Students challenge themselves to be learners and become advocates for their own independence. Parents have joined us as “teachers “ in their homes and have done so with greatness!

By prioritizing Literacy, Numeracy and Mi'kmaw we have ensured student's needs are being met. Providing the opportunities to learn in an environment that is safe and encouraging is most important. Creating “Back to School Plans” and COVID procedures has allowed us to ensure all our students, teachers and community are safe!



Understanding Our Learners

Online Professional Development: We as a staff recognized we needed support with developing a method of delivery that met our students needs as well as our own learning needs. Going from classroom delivery on online completely was a new way of planning and teaching. Apple Professional Development was one way to get the tools we needed. We also collaborated with each other sharing technology tools that we knew were working well.

Supporting Our Learners to Succeed: Returning back to school in September brought new challenges and new learning opportunities for staff, students and parents. In the Spring, our school identified various challenges that were faced by teachers, students and parents during online learning. This information was critical as we developed our back to school plans for students. These plans included online learning and face to face learning. We learned quickly while collaborating

as a staff that high school, middle school and elementary all had different concerns and all needed online learning plans that best suited the groups.

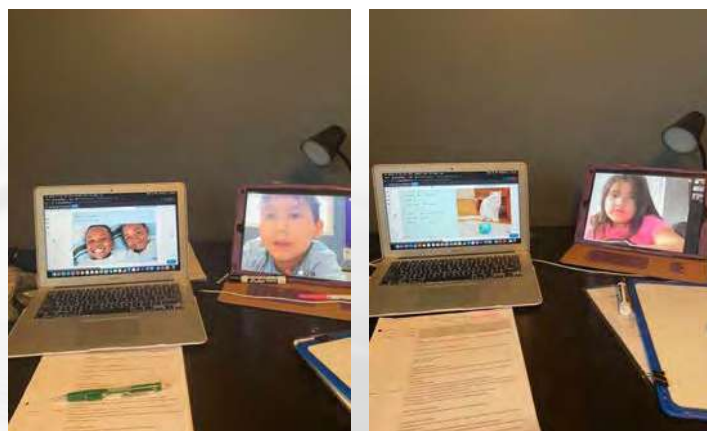
This year we decided we would focus on supporting mask wearing, physical distancing and hand washing.

As a staff, we welcomed our students back to school in the building in September. We supported our students with the new normal: mask wearing, washing our hands, sanitizing and respecting social distancing.

At this point, we were beginning to plan in more detail for online learning and we broke into our respective wings. In elementary as a whole we focused on Language Arts, Math and Mi'kmaq Language and Culture incorporating Outdoor and Land-based Education.

We also decided to have a digital learning training night for parents. This really helped to ease anxiety in parents and they could see and interact with all the apps their children were using. In Grade 2 we focused on creating a digital skills checklist to ensure each student could meet the requirements. Our main mode of online delivery was Seesaw and Google Meet.

There was also a concern of how we were going to continue with Guided Reading. We are using a new digital reading program, Literacy Foot Print Digital Readers. This is an amazing online Guided Reading program that was developed to assist teachers during COVID. Literacy Foot Prints has done an excellent job providing training videos on how to deliver guided reading lessons online.



Reaching Our Learners: Online Learning: As a result of the spring online learning challenges the school identified the need for more extensive teacher planning and student training. As we returned to school in August staff focussed on what the challenges of online learning were and how we could better meet the learning needs of our students if we were forced to be in this situation again. Staff worked hard to come up with a plan for each of the different grade areas, elementary, middle and high school.

Elementary

When we went off in March 2020 our goal was to concentrate on Mi'kmaw, literacy and numeracy activities to support students meeting the outcomes. We had students share their work using See- Saw and teachers were able to interact with their students. We also made sure that learning online was interactive and fun. Teachers supported outdoor education activities that got students outside during lockdown. This not only met learning outcomes but also physical activities and mental wellness. In December we had learned many things from the first shutdown that helped support our students and parents. We had training sessions with parents so that they felt more comfortable supporting their children. Upon reflection we identified guided reading online as a goal that needed to be met. Teachers met with students one on one or in small groups to meet their literacy goals. Participation in our second online learning session improved significantly as students and parents felt more comfortable using the technology and meeting face to face with their teachers.



Middle School

From the lessons we learned in the Spring we tailored a cross curricular inquiry model for our students anchored in the concept of Netukulimk. This was delivered in a way that was manageable for our students to be engaged and accountable but not overwhelmed. Participation was up over 60% from the spring putting us at about 90% roughly participating in google meets daily. Tasks were being completed at an even higher rate. But I am most proud of the students reaching out for support, meeting in google meets one on one, and communicating with us consistently. Students are learning to advocate for themselves and to ask specifically for what they need help on. That assured me that the digital skills we've focused on and the relationships we've fostered will allow us to successfully weather this pandemic.

High School

We begin by understanding our needs for the high school and how to meet the assessment needs of the students. It was decided that while we were in school, we would focus the curriculum on the learning outcomes that caused the most challenges for students. The most intense learning would be loaded into the first term. The second goal was to support students in understanding what was expected if they were to be in an online learning situation. A common set of online skills needed to be taught to the students was established and all teachers were expected to teach and evaluate their students' mastery of these skills. This common goal meant that all students would have an opportunity to practice, question and learn these skills while in the classroom so if they were to go to online learning they would not feel lost or unable to participate. We invited parents into the class- room to see the tools their students would be using at home and gave them ways to troubleshoot if their student was having difficulty in the event they were to go online. Staff designed a handout that went through the ways they could help and provided an assessment of the tools mastered by their student. Finally, the staff felt it was important to have a practice day so students would stay home login and see what challenges would arise. This was very important and as a result of this practice day we were able to see internet challenges, scheduling challenges and what families needed as support.



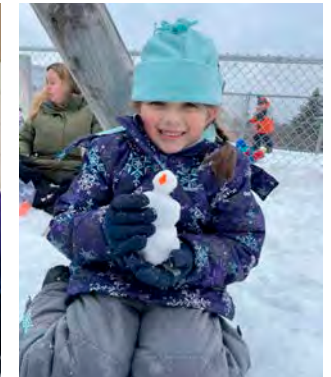
Providing Kindergarten Outdoor Education:

The goal of Kindergarten Outdoor Education is to meet the physical and mental needs of developing learners. There are many benefits for early development when you take your students outdoors. Being in the fresh air and wide-open space contributes

to physically and well balanced children. Children explore sensory skills that you just cannot meet in the classroom. We have noticed when playing and learning outside the children's attention span increases. There is also a cultural component to outdoor learning as we as Mi'kmaw have always learned from the land. Children build shelters, take nature walks and identify areas that are important to the community. Our outdoor classroom focuses on outdoor sensory play, science in nature, outdoor literacy and dramatic play.

Balancing Early Childhood Education in our Primary:

We'koqmaq Mi'kmaw School has recognized the importance of early childhood development in educating our primary students. Our Primary program has an Early Childhood Educators providing a collaborative environment that meets the early learning outcomes. Through play, outdoor education and culturally appropriate learning activities our primary students are developing as more dynamic learners.



Providing Support for ALL Learners to Succeed 2020-2021

LITERACY SUPPORT: This year, we have had some changes in how students are supported in the Elementary Grades. Due to a decision to preserve classroom bubbles and limit interaction between students in different grades, we decided to create a strong foundation for our beginning/intermediate readers, Grade One and Two Readings Levels range from Pre-A to I. For students in the beginning stages of reading and writing, we have been working on letter identification, fine motor development, early reading skills such as one to one matching, concepts of print, listening skills, early writing development, reading comprehension as well as lots of Oral Language Development. Students in the mid-Grade 1 Reading Levels are working on reading strategies, comprehension, composing and writing of several sentences based on books they have read and plenty of word work activities.

Although we were required to do Home Learning for several weeks, students were able to complete Guided Reading sessions using Google Meet and Literacy Footprints Digital Reader. Literacy Footprints was developed by Pioneer Valley Books and literacy experts Jan Richardson and Michele Dufresne. Students enjoyed using technology at home, while still being able to complete lessons with teachers as if they were in the classroom.

"Today a reader, tomorrow a leader."



School Early Mathematics Intervention Program: The main objective of the Early Mathematics Intervention Program for our student is to identify mathematical ideas constructed by the students in Grades Two, Three and Four. This is accomplished by each student in the program completing a diagnostic assessment which helps to zero in on the areas where the student needs support. Once these areas are identified the process of learning begins by understanding begins.



It is well known that if students do not know their basic math facts that this will have a detrimental effect on higher order mathematical learning. Therefore, we work persistently to achieve automaticity with the basic facts in addition, subtraction, multiplication and division through the use of mental math strategies.

We have also tried to enhance our students learning of their basic math facts through the use of technology and the use of virtual programs such as Reflex Math. Reflex Math provides each student with an individualized math fact program that can be accessed anytime and anywhere. The teacher is able to monitor when and how long the student used the program, the math facts the students answered successfully and the ones they struggled with.

We also work diligently in the area of operations, addition, subtraction, multiplication and division and the intrinsic relationships between these operations.

A 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 develop that facilitates an 'I can' rather than an 'I can't' attitude. The greatest gift we can give these students is confidence!

Supporting Student Wellness:

Physical Development: We offer children opportunities to engage in activities to develop physical skills. We offer a Snoozlen room to support with different learning abilities.

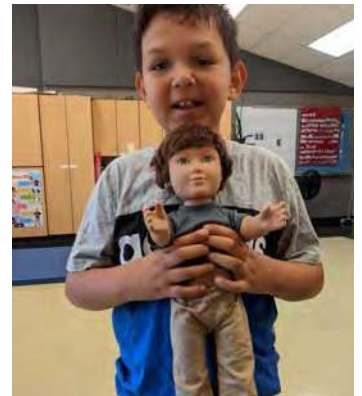


Spiritual Development

We offer children activities, such as children's yoga and children's meditation, to develop mindfulness. Mindfulness connects us to the earth and to the stillness within.



Emotional Development We offer sensory play as a natural way to learn and to develop self-regulation skills. Sensory play is beneficial in development. Activities with different textures, sounds, smells allow children to explore and experience the world through their senses.



Mental Wellness Children learn how to describe the world around them, to share their ideas, and to connect with others through play. We offer activities that support language development, cognitive growth, and memory skills through play-based learning activities.



Module Based Learning For Our Students with Diverse Needs : 2020/21 has brought new educational challenges for all of us but for those who have learning needs outside the regular curriculum it has brought with it a whole new set of learning needs. To meet these needs we have developed a module based learning environment that integrates literacy, numeracy and social goals to meet the gifts of these learners. We are focused on building skills needed for life beyond school and transitioning into the community beyond school.

We worked on a Module based program that could be adjusted to meet the needs of home and online learning in the case of COVID-19 having a second wave impact on education.

Modules including online learning training that prepared students to be able to access learning at home in the case of a second wave of COVID. Students learned to use their ipad or computer to access Google Classroom and complete assigned tasks. We learned

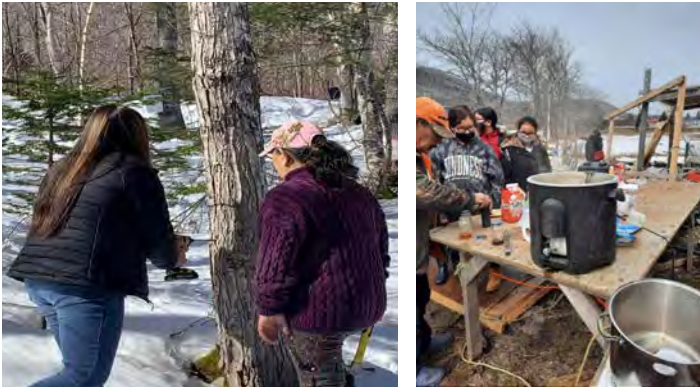
to use google meets and how to schedule it in their calendar for reminders. This module was important not only for online learning but also to support learning in other curriculum areas so students can be successful when in those environments.

Modules were on photography, sewing, cooking and outdoor education.



Land Based Education: Making Connection to The Land

Harvesting and Making Maple Syrup



Landbase Education: Bring Ice Fishing to Grade K to 3



Supporting Our Future 2021 Graduates:

We'koqma'q Mi'kmaw School received laptops from Digital Mi'kmaw as a commitment to invest in the future of Indigenous youth. Digital Mi'kmaw has been an amazing support in delivering our enriched digital curriculum program. We as a school believed our Grade 12 Graduates would benefit from receiving these laptops to support their learning today and into their future. Students participate in career planning, Post-Secondary course selection and application to the programs of their choice. Helping students planning for the future is important to their success beyond High School. Students have an opportunity to identify their talents and then match this to future employment opportunities. Once students have identified their path the choices for future education become more specific to their goals.





Career Planning A Student Goals: 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. These courses provide them skills and knowledge to career plan. Providing opportunities to explore post-secondary programming, visit universities and explore apprenticeship is central to students' individual goal setting.

Kindergarten Graduation: Kindergarten Graduation was a celebration of learning and growth. Graduates celebrate with parents and grandparent their big day!



We'koqma'q Mi'kmaw School 2021 Grade 12 Graduates:

We'koqma'q Mi'kmaw School: Proud to announce we had 13 Graduates from Grade 12



Financial Statements



Financial statements

Mi'kmaw Kina'matnewey

March 31, 2021



Mi'kmaw Kina'matnewey

Contents

	<u>Page</u>
Independent Auditor's Report	1 - 2
Statements of Operations	3
Statement of Financial Position	4
Statement of Changes in Net Assets	5
Statement of Cash Flows	6
Notes to the Financial Statements	7 - 13
Schedule 1 – Grant (ISC) revenue and expenses	14 - 15
Schedule 2 – Contribution (ISC) revenue and expenses	16 - 17
Schedule 3 – Provincial revenue and expenses	18
Schedule 4 – Contribution (other) revenue and expenses	19
Schedule 5 – Other revenue and expenses	20
Schedule 6 – Foundation for the Advancement of Mi'kmaw Education revenue and expenses	21
Schedule 7 – Administration expenses - governance	22
Schedule 8 – Transfers to communities	23



Independent Auditor's Report

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

Grant Thornton LLP
Suite 200, George Place
500 George Street
Sydney, NS
B1P 1K6
T +1 902 562 5581
F +1 902 562 0073
www.GrantThornton.ca

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, 2021, 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, 2021, 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

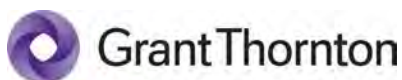
We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are independent of the Organization in accordance 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 25, 2021

A stylized, handwritten-style signature of "Grant Thornton LLP" in a dark, cursive font.

Chartered Professional Accountants

Mi'kmaw Kina'matnewey Statement of Operations

Year ended March 31	Budget (Note 11)	2021	2020
Revenue			
Grant (ISC) (Schedule 1)	\$ 62,426,817	\$ 61,842,062	\$ 60,185,105
Contribution (ISC) (Schedule 2)	8,701,609	7,318,079	5,278,724
Provincial (Schedule 3)	499,116	499,116	834,037
Contribution (other) (Schedule 4)	442,574	442,574	200,840
Other Income (Schedule 5)	39,135	92,692	315,170
Foundation for the advancement of Mi'kmaw Education (Schedule 6)	<u>35,000</u>	<u>35,110</u>	<u>-</u>
	<u>72,144,251</u>	<u>70,229,633</u>	<u>66,813,876</u>
Expenses			
Grant (ISC) (Schedule 1)	\$ 62,426,817	\$ 61,891,922	\$ 60,324,244
Contribution (ISC) (Schedule 2)	8,701,609	7,320,333	5,278,963
Provincial (Schedule 3)	499,116	500,475	834,263
Contribution (other) (Schedule 4)	442,574	444,280	200,840
Other Income (Schedule 5)	39,135	37,513	175,565
Foundation for the advancement of Mi'kmaw Education (Schedule 6)	<u>35,000</u>	<u>36,237</u>	<u>1,212</u>
	<u>72,144,251</u>	<u>70,230,760</u>	<u>66,815,087</u>
Deficiency of revenue over expenses	\$ -	\$ (1,127)	\$ (1,211)

See accompanying notes to the financial statements.

Mi'kmaw Kina'matnewey Statement of Financial Position

March 31 2021 2020

Assets

Current

Cash	\$ 10,703,418	\$ 10,164,444
Receivables (Note 3)	777,480	936,315
Prepays	<u>23,851</u>	<u>32,226</u>
	11,504,749	11,132,985
Donald Marshall Sr. Memorial Bursary Fund (Note 4)	<u>26,889</u>	<u>28,556</u>
	<u>\$ 11,531,638</u>	<u>\$ 11,161,541</u>

Liabilities

Current

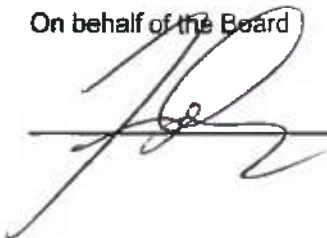

Payables and accruals (Note 5)	\$ 3,626,500	\$ 3,792,024
Deferred revenue		
Operating (Note 6)	7,238,737	6,217,787
Capital (Note 6)	<u>312,021</u>	<u>794,556</u>
	<u>11,177,258</u>	<u>10,804,367</u>

Equity

Trust fund (Note 4)	26,889	28,556
Unrestricted	7,498	8,625
Contingency fund (Note 7)	<u>319,993</u>	<u>319,993</u>
	<u>354,380</u>	<u>357,174</u>
	<u>\$ 11,531,638</u>	<u>\$ 11,161,541</u>

Contingency (Note 12)

On behalf of the Board

Director Director

See accompanying notes to the financial statements.

Mi'kmaw Kina'matnewey Statement of Changes in Net Assets

Year ended March 31	2021				2020
	<u>Unrestricted</u>	<u>Contingency Fund</u>	<u>Trust fund</u>	<u>Total</u>	<u>Total</u>
Balance, beginning of year	\$ 8,625	\$ 319,993	\$ 28,556	\$ 357,174	\$ 359,786
Deficiency of revenue over expenses	(1,127)	-	-	(1,127)	(1,211)
Transfer to (from) Trust fund	-	-	(1,667)	(1,667)	(1,401)
Balance, end of year	\$ <u>7,498</u>	\$ <u>319,993</u>	\$ <u>26,889</u>	\$ <u>354,380</u>	\$ <u>357,174</u>

See accompanying notes to the financial statements.

Mi'kmaw Kina'matnewey Statement of Cash Flows

Year ended March 31

2021

2020

(Decrease) increase in cash and cash equivalents

Cash flows from operating activities

Deficiency of revenues over expenses	\$ (1,127)	\$ (1,211)
Change in non-cash operating working capital (Note 8)	<u>540,101</u>	<u>(1,832,931)</u>
	<u>538,974</u>	<u>(1,834,142)</u>
Net increase (decrease) in cash and cash equivalents	538,974	(1,834,142)
Cash and cash equivalents, beginning of year	<u>10,164,444</u>	<u>11,998,586</u>
Cash and cash equivalents, end of year	<u>\$ 10,703,418</u>	<u>\$ 10,164,444</u>

See accompanying notes to the financial statements.

Mi'kmaw Kina'matnewey

Notes to the Financial Statements

March 31, 2021

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, 2021

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>2021</u>	<u>2020</u>
Trade	\$ 640,921	\$ 280,534
Member communities	101,439	627,745
Harmonized sales tax	<u>35,120</u>	<u>28,036</u>
	<u>\$ 777,480</u>	<u>\$ 936,315</u>

4. Donald Marshall Sr. Memorial Bursary Fund	<u>2021</u>	<u>2020</u>
Balance, beginning of year	\$ 28,556	\$ 29,957
Interest earned	333	599
Redemption of GIC	28,701	32,101
Purchase of GIC	(28,701)	(32,101)
Scholarship	<u>(2,000)</u>	<u>(2,000)</u>
Balance, end of year	<u>\$ 26,889</u>	<u>\$ 28,556</u>

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

5. Payables and accruals	<u>2021</u>	<u>2020</u>
Trade	\$ 3,119,166	\$ 1,947,759
Member communities	<u>507,334</u>	<u>1,844,265</u>
	<u>\$ 3,626,500</u>	<u>\$ 3,792,024</u>

Mi'kmaw Kina'matnewey

Notes to the Financial Statements

March 31, 2021

6. Deferred revenue	<u>2021</u>	<u>2020</u>
Operating		
ISC - grant		
Athlete development fund	4,034	5,389
Early literacy projects	52,304	-
Elementary / secondary	-	525,905
FNSSP	268,653	226,621
FNSSP – Salary top-up	64,407	86,379
FNSSP – Secondary literary projects	13,857	-
FNSSP – Technology projects	1,038	10,708
Governance	539,441	290,848
Governance (communities)	600,000	600,000
Guidance and Counselling	44,057	10,312
Help desk	46,040	68,252
Language and culture	371,916	196,796
Language committee	49,487	37,367
Literacy projects	-	56,250
Math and literacy pilot project	64,739	15,924
Math mentorship	80,196	21,309
Math projects	1,027	-
Mi'kmaw language development	44,357	16,843
Operational planning	281,018	-
Post-secondary adult education	11,644	-
Post-secondary behavioural interventionist program	-	101,894
Post-secondary ECE Cohort	42,971	-
Post-secondary ECE graduation	5,490	-
Post-secondary guidance program	1,031	-
Post-secondary "L'nu College"	12,262	63,157
Post-secondary second chance	31,822	-
Post-secondary trades fair	5,000	252
Post-secondary tutoring project	11,870	-
Post-secondary welding camp	2,975	-
Provincial tuition	1,681,644	889,201
Red Road project	29,693	63,845
Research	7,099	-
Special education - core	36,827	11,176
Special education - projects	-	14,505
Sports and recreation	-	76,358
Sports and recreation – NAHC	-	33,540
Sports and recreation – sports circle meetings	-	32,728
Technology fund	7,439	-
Treaty education	47,859	62,095
	\$ 4,462,197	\$ 3,517,654
ISC - contribution		
Assessment project (QZAN-001)	41,860	80,000
Governance (QZAN-002)	88,864	286,363
Governance (QZAN-001)	292,622	-

Mi'kmaw Kina'matnewey

Notes to the financial statements

March 31, 2021

6. Deferred revenue (continued)	<u>2021</u>	<u>2020</u>
Help desk – ISC Contribution (2019 – 20, Q24K-001)	-	137,715
Help desk – ISC Contribution (2020 – 21, Q24K-001)	184,083	-
Help desk – ISC Contribution (Q2E0O-001)	100,457	-
Help desk – Telehealth (Q300-001)	-	38,775
Help desk – Telehealth infrastructure (Q30F-003)	152,157	-
Help desk – Telehealth health promotion (Q227-001)	50,000	-
Help desk – Telehealth maintenance (Q30F-005)	22,307	-
Help desk – Telehealth public health (Q227-001)	17,650	-
Innovation project (2019 – 20, Q263-001)	-	53,353
Innovation project (2020 – 21, Q263-001)	42,123	-
K4 programming (2018-19)	-	273,632
K4 programming (2019 – 20, Q24L001)	39,117	171,453
Language and culture (Q24M-001)	-	337,445
Language conference (Q275-001)	18,649	18,649
Partnership advancement (2019 – 20, Q273-001)	38,904	280,177
Partnership advancement (2020 – 21, Q273-001)	125,344	-
Post-secondary projects (Q29A-001)	-	12,285
Post-secondary projects (Q29D-001)	7,921	61,245
Post-secondary projects (Q29A-00)	71,364	-
Post-secondary projects (Q29D-001)	47,417	-
Post-secondary student support (Q29A-001)	-	-
Provincial tuition – administration (Q2ER-002)	-	170,000
Skills link program (Q26G-002)	-	46,741
Skills link program (Q26G-001)	42,692	-
	\$ 1,383,531	\$ 1,967,833
Other		
ALI	\$ 358,500	\$ 21,319
Canadian Council for the Arts	-	100,000
Contingency fund	643	-
Jeannine Deveau Achievement fund	-	35,000
Language and culture (NS)	-	8,198
Language conference	6,156	7,256
One mind one people project	4,422	35,949
Pathways in trades (NS)	310,894	-
Post-secondary “Bursary Program” (NS)	50,028	101,447
Post-secondary “Chiefs Meetings” (NS)	-	1,599
Post-secondary “ECE Program”	-	27,259
Post-secondary mental health project	16,380	-
Post-secondary trades fair	9,391	-
Sports and recreation – bilateral (NS)	325,106	136,682
Sports and recreation – hall of fame (NS)	4,658	-
Sports and recreation – health promotions (NS)	4,167	-
Sports and recreation – NAIG	75,537	76,185
Sports and recreation – professional development (NS)	15,000	15,000
Sports and recreation – sports for social development	195,097	165,406

Mi'kmaw Kina'matnewey

Notes to the Financial Statements

March 31, 2021

6. Deferred revenue (continued)	<u>2021</u>	<u>2020</u>
Treaty education (NS)	15,000	1,000
Treaty education	<u>2,030</u>	<u>-</u>
	\$ 1,393,009	\$ 732,300
	<u>\$ 7,238,737</u>	<u>\$ 6,217,787</u>
Capital		
Capital grant revenue		
Capital Pool	308,911	246,363
Membertou First Nation	-	305,193
Sipekne'katik First Nation	-	243,000
Interest earned on capital GIC	<u>3,110</u>	<u>-</u>
	<u>\$ 312,021</u>	<u>\$ 794,556</u>

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>2021</u>	<u>2019</u>
Receivables	\$ 158,835	\$ 444,946
Prepays	8,375	(32,226)
Payables and accruals	(165,524)	(1,794,520)
Deferred revenue	<u>538,415</u>	<u>(451,131)</u>
	<u>\$ 540,101</u>	<u>\$ (1,832,931)</u>

9. Defined contribution plan

The Organization has contributed \$219,708 (2020 - \$187,271) to the employees' defined contribution plan for the year ended March 31, 2021.

Mi'kmaw Kina'matnewey

Notes to the Financial Statements

March 31, 2021

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, 2021.

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 \$777,480 (2020 - \$936,315). 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 \$3,626,500 (2020 - \$3,792,024). The Organization manages liquidity risk by monitoring its cash flows and ensuring that it has sufficient cash available to meet its obligations and liabilities. Management believes that the liquidity risk concentration with respect to financial instruments included in payables is remote.

Fair value

The book value of cash and cash equivalents, receivables, and payables and accruals approximate fair values at March 31, 2021, 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. Contingency

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) \$1,468,738 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

Notes to the Financial Statements

March 31, 2021

13. Impacts of COVID-19

Since December 31, 2019, the outbreak of COVID-19 and related global responses have caused material disruptions to businesses around the world, leading to an economic slowdown. Global equity markets have experienced significant volatility and weakness. While governments and central banks have reacted with monetary and fiscal interventions designed to stabilize economic conditions, the duration and extent of the impact of COVID-19 outbreak, as well as the effectiveness of government and central bank responses, remains unclear at this time. The Organization continues to operate and to assist the member communities during this pandemic. Although many programs were impacted, management took steps to reduce this impact, by developing other methods to deliver their programs. The Organization received a \$44,000 COVID-19 grant from the Province of Nova Scotia for their sports and recreation program as well as multiple funds from Indigenous Services Canada including \$1,044,195 for Post-Secondary safe return to school, \$1,790,584 Elementary/Secondary safe return to school and \$590,681 for Community capital infrastructure.

The duration and impact of the COVID-19 pandemic, as well as the effectiveness of government and central bank responses, remains unclear at this time. It is not possible to reliably estimate the duration and severity of these consequences, as well as their impact on the financial position and results of the Organization in future periods.

14. Comparative figures

Comparative figures have been adjusted to conform to changes in current year presentation.

Mi'kmaw Kina'matnewey

Schedule 1 – Grant (ISC) revenue and expenses

Year ended March 31, 2021

2021

2020

	Budgeted Revenue (Note 11)	Actual Revenue	Budgeted Expenses (Note 11)	Actual Expenses	Actual Net	Actual Net
Core						
Band transfers (Schedule 8)	\$ 49,718,806	\$ 49,718,806	\$ 49,718,806	\$49,718,806	\$ -	\$ -
Capital	548,192	548,192	548,192	548,192	-	-
Community top-up	-	-	-	-	-	-
Elementary/secondary	473,067	473,067	473,067	476,540	(3,473)	-
Governance (Schedule 7)	3,226,115	2,641,360	3,226,115	2,670,597	(29,237)	(139,447)
Guidance and counselling	175,252	175,252	175,252	175,252	-	3,998
High cost special education	144,557	144,557	144,557	144,557	-	-
Operations and maintenance	-	-	-	-	-	-
Post-secondary student support	74,074	74,074	74,074	74,074	-	(3,906)
Provincial tuition	<u>3,626,046</u>	<u>3,626,046</u>	<u>3,626,046</u>	<u>3,626,046</u>	-	-
	<u>57,986,109</u>	<u>57,401,354</u>	<u>57,986,109</u>	<u>57,434,064</u>	<u>(32,710)</u>	<u>(139,355)</u>
First Nation Student Success Program						
Performance measurement	346,502	346,502	346,502	347,710	(1,208)	-
School success	972,141	972,141	972,141	972,141	-	-
Special projects	861,092	861,092	861,092	857,747	3,345	-
Student learning assessments	<u>71,280</u>	<u>71,280</u>	<u>71,280</u>	<u>70,364</u>	<u>916</u>	-
	<u>2,251,015</u>	<u>2,251,015</u>	<u>2,251,015</u>	<u>2,247,962</u>	<u>3,053</u>	-
Post-secondary projects						
Adult education	10,250	10,250	10,250	10,250	-	-
ECE cohort development	7,029	7,029	7,029	7,029	-	-
ECE graduation	10,509	10,509	10,509	10,509	-	-
Guidance counsellor program	9,280	9,280	9,280	9,280	-	6
PTECH	25,000	25,000	25,000	25,000	-	-
Purdy Crawford	20,000	20,000	20,000	20,000	-	-
Trades fair	252	252	252	252	-	-
Tutoring	3,130	3,130	3,130	3,130	-	-
Welding camp	<u>7,025</u>	<u>7,025</u>	<u>7,025</u>	<u>7,025</u>	-	-
	<u>92,475</u>	<u>92,475</u>	<u>92,475</u>	<u>92,475</u>	-	6

Mi'kmaw Kina'matnewey

Schedule 1 – Grant (ISC) revenue and expenses (continued)

Year ended March 31, 2021

					2021	2020
	Budgeted Revenue (Note 11)	Actual Revenue	Budgeted Expenses (Note 11)	Actual Expenses	Actual Net	Actual Net
Aboriginal language development						
Language and culture programming	515,861	515,861	515,861	531,152	(15,291)	-
Language committee	23,879	23,879	23,879	23,879	-	-
Language conference	-	-	-	-	-	165
Mi'kmaw language program	86,967	86,967	86,967	86,967	-	-
Research (20-21)	196,975	196,975	197,975	196,975	-	-
	<u>823,682</u>	<u>823,682</u>	<u>823,682</u>	<u>838,973</u>	<u>(15,291)</u>	<u>165</u>
Other						
Athlete development fund	1,354	1,354	1,354	1,354	-	-
COVID assistance	350,000	350,000	350,000	350,000	-	-
Help Desk	428,681	428,681	428,681	433,071	(4,390)	28
Operational planning	53,950	53,950	53,950	53,950	-	-
Partnership projects	109,089	109,089	109,089	109,089	-	-
Red road	212,029	212,029	212,029	212,017	12	-
Sports animators	-	-	-	-	-	17
Technology fund	42,561	42,561	42,561	42,561	-	-
Technology project	28,962	28,962	28,962	29,496	(534)	-
Technology proposal	10,708	10,708	10,708	10,708	-	-
Treaty education	36,202	36,202	36,202	36,202	-	-
	<u>1,273,536</u>	<u>1,273,536</u>	<u>1,273,536</u>	<u>1,278,448</u>	<u>(4,912)</u>	<u>45</u>
Deficiency of revenue over expenses	<u>\$ 62,426,817</u>	<u>\$ 61,842,062</u>	<u>\$ 62,426,817</u>	<u>\$ 61,891,922</u>	<u>\$ (49,860)</u>	<u>\$ (139,139)</u>

Mi'kmaw Kina'matnewey

Schedule 2 – Contribution (ISC) revenue and expenses

Year ended March 31, 2021

2021

2020

	Budgeted Revenue (Note 11)	Actual Revenue	Budgeted Expenses (Note 11)	Actual Expenses	Actual Net	Actual Net
Contribution (ISC)						
Capital/renovations (Q36R-003)	\$ 35,000	\$ 35,000	\$ 35,000	\$ 35,000	\$ -	\$ -
Capital/renovations (Q3R0-001)	308,234	308,234	308,234	308,234	-	-
Claims implementation – governance (QZAN-001)	292,623	-	292,623	-	-	-
Claims implementation (QZAN-001)	80,000	38,140	80,000	38,140	-	-
Claims implementation (QZAN-002)	286,363	197,498	286,363	196,603	895	-
Community infrastructure – Covid-19 (Q36R-002)	247,447	247,447	247,447	247,447	-	-
Connectivity and IT maintenance (Q30H-001)	-	-	-	-	-	-
Economic development tripartite (Q3L2-001)	9,020	9,020	9,020	8,200	820	-
Education partnership (Q273-001)	280,177	241,272	280,177	243,123	(1,851)	-
Education partnership (Q273-001)	395,414	270,070	395,414	270,070	-	-
Education partnership (Q273-001)	-	-	-	-	-	(64)
First Nation School Second Level (Q24K-001)	137,715	137,715	137,715	137,715	-	-
FN school protect second level (Q24N-001)	-	-	-	-	-	-
FN school protect second level (Q2ER-001)	-	-	-	-	-	-
Help desk & language conference (Q230-001)	-	-	-	-	-	(41)
Help desk (Q24K-001)	184,083	-	184,083	-	-	-
Help desk (Q24N-001)	88,361	88,361	88,361	88,361	-	-
Help desk (Q2EO-001)	121,226	20,769	121,226	20,769	-	-
Help desk (Q2ER-001)	98,303	98,303	98,303	98,303	-	-
Innovation project (Q263-001)	120,150	78,027	120,150	78,027	-	-
Innovation project (Q263-001)	53,353	53,353	53,353	54,451	(1,098)	-
K4 programming (NP05-001)	273,633	273,633	273,633	273,832	(199)	-
K4 programming (Q24L-001)	171,453	132,335	171,453	132,335	-	-
Language and culture (NGHR-001)	-	-	-	-	-	-
Language and culture (Q24M-001)	337,445	337,445	337,445	337,445	-	-
Language conference (Q275-001)	18,649	-	18,649	-	-	-
Language conference (Q275-001)	-	-	-	-	-	(106)
Performance measurement (NGHR-006)	-	-	-	-	-	-
Post-secondary Covid-19 support (Q29A-001)	1,044,195	1,044,195	1,044,195	1,004,195	-	-
Post-secondary education (Q29A-002)	910,624	839,260	910,624	839,260	-	-

Mi'kmaw Kina'matnewey**Schedule 2 – Contribution (ISC) revenue and expenses (Continued)**

Year ended March 31, 2021

2021

2020

	Budgeted <u>Revenue</u> (Note 11)	Actual <u>Revenue</u>	Budgeted <u>Expenses</u> (Note 11)	Actual <u>Expenses</u>	<u>Actual Net</u>	<u>Actual Net</u>
Post-secondary projects (Q29D-001)	61,245	53,323	61,245	53,323	-	-
Post-secondary student support (Q29A-001)	12,285	12,285	12,285	12,300	(15)	-
Post-secondary student support (Q29A-002)	-	-	-	-	-	-
Post-secondary university and college prep (Q29D-001)	47,410	-	47,410	-	-	-
Provincial tuition administration (Q2ER-002)	170,000	170,000	170,000	170,000	-	-
Research (NGHR-002)	-	-	-	-	-	-
Safe return to school (Q2JB-001)	1,790,584	1,790,584	1,790,584	1,790,584	-	-
Skills link (NP21-001)	-	-	-	-	-	(28)
Skills link (Q26G-001)	133,051	90,358	133,051	90,358	-	-
Skills link program (Q26G-002)	46,741	46,741	46,741	46,756	(15)	-
Telehealth (Q300-001)	38,775	38,775	38,775	39,005	(230)	-
Telehealth additional infrastructure (Q30F-003)	172,925	20,768	172,925	20,768	-	-
Telehealth connectivity (Q30H-002)	20,665	20,665	20,665	20,665	-	-
Telehealth connectivity and IT deployment (Q30D-002)	34,307	12,000	34,307	12,000	-	-
Telehealth e-health infrastructure (Q30F-005)	24,000	6,350	24,000	6,350	-	-
Telehealth health promotion (Q227-00)	50,000	-	50,000	-	-	-
Telehealth Jordon's Principal (Q2G9-001)	211,153	211,153	211,153	211,153	-	-
Telehealth maintenance (Q30F-001)	-	-	-	-	-	-
Telehealth maintenance (Q30F-004)	395,000	395,000	395,000	395,561	(561)	-
Tuition agreements (NPO0R-001)	-	-	-	-	-	-
Deficiency of revenue over expenses	<u>\$ 8,701,609</u>	<u>\$ 7,318,079</u>	<u>\$ 8,701,609</u>	<u>\$ 7,320,333</u>	<u>\$ (2,254)</u>	<u>\$ (239)</u>

Mi'kmaw Kina'matnewey

Schedule 3 – Provincial revenue and expenses

Year ended March 31, 2021

2021

2020

	Budgeted Revenue (Note 11)	Actual Revenue	Budgeted Expenses (Note 11)	Actual Expenses	Actual Net	Actual Net
Provincial						
Aboriginal bilateral agreement (2018-19)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (17)
Aboriginal bilateral agreement (2019-20)	136,682	136,682	136,682	136,682	-	-
Aboriginal bilateral agreement (2020-21)	28,894	28,894	28,894	28,894	-	-
Bursary program	51,419	51,419	51,419	51,419	-	-
Chiefs meeting	1,599	1,599	1,599	1,592	7	-
ECE program	27,259	27,259	27,259	27,259	-	-
Health promoting schools	38,377	38,377	38,377	38,377	-	-
Healthy eating	35,000	35,000	35,000	35,000	-	-
Labour and advanced education -technology	25,346	25,346	25,346	24,985	361	-
Mi'kmaw Sport Hall of Fame	342	342	342	342	-	-
Professional services	8,198	8,198	8,198	8,244	(46)	-
Red road	20,000	20,000	20,000	20,012	(12)	-
Sister Dorothy Moore scholarship	6,000	6,000	6,000	6,000	-	-
Sports COVID funding	44,000	44,000	44,000	44,000	-	-
Treaty education - core	60,000	60,000	60,000	60,000	-	-
Treaty education – special projects	16,000	16,000	16,000	17,669	(1,669)	-
Curriculum development	-	-	-	-	-	(101)
Language conference	-	-	-	-	-	(10)
Poverty reduction	-	-	-	-	-	(93)
Trades fair	-	-	-	-	-	(5)
Welding camp	-	-	-	-	-	-
Deficiency of revenue over expenses	\$ 499,116	\$ 499,116	\$ 499,116	\$ 500,475	\$ (1,359)	\$ (226)

Mi'kmaw Kina'matnewey

Schedule 4 – Contribution (other) revenue and expenses

Year ended March 31, 2021

2021

2020

	Budgeted <u>Revenue</u> (Note 11)	Actual <u>Revenue</u>	Budgeted <u>Expenses</u> (Note 11)	Actual <u>Expenses</u>	<u>Actual Net</u>	<u>Actual Net</u>
Contribution (other)						
ALI (19-20)	\$ 21,319	\$ 21,319	\$ 21,319	\$ 22,816	\$ (1,497)	\$ -
ALI Master Apprentice	17,500	17,500	17,500	17,500	-	-
ALI Storybook	17,000	17,000	17,000	17,000	-	-
Canadian Council for the Arts	100,000	100,000	100,000	100,209	(209)	-
Sports for Social Development (19-20)	165,406	165,406	165,406	165,406	-	-
Sports for Social Development (20-21)	117,469	117,469	117,469	117,469	-	-
Post-Sec-Mental Health Literacy (DAL)	3,880	3,880	3,880	3,880	-	-
Deficiency of revenue over expenses	<u>\$ 442,574</u>	<u>\$ 442,574</u>	<u>\$ 442,574</u>	<u>\$ 444,280</u>	<u>\$ (1,706)</u>	<u>\$ -</u>

Mi'kmaw Kina'matnewey

Schedule 5 – Other revenue and expenses

Year ended March 31, 2021

2021

2020

	Budgeted Revenue (Note 11)	Actual Revenue	Budgeted Expenses (Note 11)	Actual Expenses	Actual Net	Actual Net
Other						
Trades Fair	\$ 7,608	\$ 7,608	\$ 7,608	\$ 7,608	\$ -	\$ -
One mind one people	31,527	31,527	31,527	31,527	-	-
Computers for schools	-	-	-	(1,622)	1,622	-
Interest and rent	-	53,557	-	-	53,557	139,605
Surplus of revenue over expenses	<u>\$ 39,135</u>	<u>\$ 92,692</u>	<u>\$ 39,135</u>	<u>\$ 37,513</u>	<u>\$ 55,179</u>	<u>\$ 139,605</u>

Mi'kmaw Kina'matnewey

Schedule 6 – Foundation for the Advancement of Mi'kmaw Education revenues and expenses

Year ended March 31		2021	2020
	Budget (Note 11)	<u>Actual</u>	<u>Actual</u>
Revenue			
Bursary	\$35,000	\$ 35,000	\$ -
Donations	-	110	-
	<u>35,000</u>	<u>35,110</u>	<u>-</u>
Expenses			
Accommodations	-	-	119
Bursary	35,000	35,000	1
Insurance	-	1,042	1,042
Interest and bank charges	-	4	51
Meals and supplies	-	191	-
	<u>35,000</u>	<u>36,237</u>	<u>1,212</u>
Deficiency of revenue over expenses		\$ (1,127)	\$ (1,212)

Mi'kmaw Kina'matnewey

Schedule 7 - Administrative expenses - governance

Year ended March 31

2021

2020

	<u>Budget</u> (Note 11)	<u>Actual</u>	<u>Actual</u>
Wages and benefits	\$ 1,496,490	\$ 1,475,363	\$ 1,314,445
Travel and advisory services	505,000	401,042	469,684
Rent	64,000	45,200	28,900
Office supplies	62,800	58,464	41,352
Office equipment	37,000	1,973	9,341
Professional fees	470,991	306,294	197,617
Meeting room rentals	176,780	92,138	156,865
Telephone	35,000	24,550	27,076
Insurance	22,000	21,877	17,571
Maintenance	73,000	53,010	55,691
Negotiations	60,000	49,169	33,871
Professional development	66,554	25,666	40,242
Miscellaneous	25,000	20,265	15,396
Communications	123,500	85,616	82,629
Interest and bank charges	8,000	9,970	8,707
	<u>\$ 3,226,115</u>	<u>\$ 2,670,597</u>	<u>\$ 2,499,377</u>

Mi'kmaw Kina'matnewey
Schedule 8 - Transfers to Communities
Year ended March 31, 2021

Education Grant- Band Transfer:

Elementary/Secondary	83,345	133,328	1,224,968	10,752,169	2,116,445	872,234	4,549,998	1,569,548	2,760,039	-	-	69,253	24,730,751
Post Secondary	467,603	-	553,224	2,138,157	997,961	-	1,469,320	506,955	1,016,313	-	-	290,177	8,606,973
Indian Government Support	16,433	61,796	114,737	866,071	139,857	74,126	93,480	166,004	200,568	-	1,157,760	21,638	1,859,988
OAM school facilities	760	31,384	168,816	1,366,121	155,244	60,227	459,916	325,673	522,660	-	-	36,823	9,652
Capital	-	1,207	84,879	617,931	167,591	11,791	31,936	118,988	141,547	-	-	1,045	1,023,432
Governance	20,152	21,950	36,325	76,769	276,033	91,648	148,709	101,059	119,938	-	-	11,332	996,290
Language and culture	37,025	29,937	29,499	116,528	1,406,234	281,723	92,235	617,540	208,443	-	-	19,175	3,241,513
High Cost Special Ed. (Direct Services)	41,129	32,453	31,956	577,574	281,723	78,355	252,335	90,460	144,501	-	-	20,305	1,585,543
FNSSP School Success Direct Services - Math	-	-	-	-	-	-	-	-	-	-	-	-	-
Engagement Program	-	-	-	-	-	-	-	-	-	-	-	-	-
Special education	60,558	34,309	30,346	46,753	93,505	46,753	46,753	46,753	46,753	-	-	79,381	374,022
Path Improvement	7,023	7,825	128,801	626,080	163,967	117,904	288,782	124,839	195,666	-	-	823,161	1,850,633
New Path Improving School Effectiveness	10,864	7,023	47,876	342,668	65,870	40,601	126,135	54,297	86,999	-	-	28,972	4,631
K4	-	9,983	39,934	44,925	449,251	184,809	24,959	179,700	64,891	-	-	24,959	1,073,212
Teacher Salary Enhancement	-	-	374	26,333	213,463	20,544	14,007	28,348	56,027	-	-	2,241	447,658
Total band transfers	854,605	233,061	403,974	2,707,775	19,714,277	4,360,959	1,493,314	6,306,325	5,754,904	1,157,760	1,125,468	155,986	49,718,805
Comprehensive funding arrangement:													
EPP	-	-	-	-	-	-	-	-	-	-	-	-	-
Capital - grant	-	-	-	158,290	-	305,193	-	243,000	-	-	-	-	158,290
Language and culture	-	-	-	-	-	-	-	-	-	-	-	-	-
COVID 19 safe return to school	-	-	29,890	83,309	161,627	63,089	311,217	128,118	201,085	-	15,296	-	196,787
COVID 19 school reopening	-	18,284	24,456	34,498	93,658	29,661	18,415	43,698	36,910	-	-	-	1,790,882
COVID 19 minor capital	2,475	28,000	11,354	26,679	-	-	15,826	-	81,882	-	9,860	-	308,234
COVID 19 minor capital	-	-	-	35,000	-	-	-	-	-	-	-	-	247,447
COVID 19 minor capital	53,235	-	-	67,887	260,316	97,679	221,733	108,424	136,751	-	40,049	-	35,000
Post secondary - COVID 19	42,193	-	-	59,070	217,870	76,715	180,280	40,659	80,551	-	110,469	-	1,044,193
Post secondary	42,193	-	-	59,070	217,870	76,715	180,280	40,659	80,551	-	110,469	-	1,044,193
Total comprehensive funding arrangement	97,903	46,284	65,700	271,443	1,543,201	670,875	97,330	1,268,086	254,434	608,852	247,220	96,658	5,167,986
Other:													
COVID 19 planning	5,000	6,145	7,977	17,365	31,561	14,388	56,405	25,722	37,745	-	5,572	5,000	350,000
PSE navigators	45,000	22,500	22,500	45,000	45,000	45,000	45,000	45,000	45,000	-	45,000	22,500	495,000
Total other	50,000	28,645	30,477	62,865	227,120	76,561	101,405	70,722	82,745	-	50,572	27,500	845,000
Provincial Tuition:													
Provincial tuition	543,769	332,303	162,948	259,984	747,913	324,980	-	-	-	-	-	980,434	273,716
Provincial tuition	543,769	332,303	162,948	259,984	747,913	324,980	-	-	-	-	-	980,434	273,716
Total provincial tuition	543,769	332,303	162,948	259,984	747,913	324,980	-	-	-	-	-	980,434	273,716
Total provincial tuition	543,769	332,303	162,948	259,984	747,913	324,980	-	-	-	-	-	980,434	273,716
Total provincial tuition	543,769	332,303	162,948	259,984	747,913	324,980	-	-	-	-	-	980,434	273,716
Total provincial tuition	543,769	332,303	162,948	259,984	747,913	324,980	-	-	-	-	-	980,434	273,716
Total provincial tuition	543,769	332,303	162,948	259,984	747,913	324,980	-	-	-	-	-	980,434	273,716
Total provincial tuition	543,769	332,303	162,948	259,984	747,913	324,980	-	-	-	-	-	980,434	273,716
Total provincial tuition	543,769	332,303	162,948	259,984	747,913	324,980	-	-	-	-	-	980,434	273,716
Total provincial tuition	543,769	332,303	162,948	259,984	747,913	324,980	-	-	-	-	-	980,434	273,716
Total provincial tuition	543,769	332,303	162,948	259,984	747,913	324,980	-	-	-	-	-	980,434	273,716
Total provincial tuition	543,769	332,303	162,948	259,984	747,913	324,980	-	-	-	-	-	980,434	273,716
Total provincial tuition	543,769	332,303	162,948	259,984	747,913	324,980	-	-	-	-	-	980,434	273,716
Total provincial tuition	543,769	332,303	162,948	259,984	747,913	324,980	-	-	-	-	-	980,434	273,716
Total provincial tuition	543,769	332,303	162,948	259,984	747,913	324,980	-	-	-	-	-	980,434	273,716
Total provincial tuition	543,769	332,303	162,948	259,984	747,913	324,980	-	-	-	-	-	980,434	273,716
Total provincial tuition	543,769	332,303	162,948	259,984	747,913	324,980	-	-	-	-	-	980,434	273,716
Total provincial tuition	543,769	332,303	162,948	259,984	747,913	324,980	-	-	-	-	-	980,434	273,716
Total provincial tuition	543,769	332,303	162,948	259,984	747,913	324,980	-	-	-	-	-	980,434	273,716
Total provincial tuition	543,769	332,303	162,948	259,984	747,913	324,980	-	-	-	-	-	980,434	273,716
Total provincial tuition	543,769	332,303	162,948	259,984	747,913	324,980	-	-	-	-	-	980,434	273,716
Total provincial tuition	543,769	332,303	162,948	259,984	747,913	324,980	-	-	-	-	-	980,434	273,716
Total provincial tuition	543,769	332,303	162,948	259,984	747,913	324,980	-	-	-	-	-	980,434	273,716
Total provincial tuition	543,769	332,303	162,948	259,984	747,913	324,980	-	-	-	-	-	980,434	273,716
Total provincial tuition	543,769	332,303	162,948	259,984	747,913	324,980	-	-	-	-	-	980,434	273,716
Total provincial tuition	543,769	332,303	162,948	259,984	747,913	324,980	-	-	-	-	-	980,434	273,716
Total provincial tuition	543,769	332,303	162,948	259,984	747,913	324,980	-	-	-	-	-	980,434	273,716
Total provincial tuition	543,769	332,303	162,948	259,984	747,913	324,980	-	-	-	-	-	980,434	273,716
Total provincial tuition	543,769	332,303	162,948	259,984	747,913	324,980	-	-	-	-	-	980,434	273,716
Total provincial tuition	543,769	332,303	162,948	259,984	747,913	324,980	-	-	-	-	-	980,434	273,716
Total provincial tuition	543,769	332,303	162,948	259,984	747,913	324,980	-	-	-	-	-	980,434	273,716
Total provincial tuition	543,769	332,303	162,948	259,984	747,913	324,980	-	-	-	-	-	980,434	273,716
Total provincial tuition	543,769	332,303	162,948	259,984	747,913	324,980	-	-	-	-	-	980,434	273,716
Total provincial tuition	543,769	332,303	162,948	259,984	747,913	324,980	-	-	-	-	-	980,434	273,716
Total provincial tuition	543,769	332,303	162,948	259,984	747,913	324,980	-	-	-	-	-	980,434	

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'MATNEWHEY 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 adjusters;
- 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.

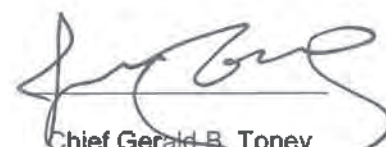
IN WITNESS WHEREOF this Agreement has been executed by the Chiefs of the Participating Communities on behalf of the participating Mi'kmaq Bands in Nova Scotia, by Canada, and by the Mi'kmaw Kina'matnewey as of the date(s) indicated herein:

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



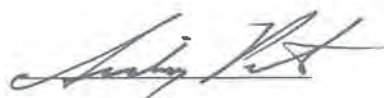
Chief Carol Potter
L'sitkuk (Bear River) First Nation



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



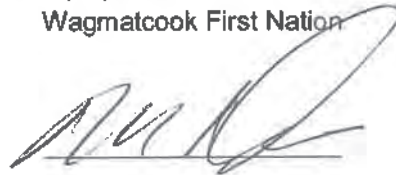
Chief Andrea Paul
Pictou Landing First Nation



Chief Michael P. Sack
Shubenacadie First Nation

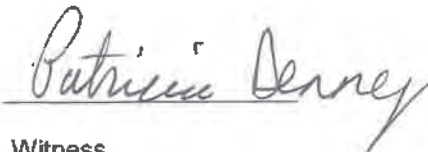


Chief Norman Bernard
Wagmatcook First Nation



Chief Roderick Googoo
We'koqma'q First Nation

Signed in the Presence of:



Witness

SIGNED ON BEHALF OF CANADA THIS 14th day of January 2018.9

By:



[title]

Signed in the Presence of: Tanya Dupont-Laberge

Witness

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

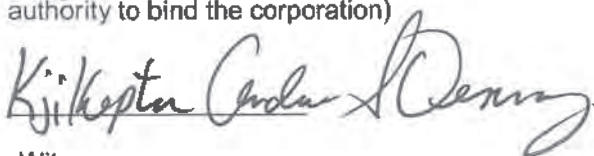
By:



[title]

(I have the authority to bind the corporation)

Signed in the Presence of:



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 - Divide by 5 to arrive at a "5 year rolling percentage average"	8.5% 1.7%	9.6% 1.9%	9.7% 1.9%	11.9% 2.4%	5.9% 1.2%	5.5% 1.1%	3.9% 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 Subtract: 4th year actual nominal roll (Note 1) Equals "Volume Change" to be applied to the prior year grant base Volume Change divided by 4th year actual nominal roll equals "Adjusted Volume Factor" to be applied to prior year grant base	2651 2580 71 2.8%	2758 2607 151 5.8%	2773.269 2706 67.269 2.486%	2855.322 2721 134.322 4.937%	2766.398 2789 -22.802 -0.810%	2782.465 2734 48.465 1.773%	2834.046 2752 82.046 2.981%
Step 3:	Volume Adjustment Factor (from Step 2) Multiply by the Current Fiscal Year Base Grant minus total governance and capital funding Equals "Volume Adjustment" Current Fiscal Year Base Grant plus volume adjustment equals "Grant Base Before Price Applied"	2.8% \$ 27,945,673 \$ 771,153 \$ 28,716,826	5.791% \$ 29,367,706 \$ 1,709,785 \$ 31,068,491	2.486% \$ 31,536,722 \$ 783,972 \$ 32,320,694	4.937% \$ 32,857,020 \$ 1,621,980 \$ 34,479,010	-0.810% \$ 35,842,321 -\$ 288,846 \$ 35,553,475	1.773% \$ 35,892,367 \$ 636,251 \$ 36,528,618	2.981% \$ 37,178,921 \$ 1,108,425 \$ 38,287,346
Price Adjustment Calculation Methodology (assuming FDDIPI as basis)								
Step 1:	FDDIPI current calendar year Q2 (Note 2) Subtract: FDDIPI prior calendar year Q2 (Note 2) Equals the "Numerator"	112.8 110.3 2.50	114.5 112.8 1.70	116.4 114.5 1.90	109.9 107.2 2.70	112 110.5 1.50	114.4 112.4 2.00	115.4 114.3 1.10
Step 2:	Numerator (from Step 1) Divided by FDDIPI prior calendar year Equals the "Price Adjustment Factor"	2.50 110.3 2.267%	1.70 112.8 1.507%	1.90 114.5 1.659%	2.70 107.2 2.519%	1.50 110.5 1.357%	2.00 112.4 1.779%	1.10 114.3 0.962%
Step 3:	Price Adjustment Factor (from Step 2) Multiplied by the "Grant Base Before Price Applied" (see Volume Step 4) Equals the "Price Adjustment"	2.267% \$ 28,716,826 \$ 650,880	1.507% \$ 31,068,491 \$ 468,231	1.659% \$ 32,320,694 \$ 536,326	2.519% \$ 34,479,010 \$ 868,408	1.357% \$ 35,553,475 \$ 479,911	1.779% \$ 36,528,618 \$ 649,975	0.962% \$ 38,287,346 \$ 368,470
Step 4:	Next Fiscal Year Base Grant (see Volume Step 4) Plus Price Adjustment (from Step 3) Equals the "Next Fiscal Year Base Grant"	\$ 28,716,826 \$ 650,880 \$ 29,367,706	\$ 31,068,491 \$ 468,231 \$ 31,536,722	\$ 32,320,694 \$ 536,326 \$ 32,857,020	\$ 34,479,010 \$ 868,408 \$ 35,347,418	\$ 35,553,475 \$ 479,911 \$ 35,833,386	\$ 36,528,618 \$ 649,975 \$ 37,178,594	\$ 38,287,346 \$ 368,470 \$ 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%	3.980%	1.047%	3.797%	0.554%	2.499%	-1.972%	0.858%	2.180%	
5 yr rolling avg:	1.7%	1.9%	1.934%	2.378%	1.185%	1.107%	0.784%					
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*

*completed prior to each fiscal year

Staff

Blaire Gould - Executive Director – Blaire@kinu.ca
Patricia Denny - Executive assistant – patricia@kinu.ca
Sarah Doucette - Operations Manager – sdoucette@kinu.ca
Chantella Prosper - Finance Officer – cprosper@kinu.ca
Michelle Smith - Financial Controller – msmith@kinu.ca
Priscilla Denny - Office Coordinator – jetta@kinu.ca
Shara Johnson - Communications Coordinator – shara@kinu.ca
Claire Meuse - Administrative Assistant – Claire@kinu.ca
Giselle Stevens - Mi'kmaw Language Coordinator – Giselle@kinu.ca
Alex Dugandzic - Systems Administrator – Alex@kinu.ca
Michelle Marshall Johnson - Director of Mi'kmaw Language and Culture – michelle@kinu.ca
Faye Googoo - Help Desk Coordinator – Faye@firstnationhelp.com
Janean Marshall - Director of Academic Services – janean@kinu.ca
Rebecca Barrington - RPL Research Coordinator – Becca@kinu.ca
Miranda Bernard - Early Childhood Education Consultant – miranda@kinu.ca
Terry Bernard - Mi'kmaq Community Sport Liaison – terry@kinu.ca
Jasmine Collins - SSDIC – Jasmine@kinu.ca
Lauretta Welsh - Director of Finance and Planning – lwelsh@kinu.ca
Bette Yetman - Director of Human Resources – Bette_yetman@kinu.ca
Bob Crane - Numeracy Consultant – Bobcrane@kinu.ca
Levi Denny - Mi'kmaq Sport Performance Coordinator – Levi@kinu.ca
Jeannine Faye Denny - SSDIC – Jeanninefaye@kinu.ca
Michael R Denny - Red Road Coordinator – Michaelr@kinu.ca
Yolanda Denny - Senior Mi'kmaw Language Consultant – Yolanda@kinu.ca
Sheldon Googoo - Assessment Coordinator – Sheldon@kinu.ca
J.R. Isadore - IT Manager – jr@kinu.ca
Angel Julian - RPL Research Assistant – Angel@kinu.ca
Beverly Jeddore - Mi'kmaw Language Technician – Beverly@kinu.ca
Alwyn Jeddore - Junior Mi'kmaw Language Consultant – alwyn@kinu.ca
Ambrah MacNeil - Autism Teacher Specialist – ambrah@kinu.ca
Gloria MacAskill - Hart – Community Liaison Statistician – Gloria@kinu.ca
Brenda MacIsaac - Literacy Consultant (7-12) – Brenda@kinu.ca
Allan Mackenzie - Technology Integration Specialist – allan@kinu.ca
Kim MacKinnon - Technology Coach – Kim@kinu.ca
Hope Metallic - Treaty Education Administration Assistant – Hope@kinu.ca
George "Tex" Marshall - Manager of Mi'kmaw Sport – tex@kinu.ca
Jennifer Paul - Payroll and Finance Clerk – Jennifer@kinu.ca
Justine Paul - Human Resources Assistant – Justine@kinu.ca
Dave Peters - Performance Management Consultant – dpeters@kinu.ca
Marsha Sabattis - RPL Project coordinator – marsha@kinu.ca
Julien Strasfeld - Multimedia Support Coordinator – Julien@kinu.ca
Jacqueline Sullivan - Treaty Education Consultant – Jacqueline@kinu.ca
Ann Sylliboy - Post Secondary Consultant – ann@kinu.ca
Rebecca Scirocco - Wellness Consultant – rebecca@kinu.ca
Sheila Gould - Elementary Literacy Consultant – sheila@kinu.ca
Jillian Canova - Finance Manager – jillian@kinu.ca
Kyla Bernard - Elementary Math Consultant – kyla@kinu.ca



Membertou Place

Suite #206 - 90
San'tele'sewawti
Membertou, NS B1S 0A5

Direct Contact

Phone: 902-567-0336
Fax: 902-567-0337
Email: mkeducation@kinu.ca

Satellite Offices

87 Millbrook Ave, Suite 111
Cole Harbour, NS B2V 0A1



Produced by

