

Enhancement Agreement Report 2016-17 to 2020-21

Anglophone School District West

*A collaborative effort of school, district, and the Department of Education and Early Childhood
Development personnel*



ANGLOPHONE WEST SCHOOL DISTRICT

NOTES:

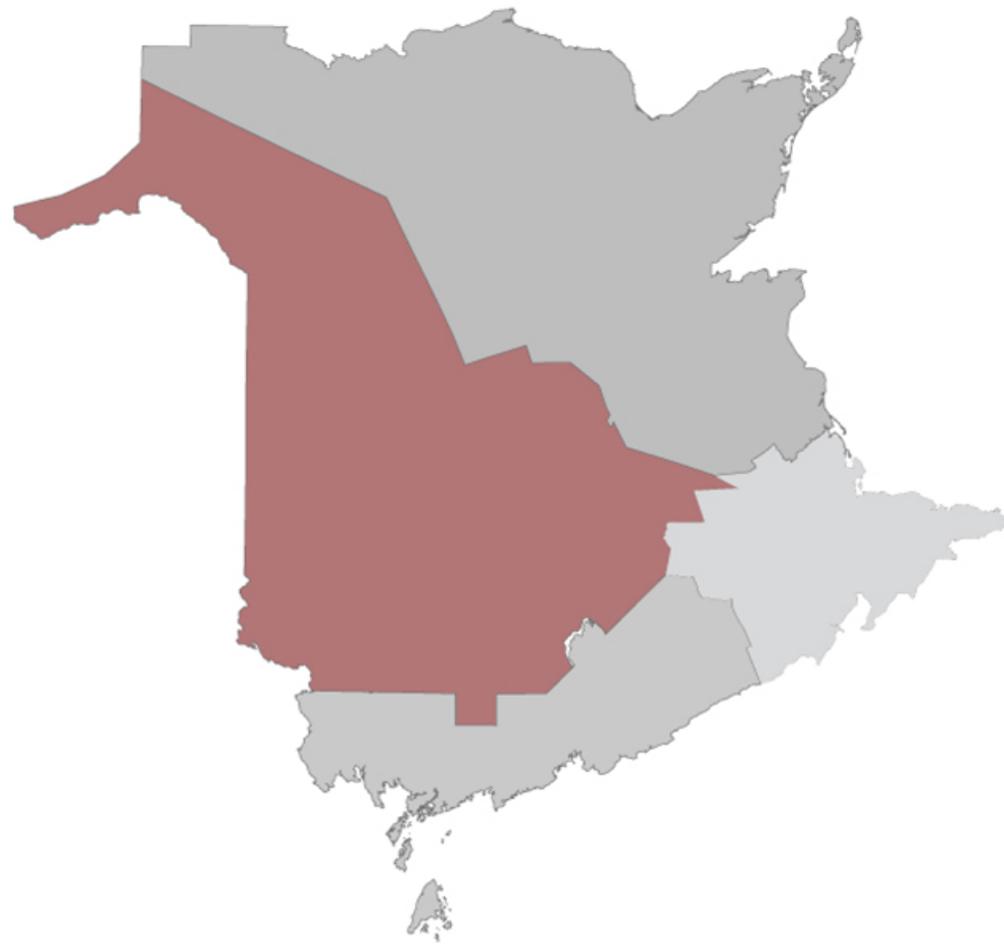
Communities Total refers to the count of students on the nominal roll for the 6 communities in ASD-W.

ASD-W refers to the total number of students in ASD - West, including those on the nominal roll. District comparative data has been included in the tables when available.

* Denotes insufficient numbers for publication, respecting EECD confidentiality guidelines (i.e., Data that represent fewer than 5 students are not published).

- Denotes that data is not available.

NA Not Applicable



ASD-West

Mataqaskiye
Neqotkuk
Pilick
Sitansisk
Welamukotuk
Wotstak

1. Number of tuition paying students in each First Nation community by grade level

1A. Source: School- Reported Count June of each School Year												
Grade	2016-17			2017-18			2018-19			2020-21		
	Communities Total	Total ASD-W Enrollment	% of FN Enrollment	Communities Total	Total ASD-W Enrollment	% of FN Enrollment	Communities Total	Total ASD-W Enrollment	% of FN Enrollment	Communities Total	Total ASD-W Enrollment	% of FN Enrollment
K	21	1647	1%	18	1573	1%	20	1662	1%	22	1545	1%
1	30	1729	2%	21	1651	1%	21	1609	1%	30	1694	2%
2	22	1696	1%	28	1725	2%	26	1682	2%	23	1674	1%
3	33	1738	2%	27	1737	2%	29	1750	2%	26	1600	2%
4	23	1682	1%	35	1752	2%	30	1713	2%	29	1663	2%
5	38	1668	2%	25	1702	1%	34	1745	2%	41	1739	2%
6	48	1725	3%	72	1692	4%	57	1739	3%	52	1731	3%
7	51	1717	3%	55	1752	3%	71	1718	4%	75	1790	4%
8	56	1754	3%	47	1729	3%	54	1774	3%	61	1761	3%
9	54	1742	3%	63	1824	3%	64	1770	4%	73	1744	4%
10	51	1798	3%	49	1736	3%	60	1836	3%	53	1810	3%
11	57	2004	3%	49	1872	3%	42	1800	2%	55	1770	3%
12	59	1978	3%	58	1983	3%	51	1844	3%	61	1895	3%
PG**	6	23	26%	1	21	5%	0	21	0%	0	26	0%
Total	543	22901	2%	548	22749	2%	559	22663	2%	601	22442	3%

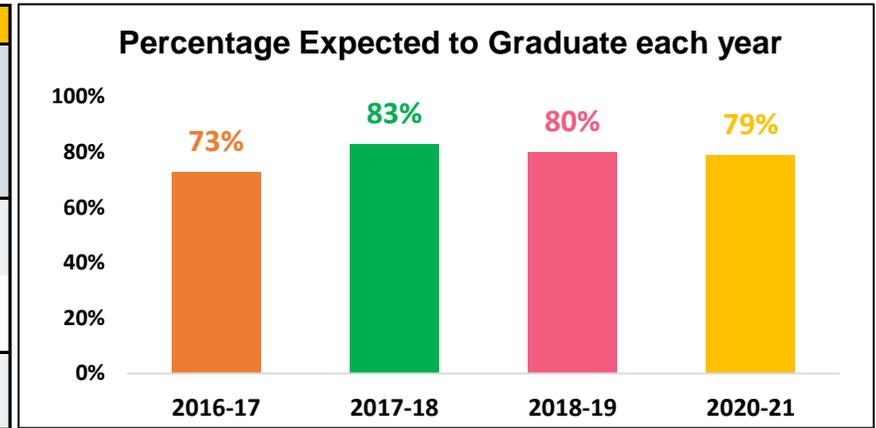
**PG (Previous Graduate) – students who have completed graduation requirements but have returned to school for upgrading or additional courses

Note: Differences between the school count (Table 1A) and the nominal roll count (Table 1B) are due to the timeframe of reporting (June vs. February) and possibly student movement between schools.

1B. Source: Nominal Roll Count, Policy & Planning - February of each School Year				
	2016-17	2017-18	2018-19	2020-21
Communities Total	538	550	551	607
% of ASD-W	2.3%	2.4%	2.4%	2.7%

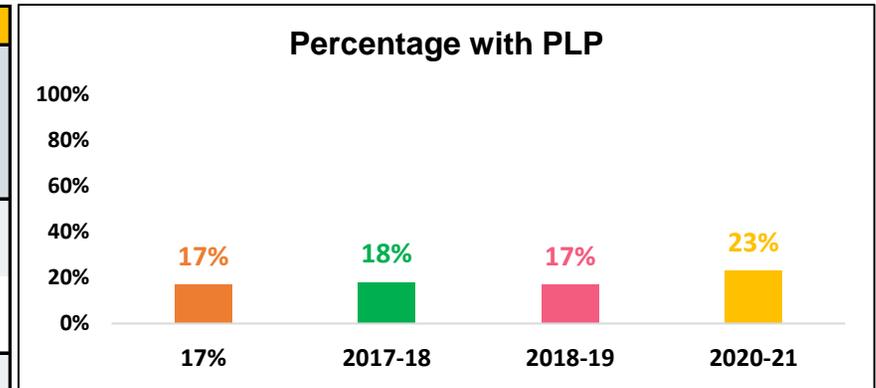
**2. Grade 12 Students who expect to graduate by year
(School-reported data)**

	2016-17	2017-18	2018-19	2020-21
	Communities Total	Communities Total	Communities Total	Communities Total
Grade 12 Students	59	58	51	61
Expected to Graduate	43	48	41	48
% Expected to Graduate	73%	83%	80%	79%



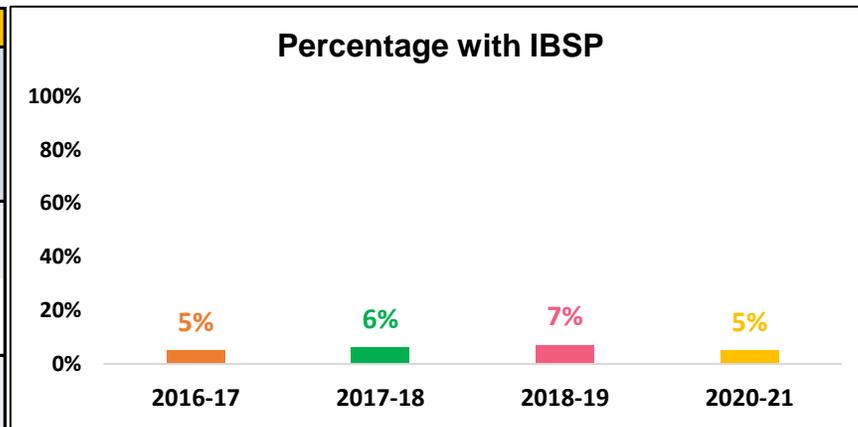
**3. Students who have a Personalized Learning Plan (PLP)
(School-reported data)**

	2016-17		2017-18		2018-19		2020-21	
	Communities Total	ASD-W						
Total Students	543	22901	548	22749	559	22663	601	22442
Number with PLP	93	2268	97	2294	94	2377	137	3195
% with PLP	17%	10%	18%	10%	17%	10%	23%	14%



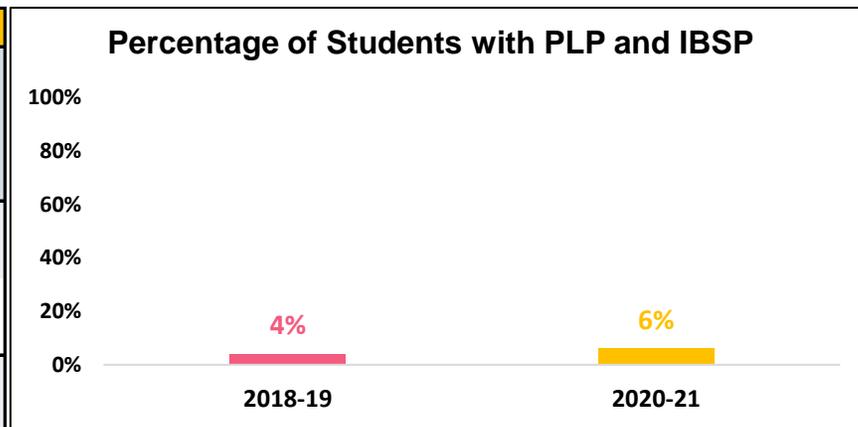
**4. Students who have an Individualized Behaviour Support Plan (IBSP)
(School reported data)**

	2016-17	2017-18	2018-19	2020-21
	Communities Total	Communities Total	Communities Total	Communities Total
Total Students	543	548	559	601
Number with IBSP	26	32	40	31
% with IBSP	5%	6%	7%	5%



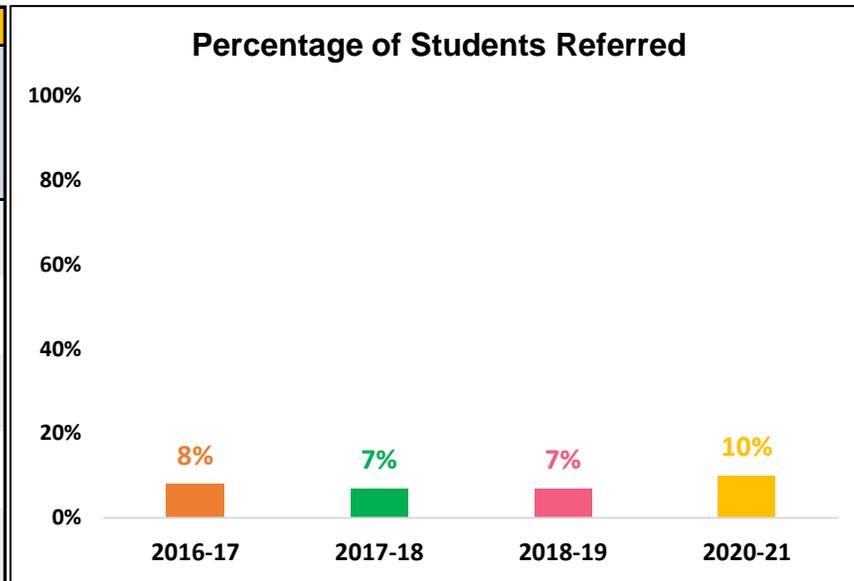
**5. Students who have both PLP and IBSP
(School-reported data)**

	2016-17	2017-18	2018-19	2020-21
	Communities Total	Communities Total	Communities Total	Communities Total
Total Students	-	-	559	601
Number with PLP & IBSP	-	-	20	34
% with PLP & IBSP	-	-	4%	6%



6. Referrals to an Alternative Education Center (School-reported data)

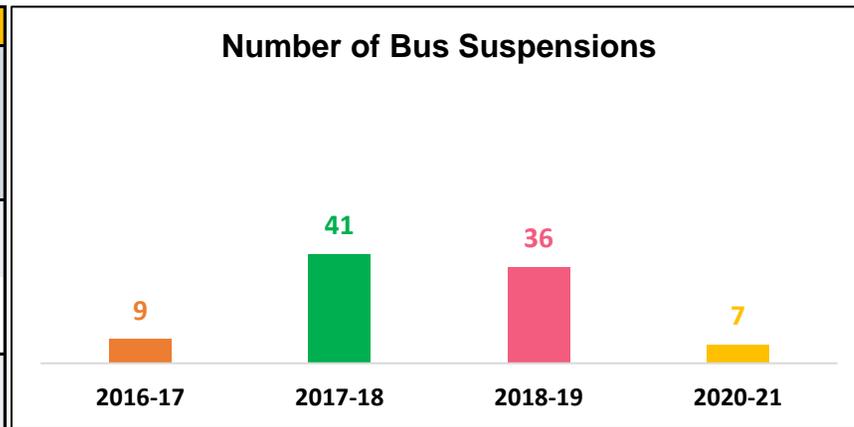
	2016-17	2017-18	2018-19	2020-21
	Communities Total	Communities Total	Communities Total	Communities Total
Total Students	543	548	559	601
Number of Referrals	44	37	37	61
% of Referrals	8%	7%	7%	10%
Referred who Attended*	–	–	32	58
% of Referred who Attended	–	–	6%	10%



* Data not collected in 2016-17 and 2017-18.

7. Number of Bus Suspensions (School-reported data)

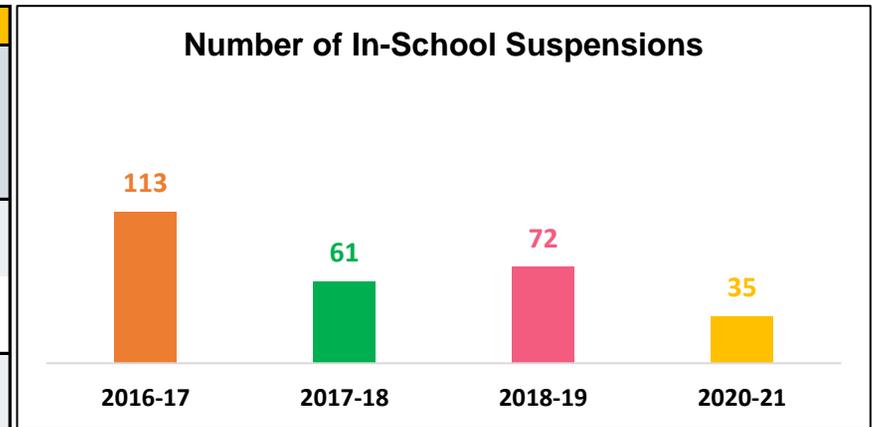
	2016-17	2017-18	2018-19	2020-21
	Communities Total	Communities Total	Communities Total	Communities Total
Total Students	543	548	559	601
Number of Suspensions	9	41	36	7
% of Suspensions	2%	7%	6%	1%



Note: The numbers above represent a count of actions, not a count of students (e.g., there were 41 suspensions between September 2017 and June 2018; we do not know how many students this involved)

8. Number of In-School Suspensions (School-reported data)

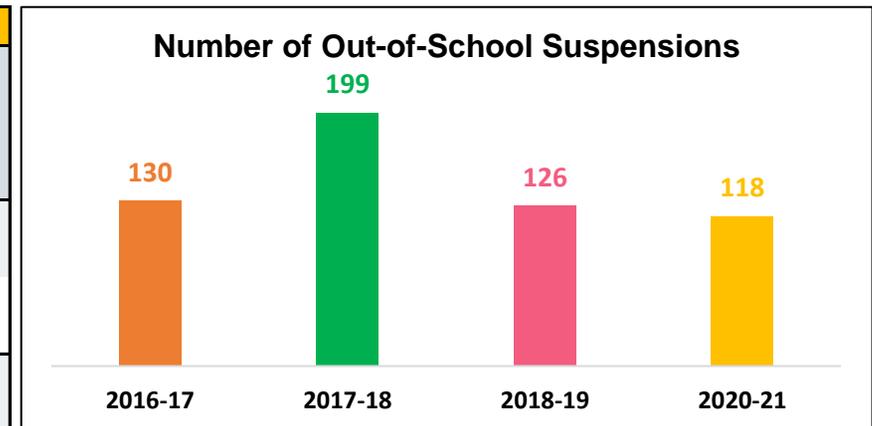
	2016-17	2017-18	2018-19	2020-21
	Communities Total	Communities Total	Communities Total	Communities Total
Total Students	543	548	559	601
Number of Suspensions	113	61	72	35
% of Suspensions	21%	11%	13%	6%



Note: The numbers above represent a count of actions, not a count of students (e.g., there were 61 suspensions between September 2017 and June 2018; we do not know how many students this involved)

9. Number of Out-of-School Suspensions (School-reported data)

	2016-17	2017-18	2018-19	2020-21
	Communities Total	Communities Total	Communities Total	Communities Total
Total Students	543	548	559	601
Number of Suspensions	130	199	126	118
% of Suspensions	24%	36%	23%	20%



Note: The numbers above represent a count of actions, not a count of students (e.g., there were 199 suspensions between September 2017 and June 2018; we do not know how many students this involved)

10. Number of Unexplained Absences

	2016-17		2017-18		2018-19		2020-21	
	Communities Total	ASD-W	Communities Total	ASD-W	Communities Total	ASD-W	Communities Total	ASD-W
% with no Unexplained absence	–	–	–	–	11%	37%	46%	65%
% Missing less than 10% of possible instructional time (due to unexplained absence)	–	–	–	–	82%	62%	54%	35%
% Missing 10% or more instructional time (due to unexplained absence)	–	–	–	–	7%	1%	0%	0%
Total	–	–	–	–	100%	100%	100%	100%

Note: "% Missing less than 10% of possible instructional time" does not include "Perfect Attendance"

Source: Student Information System, administrative data, Policy & Planning

**11. Actions for attendance issues follow-up in order of frequency in 2020-21
(reported by schools for their students on the nominal roll)**

School's Action	2016-17	2017-18	2018-19	2020-21
	School Serving 6 communities in ASD-W Schools	School Serving 6 communities in ASD-W (26 of 26) Schools	School Serving 6 communities in ASD-W (23 of 23) Schools	School Serving 6 communities in ASD-W (22 of 22) Schools
Contact Parent	-	18	17	18
Consultation with School ESS Team	-	19	13	12
Meeting with Enhancement Staff	-	10	9	12
Meeting with Guidance Counsellor	-	9	13	11
Referral to Child & Youth Team	-	5	12	10
Meeting with Principal	-	10	9	9
Meeting with Teacher	-	9	9	7
Meeting with VP	-	9	9	5
Alternative Placement Within School	-	5	6	5
Referral to Outside Support	-	7	5	4
Consultation with District ESS Team	-	3	3	4
Meeting with School Social Worker	-	2	3	4
Consultation with District Office	-	1	2	4
Alternative Placement Outside School	-	3	1	3
Social Skills Training	-	2	2	2
Attendance Contract	-	5	1	2
Mediation Dispute Resolution	-	3	2	1
Meeting with Psychologist	-	2	0	1
Meeting with Psychometrist	-	0	0	1
Behaviour Contract	-	4	1	0
Meeting with Mentor	-	1	1	0
Meeting with School Intervention Worker	-	4	6	0
Violent Threat Risk Assessment protocol	-	1	0	0

12. Actions for follow up after suspension in order of frequency in 2020-21 (reported by schools for their students on the nominal roll)

School's Action	2016-17	2017-18	2018-19	2020-21
	School Serving 6 communities in ASD-W Schools	School Serving 6 communities in ASD-W (26 of 26) Schools	School Serving 6 communities in ASD-W (23 of 23) Schools	School Serving 6 communities in ASD-W (22 of 22) Schools
Contact Parent	-	16	15	13
Consultation with School ESS Team	-	13	13	8
Meeting with Principal	-	11	10	8
Meeting with Enhancement Staff	-	6	9	7
Meeting with Guidance Counsellor	-	9	8	7
Meeting with VP	-	9	11	6
Referral to Child & Youth Team	-	8	8	4
Behaviour Contract	-	8	7	3
Alternative Placement Within School	-	5	7	3
Mediation Dispute Resolution	-	5	7	3
Meeting with Teacher	-	7	5	3
Social Skills Training	-	7	3	2
Alternative Placement Outside School	-	3	3	2
Consultation with District ESS Team	-	4	5	2
Consultation with District Office	-	5	2	1
Meeting with Mentor	-	1	4	1
Meeting with School Intervention Worker	-	2	4	0
Referral to Outside Support	-	7	2	0
Meeting with School Social Worker	-	6	4	0
Meeting with Psychologist	-	1	2	0
Attendance Contract	-	0	1	0
Violent Threat Risk Assessment protocol	-	1	1	0
Meeting with Psychometrist	-	0	0	0

13. English Language Proficiency Assessment (ELPA) Grade 9

		2015-16		2016-17		2017-18		2018-19		2019-20		2020-21	
		Communities Total	ASD-W										
Below Appropriate	Number	11	—	17	299	16	323	21	418	16	342	22	296
	%	28%	—	44%	19%	42%	20%	43%	26%	46%	21%	43%	19%
Appropriate	Number	29	—	22	1077	21	1058	27	1061	11	1090	26	1000
	%	73%	—	56%	70%	55%	66%	55%	66%	31%	66%	51%	64%
Strong Achievement	Number	0	—	0	167	1	230	1	133	8	214	3	271
	%	0%	—	0%	11%	3%	14%	2%	8%	23%	13%	6%	17%
Total	Number	40	—	39	1543	41	1611	49	1612	35	1646	51	1567
	%	100%	—	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Note: Percentages do not include Did Not Write or Exempt- 2017-18 (9 Did not write 6 Exemptions)

Source: Department of Education and Early Childhood Development, Anglophone Provincial Assessment Program

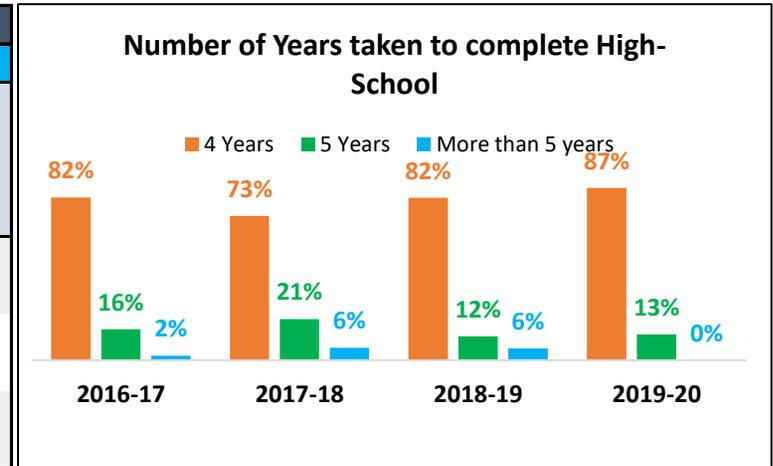
14. Number of students in Grades K-8 repeating their grade from last year

14A. Students Repeating their Grades				
Communities Total	2016-17	2017-18	2018-19	2020-21
Number of Students repeating	*	*	*	*
Number of Student Enrolled	322	328	342	359

Note: Grade repetition is tracked for Grades K-8 only. It is difficult to ascertain for high school grades because schools use varying processes for assigning students' grade level. This may depend on courses passed and number of years in high school.

Anglophone School District- West 2016-17 to 2020-21

14B. Number of Years taken to complete High School								
	2016-17		2017-18		2018-19		2019-20	
	Communities Total	ASD-W						
4 years	82%	92%	73%	93%	82%	95%	87%	96%
5 years	16%	7%	21%	7%	12%	4%	13%	4%
More than 5 years	2%	1%	6%	1%	6%	1%	0%	0%



Note: Final number of graduates for 2020-21 is not yet available

Source: Student Information System, administrative data, Policy & Planning

15. Number of students served by Enhancement Support Personnel

Type of Assistance	2016-17	2017-18	2018-19	2020-21
	Communities Total	Communities Total	Communities Total	Communities Total
Academic	-	375	333	423
Social-Emotional	-	293	312	406
Cultural	-	425	438	477
FN Languages	-	297	352	417
Transitions	-	230	219	248
Total Students	543	548	559	601

Note 1: First Nations Enhancement Support Personnel includes: First Nations Numeracy and Literacy Leads, CTC Cultural Transition Coordinators, Resource, Guidance, tutors

Note 2: Count of students receiving assistance is greater than the "Total Students" since some students received more than one type of assistance

16. Course Enrollment - Selected High School Courses

Course Name	2016-17	2017-18	2018-19	2020-21	2016-17		2017-18		2018-19		2020-21	
	% of First Nation*	Number		Number		Number		Number				
					First Nation Enrollment	ASD-W Total Enrollment						
English Language Arts 112	1%	2%	1%	1%	17	1336	18	1060	13	1194	24	1112
English Language Arts 113	5%	7%	7%	3%	25	455	23	312	24	350	23	385
English Language Arts 122	2%	2%	1%	2%	21	1096	19	1037	16	1167	21	1174
English Language Arts 123	4%	7%	3%	6%	18	446	22	297	11	366	24	426
Modern History 112	2%	2%	2%	3%	19	922	19	834	15	921	22	874
Modern History 113	5%	5%	4%	3%	19	415	17	341	14	358	24	876
Pre-Calculus 110	1%	1%	1%	1%	8	710	7	677	5	685	7	711
Pre-Calculus A 120	1%	1%	0%	1%	6	555	5	588	1	606	4	530
Pre-Calculus B 120	1%	1%	1%	1%	6	487	4	576	3	579	5	524
Foundations of Mathematics 110	1%	1%	1%	2%	7	1042	8	844	10	924	19	944
Foundations of Mathematics 120	1%	1%	2%	2%	1	192	1	181	3	192	4	206
Fin. and Workplace Mathematics 110	4%	6%	4%	4%	26	719	29	516	25	619	31	815
Fin. and Workplace Mathematics 120	2%	4%	3%	4%	3	128	4	97	3	88	4	94
Biology 112	3%	2%	1%	3%	15	599	9	533	6	585	20	635
Biology 121	2%	0%	0%	0%	1	53	0	70	0	61	0	66
Biology 122	2%	1%	1%	1%	11	707	7	683	10	772	10	729
Chemistry 112	2%	2%	1%	2%	12	791	12	644	8	703	11	698
Chemistry 122	1%	1%	1%	1%	7	600	5	559	6	608	7	595
Physics 112	1%	1%	0%	1%	5	514	4	471	2	564	3	512
Physics 122	1%	0%	1%	3%	4	286	1	324	3	342	8	292
Automotive Electrical Systems 120	3%	3%	4%	4%	6	174	4	140	7	159	8	192
Internal Combustion Engines 110	5%	4%	1%	3%	9	193	6	159	2	180	4	147
Power Train and Chassis 110	2%	2%	2%	2%	4	166	4	161	3	159	4	172
Tune-up and Emissions 120	0%	0%	9%	0%	0	44	0	44	4	43	0	50
Electrical Wiring 110	6%	3%	4%	5%	6	96	3	92	5	112	9	191
Framing and Sheathing 110	5%	5%	3%	2%	10	205	10	215	9	273	7	281

Anglophone School District- West 2016-17 to 2020-21

Course Name	2016-17	2017-18	2018-19	2020-21	2016-17		2017-18		2018-19		2020-21	
	% of First Nation*	Number		Number		Number		Number				
					First Nation Enrollment	ASD-W Total Enrollment						
Introduction to Applied Technology 110	2%	3%	3%	4%	6	257	10	337	10	375	19	468
Mill and Cabinet Work 120	1%	4%	2%	3%	3	280	11	252	6	298	11	335
Residential Finish 120	0%	5%	3%	3%	0	64	3	62	3	114	4	130
Culinary Technology 110	3%	4%	1%	2%	13	494	20	507	6	534	14	769
Culinary Technology 120	3%	8%	1%	3%	6	204	15	193	2	224	11	418
Metals Fabrication 110	3%	2%	0%	3%	5	200	4	205	1	227	5	182
Metals Processing 110	3%	1%	3%	5%	4	117	1	121	3	109	6	129
Metals Processing 120	0%	0%	0%	0%	0	7	0	3	0	4	0	6
FI Culinary Tech 110	0%	0%	0%	0%	0	0	0	0	0	0	0	0

Source: Student Information System, administrative data, Policy & Planning

* Number of tuition-paying students in 6 communities enrolled in the course divided by the total number of students enrolled in the course in this district

17. Early Years Evaluation (EYE-DA)

17A. Awareness of Self & Environment Domain											
		2015-16		2016-17		2017-18		2018-19		2019-20	
		Communities Total	Total ASD-W	5 Communities	Total ASD-W	Communities Total	Total ASD-W	Communities Total	Total ASD-W	Communities Total	Total ASD-W
Appropriate Development	Number %	12 86%	—	8 80%	1177 86%	7 88%	1193 83%	10 71%	1208 84%	8 89%	975 87%
Total	Number	14	—	10	1377	8	1446	14	1438	9	1118

Note 1: Participation in EYE-DA is voluntary. In 2019-20, data was available only for 4 of the 6 communities

Note 2: Numbers may not add to 100% due to rounding. **Note 3:** 2020-21 data is not yet finalized

17B. Cognitive Domain											
		2015-16		2016-17		2017-18		2018-19		2019-20	
		Communities Total	Total ASD-W	5 Communities	Total ASD-W	Communities Total	Total ASD-W	Communities Total	Total ASD-W	Communities Total	Total ASD-W
Appropriate Development	Number %	9 64%	—	6 60%	1090 79%	5 63%	1099 76%	10 71%	1145 79%	9 100%	934 83%
Total	Number	14	—	10	1372	8	1439	14	1441	9	1122

Note 1: Participation in EYE-DA is voluntary. In 2019-20, data was available only for 4 of the 6 communities

Note 2: Numbers may not add to 100% due to rounding. **Note 3:** 2020-21 data is not yet finalized

Anglophone School District- West 2016-17 to 2020-21

17C. Language and Communication Domain											
		2015-16		2016-17		2017-18		2018-19		2019-20	
		Communities Total	Total ASD-W	5 Communities	Total ASD-W	Communities Total	Total ASD-W	Communities Total	Total ASD-W	Communities Total	Total ASD-W
Appropriate Development	Number %	9 69%	—	7 70%	1163 85%	8 100%	1179 83%	12 86%	1198 84%	8 89%	958 86%
Total	Number	13	—	9	1362	8	1422	14	1422	9	1109

Note 1: Participation in EYE-DA is voluntary. In 2019-20, data was available only for 4 of the 6 communities

Note 2: Numbers may not add to 100% due to rounding. **Note 3:** 2020-21 data is not yet finalized

17D. Fine Motor Skills Domain											
		2015-16		2016-17		2017-18		2018-19		2019-20	
		Communities Total	Total ASD-W	5 Communities	Total ASD-W	Communities Total	Total ASD-W	Communities Total	Total ASD-W	Communities Total	Total ASD-W
Appropriate Development	Number %	12 92%	—	6 60%	1017 73%	6 75%	985 68%	10 71%	1044 72%	6 67%	854 75%
Total	Number	13	—	10	1392	8	1454	14	1455	9	1135

Note 1: Participation in EYE-DA is voluntary. In 2019-20, data was available only for 4 of the 6 communities

Note 2: Numbers may not add to 100% due to rounding. **Note 3:** 2020-21 data is not yet finalized

Anglophone School District- West 2016-17 to 2020-21

17E. Gross Motor Skills Domain											
		2015-16		2016-17		2017-18		2018-19		2019-20	
		Communities Total	Total ASD-W	5 Communities	Total ASD-W	Communities Total	Total ASD-W	Communities Total	Total ASD-W	Communities Total	Total ASD-W
Appropriate Development	Number %	12 100%	-	8 80%	1220 90%	7 100%	1256 89%	14 100%	1266 90%	6 86%	1012 93%
Total	Number	12	-	9	1362	7	1420	14	1406	7	1093

Note 1: Participation in EYE-DA is voluntary. In 2019-20, data was available only for 4 of the 6 communities

Note 2: Numbers may not add to 100% due to rounding. **Note 3:** 2020-21 data is not yet finalized

Enhancement Agreement Report

2020-21 School Year

Anglophone School District West

OPEN-ENDED RESPONSES

A collaborative effort of school, district and Department of Education and Early Childhood Development personnel



ANGLOPHONE WEST SCHOOL DISTRICT



First Nation Community	ASD-W School	17.A Cultural Activities
Mataqaskiye	Saint Mary's Academy	<ul style="list-style-type: none"> ● We had a member from the First Nation community help build drums and also play the instrument with the students
Neqotkuk	Andover Elementary School	<ul style="list-style-type: none"> ● Drum Teachings with Traditional Knowledge Keeper Ron Tremblay (virtually) ● Hand Drum Making ● Creating Regalia: Ribbon Shirts and Ribbon Skirts ● Seven Teachings Lessons and Read Alouds for all classes ● Storytelling ● Basket Weaving Teachings ● Dreamcatcher Teachings and Crafting ● Loom Beading ● Traditional Bead Embroidery ● Clan animals and their symbolism ● Wolastekwey Language Lessons ● Indigenous People's Day Celebration with school-wide cultural lesson plans ● Medicine Wheel Teachings ● Local Indigenous History
	Perth-Andover Middle School	<ul style="list-style-type: none"> ● Orange Shirt Day ● National Indigenous Peoples Day ● National Treaty Day ● Land Recognition ● Recognition of 215 residential children who died in Kamloops ● Beading ● Painting ● Drumming
	Southern Victoria High School	<ul style="list-style-type: none"> ● Beading ● Making moccasins ● Dream-catchers ● Teepees and replicas of traditional FN villages/Native communities ● Listening to drumming
Pilick	Fredericton High School	<ul style="list-style-type: none"> ● Orange Shirt day ● Dream Catcher's club

		<ul style="list-style-type: none"> • First Nation Teacher Curriculum Team
	Garden Creek School	<ul style="list-style-type: none"> • FN storytelling presentations to all classes (online)
	George Street Middle School	<ul style="list-style-type: none"> • We are part of the Gord Downie Legacy Project that had the kids take on leadership roles • Organize Orange Shirt Day • Practice Drumming • Maliseet word of the week • Students also participated in an Orange Shirt design contest • Student Attendance Celebrations - over 85% attendance
	Harvey High School	<ul style="list-style-type: none"> • Mural- Indigenous perspective- collaboration with artist • Virtual and in-person elder teaching/ traditional knowledge keeper sharing • Wolastoq Honour Song • Territorial acknowledgement at graduation
	Kingsclear Consolidated School	<ul style="list-style-type: none"> • Orange Shirt Day • Every Child Matters • Orange heart bulleting board
Sitansisk	Devon Middle School	<ul style="list-style-type: none"> • Orange Shirt Day • Drumming Club • Remembrance Day Ceremony at Saint Mary's and at the school (Chief Polchies has attended the last 2 years) • Community Artisans volunteering • Field Trips - Caribou Club • Dual Language Book on Treaty Education • Beading • Paintings • Film Making
	Gibson-Neill Memorial Elementary School	<ul style="list-style-type: none"> • Drum making • Orange Shirt Day • An intercom drumming by grade 5s on June 21 and some tracings about what National Indigenous People's Day means • All St Mary's students participated in the drawing competition for next years orange shirt for asd-w • We have language classes • We had a donation of 59 snowshoes from Sacha Dewolf • Sacha Dewolf organized for an elder to talk virtually to the grade 3-5 students

	Leo Hayes High School	<ul style="list-style-type: none"> • We did do an awareness campaign for Orange Shirt day and staff and students took part • We continue to imbed first Nation authors into our English classes • Aboriginal arts courses were offered again this year 4 sections and 4 sections of language • We observed the discovery of 215 children last month by placing 215 pairs of children s shoes along the exterior sidewalk leading up to the school • Our numerous lunches and special guest events were curtailed due to Covid however we were still able to offer some "events"
	Nashwaaksis Middle School	<ul style="list-style-type: none"> • Beading • Cooking • Nature walks • Smudging
	Park Street Elementary School	<ul style="list-style-type: none"> • Staff and students participated in Orange Shirt Day
	Royal Road Elementary School	<ul style="list-style-type: none"> • Playing of O' Canada
Welamukotuk	Assiniboine Avenue Elementary School	<ul style="list-style-type: none"> • Drumming • Virtual Reading buddies with another school • Culture and Language learning with Charlotte Thurber • Virtual dancing • Language learning with Enhancement Teacher • Trilingual O Canada featuring Jenny Paul • Orange Shirt Day • Submission by the students for Orange Shirt design contest • Christmas ornaments for elders • Sunshine bags for elders • Lobby of the school displays First Nation cultural items and students prominently
	Hubbard Avenue Elementary School	<ul style="list-style-type: none"> • Language Class • Individual class drumming • Legends Medicine Wheels • Virtual Christmas Elder Tea • Songs in Wolastoqey • Orange Shirt Day • Residential School Awareness

		<ul style="list-style-type: none"> ● National Indigenous People's Day ● Treaty Day ● Cultural Arts and Crafts ● Wednesday Wolastoqey Words of the week ● Regalia and Book Launch with invited guest
	Oromocto High School	<ul style="list-style-type: none"> ● The study and creation of Wolastoqey regalia ● Red Shawl day ● Orange Shirt Day ● Native Awareness Week activities and celebrations which included the first ever flag raising of the Wolastoqey Flag and this years theme, "Language is Culture"
	Ridgeview Middle School	<ul style="list-style-type: none"> ● To strengthen SEL, Kim incorporated 2-5 minutes at the beginning of each class to practice traditional dance steps using YouTube ● She has also incorporated singing, (to incorporate language), journaling (about a ceremony or FN event they enjoyed attending) as well as meditation ● Kim went to every homeroom class to read The Orange Shirt Story and talk to each class about residential schools and the significance of Orange Shirt Day ● Grade 7 & 8 - Kim talked to students about intergenerational trauma and how this affects the next 7 generations. She also talked about the healing process which will also take 7 generations and where we are approximately in that timeline ● Students engaged in a unit on treaties to learn about the difference between the Numbered treaties and the Peace and Friendship treaty we have in NB ● The students also learned what surrendered and unsurrendered land is, and what happened ● Celebrated the Red Shawl campaign. Had a display we made for the front lobby with pictures of 230 MMIW which included 6 from NB. Had announcements during the week explaining what MMIW was and what Red Shawl was standing for. Red dresses were displayed in the breezeway at RMS. The display case was filled with the different events happening in the Fredericton, Oromocto area ● Kim sent an email with a link to the staff at RMS to discuss with the students the importance of standing up against violence towards women and children. Discussed the importance of what the rawhide stands for in their own lives and how they can make a difference both now and as they have their own relationships ● Evan started coming in as our drum instructor, following Covid-19 protocols ● Students began beading poppies to wear for Remembrance Day ● Attended and participated in the Virtual Remembrance Day Assembly. Had RMS drummers open for the Remembrance Day assembly

		<ul style="list-style-type: none"> ● Made a video for the Virtual Elder’s Tea this year ● The FN students made Christmas cards for many of the senior/enhanced living establishments in Oromocto and Gagetown as well as the Elders on OFN ● Family Literacy Day - Read Hiwatha the Peacemaker ● Goal setting - Students completed an SEL activity on goal setting. Using the Medicine Wheel, the students made a goal for wellness in 2021 ● Quill Art - Tara Francis came to RMS to teach our FN students about Quill art ● Basket Making - Johnathon Paul came in to teach the FN students the art of Ash Basket Making ● Maple Syrup- Grant Pye came in to talk to our students about the process of making maple syrup ● Field trip - Animal tracks - We have looked at different prints online and scat. With this, students made a booklet of how to recognize some species ● Youth Fusion Project led by Kaitlyn Adair - planed film scenes, filmed, designed logo for hoodie, recorded the Turtle Monster song ● Made talking sticks to incorporate a better system to ensure all voices are heard ● Recording dance for schools - recorded basic powwow steps and exercises one would use to teach dance to other students. We shared this with our feeder schools ● Planter project (collaboration with Sakom Sabattis) - RMS students made planter boxes to plant flowers in for the elders. FN students will deliver the gift to the elders as a way of giving back to the community and a means of connecting with the elders ● Drumming and dancing at Enhanced Living Complex. Seniors living in the building came out on their balcony and watched RMS FN students perform (singing, drumming, and dancing) ● FN students and staff participated in the traditional teachings of a Sweat at SMFN
Wotstak	Meduxnekeag Consolidated School	<ul style="list-style-type: none"> ● Weekly and daily language exposure ● Drumming ● Crafts/beading ● Videos from elders
	Townsvie School	<ul style="list-style-type: none"> ● Celebration of Orange Shirt Day & Indigeneous People's Day ● We play O'Canada in Maliseet language once a week
	Woodstock High School	<ul style="list-style-type: none"> ● Due to Covid protocols this was limited: ● Mr Saulis did visit classrooms to discuss the impact of residential schools on First Nation youth ● As a school we did display 215 Orange Ribbon on our school mezzanine to honor those youth found on Residential Schools in BC ● ESS did visits to the Woodstock First Nations Ed Center.

		<ul style="list-style-type: none"> • We increased our school signage to include the Wolastoqiyik language • School wide Orange Day's in October and May
--	--	---

First Nation Community	ASD W School	18.A Transition Process
Mataqaskiye	Saint Mary's Academy	<ul style="list-style-type: none"> • Does not apply
Neqotkuk	Andover Elementary School	<ul style="list-style-type: none"> • Due to covid-19 restrictions, we were unable to plan extensive transition activities. Only two students transitioned this year and both spent one-on-one time with our enhancement employee, for cultural enrichment and to form connections; their transition was successful and they quickly developed a sense of belonging here at AES
	Perth-Andover Middle School	<ul style="list-style-type: none"> • Due to Covid, our in-person transition activities will take place in August. when parents and students will visit the school prior to September 7th. Currently, we are doing a virtual transition that includes posing a presentation for parents and students on social media, meeting on TEAMS with parents and students for a Q & A, sending PAMS swag bags to Mah-Sos for students that include a student guide to middle school, a lock to practice on and a treat
	Southern Victoria High School	<ul style="list-style-type: none"> • NA
Pilick	Fredericton High School	<ul style="list-style-type: none"> • NA
	Garden Creek School	<ul style="list-style-type: none"> • NA
	George Street Middle School	<ul style="list-style-type: none"> • Staff visit the school in March/April • Our students crated a series of videos • As an ESS team we meet to plan supports required for the incoming students • In September, our new grade 6s spend a day with us
	Harvey High School	<ul style="list-style-type: none"> • Not applicable
	Kingsclear Consolidated School	<ul style="list-style-type: none"> • None
Sitansisk	Devon Middle School	<ul style="list-style-type: none"> • For 2021- process looks different without Covid protocols • Virtual meetings <ol style="list-style-type: none"> 1. Transition for students who will need EA or behavioural support 2. Transition meeting for all students who will require additional support 3. Bonita visited with our FN student in person at school
	Gibson-Neill Memorial Elementary School	<ul style="list-style-type: none"> • One virtual online tour and introduction
	Leo Hayes High School	<ul style="list-style-type: none"> • xxxx
	Nashwaaksis Middle School	<ul style="list-style-type: none"> • Meet with Guidance • Receive a school tour

		<ul style="list-style-type: none"> • Introduction to school staff
	Park Street Elementary School	<ul style="list-style-type: none"> • NA
	Royal Road Elementary School	<ul style="list-style-type: none"> • The student is in K, we did not have to transition
Welamukotuk	Assiniboine Avenue Elementary School	<ul style="list-style-type: none"> • Enhancement teacher liaisons with Head Start program.
	Hubbard Avenue Elementary School	<ul style="list-style-type: none"> • NA for Band Operated School • Transitions within feeder schools include: <ul style="list-style-type: none"> • Consultation with ESS teams between schools, typically including visits • Consultation between Enhancement staff sending and receiving schools • Student visit and letters from current students (outdoors only)
	Oromocto High School	<ul style="list-style-type: none"> • One new approach that the administration has included for the 2021/2022 school year is having one guidance councillor assigned to the Kinapuhi students. It is hoped that by having only one staff member assigned to the center that it will allow a smoother transition for the students when completing their graduation outlook and maintain greater involvement in their course selection and post secondary plans
	Ridgeview Middle School	<ul style="list-style-type: none"> • NA
Wotstak	Meduxnekeag Consolidated School	<ul style="list-style-type: none"> • No Band Operated School
	Townsvie School	<ul style="list-style-type: none"> • NA
	Woodstock High School	<ul style="list-style-type: none"> • Does not apply

First Nation Community	ASD-W School	19.A School Strategies
Mataqaskiye	Saint Mary's Academy	<ul style="list-style-type: none"> • Our Jordan Principal worker works closely with the teachers to help reach the goal of closing the academic gap
Neqotkuk	Andover Elementary School	<ul style="list-style-type: none"> • Creating section in Social Emotional Learning and PBIS
	Perth-Andover Middle School	<ul style="list-style-type: none"> • Coordinate academic intervention for literacy for WEI • Make referrals and provide space for counselling with students (ISD & Tobique Health Centre) • Incorporate indigenous teachings cross curricular • Land acknowledgement and O'Canada in Maliseet • Maliseet language class for Tobique students • Maliseet signage in the school
	Southern Victoria High School	<ul style="list-style-type: none"> • SV's Outreach Room - place for FN students to go when they need to get out of the classroom for emotional /social support

		<ul style="list-style-type: none"> • Laptops provided to all FN students • FN language signage put up in areas where we did not have it • Purchased beautiful FN artifacts and cultural representations for main lobby display • Purchased beautiful tapestries & FN pictures for halls and classrooms • More books (inclusive) purchased for the school library and classrooms
Pilick	Fredericton High School	<ul style="list-style-type: none"> • Homework Club • Daily Room D122Lunch program • Daily Snacks • Provision of School supplies • Aboriginal bulletin board • Wolastoqey Language Program • Native Studies course • Language online courses • Wolastoqey welcome signage throughout school • Planting of marigolds for #215
	Garden Creek School	<ul style="list-style-type: none"> • Tutoring in literacy or numeracy has been provided for FN students based on available funds
	George Street Middle School	<ul style="list-style-type: none"> • Engagement - to ensure our students from Pilik have a leadership role within our building
	Harvey High School	<ul style="list-style-type: none"> • Blanket exercise for both middle and high school students and staff 2021-2022 • Acknowledgement on daily announcements • Sarah Francis consultation- Education Coordinator – First Nations Culture and Programs
	Kingsclear Consolidated School	<ul style="list-style-type: none"> • None
Sitansisk	Devon Middle School	<ul style="list-style-type: none"> • Monthly NEAT meetings to share ideas and create plans for cultural experiences • Biweekly FN team meetings discussing systems and student support • Cultural experiences • School wide educational experiences
	Gibson-Neill Memorial Elementary School	<ul style="list-style-type: none"> • Our strategy for First Nations students is like the others. We use formative assess to identify students who need small group intervention
	Leo Hayes High School	<ul style="list-style-type: none"> • xxxx
	Nashwaaksis Middle School	<ul style="list-style-type: none"> • This year we had an Operational Plan in place to protect students due to Covid Restrictions. It was a year like no other! We survived together! :)
	Park Street Elementary School	<ul style="list-style-type: none"> • None

	Royal Road Elementary School	<ul style="list-style-type: none"> None
Welamukotuk	Assiniboine Avenue Elementary School	<ul style="list-style-type: none"> Social Emotional Learning through talking circles Breakfast Program Data analysis to ensure academic support with Enhancement Staff
	Hubbard Avenue Elementary School	<ul style="list-style-type: none"> Sense of belonging strategies PLWEPNEAT Meetings First Nation Academic Support and Identification Literacy Group Support (this year in class bubble only) Talking Circles SIP and PLWEP strategies are inclusive to all students Encouragement for students to become involved in school activities (where possible)
	Oromocto High School	<ul style="list-style-type: none"> During the 2020/2021 school year the OHS/OFN off-site education center (Kinapuwi Kehkitmok) has served 16 students and has taught 10 subjects to all 4 grade levels including the following subjects; English 123,113,10,9, Math 11, 10 (GMF), and grade 9 math, Modern History, Social Studies10, Aboriginal Studies, Intro to Wolastoqey Latuwewakon, Intermediate Wolastoqey Latuwewakon, Science 10, Environmental Science and Entrepreneurship Provide ongoing academic and cultural support for FN students in an Alternative Education Site as part of OHS
	Ridgeview Middle School	<ul style="list-style-type: none"> School Plan
Wotstak	Meduxnekeag Consolidated School	<ul style="list-style-type: none"> School Plan supports all students School is standing by waiting on ASDW Subject Coordinator to begin process on the FN Strategic Plan
	Townsvie School	<ul style="list-style-type: none"> Our focus is on SEL for all students and staff
	Woodstock High School	<ul style="list-style-type: none"> Increased cultural awareness through signage and art work Continued support for students during the transition to WHS through guidance and our transition workers Increase in English and history classes with focus on first nations literacy and authors

First Nation Community	ASD-W School	20.A First Nations-led Professional Learning
Mataqaskiye	Saint Mary's Academy	<ul style="list-style-type: none"> None
Neqotkuk	Andover Elementary School	<ul style="list-style-type: none"> Unable to organize due to Covid. Plans for next year
	Perth-Andover Middle School	<ul style="list-style-type: none"> Virtual session on Treaties with FN lead

	Southern Victoria High School	<ul style="list-style-type: none"> Delbert Moulton has been involved in promoting Native awareness with the following activities virtually He participated in Native Story telling promoted by Molly Brown and Sarah Francis on the following dates January 27, 2021 and February 24, 2021 from 6:30 to 7:00 pm He participated in a workshop as a presenter along with Mike Cole of the University of Saskatchewan for NB Phys Ed teachers with Traditional Indigenous Games on February 24, 2021 He was a guest speaker for NBCC teachers and students on April 15, 2021. I spoke about "What it takes to be successful as a First Nation's student, " "Students entering the workforce in today's world" and "The challenges of a First Nation's Student in NB." The NBCC Campuses involved were Woodstock, Miramichi, Moncton and Fredericton Delbert was part of an indigenous language forum in October 2020
Pilick	Fredericton High School	<ul style="list-style-type: none"> First Nation Teacher Curriculum Team Adapting curriculum to be inclusionary with aboriginal history and culture
	Garden Creek School	<ul style="list-style-type: none"> NA
	George Street Middle School	<ul style="list-style-type: none"> We did not have any this past school year
	Harvey High School	<ul style="list-style-type: none"> Not applicable
	Kingsclear Consolidated School	<ul style="list-style-type: none"> None
Sitansisk	Devon Middle School	<ul style="list-style-type: none"> Not this year. Most of our learning was organized by district providing staff the ability for personalized learning
	Gibson-Neill Memorial Elementary School	<ul style="list-style-type: none"> NA - Covid restrictions
	Leo Hayes High School	<ul style="list-style-type: none"> xxxx
	Nashwaaksis Middle School	<ul style="list-style-type: none"> No PL this year due to Covid
	Park Street Elementary School	<ul style="list-style-type: none"> None
	Royal Road Elementary School	<ul style="list-style-type: none"> None
Welamukotuk	Assiniboine Avenue Elementary School	<ul style="list-style-type: none"> Virtual opportunities on SharePoint site
	Hubbard Avenue Elementary School	<ul style="list-style-type: none"> First Nations culturally inclusive literacy selections in classes Residential School Awareness and Information to prepare for Orange Shirt Day Residential School Truth and Reconciliation
	Oromocto High School	<ul style="list-style-type: none"> Besides focusing on academics, the center will continue to serve as cultural education and support to current and former students as well as community members

		<ul style="list-style-type: none"> In particular, the facility is currently used weekly to administer Elder Art classes to members of the OFN community by the cultural teacher, Mr. David Wilson In addition, monthly NEAT meetings (Native Education Action Team) are held to further assess the progress of both the students and the program. The NEAT meetings are of great value in that they allow a wider perspective because they include not only the ESST members but also members of the Oromocto First Nations leadership, including the Chief and/or the OFN Education Director
	Ridgeview Middle School	<ul style="list-style-type: none"> NA
Wotstak	Meduxnekeag Consolidated School	<ul style="list-style-type: none"> Beading Wellness FN ISD
	Townsvie School	<ul style="list-style-type: none"> None
	Woodstock High School	<ul style="list-style-type: none"> Shawn Saulis did sessions surrounding Residential Schools and their impact

First Nation Community	ASD-W School	21.A Presenters
Mataqaskiye	Saint Mary's Academy	<ul style="list-style-type: none"> Due to COVID we did not have any presenters
Neqotkuk	Andover Elementary School	<ul style="list-style-type: none"> Due to Covid we were limited in the people entering the building We had Molly Brown District FN lead present to all classrooms for FN language lesson and revisit a couple of classrooms for a second visit We were able to arrange a virtual guest speaker through World of Wisdom to have cultural teachings from Ron Tremblay
	Perth-Andover Middle School	<ul style="list-style-type: none"> Sarah Francis Molly Brown Jeremy Dutcher
	Southern Victoria High School	<ul style="list-style-type: none"> No persons have been invited to present this year due to COVID; Asha Bear, also Enhancement Employee, visited classes and participated in Beading
Pilick	Fredericton High School	<ul style="list-style-type: none"> NA
	Garden Creek School	<ul style="list-style-type: none"> Spencer Isaac
	George Street Middle School	<ul style="list-style-type: none"> Sarah Francis - Orange Shirt Day Chef Chickie Polchies and Elder Ron Tremblay- ceremony to finish the year
	Harvey High School	<ul style="list-style-type: none"> Richard Paul- Pilik (Kingsclear First Nations) Ken Pau- Pilik-(Kingsclear First Nation)

		<ul style="list-style-type: none"> • Ron Tremblay- Grand Chief of the Wabanaki Confederation
	Kingsclear Consolidated School	<ul style="list-style-type: none"> • None
Sitansisk	Devon Middle School	<ul style="list-style-type: none"> • None this year • We did do a virtual Remembrance Day service with Chief Polches and Virtual Flag ceremony
	Gibson-Neill Memorial Elementary School	<ul style="list-style-type: none"> • Dick Paul
	Leo Hayes High School	<ul style="list-style-type: none"> • Xxxx
	Nashwaaksis Middle School	<ul style="list-style-type: none"> • We had Chief Allan Jr. (Chicky Polchies) was in for our "Purple Shirts for Fresh Water" day
	Park Street Elementary School	<ul style="list-style-type: none"> • None
	Royal Road Elementary School	<ul style="list-style-type: none"> • None
Welamukotuk	Assiniboine Avenue Elementary School	<ul style="list-style-type: none"> • Sarah Francis • Charlotte Thurber
	Hubbard Avenue Elementary School	<ul style="list-style-type: none"> • Charlotte Thurber, Cultural Coordinator Oromocto First Nation
	Oromocto High School	<ul style="list-style-type: none"> • David Wilson
	Ridgeview Middle School	<ul style="list-style-type: none"> • Grant Pye • Johnathon Paul • Philip Sark • Tara Francis • Kaitlyn Adair • Charlotte Thurber • Chuck Sewell • Chris Brooks
Wotstak	Meduxnekeag Consolidated School	<ul style="list-style-type: none"> • COVID restrictions prevented this from happening (2020-2021)
	Townsvie School	<ul style="list-style-type: none"> • COVID Year - none
	Woodstock High School	<ul style="list-style-type: none"> • Outsiders were not permitted in the building due to Covid restrictions

First Nation Community	ASD-W School	22.A First Nations Enhancement Staff Participating in PL Opportunities
Mataqaskiye	Saint Mary's Academy	<ul style="list-style-type: none"> • 81%-90%
Neqotkuk	Andover Elementary School	<ul style="list-style-type: none"> • NA

	Perth-Andover Middle School	<ul style="list-style-type: none"> ● 91%-100%
	Southern Victoria High School	<ul style="list-style-type: none"> ● 41%-50%
Pilick	Fredericton High School	<ul style="list-style-type: none"> ● 91%-100%
	Garden Creek School	<ul style="list-style-type: none"> ● NA
	George Street Middle School	<ul style="list-style-type: none"> ● 91%-100%
	Harvey High School	<ul style="list-style-type: none"> ● NA
	Kingsclear Consolidated School	<ul style="list-style-type: none"> ● NA
Sitansisk	Devon Middle School	<ul style="list-style-type: none"> ● 91%-100%
	Gibson-Neill Memorial Elementary School	<ul style="list-style-type: none"> ● 91%-100%
	Leo Hayes High School	<ul style="list-style-type: none"> ● 31%-40%
	Nashwaaksis Middle School	<ul style="list-style-type: none"> ● 91%-100%
	Park Street Elementary School	<ul style="list-style-type: none"> ● NA
	Royal Road Elementary School	<ul style="list-style-type: none"> ● NA
Welamukotuk	Assiniboine Avenue Elementary School	<ul style="list-style-type: none"> ● 91%-100%
	Hubbard Avenue Elementary School	<ul style="list-style-type: none"> ● 51%-60%
	Oromocto High School	<ul style="list-style-type: none"> ● 91%-100%
	Ridgeview Middle School	<ul style="list-style-type: none"> ● 91%-100%
Wotstak	Meduxnekeag Consolidated School	<ul style="list-style-type: none"> ● 91%-100%
	Townsvie School	<ul style="list-style-type: none"> ● 81%-90%
	Woodstock High School	<ul style="list-style-type: none"> ● 91%-100%

Enhancement Proposal Development Process

Enhancement proposals are developed collaboratively through dialogue with First Nation leaders, band-operated and public schools, and district personnel. Ideas are generated on how to enhance education for First Nation students. These ideas are formalized as Enhancement proposals and are submitted to the Enhancement Committee for review and discussion at an Enhancement Committee Meeting. The Enhancement Committee approves ideas when the proposal meets the criteria of the Enhancement Agreement, proposals match educational goals from the Strategic Education Plan and, when adequate funding is available. Enhancement proposal/project leaders are required to submit a final report to the Enhancement Committee upon completion of the project.

First Nation Community	ASD-W School	23.A Enhancement Proposals
Mataqaskiye	Saint Mary's Academy	<ul style="list-style-type: none"> • We did not receive any enhancement money
Neqotkuk	Andover Elementary School	<ul style="list-style-type: none"> • Dreamcatcher Making • Giant Dreamcatcher Making • Regalia Making • Shawl Dancing • Hand Drum Making • Beading • We also commissioned a custom piece of artwork from an Indigenous artist which will be completed in the fall
	Perth-Andover Middle School	<ul style="list-style-type: none"> • Purchase of sewing machines for ribbon skirts / shirts • Purchase of canoe book shelf and medicine wheel carpet for library
	Southern Victoria High School	<ul style="list-style-type: none"> • None this year due to COVID
Pilick	Fredericton High School	<ul style="list-style-type: none"> • Due to covid, NA this year
	Garden Creek School	<ul style="list-style-type: none"> • We used the remainder of our money to provide academic tutoring for FN students
	George Street Middle School	<ul style="list-style-type: none"> • Lunch Program
	Harvey High School	<ul style="list-style-type: none"> • Not applicable
	Kingsclear Consolidated School	<ul style="list-style-type: none"> • None
Sitansisk	Devon Middle School	<ul style="list-style-type: none"> • Caribou Club • Partnered with Brilliant labs and built a gaming computer from scratch to be used in the Maliseet Language • Dual-language Project, Creating a book that compares the body parts to the parts of the computer

	Gibson-Neill Memorial Elementary School	<ul style="list-style-type: none"> None as per - Covid restrictions
	Leo Hayes High School	<ul style="list-style-type: none"> xxxx
	Nashwaaksis Middle School	<ul style="list-style-type: none"> No approved proposals this year due to Covid
	Park Street Elementary School	<ul style="list-style-type: none"> None
	Royal Road Elementary School	<ul style="list-style-type: none"> None
Welamukotuk	Assiniboine Avenue Elementary School	<ul style="list-style-type: none"> Newsletter for First Nation Community Language learning
	Hubbard Avenue Elementary School	<ul style="list-style-type: none"> NA this year
	Oromocto High School	<ul style="list-style-type: none"> Smartboard (est. \$3500) Laptop (est. \$1000) OHS/OFN Off-Site Wolastoqey Education Center (AKA Welamukotuk Kinapuwī Kehkitmok)
	Ridgeview Middle School	<ul style="list-style-type: none"> Regalia making Quill art Basket making Dance and drumming - unable to find instructors
Wotstak	Meduxnekeag Consolidated School	<ul style="list-style-type: none"> Zero - Our Enhancement proposals do not get approved by the committee.
	Townsvie School	<ul style="list-style-type: none"> None
	Woodstock High School	<ul style="list-style-type: none"> Educational support staff and Guidance Staff Improved signage in official language

First Nation Community	ASD-W School	24.A Enhancement Agreement Positions
Mataqaskiye	Saint Mary's Academy	<ul style="list-style-type: none"> First Nation Education Worker - Intervention
Neqotkuk	Andover Elementary School	<ul style="list-style-type: none"> First Nation Education Teacher- Language & Culture & Indigenous Studies & Art
	Perth-Andover Middle School	<ul style="list-style-type: none"> First Nation Education Worker – Academic First Nation Education Teacher - Language and Culture

	Southern Victoria High School	<ul style="list-style-type: none"> • First Nation Education Worker – Academic • First Nation Education Worker – Intervention • First Nation Education Teacher - Language and Culture • First Nation Education Worker - Liaison
Pilick	Fredericton High School	<ul style="list-style-type: none"> • First Nation Education Support Services • Teacher-Resource/Literacy/Transition • First Nation Education Worker - Academic
	Garden Creek School	<ul style="list-style-type: none"> • No additional enhancement staff
	George Street Middle School	<ul style="list-style-type: none"> • First Nation Education Support Services Teacher-Literacy • First Nation Education Support Services Teacher – Numeracy • First Nation Education Worker - Academic
	Harvey High School	<ul style="list-style-type: none"> • No additional enhancement staff
	Kingsclear Consolidated School	<ul style="list-style-type: none"> • No additional enhancement staff
Sitansisk	Devon Middle School	<ul style="list-style-type: none"> • First Nation Education Teacher - Language and Culture • First Nation Education Worker – Academic • Other- First Nations Social Worker
	Gibson-Neill Memorial Elementary School	<ul style="list-style-type: none"> • First Nation Education Teacher - Language and Culture • First Nation Education Worker – Intervention • First Nation Education Worker - Academic
	Leo Hayes High School	<ul style="list-style-type: none"> • First Nation Education Support Services Teacher – Guidance • First Nation Education Support Services Teacher – Literacy • First Nation Education Support Services Teacher - Literacy & Numeracy • First Nation Education Support Services Teacher – Numeracy • First Nation Education Support Services Teacher - Guidance & Cultural Transitions
	Nashwaaksis Middle School	<ul style="list-style-type: none"> • First Nation Education Teacher- Language & Culture & Indigenous Studies & Art
	Park Street Elementary School	<ul style="list-style-type: none"> • No additional enhancement staff
	Royal Road Elementary School	<ul style="list-style-type: none"> • No additional enhancement staff
Welamukotuk	Assiniboine Avenue Elementary School	<ul style="list-style-type: none"> • First Nation Education Support Services Teacher-Resource/Literacy/Transition • First Nation Education Worker - Academic

	Hubbard Avenue Elementary School	<ul style="list-style-type: none"> • First Nation Education Worker – Academic • First Nation Education Teacher - Language, Culture, Literacy & Numeracy
	Oromocto High School	<ul style="list-style-type: none"> • First Nation Education Worker - Academic-Alternative Education • First Nation Education Worker – Intervention • First Nation Education Teacher - Alternative Education • First Nation Education Teacher - Language, Culture, Literacy & Numeracy • First Nation Education Worker – Academic • Other; First Nation Worker - Educational Assistant
	Ridgeview Middle School	<ul style="list-style-type: none"> • First Nation Education Teacher - Language and Culture
Wotstak	Meduxnekeag Consolidated School	<ul style="list-style-type: none"> • First Nation Education Worker – Academic • Other; Student Attendant
	Townsvie School	<ul style="list-style-type: none"> • First Nation Education Worker – Academic
	Woodstock High School	<ul style="list-style-type: none"> • First Nation Education Support Services Teacher - Guidance • First Nation Education Worker - Social Support Liason