

Enhancement Agreement Report 2016-17 to 2021-22

Anglophone School District West

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

NOTES:

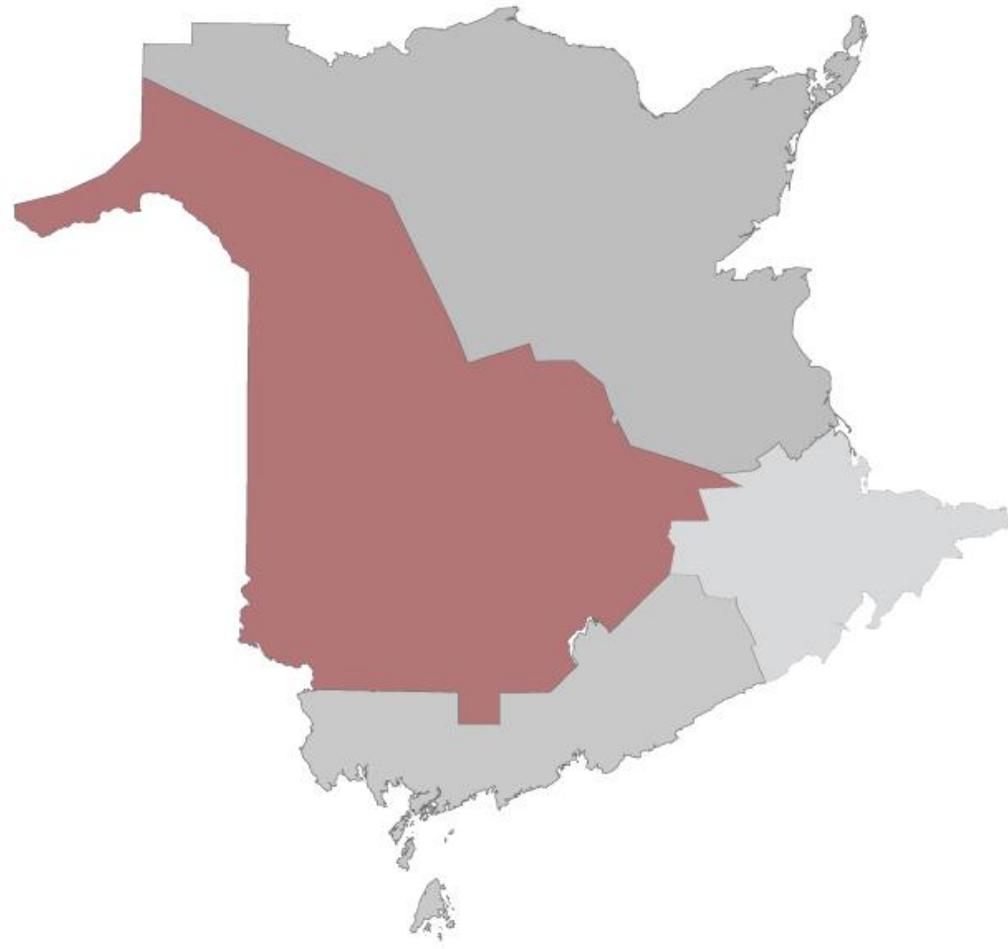
Communities Total refers to the count of students on the nominal roll for the 6 communities in ASD-W.

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			2021-22		
	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	Communities Total	Total ASD-W Enrollment	% of FN Enrollment
K	21	1647	1%	18	1573	1%	20	1662	1%	51	1545	3%	19	1566	1%
1	30	1729	2%	21	1651	1%	21	1609	1%	30	1694	2%	22	1618	1%
2	22	1696	1%	28	1725	2%	26	1682	2%	22	1674	1%	30	1759	2%
3	33	1738	2%	27	1737	2%	29	1750	2%	25	1600	2%	27	1716	2%
4	23	1682	1%	35	1752	2%	30	1713	2%	29	1663	2%	27	1648	2%
5	38	1668	2%	25	1702	1%	34	1745	2%	41	1739	2%	27	1705	2%
6	48	1725	3%	72	1692	4%	57	1739	3%	52	1731	3%	71	1823	4%
7	51	1717	3%	55	1752	3%	71	1718	4%	71	1790	4%	68	1795	4%
8	56	1754	3%	47	1729	3%	54	1774	3%	61	1761	3%	78	1833	4%
9	54	1742	3%	63	1824	3%	64	1770	4%	72	1744	4%	61	1855	3%
10	51	1798	3%	49	1736	3%	60	1836	3%	53	1810	3%	78	1824	4%
11	57	2004	3%	49	1872	3%	42	1800	2%	55	1770	3%	49	1894	3%
12	59	1978	3%	58	1983	3%	51	1844	3%	60	1895	3%	60	1861	3%
PG**	6	23	26%	1	21	5%	0	21	0%	0	26	0%	0	18	0%
Total	543	22901	2%	548	22749	2%	559	22663	2%	622	22442	3%	617	22915	3%

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

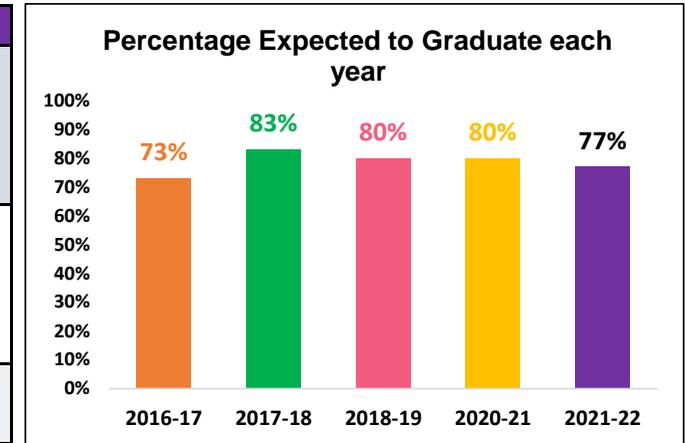
Note: Differences between the school count (Table 1A) and the nominal roll count (Table 1B) are due to the timeframe of reporting (June vs. February) and possibly student movement between schools.

1B. Source: Nominal Roll Count, Policy & Planning - February of each School Year

	2016-17	2017-18	2018-19	2020-21	2021-22
Communities Total	538	550	551	607	620
% of ASD-W	2.3%	2.4%	2.4%	2.7%	2.7%

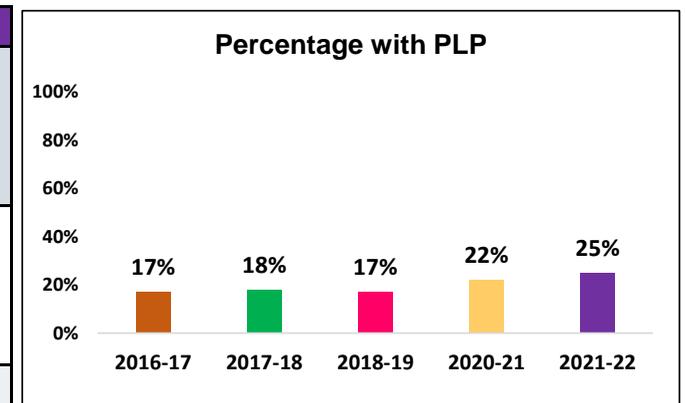
2. Grade 12 Students who expect to graduate by year (School-reported data)

	2016-17	2017-18	2018-19	2020-21	2021-22
	Communities Total				
Grade 12 Students	59	58	51	60	60
Expected to Graduate	43	48	41	48	46
% Expected to Graduate	73%	83%	80%	80%	77%



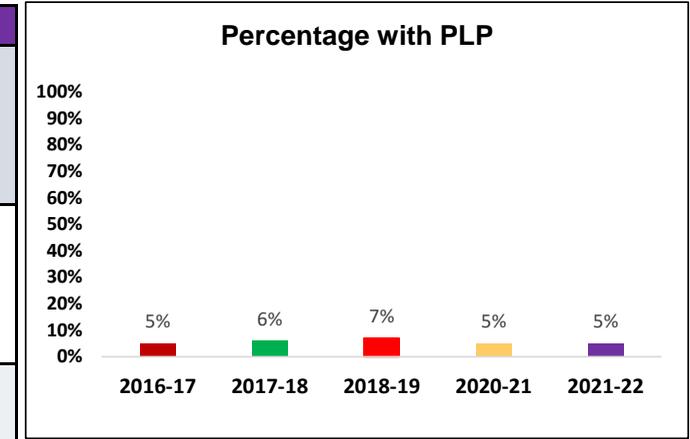
3. Students who have a Personalized Learning Plan (PLP) (School-reported data)

	2016-17		2017-18		2018-19		2020-21		2021-22	
	Communities Total	ASD-W								
Total Students	543	22901	548	22749	559	22663	622	22442	617	22915
Number with PLP	93	2268	97	2294	94	2377	137	3195	153	3295
% with PLP	17%	10%	18%	10%	17%	10%	22%	14%	25%	14%



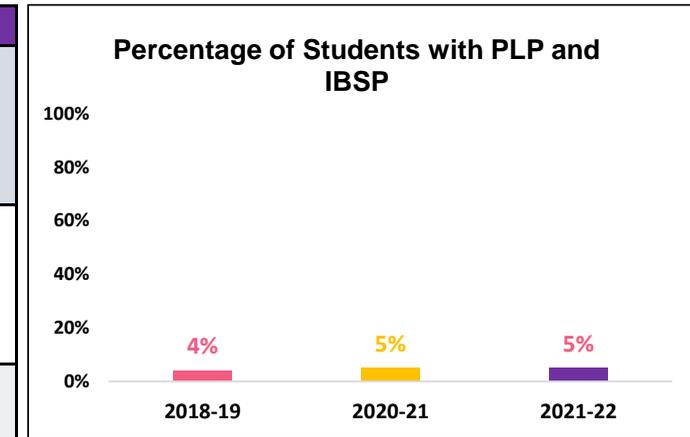
4. Students who have an Individualized Behaviour Support Plan (IBSP) (School reported data)

	2016-17	2017-18	2018-19	2020-21	2021-22
	Communities Total				
Total Students	543	548	559	622	617
Number with IBSP	26	32	40	31	33
% with IBSP	5%	6%	7%	5%	5%



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

	2016-17	2017-18	2018-19	2020-21	2021-22
	Communities Total				
Total Students	-	-	559	622	617
Number with PLP & IBSP	-	-	20	34	28
% with PLP & IBSP	-	-	4%	5%	5%

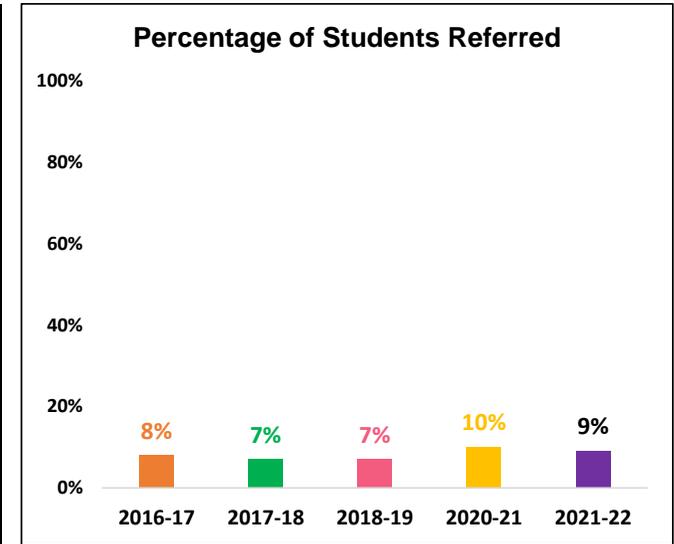


Data not collected in 2016-17 and 2017-18.

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

	2016-17	2017-18	2018-19	2020-21	2021-22
	Communities Total				
Total Students	543	548	559	622	617
Number of Referrals	44	37	37	61	56
% of Referrals	8%	7%	7%	10%	9%
Referred who Attended	-	-	32	58	42
% of Referred who Attended	-	-	6%	9%	7%

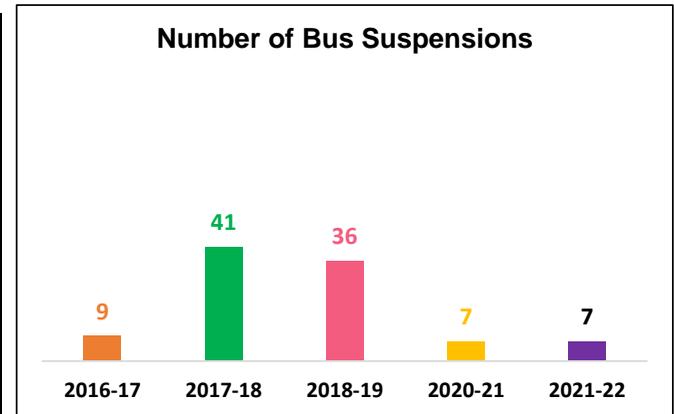
Data not collected in 2016-17 and 2017-18.



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

	2016-17	2017-18	2018-19	2020-21	2021-22
	Communities Total				
Total Students	543	548	559	622	617
Number of Suspensions	9	41	36	7	7
% of Suspensions	2%	7%	6%	1%	1%

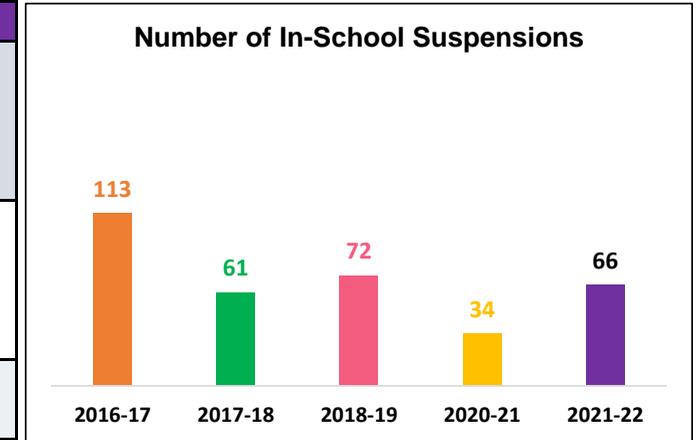
Note: The numbers above represent a count of actions, not a count of students (e.g., there were 41 suspensions between September 2017 and June 2018; we do not know how many students this involved)



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

	2016-17	2017-18	2018-19	2020-21	2021-22
	Communities Total				
Total Students	543	548	559	622	617
Number of Suspensions	113	61	72	34	66
% of Suspensions	21%	11%	13%	5%	11%

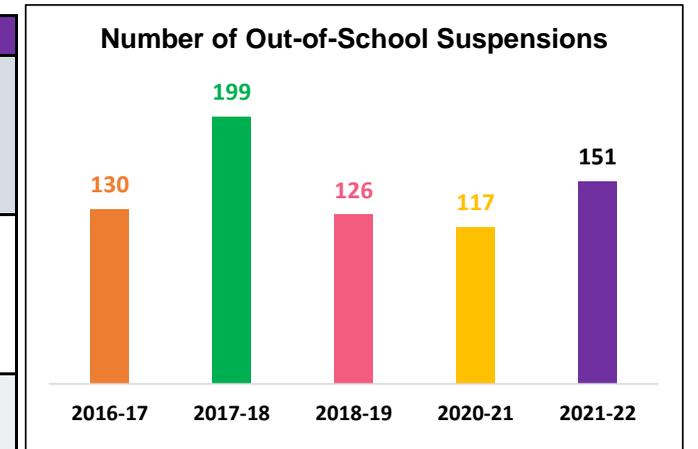
Note: The numbers above represent a count of actions, not a count of students (e.g., there were 61 suspensions between September 2017 and June 2018; we do not know how many students this involved)



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

	2016-17	2017-18	2018-19	2020-21	2021-22
	Communities Total				
Total Students	543	548	559	622	617
Number of Suspensions	130	199	126	117	151
% of Suspensions	24%	36%	23%	19%	24%

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		2021-22	
	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 1: "% Missing less than 10% of possible instructional time" does not include "Perfect Attendance"

Note 2: 2021-22 Attendance data are not available due to COVID 19

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

11. Actions for attendance issues follow-up in 2021-22 (reported by schools for their students on the nominal roll)

School's Action	2016-17	2017-18	2018-19	2020-21	2021-22
	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	School Serving 6 communities in ASD-W (23 of 23) Schools
Contact Parent	1	18	17	18	19
Consultation with School ESS Team	1	19	13	12	15
Meeting with Enhancement Staff	1	10	9	12	14
Meeting with Guidance Counsellor	1	9	13	11	9
Referral to Child & Youth Team	1	5	12	10	8
Meeting with Principal	1	10	9	9	13
Meeting with Teacher	1	9	9	7	9
Meeting with VP	1	9	9	5	9
Alternative Placement Within School	1	5	6	5	8
Referral to Outside Support	1	7	5	4	8
Consultation with District ESS Team	1	3	3	4	1
Meeting with School Social Worker	1	2	3	4	3
Consultation with District Office	1	1	2	4	1
Alternative Placement Outside School	1	3	1	3	2
Social Skills Training	1	2	2	2	7
Attendance Contract	1	5	1	2	3
Mediation Dispute Resolution	1	3	2	1	3
Meeting with Psychologist	1	2	0	1	5
Meeting with Psychometrist	1	0	0	1	0
Behaviour Contract	1	4	1	0	1
Meeting with Mentor	1	1	1	0	3
Meeting with School Intervention Worker	1	4	6	0	3
Violent Threat Risk Assessment protocol	1	1	0	0	1

Note: The numbers above represent a count of actions, not a count of students

12. Actions for follow up after suspension in 2021-22 (reported by schools for their students on the nominal roll)

School's Action	2016-17	2017-18	2018-19	2020-21	2021-22
	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	School Serving 6 communities in ASD-W (23 of 23) Schools
Contact Parent	-	16	15	13	9
Consultation with School ESS Team	-	13	13	8	7
Meeting with Principle	-	11	10	8	8
Meeting with Enhancement Staff	-	6	9	7	7
Meeting with Guidance Counsellor	-	9	8	7	9
Meeting with VP	-	9	11	8	8
Referral to Child & Youth Team	-	8	8	4	8
Behaviour Contract	-	8	7	3	2
Alternative Placement Within School	-	5	7	3	6
Mediation Dispute Resolution	-	5	7	3	6
Meeting with Teacher	-	7	5	3	5
Social Skills Training	-	7	3	2	4
Alternative Placement Outside School	-	3	3	2	3
Consultation with District ESS Team	-	4	5	2	3
Consultation with District Office	-	5	2	1	3
Meeting with Mentor	-	1	4	1	1
Meeting with School Intervention Worker	-	2	4	0	3
Referral to Outside Support	-	7	2	0	3
Meeting with School Social Worker	-	6	4	0	1
Meeting with Psychologist	-	1	2	0	1
Attendance Contract	-	0	1	0	1
Violent Threat Risk Assessment protocol	-	1	1	0	1
Meeting with Psychometrist	-	0	0	0	0

Note : The numbers above represent a count of actions, not a count of students

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	*	230	*	133	8	214	*	271
	%	0%	—	0%	11%	*	14%	*	8%	23%	13%	*	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 1: Percentages do not include Did Not Write or Exempt- 2017-18 (9 Did not write 6 Exemptions)

Note 2: 2021-22 ELPA data was unavailable

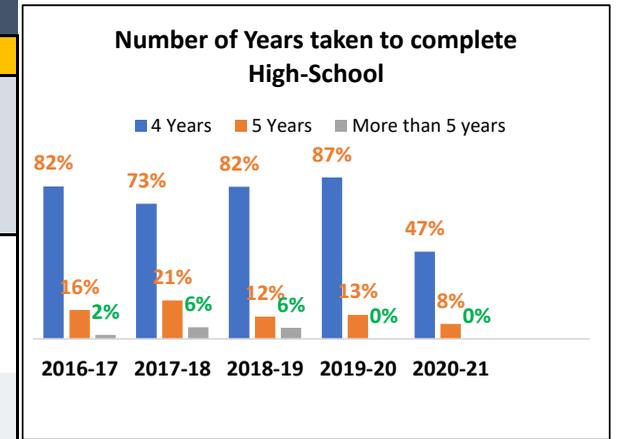
Source : Department of Education and Early Childhood Development, Anglophone Provincial Assessment Program

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	2021-22
Number of Students Repeating	*	*	*	*	*
Number of Student Enrolled	322	328	342	382	369

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.

14B. Number of Years taken to complete High School										
	2016-17		2017-18		2018-19		2019-20		2020-21	
	Communities Total	ASD-W								
4 years	82%	92%	73%	93%	82%	95%	87%	96%	78%	96%
5 years	16%	7%	21%	7%	12%	4%	13%	4%	19%	3%
More than 5 years	2%	1%	6%	1%	6%	1%	0%	0%	3%	1%



Note: The percentages for 4 yrs and 5 years doesn't add up to 100% due to students who drop out or moved away. Data for 2021-22 was unavailable

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	2021-22
	Communities Total				
Academic	-	375	333	423	434
Social-Emotional	-	293	312	406	430
Cultural	-	425	438	477	574
FN Languages	-	297	352	417	478
Transitions	-	230	219	248	328
Total Students	543	548	559	622	617

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		2021-22	
	% of First Nation#	Number												
					First Nation Enrollment	ASD-W Total Enrollment								
Eng Lang Arts Info Text 111	-	-	-	-	-	-	-	-	-	-	-	-	*	145
Eng Lang Arts Info Text 112	-	-	-	-	-	-	-	-	-	-	-	-	7	1095
Eng Lang Arts Info Text 113	-	-	-	-	-	-	-	-	-	-	-	-	20	316
Eng Lang Arts Lit Text 111	-	-	-	-	-	-	-	-	-	-	-	-	*	139
Eng Lang Arts Lit Text 112	-	-	-	-	-	-	-	-	-	-	-	-	7	1093
Eng Lang Arts Lit Text 113	-	-	-	-	-	-	-	-	-	-	-	-	27	314
English Language Arts 112	1%	2%	1%	0%	17	1336	18	1060	13	1194	0	92	0	65
English Language Arts 113	5%	7%	7%	0%	25	455	23	312	24	350	0	53	*	52
English Language Arts 122	2%	2%	1%	2%	21	1096	19	1037	16	1167	21	1174	13	1029
English Language Arts 123	4%	7%	3%	6%	18	446	22	297	11	366	24	426	18	387
Modern History 112	2%	2%	2%	3%	19	922	19	834	15	921	22	874	*	850
Modern History 113	5%	5%	4%	3%	19	415	17	341	14	358	24	876	24	383
Pre-Calculus 110	1%	1%	1%	1%	8	710	7	677	*	685	7	711	*	652
Pre-Calculus A 120	1%	1%	0%	1%	6	555	*	588	*	606	*	530	*	519
Pre-Calculus B 120	1%	1%	1%	1%	6	487	*	576	*	579	*	524	*	476
Foundations of Mathematics 110	1%	1%	1%	2%	7	1042	8	844	10	924	19	944	*	832
Foundations of Mathematics 120	1%	1%	2%	2%	*	192	*	181	*	192	*	206	*	150
Fin. and Workplace Mathematics 110	4%	6%	4%	4%	26	719	29	516	25	619	31	815	43	761
Fin. and Workplace Mathematics 120	2%	4%	3%	4%	*	128	*	97	*	88	*	94	*	152
Biology 112	3%	2%	1%	3%	15	599	9	533	*	585	20	635	*	5
Biology 121	2%	0%	0%	0%	*	53	0	70	0	61	0	66	*	41
Biology 122	2%	1%	1%	1%	11	707	7	683	10	772	10	729	*	554
Chemistry 112	2%	2%	1%	2%	12	791	12	644	8	703	11	698	*	694
Chemistry 122	1%	1%	1%	1%	7	600	*	559	6	608	7	595	*	535
Physics 112	1%	1%	0%	1%	*	514	*	471	*	564	*	512	*	514
Physics 122	1%	0%	1%	3%	*	286	*	324	*	342	8	292	*	268
Automotive Electrical Systems 120	3%	3%	4%	4%	6	174	*	140	7	159	8	192	*	91

ASD-West Enhancement Agreement Report 2016-17 to 2021-22

Course Name	2016-17	2017-18	2018-19	2020-21	2016-17	2017-18	2018-19	2020-21	2021-22					
	% of First Nation#	Number		Number		Number								
					First Nation Enrollment	ASD-W Total Enrollment	First Nation Enrollment	ASD-W Total Enrollment	First Nation Enrollment	ASD-W Total Enrollment				
Internal Combustion Engines 110	5%	4%	1%	3%	9	193	6	159	*	180	*	147	8	217
Power Train and Chassis 110	2%	2%	2%	2%	*	166	*	161	*	159	*	172	*	153
Tune-up and Emissions 120	0%	0%	9%	0%	0	44	0	44	*	43	0	50	*	67
Electrical Wiring 110	6%	3%	4%	5%	6	96	*	92	*	112	9	191	11	245
Framing and Sheathing 110	5%	5%	3%	2%	10	205	10	215	9	273	7	281	14	310
Introduction to Applied Technology 110	2%	3%	3%	4%	6	257	10	337	10	375	19	468	25	425
Mill and Cabinet Work 120	1%	4%	2%	3%	*	280	11	252	6	298	11	335	9	262
Residential Finish 120	0%	5%	3%	3%	0	64	*	62	*	114	*	130	*	179
Culinary Technology 110	3%	4%	1%	2%	13	494	20	507	6	534	14	769	18	735
Culinary Technology 120	3%	8%	1%	3%	6	204	15	193	*	224	11	418	14	379
Metals Fabrication 110	3%	2%	0%	3%	*	200	*	205	*	227	*	182	*	191
Metals Processing 110	3%	1%	3%	5%	*	117	*	121	*	109	6	129	0	59
Metals Processing 120	0%	0%	0%	0%	0	7	0	*	0	*	0	6	*	16
FI Culinary Tech 110	0%	0%	0%	0%	0	0	0	0	0	0	0	0	0	20

#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

Number of tuition-paying students in FN communities enrolled in the course divided by the total number of students enrolled in the course from ASD-North and ASD-West only.

Note: English course for Grade 11 was revised to English language information text and English Arts Literacy text

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

17. Early Years Evaluation (EYE-DA)

17A. Awareness of Self & Environment Domain

		2015-16		2016-17		2017-18		2018-19		2019-20		2020-21		2021-22	
		Communities Total	Total ASD-W	Communities	Total ASD-W	Communities Total	Total ASD-W								
Experiencing significant Difficulty	Number	*	-	*	95	*	141	*	104	*	78	-	-	-	69
	%	*	-	*	7%	*	10%	*	7%	*	7%	-	-	-	6%
Experiencing Difficulty	Number	*	-	*	105	*	112	*	126	*	65	-	-	-	72
	%	*	-	*	8%	*	8%	*	9%	*	6%	-	-	-	6%
Appropriate Development	Number	12	-	8	1177	7	1193	*	1208	8	975	-	-	-	1097
	%	86%	-	80%	86%	88%	83%	71%	84%	89%	87%	-	-	-	89%
Total	Number	14	-	10	1377	8	1446	14	1438	9	1118	-	-	-	1238

17B. Cognitive Domain

		2015-16		2016-17		2017-18		2018-19		2019-20		2020-21		2021-22	
		Communities Total	Total ASD-W	Communities	Total ASD-W	Communities Total	Total ASD-W								
Experiencing significant Difficulty	Number	*	-	*	136	*	160	*	137	0	72	-	-	-	76
	%	*	-	*	10%	*	11%	*	10%	0%	6%	-	-	-	6%
Experiencing Difficulty	Number	*	-	*	146	*	180	*	159	0	116	-	-	-	93
	%	*	-	*	11%	*	13%	*	11%	0%	10%	-	-	-	7%
Appropriate Development	Number	9	-	6	1090	*	1099	10	1145	9	934	-	-	-	1074
	%	64%	-	60%	79%	63%	76%	71%	79%	100%	83%	-	-	-	86%
Total	Number	14	-	10	1372	8	1439	14	1441	9	1122	-	-	-	1243

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: EYE-DA results are maintained by communities and are no longer provided to EECD

17C. Language and Communication Domain			2015-16		2016-17		2017-18		2018-19		2019-20		2020-21		2021-22		
		Communities Total	Total ASD-W	Communities	Total ASD-W	Communities Total	Total ASD-W										
Experiencing significant Difficulty	Number	*	-	*	99	0	122	*	116	*	72	-	-	-	-	-	51
	%	*	-	*	7%	0%	9%	*	8%	*	6%	-	-	-	-	-	4%
Experiencing Difficulty	Number	*	-	*	100	0	121	*	108	*	79	-	-	-	-	-	66
	%	15%	-	*	7%	0%	9%	*	8%	*	7%	-	-	-	-	-	5%
Appropriate Development	Number	9	-	7	1163	8	1179	12	1198	8	958	-	-	-	-	-	1111
	%	69%	-	70%	85%	100%	83%	86%	84%	89%	86%	-	-	-	-	-	90%
Total	Number	13	-	9	1362	8	1422	14	1422	9	1109	-	-	-	-	-	1228

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: EYE-DA results are maintained by communities and are no longer provided to EECD

17D. Fine Motor Skills Domain			2015-16		2016-17		2017-18		2018-19		2019-20		2020-21		2021-22		
		Communities Total	Total ASD-W	Communities	Total ASD-W	Communities Total	Total ASD-W										
Experiencing significant Difficulty	Number	*	-	*	170	*	233	*	179	*	126	-	-	-	-	-	108
	%	*	-	*	12%	*	16%	*	12%	*	11%	-	-	-	-	-	9%
Experiencing Difficulty	Number	*	-	*	205	*	236	*	232	*	155	-	-	-	-	-	155
	%	*	-	*	15%	*	16%	*	16%	*	14%	-	-	-	-	-	12%
Appropriate Development	Number	12	-	6	1017	6	985	10	1044	6	854	-	-	-	-	-	992
	%	92%	-	60%	73%	75%	68%	71%	72%	67%	75%	-	-	-	-	-	79%
Total	Number	13	-	10	1392	8	1454	14	1455	9	1135	-	-	-	-	-	1255

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: EYE-DA results are maintained by communities and are no longer provided to EECD

		2015-16		2016-17		2017-18		2018-19		2019-20		2020-21		2021-22	
		Communities Total	Total ASD-W	Communities	Total ASD-W	Communities Total	Total ASD-W								
Experiencing significant Difficulty	Number	0	-	*	67	-	68	0	63	*	31	-	-	-	20
	%	0%	-	*	5%	-	5%	0%	4%	*	3%	-	-	-	35%
Experiencing Difficulty	Number	0	-	*	75	0	96	0	77	*	50	-	-	-	37
	%	0%	-	*	6%	0%	7%	0%	5%	*	5%	-	-	-	65%
Appropriate Development	Number	12	-	8	1220	7	1256	14	1266	6	1012	-	-	-	0
	%	100%	-	80%	90%	100%	89%	100%	90%	86%	93%	-	-	-	0%
Total	Number	12	-	9	1362	7	1420	14	1406	7	1093	-	-	-	57

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:** EYE-DA results are maintained by communities and are no longer provided to EECD

Enhancement Agreement Report

2021-22 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"> • Orange Shirt Day and elementary picked read-aloud to correspond with the day • Drumming activity • Culture day - First Nations students had a station • Mentor project for our school garden
Neqotkuk	Andover Elementary School	<p>Ongoing activities for FN students include:</p> <ul style="list-style-type: none"> • Regalia making (designing ribbon shirts, ribbon shirts, or shawls for dancing and creating these items themselves) • Moccasin making with an included bead embroidery project • Loom bracelet/ keychain project • Storytelling activities, and regular use of common Wolastoqey phrases and vocabulary • Many students also took on an additional project to make beaded earrings • Students had the option to attend a cultural club during lunchtime (and on select days after school) which provided additional time to work on their cultural projects • Orange Shirt Day activities - Lessons in individual classrooms about residential schools and orange shirt day • School-wide virtual assembly - Q&A with a residential school survivor. - Students were encouraged to wear their orange t-shirts in observance of Orange Shirt Day • Youth Blanket Activity - Elders and facilitators of the blanket exercise conducted the youth version of the blanket exercise with all grade five classes and one grade four class. Students participated in this role-playing activity which chronologically depicts important historical events in Canadian history regarding Indigenous Peoples and their treatment • Bear Witness Day - Richard Champagne visited classrooms to introduce Spirit Bear and Bear Witness Day. He also reviewed traditional Wolastoqey place names and vocabulary. There was a virtual assembly and presentation which took place • All students took part in a school-wide Bingo game with traditional Wolastoqey place names • Grade three/four/five FN students watched the Spirit Bear movie and then discussed it • Language Lessons with Molly - Molly Brown visited and worked with all FN students to give lessons on: a Wolastoqey Prayer, the Wolastoqey alphabet and sounds along with colour and numbers • Molly also shared animated legends presented in Wolastoqey • Indigenous People's Day - Throughout the month each class chose several activities or events to participate in. - FN students' cultural projects were showcased - A celebration took place with FN students drumming, dancing, and sharing these teachings with their peers. All students were invited to participate
	Perth-Andover Middle School	<ul style="list-style-type: none"> • School wide celebrations for • National Indigenous Peoples Day • Orange Shirt Day

		<ul style="list-style-type: none"> • National Truth and Reconciliation Day • Activities/crafts • Basket making • Beading • School wide story telling with Elders • Smudging • Ribbon skirts • Moccasins • Pow-wow • Sacred fire • FN artwork • Making hand drums, talking sticks • Talking circles • Wolastoqey word of the week - posted and practiced in all classes, on social media and included in morning messages • Wolastoq honor song - every Friday morning
	Southern Victoria High School	<ul style="list-style-type: none"> • Drumming • Storytelling • Smudging • Blessing of the drum • Field trip to the Neqotkuk Art Studio on Tobique • Jordin Tootoo visit at Mah-sos School • Creative Arts 110 (Indigenous perspective) • Indigenous cooking- students made traditional fry bread • Orange Shirt Day & recognition • Kanada in Wolastoqey language • Honour Song • More signage added in all 3 languages • Medicine Wheel with feathers • Wall tapestries • New Indigenous display in cabinet by the Outreach Room
Pilick	Bliss Carman Middle School	<ul style="list-style-type: none"> • Orange Shirt Day • Wolastoq Honour Song every Monday • Recognition of 215 residential students who died in Kamloops • Smudging - Grade 8 project

	<ul style="list-style-type: none"> • Submissions by students for Orange Shirt design contest • Wolastoq flag hung in cafeteria
Fredericton High School	<ul style="list-style-type: none"> • Orange Shirt Day - Resources sent out to teachers to use during the week leading up to Sept. 30th • Dreamcatcher's Club in FN Resource room every Tues. & Thurs. during lunch • Aboriginal T-Shirt Design Logo (FHS) • Indigenization Teachers Committee - Teachers meet to discuss what and how to incorporate Indigenous content into the curriculum and school environment • Wulastukw Wednesday - Every Wednesday during homeroom 'Kahoots' (Aboriginal content) is played by the whole school • Honour Song played every Wednesday morning (Sarah Francis) • MMIWG2S+ Day - May 5 • Bear Witness Day - Jordan's Principle • Moose Hid Campaign Day - Violence against women • Treaty Day • Indigenous Peoples Day • End of year celebration in D122
Garden Creek School	<ul style="list-style-type: none"> • Honour Song played weekly over virtual announcements so students could watch the video • Orange Shirt Day virtual whole school assembly • Quill art learning with guest speaker • Etching using birch bark with guest speaker
George Street Middle School	<ul style="list-style-type: none"> • Language instruction for part of the year • Drumming 2-3 times/week • Orange Shirt Day Sept 30 • Wolastoq Wednesdays (orange shirts, announcements about culture, drumming, Honor Song) • Morning smudge inviting classes to participate • Jeremy Dutcher assembly • Moose Hide campaign • Red Dress (MMIW) day activities • Beading club • Cultural spark (extracurricular drumming, smudging, crafting) • Indigenous History Month activities • Indigenous People's Day on June 21

		<ul style="list-style-type: none"> • Bulletin board featuring Maliseet language and art • Talking circles • The front foyer is a designated display space Indigenous artifacts and awards • All signage throughout the school includes Maliseet language
	Harvey High School	<ul style="list-style-type: none"> • Truth and reconciliation, district videos that were sent out. At their level worksheets, reflections, mapping residential schools in Canada, and posters made • Mi'kmaq culture in PEI and Nova Scotia, as well as interactions with the French and English settlers of these areas • Discussions around residential schools. Classes have reviewed several picture books, some of which have been written by Indigenous authors and/or contain links to Indigenous cultures • Showed homerooms the making of the Honour Song video by Sarah Francis • Curricular ties in Environmental Science • Smudging ceremony with Elders from St. Mary's First Nations and a Sharing Circle afterwards • Sharing circle once a week in grade 6FI ELA, 112/113 ELA and 9/10 Social Studies
	Kingsclear Consolidated School	<ul style="list-style-type: none"> • We have played the Honour Song every Thursday consistently since approved by the DEC • Promoted Orange Shirt Day/Every Child Matters among staff and community • Promoted local Powwow's among staff • Promoted "I lost my Talk & I am finding my Talk" books among my staff • Promoted the purchase of FN books (specifically related to those that contain Wolastoq language) among staff • Created (with our PSSC) a new sign for the front door that contains Welcome/ Bienvenue/Kulasihkulpon • Promoted MMIWG2S teaching materials among staff • Promoted Gigu gift event among staff
Sitansisk	Devon Middle School	<ul style="list-style-type: none"> • Orange Shirt Day • Residential Schooling Education • MMIWG2S • Drum Group • Traditional Dance • Indigenous Crafts • Traditional Story Telling • Fried Bread in the garden • Corn husk dolls • Language and Cultural events in Wolastoqey

	<ul style="list-style-type: none"> • Evan Sacobie - June 7 to discuss smudging and fire • Water Walk - June 14 • Youth Forum with Indigenous Youth • Molly Brown ASD-W Lead to support our Water Walk (water prayer) • Honouring those who didn't return from residential schools
Gibson-Neill Memorial Elementary School	<ul style="list-style-type: none"> • Grade 4 FN students attended a Pow Wow at community FN school • Grade 5 FN students drum making
Leo Hayes High School	<ul style="list-style-type: none"> • Truth and Reconciliation- Every Child Matters / Orange shirt day • Indigenous awareness week - fire teachings, traditional food tasting, sweat lodge (4 in total for year) • Missing and Murdered Indigenous - Education, morning announcement segment • Ribbon shirt making with students • Drums, sweet grass doll making • Quill work with Birch Bark • basket Making • Beaded Feathers • Beaded grad caps
Nashwaaksis Middle School	<ul style="list-style-type: none"> • Orange Shirt Day • Beading, Smudging • Talking circles • Water walk & Purple Shirt Day • Morning announcements with work of the week
Priestman Street Elementary School	<ul style="list-style-type: none"> • Students presented an "about me project" to their class. These were not specific to First Nations however as this project included all of the ethnic groups that are represented at Priestman. It included First nation culture but was not specific to First Nations
Royal Road Elementary School	<ul style="list-style-type: none"> • Orange shirt day • Richard Champaign came in for 3 – 5 • Play Oh Canada in First Nations languages often • Every child matters - posters all through the school • Lots of First Nations books available for kids

Welamulotuk	Assiniboine Avenue Elementary School	<ul style="list-style-type: none"> • Orange Shirt Day • Spirit Bear • Singing and Drumming • Language classes • Drum and Shaker Making • Attended Powwow • Attended Hoop Dancing • Teams meetings with other Enhancement schools • Teams meeting with Sarah Francis • Powwow dancing
	Hubbard Avenue Elementary School	<ul style="list-style-type: none"> • Powwow dancing • Drumming • Orange Shirt Day virtual assembly • Indigenous ceremony to open Outdoor Classroom and dedication • Wolastoqey word of the week • O Canada First Nation version • Basket weaving • Regalia making • Beading activities • Ash flowers • Medicine walk • Fishing on Wolastoq
	Oromocto High School	<ul style="list-style-type: none"> • Orange Shirt Day • MMIWG day • Red Shawl Day • Treaty Day • Indigenous People's Day Celebrations • School-wide Fire Keeping and tobacco offering under elder firekeeper Bernadette Paul • Creation of 215 shoes to honour lost children • Creation of every child matter t-shirt, coffee mug

		<ul style="list-style-type: none"> • Study and awareness of the 95 calls to action • Observance of the truth and reconciliation wampum flag • Ribbon skirt making and meaning • Ribbon skirt gifting and sharing event • Hoop dance presentation • Grass dancing assembly and presentation • Beading and crafts including beaded poppies, traditional basket making under the direction of Elder Jerom • Creation of traditional drums • First nation community building exercise project vixen • Acknowledgement of the first ever native awareness month- flag raising ceremony entire school in attendance • 13 moon teachings Wolastoqey year (Elder directed Bernadette Paul) • Creation of the first ever welamooktook 13 moon gregarion calendar gifted to OHS • Indigenous kahoots • Introduction of welamooktook cookbook (our favorite foods made in Maliseet) • Mini powwow at OHS in combination with our feeder schools and OFN community members • Smudging of Wolastoqey flag
	Ridgeview Middle School	<ul style="list-style-type: none"> • Meditation with aboriginal music • Orange Shirt Day - Whole School - Read aloud stories with activities/discussions around intergenerational trauma • Unit on Treaties - learning about Numbered and Peace and Friendship Treaties • Red Shawl Campaign - announcements and displays to create awareness of missing and murdered indigenous women • Moosehide Campaign - create awareness for men standing up against violence towards women • NEAT meetings - community members and school staff meet to discuss proposals, upcoming events, and student support • Student Led Drum Group - to give students the opportunity to practice traditional drumming • School Gatherings - student led drumming and Land Acknowledgement in two languages • Youth Fusion - led by Kaitlyn Adir - working with FN students to create a short film and Pod Cast about storytelling • Beaded poppies created by FN students for Remembrance Day • Christmas Wish - FN students write compliment letters to each other • Christmas Cards - FN students made Christmas card for the elders in the community and residents of Enhanced Living • Using the medicine wheel - Students created goals for wellness in 2022 • Smudging - all students are invited to participate in smudging to bring in the positive energies throughout the day • PL on Oromocto First Nation learning about and how to create ash flowers • Kahoot and Quizlet made to reinforce Wolastoqey language and increase student participation

		<ul style="list-style-type: none"> • Storytelling PL with Hubbard and Assiniboine • Sugar Shack - FN students went to a Sugar Shack in Gagetown with Grant Pye and Adrian Cremamer - opened ceremony with prayer and smudge. Students learned how to traditionally tap trees and learned how maple syrup is made • Animal tracking - FN students learned about local animal tracks and scat. Met with guide Philip Sark to learn what tracks they could identify in the snow • Ribbon skirts and ribbon shirts created for the grade 8 graduating FN students • Grade 6 learned about 13 Moons and the significance of the moons • FN students made talking sticks and learned about talking circles • Honor Song played on Tuesday and Thursday mornings • FN PL with Monique Grey Smith on The Ripple Effect of Resiliency • PL for Enhancement on Lateral Violence • FN students participated in transitions to Oromocto High School • FN field trip to Oromocto High School to see hoop dance performer Terrence Littlelent • FN traditional dance with instructor Darian Brown • Meditation with FN students with Angela Munn and Dymond Sabattis • FN students created a resiliency blanket to show what resiliency means to them • FN PL with Robin Paul on creating sacred pieces with traditional medicine using resin • Traditional beading with FN students on medicine pouches
Wotstak	Meduxnekeag Consolidated School	<ul style="list-style-type: none"> • Weekly segments on student video announcements • Drumming • Spirit Bear • Bread making • Beading • Smudging
	Townsvie School	<ul style="list-style-type: none"> • Beading • Elder Acknowledgement of our feature art piece in the librarian • Wendy spent time introducing Richard Champagne to our teachers, where Richard did some guest teaching for our teachers and students • We had some class smudging's arranged by a couple of classroom teachers
	Woodstock High School	<ul style="list-style-type: none"> • Drumming group through Guidance • Mr. Saulis did multiple classroom visitations and presentations surrounding the topic of Residential School • Indigenous Art has been proudly displayed and we are in the process of labelling all major centers in the school with the Wolastoqiyik language

First Nation Community	ASD W School	18.A Transition Process*
Mataqaskiye	Saint Mary's Academy	<ul style="list-style-type: none"> • NA
Neqotkuk	Andover Elementary School	<ul style="list-style-type: none"> • There were only 3 students who made this transition • These students were given a tour of the school, introduced to staff, and shown the cultural activity classroom • Students were also given one-on-one time as well as group time with our cultural liaison and other FN students • They began a regular weekly session with our cultural liaison to start a cultural project • They were invited to attend the lunchtime/after school cultural club.
	Perth-Andover Middle School	<ul style="list-style-type: none"> • Students from Mah-Sos came for 1 hour orientation visit with their teacher in May • Students returned in June for a 3 hour visit and attended morning classes with grade 6 students and recess. This gave them a chance to talk to the teachers, see familiar faces (friends from Mah-Sos in other grades), meet the enhancement staff, and experience a 6th grade classroom. They participated in station activities in language arts and math • Students and families were invited to a grade 5 orientation evening - presentation and scavenger hunt in the school
	Southern Victoria High School	<ul style="list-style-type: none"> • Does not apply
Pilick	Bliss Carman Middle School	<ul style="list-style-type: none"> • Our only student came from George Street Middle School • There was a transition meeting between George Street and Bliss Carman
	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"> • All incoming grade 5 students participate in an orientation (virtual this year) • A school tour (open house evening) • The Enhancement staff and admin visited the elementary to meet with students and staff and discuss transition information • Grade 5s are invited to the George Street Middle School, KFN year end celebration held in the community so they can see what we do and what to expect and feel welcomed • Individual tours are offered and available upon request • In the fall, the first day of school is only for grade 6 students • The KFN students are strategically placed in classroom to maximize their comfort and arranged with advice from elementary school • On the first day, the enhancement staff provides direct support for these students and is on hand to ensure they feel comfortable • The director of education for Kingsclear is involved in the transition process to ensure clear communication
	Harvey High School	<ul style="list-style-type: none"> • NA
Kingsclear Consolidated School	<ul style="list-style-type: none"> • No students transferred from Band Operated schools to our school 	

Sitansisk	Devon Middle School	<ul style="list-style-type: none"> We met with the team from Chief Harold Sappier to learn about students There were guidance to guidance meetings and resource to resource Staff also visited the school to spend some time with the kids Students will come to the school for a tour on May 31 and parents are invited to come in on June 20 for an information meeting and tour Discussions are in place to have students come to Devon for an afternoon to spend some time
	Gibson-Neill Memorial Elementary School	<ul style="list-style-type: none"> School staff would welcome them
	Leo Hayes High School	<ul style="list-style-type: none"> Meet with Guidance Individual tours Parent meetings
	Nashwaaksis Middle School	<ul style="list-style-type: none"> None
	Priestman Street Elementary School	<ul style="list-style-type: none"> Students and families have the opportunity to meet with the classroom teacher and see the classroom before the student begins school I contact the family to give them information about our school and contact information
	Royal Road Elementary School	<ul style="list-style-type: none"> NA
Welamulutuk	Assiniboine Avenue Elementary School	<ul style="list-style-type: none"> NA
	Hubbard Avenue Elementary School	<ul style="list-style-type: none"> NA
	Oromocto High School	<ul style="list-style-type: none"> NA
	Ridgeview Middle School	<ul style="list-style-type: none"> NA
Wotstak	Meduxnekeag Consolidated School	<ul style="list-style-type: none"> NA
	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"> Culture day for First Nation Students
Neqotkuk	Andover Elementary School	<ul style="list-style-type: none"> Andover Elementary is establishing a goal this year in their school plan with the continuation of the Spirit Bear Program

		<ul style="list-style-type: none"> • We worked this year with the PBIS \ SEL goal to help establish talking circles for students after morning announcements
	Perth-Andover Middle School	<ul style="list-style-type: none"> • Promoting an inclusive culture to help our First Nations students feel more welcome at PAMS • Students hear, see, and feel Wolastoqey culture at PAMS • Phrase of the week, Birthday song and greetings in Wolastoqey • Wolastoq honor song played • Student artwork displayed • Wolastoqey signage in the building • SEL - regular checks ins with students of concern with guidance and behavior mentors • Education support to students • Ongoing monitoring of math and language arts • Wolastoq Education Initiative - provided daily reading tutoring for students • Elephant Thoughts - math tutoring daily
	Southern Victoria High School	<ul style="list-style-type: none"> • Offered Creative Art 110 with an Indigenous perspective taught by an Indigenous teacher • Offered 3 sections of Indigenous Studies this year • Partnered with Wolastuq Education Initiative to bring a satellite Enterprise Program to Tobique First Nation • We have a tutor from the Wolastuq Education Initiative coming in every day to support FN students in Math • Outreach Room is used for short-term behavioural/academic interventions • We have an Indigenous casual EA
Pilick	Bliss Carman Middle School	<ul style="list-style-type: none"> • None
	Fredericton High School	<ul style="list-style-type: none"> • Indigenization Committee - various teachers • Wolastoqey signage at FHS • Wolastoqey language classes (online) • Indigenous Studies class (in person) • Music class - research on FN musicians • FN Bulletin Board Display • Aboriginal Artists Art display outside of D122 • Library Section for First Nation Resources (donation by D122) • Visual Arts posters displayed throughout school by Paul Diamond's Visual Arts class • Bronwyn Morrison created a presentation on MMIWG for the English Dept • World of Wisdom - ASDW - Tutoring online for Math, Science • Doctor for a Day at DMNB (March 25th)

		<ul style="list-style-type: none"> Indigenous Health Science Camp (July 10 - 13 Dalhousie University) The Indigenous Student Summer Internship 2022 (Biology Dept. at UNB) In.Business - A National Mentorship Program for Indigenous Youth Petapan: First Light 'Indigenous Arts Symposium' (Student Union Building)
	Garden Creek School	<ul style="list-style-type: none"> None
	George Street Middle School	<ul style="list-style-type: none"> There is consistent communication between enhancement staff and teachers and families. This serves to connect the families and ensure academic needs are met Literacy, Numeracy and academic support is offered both in class as well as in a designated classroom. This room is a safe space for KFN students, they go there in the morning for check-in, mentorship, snacks, announcements, etc. This is strategic in that it provides a home base that is nurturing and culturally relevant Enhancement staff strategically track attendance and provide reports. They set attendance goals, give rewards for meeting the goal They host monthly KFN student of the month to motivate and celebrate accomplishments Students are purposefully invited to host/participate in Wolastoq Wednesday to promote engagement, inclusion and develop leadership Our School Improvement plan seeks to engage students in the feedback process, meeting individual student needs We host bi-monthly NEAT meetings with all stake holder to strategize, communicate and ensure the success of the KFN students We strategically provide culturally relevant activities and clubs
	Harvey High School	<ul style="list-style-type: none"> Molly Brown met with students bi-weekly for cultural teachings
	Kingsclear Consolidated School	<ul style="list-style-type: none"> Our goal connected to Social Emotional Learning & Well Being around understanding Zones of Regulation and Mindfulness Some of our Monday Mindfulness Minutes had a FN outlook on nature
Sitansisk	Devon Middle School	<ul style="list-style-type: none"> School Plan identified supporting youth - their voices/concerns are shared through student forums
	Gibson-Neill Memorial Elementary School	<ul style="list-style-type: none"> Whole school focus - continue to learn about and teach about FN reconciliation and equality
	Leo Hayes High School	<ul style="list-style-type: none"> Embedding of culturally relevant material in many classes Positive mental health initiatives for all students which First Nation students benefit from Numerous opportunities to engage with outside resources for teachings and culturally specific learning
	Nashwaaksis Middle School	<ul style="list-style-type: none"> Enhancement work in place at school.
	Priestman Street Elementary School	<ul style="list-style-type: none"> Our School Improvement is not specific to one ethnic group. There are no current measures at the school that focuses upon one cultural group
	Royal Road Elementary School	<ul style="list-style-type: none"> No
Welamulotuk	Assiniboine Avenue Elementary School	<ul style="list-style-type: none"> Students sing and drum once a week in place of O Canada

		<ul style="list-style-type: none"> • Enhancement teacher delivers lesson to all classes • Enhancement staff deliver language and culture lessons weekly • Enhancement staff at our school create virtual connection with other Enhancement staff and students at other school • Culture (dance) teaching with First Nation person
	Hubbard Avenue Elementary School	<ul style="list-style-type: none"> • Our SIP is inclusive to all students
	Oromocto High School	<ul style="list-style-type: none"> • All OFN students are under the direction of a single guidance counsellor, Trina Kokoski • Pro-active meetings with parents and students coming from middle school under the direction of Resource • A more direct relationship with the OFN CFS division to expediate student assessment techniques, ie. Wyatt test Psych Ed • More Fluid movement between students at Kinapuwi and OHS to aid in reintegration in a stronger social connection
	Ridgeview Middle School	<ul style="list-style-type: none"> • Transition meetings • Smudging • Culturally inclusive school, students being able to see themselves represented in the school
Wotstak	Meduxnekeag Consolidated School	<ul style="list-style-type: none"> • None specific to FN students
	Townsvie School	<ul style="list-style-type: none"> • Wendy works closely with Resource and subject teachers for student workload - some students have a PLP that Wendy is aware of and follows the directions of the teacher for academic support
	Woodstock High School	<ul style="list-style-type: none"> • Strategically we have excellent supports in place here at the school to support students emotionally, culturally and academically • Through the enhancement program we are able to support WFN students in the classroom as well as the Native Ed room. Lisa Saulis and Dennis Harrigan support students academically and socially • If pull outs are required they work in collaboration with classroom teachers to determine what this may look like • Shawn Saulis (Guidance) connects with students who are struggling in different facets of their school and home life • Shaun also, provides excellent cultural support to WHS events throughout the school year • As Principal, I meet regularly with Clay Polchies (WFN Education supervisor) in developing and improving our supports for WFN students • Next year we will be bringing Heather Wallace (WFN Enterprise Program) into our school

First Nation Community	ASD-W School	20.A First Nations-led Professional Learning
Mataqaskiye	Saint Mary's Academy	<ul style="list-style-type: none"> • NA

Neqotkuk	Andover Elementary School	<ul style="list-style-type: none"> We had the First Nation Champagne, Richard Champagne, visiting the school on three different occasions. He led a PL on the Spirit Bear Program. We were very excited that AES participated in the Spirit Bear Project this year. Vaughan Nicholas (virtual), Allan Tremblay, Tina Perley-Martin, Molly Brown (virtual and in-person), Richard Champagne, Darien Bear with Layne Bear-Moulton, and Shawn Deveau There were also many live calls on Microsoft Teams as part of the cultural activities in June for Indigenous People’s Day, such as: Possesom Paul, Amanda Myran, Delbert Moulton, Wyatt Moulton, Ron Tremblay, Brandon Mitchell, Samaqani Cocahq, Sarah Francis, Judy Acquin, and Lisa Perley-Dutcher
	Perth-Andover Middle School	<ul style="list-style-type: none"> Molly Brown - virtual presentation to all staff on proper terminology (Wolastoqey replacing Maliseet) and the importance of acknowledging culture with appropriate terms. This encouraged staff to use Wolastoqey greeting and new words at school
	Southern Victoria High School	<ul style="list-style-type: none"> On a PL 1/2 day on May 2022 Sheila McKinley (Wolastoqey Language Teacher at SVHS) went to PAMS to lead a curriculum planning session with Wolastoqey Language and Culture teachers at that school School organized a meeting with Dept. of Education, Child & Family (Tobique), Wolastuq Education Initiative, and school ESS-T to bring a satellite Enterprise Program to Tobique
Pilick	Bliss Carman Middle School	<ul style="list-style-type: none"> None
	Fredericton High School	<ul style="list-style-type: none"> Wolastoqey Tribal Council Inc. - Education Gathering - Sept.3rd Sept.21 PL with Richard Champagne & Molly Brown November Treaty Day PL with Andrea Bear Nicholas The Importance of teaching students about the 'First Peoples of this land' (online) FHS staff/admin attended “Healing week Powwow”
	Garden Creek School	<ul style="list-style-type: none"> None
	George Street Middle School	<ul style="list-style-type: none"> Enhancement staff participated in PL provided by district In the fall they participated in a full day workshop provided by the Tribal Council of NB. Molly Brown (FN Lead) provided (one on one) PL regarding lesson planning and curriculum Staff are encouraged to access materials provided by leads to implement in classrooms, materials are available and staff often connect with the leads for support
	Harvey High School	<ul style="list-style-type: none"> NA
	Kingsclear Consolidated School	<ul style="list-style-type: none"> None specific
Sitansisk	Devon Middle School	<ul style="list-style-type: none"> None
	Gibson-Neill Memorial Elementary School	<ul style="list-style-type: none"> Beginning PL on Spirit Bear
	Leo Hayes High School	<ul style="list-style-type: none"> None this year
	Nashwaaksis Middle School	<ul style="list-style-type: none"> Mr. Champagne teaching language terms
	Priestman Street Elementary School	<ul style="list-style-type: none"> None this year
	Royal Road Elementary School	<ul style="list-style-type: none"> The district lead came to work with the kids

Welamulotuk	Assiniboine Avenue Elementary School	<ul style="list-style-type: none"> • Spirit Bear with First Nation Lead • Sarah Francis - First Nation Education Coordinator
	Hubbard Avenue Elementary School	<ul style="list-style-type: none"> • Residential School topics and themes in Sept
	Oromocto High School	<ul style="list-style-type: none"> • NA
	Ridgeview Middle School	<ul style="list-style-type: none"> • PL with Robin Paul - how to use traditional medicines using resin • PL with Sarah Francis, Molly Brown and Richard Champagne on FN classroom activities
Wotstak	Meduxnekeag Consolidated School	<ul style="list-style-type: none"> • Spirit Bear
	Townsvew School	<ul style="list-style-type: none"> • None
	Woodstock High School	<ul style="list-style-type: none"> • This is an area that we can and need to improve on. In all honesty, Covid has put limiting factors on PL opportunities • I do know Shawn has done some on line PD modules, however, there is room for improvement

First Nation Community	ASD-W School	21.A Presenters
Mataqaskiyev	Saint Mary's Academy	<ul style="list-style-type: none"> • NA
Neqotkuk	Andover Elementary School	<p>With the restrictions of Covid this past year we only had visitors in this spring.</p> <ul style="list-style-type: none"> • Vaughan Nicholas (virtual) • Allan Tremblay • Tina Perley-Martin • Molly Brown (virtual and in-person) • Richard Champagne • Darien Bear with Layne Bear-Moulton • Shawn Deveau • There were also many live calls on Microsoft Teams as part of the cultural activities in June for Indigenous People's Day, such as: • Possesom Paul • Amanda Myran • Delbert Moulton • Wyatt Moulton • Ron Tremblay • Brandon Mitchell • Samaqani Cocahq

		<ul style="list-style-type: none"> • Sarah Francis • Judy Acquin • Lisa Perley-Dutcher
	Perth-Andover Middle School	<ul style="list-style-type: none"> • Delbert Moutlon - Elder, story telling, importance of basketmaking • Tina Bear - Elder, beading • Shane Perley Dutcher - Basket making • Kwadid Nicholas - Basket making helper • Possesom Paul - MC and leader of school wide Pow Wow • Possesom Paul - presentation on traditional dance • Julien Moulton - Drumming • Neqotkuk drummers
	Southern Victoria High School	<ul style="list-style-type: none"> • Delbert Moulton, Julien Moulton & Asha Bear.
Pillick	Bliss Carman Middle School	<ul style="list-style-type: none"> • None
	Fredericton High School	<ul style="list-style-type: none"> • Making Waves (Asha Bear) • Mi'KMAQ-Wolastoqey Centre (UNB) - Program presentation for students (Felicia Grant, Natasha Simon) • Indigenous Student Employment Training - (ISET) Presentation for High School students (Cecelia Solomon) • NBCC (Katie Augustine)
	Garden Creek School	<ul style="list-style-type: none"> • None
	George Street Middle School	<ul style="list-style-type: none"> • Invited - Justice Gruben (mentor)- cancelled due Covid • Molly Brown - meets weekly with students as a mentor and teaches beading • Alan Tremblay - story telling (virtual) • Katherine Desjardins - singing and drumming • Jeremy Dutcher – assembly
	Harvey High School	<ul style="list-style-type: none"> • Elders
	Kingsclear Consolidated School	<ul style="list-style-type: none"> • Molly Brown and Sarah Francis visited to share Wolastoq language teachings to kindergarten students
Sitansisk	Devon Middle School	<ul style="list-style-type: none"> • Molly Brown • Evan Sacobie • Delbert Moulton • Chief Alan Polchies • Angela Paul • Sarah Francis

		<ul style="list-style-type: none"> • Sisters of the Drum have been invited to join our water walk • Nisa Kennedy
	Gibson-Neill Memorial Elementary School	<ul style="list-style-type: none"> • None
	Leo Hayes High School	<ul style="list-style-type: none"> • Evan Sacobie • Chief Alan Polches • Cathy Collins • Victor Bear • Destiny Parr
	Nashwaaksis Middle School	<ul style="list-style-type: none"> • Mr. Champagne - Language teacher • Barb Brown - Language and culture • Evan Sacobie - Spiritual talk • Cyril Sacobie - Nature guide
	Priestman Street Elementary School	<ul style="list-style-type: none"> • None this year due to Covid
	Royal Road Elementary School	<ul style="list-style-type: none"> • Richard Champaign
Welamulotuk	Assiniboine Avenue Elementary School	<ul style="list-style-type: none"> • Sarah Francis • Richard Champagne • Brian Knockwood • Darian Brown
	Hubbard Avenue Elementary School	<ul style="list-style-type: none"> • Cecilia and Anthony Brooks, Medicine Walk • Elder Joe Paul • Chief Shelley Sabattis • Elder Imelda Perley • Delbert Moulton, Storyteller • Chuck Sewell • Fred Sabattis • Charlotte Thurber, Cultural Coordinator OFN • Possesom Paul, Dancer
	Oromocto High School	<ul style="list-style-type: none"> • Elder Bernadette Paul • Elder Jerome • Chief Shelley Sabattis

		<ul style="list-style-type: none"> • Council member Dymond Sabattis • Director of FN culture Charlotte Thurber • Kyana Kingbird, hoop dancing Elder
	Ridgeview Middle School	<ul style="list-style-type: none"> • Robin Paul • Sarah Francis • Molly Brown • Richard Champagne • Darian Brown • Grant Pye • Adrian Creamer • Philip Sark • Kaitlyn Adir • Wilfred Sabattis • Charlotte Thurber • Evelyn London • Tammy Nash • Angela Munn • Dymond Sabattis
Wotstak	Meduxnekeag Consolidated School	<ul style="list-style-type: none"> • FN Lead teacher, Richard Champagne • Drummer, Charlie Allain
	Townsvie School	<ul style="list-style-type: none"> • Richard Champagne • Elders who did the class smudging's
	Woodstock High School	<ul style="list-style-type: none"> • NA

First Nation Community	ASD-W School	22.A First Nations Enhancement Staff Participating in PL Opportunities
Mataqaskiyev	Saint Mary's Academy	<ul style="list-style-type: none"> • 1%-10%
Neqotkuk	Andover Elementary School	<ul style="list-style-type: none"> • 91%-100%
	Perth-Andover Middle School	<ul style="list-style-type: none"> • 91%-100%
	Southern Victoria High School	<ul style="list-style-type: none"> • 91%-100%

Pilick	Bliss Carman Middle School	● 0%
	Fredericton High School	● 91%-100%
	Garden Creek School	● 0%
	George Street Middle School	● 91%-100%
	Harvey High School	● 0%
	Kingsclear Consolidated School	● 0%
Sitansisk	Devon Middle School	● 91%-100%
	Gibson-Neill Memorial Elementary School	● 51%-60%
	Leo Hayes High School	● 91%-100%
	Nashwaaksis Middle School	● 91%-100%
	Priestman Street Elementary School	● 0%
	Royal Road Elementary School	● 1%-10%
Welamulutuk	Assiniboine Avenue Elementary School	● 91%-100%
	Hubbard Avenue Elementary School	● 91%-100%
	Oromocto High School	● 91%-100%
	Ridgeview Middle School	● 91%-100%
Wotstak	Meduxnekeag Consolidated School	● 91%-100%
	Townsvew School	● 91%-100%
	Woodstock High School	● 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
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Mataqaskiye	Saint Mary's Academy	<ul style="list-style-type: none"> • NA
Neqotkuk	Andover Elementary School	<ul style="list-style-type: none"> • Orange Shirt Day (t-shirts purchased for FN students) • Q&A with a residential school survivor • Youth Blanket exercise with grade five and four • Regalia making • Moccasin making • Beading projects • Shawl dancing
	Perth-Andover Middle School	<ul style="list-style-type: none"> • Dept. Heritage grant application to fund the painting of a mural at the entrance of the school that will honor Wolastoqey language teacher, Iris Jane Nicholas of Nequtkok. It includes graphic designs inspired by Wabanaki double-curves that symbolizes “a supportive person in a family or relationships; also a teacher” to represent her familial and communal roles. - awaiting approval to begin the mural
	Southern Victoria High School	<ul style="list-style-type: none"> • Due to Covid semester one, and the turnover in our Enhancement Staff semester two, we did not have Enhancement projects take place
Pilick	Bliss Carman Middle School	<ul style="list-style-type: none"> • None
	Fredericton High School	<ul style="list-style-type: none"> • Challenge for credit - Summer program
	Garden Creek School	<ul style="list-style-type: none"> • None
	George Street Middle School	<ul style="list-style-type: none"> • Due to Covid- no major projects were conducted
	Harvey High School	<ul style="list-style-type: none"> • N/A
	Kingsclear Consolidated School	<ul style="list-style-type: none"> • None were approved nor presented
Sitansisk	Devon Middle School	<ul style="list-style-type: none"> • No funding provided this year. We have been limited with what we have been able to provide due to COVID-19
	Gibson-Neill Memorial Elementary School	<ul style="list-style-type: none"> • NA
	Leo Hayes High School	<ul style="list-style-type: none"> • Indigenous awareness week • Ribbon shirts • Projects specific to Wabanaki art class • Projects specific to Wolosqey language class • Sweat Lodges • Indigenous mural work

	Nashwaaksis Middle School	<ul style="list-style-type: none"> No funding!
	Priestman Street Elementary School	<ul style="list-style-type: none"> None
	Royal Road Elementary School	<ul style="list-style-type: none"> We did not have any this year
Welamulotuk	Assiniboine Avenue Elementary School	<ul style="list-style-type: none"> Spirit Bear Supporting Language skills Increase the First Nation visuals in the hallway and lobby Drum and shaker making Bracelet making All classes are receiving lessons from Enhancement Teacher Student led singing and drumming club
	Hubbard Avenue Elementary School	<ul style="list-style-type: none"> Dancing (Possesom Paul) supported through district Funding recieved to support our Gr. 5 Intensive Wolastoqey Language and Culture Program
	Oromocto High School	<ul style="list-style-type: none"> Re-establishment of Kinapuwi - Kehkitmok (OHS OFN Alt Site) The creation of a FN Essential Skills Program and format to work in combination with OHS The creation of Part II of the Wolostoqey calendar focusing on the concept of measurement of time and the science of the moon cycle Smartboard (4500.00) Laptop (1200.00) for Kinapuwi
	Ridgeview Middle School	<ul style="list-style-type: none"> Making regalia Traditional dance Drum instructor - was not able to secure someone for the project Making ribbon shirts/skirts
Wotstak	Meduxnekeag Consolidated School	<ul style="list-style-type: none"> We have no approved projects
	Townsvew School	<ul style="list-style-type: none"> Completion of major art piece for our library - coordinated by our art teacher Darlene Skinner
	Woodstock High School	<ul style="list-style-type: none"> WFN's Enterprise Program shift to be based out of WHS - Heather Wallace Drumming group - Shawn Saulis

First Nation Community	ASD-W School	24.A Enhancement Agreement Positions
Mataqaskiye	Saint Mary's Academy	<ul style="list-style-type: none"> No additional enhancement staff
Neqotkuk	Andover Elementary School	<ul style="list-style-type: none"> First Nation Education Worker – Academic First Nation Education Worker - Cultural Transitions
	Perth-Andover Middle School	<ul style="list-style-type: none"> First Nation Education Teacher - Language and Culture First Nation Education Worker – Academic First Nation Education Worker - Academic/Cultural Liaison Other: First Nations Community and Cultural liaison
	Southern Victoria High School	<ul style="list-style-type: none"> First Nation Education Teacher- Language & Culture & Indigenous Studies & Art First Nation Education Worker – Academic First Nation Education Worker – Liaison First Nation Education Worker - Intervention
Pilick	Bliss Carman Middle School	<ul style="list-style-type: none"> No additional enhancement staff
	Fredericton High School	<ul style="list-style-type: none"> First Nation Education Support Services Teacher - Literacy & Numeracy First Nation Education Support Services Teacher-Resource/Literacy/Transition First Nation Education Worker - Cultural Transitions 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 Support Services Teacher – Guidance First Nation Education Teacher - Language and Culture First Nation Education Worker - Academic
	Gibson-Neill Memorial Elementary School	<ul style="list-style-type: none"> First Nation Education Teacher - Language and Culture; 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 Teacher- Language & Culture & Indigenous Studies & Art • First Nation Education Support Services Teacher-Resource/Literacy/Transition
	Nashwaaksis Middle School	<ul style="list-style-type: none"> • First Nation Education Teacher - Language and Culture • Other: We have EAs through Jordan's Principle
	Priestman 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 • Other: We have a District Lead available to us and no staff specifically hired for First Nations Enhancement at the school
Welamulotuk	Assiniboine Avenue Elementary School	<ul style="list-style-type: none"> • First Nation Education Teacher - Language, Culture, Literacy & Numeracy • First Nation Education Worker - Academic
	Hubbard Avenue Elementary School	<ul style="list-style-type: none"> • First Nation Education Teacher - Language, Culture, Literacy & Numeracy • First Nation Education Worker - Academic
	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, School Intervention Worker
	Ridgeview Middle School	<ul style="list-style-type: none"> • First Nation Education Teacher - Language and Culture • First Nation Education Worker - Academic
Wotstak	Meduxnekeag Consolidated School	<ul style="list-style-type: none"> • First Nation Education Worker – Academic • First Nation Education Worker - Intervention
	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 Teacher - Alternative Education • First Nation Education Teacher - Language, Culture, Literacy & Numeracy

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|--|--|--|
| | | <ul style="list-style-type: none">• First Nation Education Worker - Intervention |
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