



**DISTRICT EDUCATION COUNCIL
Superintendent's Monitoring Report**

Policy Name	Wabanaki Education		
Policy Number	ASD-W-ER11	Number of Reports per year	1
Policy	<p>The District Education Council acknowledges that the majority of ASD-West is situated on Wolastoqey unseeded/unsurrendered territory. ASD-West provides and fosters opportunities for students, teachers, administrators and DEC members to learn about the significance of Wabanaki peoples in New Brunswick.</p>		
Date of Report	December 12, 2019		
Date of Previous Report (s) This School Year	N/A		
Date of Future Report (s) This School Year	N/A		
Report Filed by:	David McTimoney, Superintendent		
Report Supported by:	<p>Donna White, First Nation Coordinator Sarah Francis, First Nation Coordinator Susan Young, Data and Accountability Supervisor</p>		

Interpretation:

- **The policy states that the District and Council recognize the historic significance of the land which makes up much of Anglophone West along the St. John River Valley. There is an acknowledgement that the Wolastoqey people were here first and never relinquished this land to European settlers upon arrival hundreds of years ago.**
- **The policy calls for all students and staff in ASD-W to learn more about this important history and ensure we understand the significance of the Wabanaki people in our province, both historically and in the present day.**

Policy Name	Wabanaki Education
<ul style="list-style-type: none"> • Partnerships with First Nation Communities, First Nation organizations and staff from the Department of Education and Early Childhood Development (EECD) and school district will help enhance the education of indigenous students, meeting their needs with educational opportunities. It is the expectation that all students in ASD-W will benefit from meaningful, well planned lessons that will increase the knowledge with respect to factual Canadian and New Brunswick history. • Learning is strengthened for all when Wolastoqey perspectives are considered in classroom activities and the school environment. Likewise, indigenous student learning styles, language and culture are all important considerations for teachers and staff when focusing on student learning. Data is gathered to help inform decisions in support of improving achievement levels for Wolastoqi and indigenous students. • Opportunities are made available for the ASD-W student and staff community to recognize and celebrate the history, culture and contemporary issues of the Wolastoqey people. • Knowing that parental engagement can be of benefit to student learning, ASD-W looks for opportunities to welcome First Nation parents and guardians into the schools and system and try to involve them in educational matters pertaining to their children. 	
<p><u>Justification:</u></p>	
<ul style="list-style-type: none"> • The Education Acts {Section 7} outlines the responsibility to respond to the needs of indigenous students and foster an understanding of their history and culture. • Report of the Truth and Reconciliation Commission of Canada and the Truth and Reconciliation Calls to Action (in particular numbers 62 to 65). • New Brunswick Enhanced First Nation Education Programs and Services Agreement. • Everyone at their best: Province of New Brunswick 10 Year Education Plan, Objective #6 • District Improvement Plan for ASD-W 	

Policy Name	Wabanaki Education
<p><u>Compliance:</u></p> <ul style="list-style-type: none"> • There are six Enhanced First Nation Education Programs and Services committees, one for each Community in ASD-W. Generally speaking, the committee includes the Chief, First Nation Director of Education, First Nation Coordinator from ASD-W, Director of Finance and Administration from ASD-W and the Superintendent. The committees review proposals and invests in educational supports to enhance learning for nominal role First Nation students and others who may benefit. Formal reports are generated each year to account for the work under the terms of the Enhancement Agreement. One report is generated for the province to be presented in the legislature, one report is generated for the district to be shared with DEC and an individual report is generated for each community to be shared with Chief and Council. There is a nominal role that is taken twice per year to inform financial decisions with respect to funding of the agreement. School education plans are also an important part of the process. • There are two First Nation Coordinators that work within the ASD-W district plan of establishment. The coordinators support all schools in the district with First Nation education strategies and cultural practices, as requested, and make strong connections with schools who serve students that live within First Nation Communities in our district...nominal role students. The Coordinators participate in provincial collaboration on First Nation topics of significance, communication with First Nation Communities, NEAT meetings and professional learning, to name but a few. • Three Nations Education Group, Inc (TNEGI) and First Nation Education Initiative, Inc. (FNEII) are two organizations that support First Nation education in our district and the province. In particular, there are supports in the area of professional learning, education support services, research and assessment. • There are recognition activities that occur throughout the district that include, but are not limited to: acknowledgement of the unceded and unsurrendered territory of the Wolastoqey People, the Blanket Exercise, Words of Wisdom, Orange Shirt Day, Lunch and Learn with Elders, Spirit Bear and the Legacy Project. • Two schools traditional hold parent teacher interviews for First Nation students in the community as opposed to in the school. There are also activities that engage the community, such as an Elder’s Tea, and enhancement support staff provide a pivotal link between schools and parents in the Communities. 	

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Evidence of Compliance:

- **ASD-W Enhancement Agreement Report 2016-17 to 2018-19**
- **First Nation Coordinator Work Plans**
- **Various pictures, agendas and accounts of professional learning, activities and celebrations**

Appendices:

- **A – ASD-W Enhancement Agreement Report**
- **B – ASD-W Monitoring Report Data Summary**
- **C – Education Act, Section 7, <http://laws.gnb.ca/en/ShowTdm/cs/E-1.12/>**
- **D – Truth and Reconciliation Report and Calls to Action, <http://caid.ca/DTRC.html>**
- **E - Everyone at their best: Province of New Brunswick 10 Year Education Plan, <https://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/EveryoneAtTheirBest.pdf>**
- **F - District Improvement Plan for ASD-W, <https://secure1.nbed.nb.ca/sites/ASD-W/about/Documents/ASDW%20DIP%202017-20%20-%20Update%20September%202019.pdf>**

Compliance: I report compliance with this policy.

Superintendent's Signature: _____

DEC Chair Signature: _____

Date: _____

