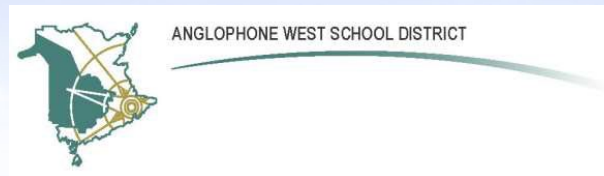


Enhancement Agreement Report

2016-17 to 2022-23

Anglophone School District West

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



NOTES:

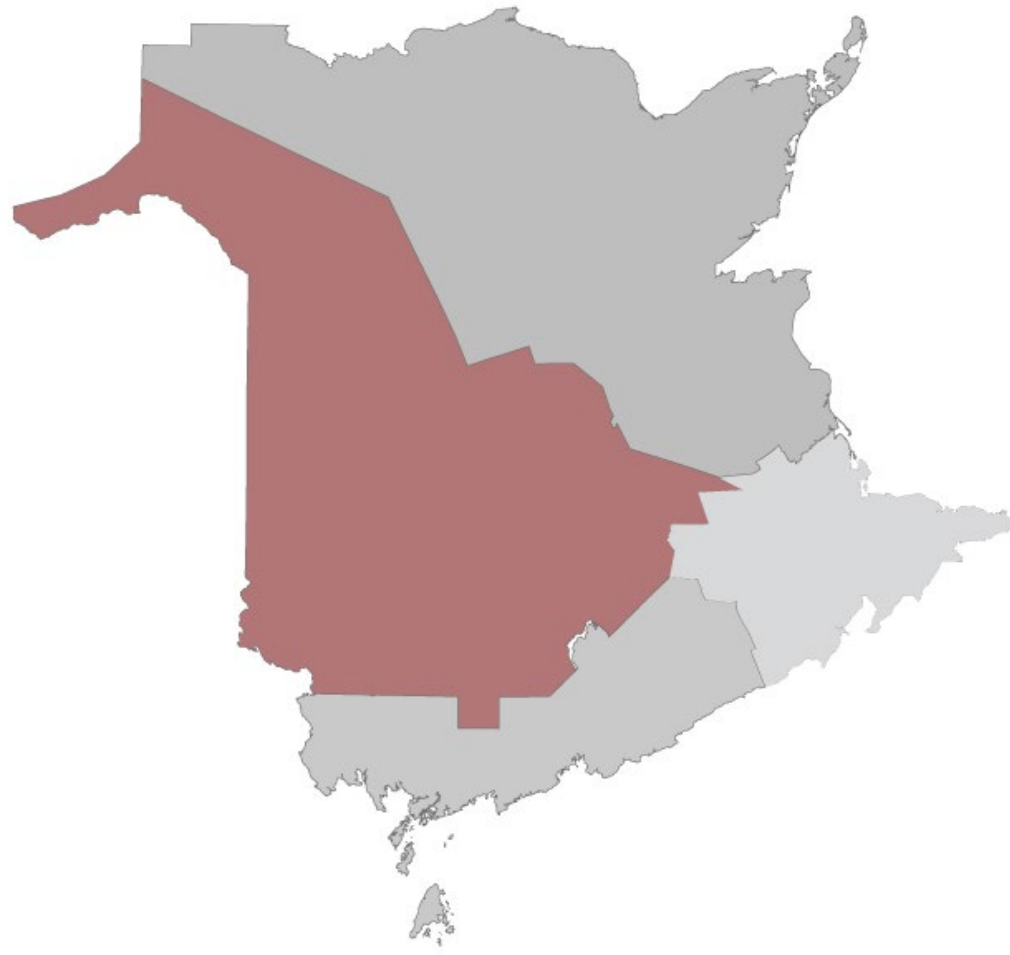
Communities Total refers to the count of students on the nominal roll for the 6 communities in ASD-W.

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

Madawaska Maliseet First Nation
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			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	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%	25	1637	2%
1	30	1729	2%	21	1651	1%	21	1609	1%	30	1694	2%	22	1618	1%	21	1640	1%
2	22	1696	1%	28	1725	2%	26	1682	2%	22	1674	1%	30	1759	2%	24	1686	1%
3	33	1738	2%	27	1737	2%	29	1750	2%	25	1600	2%	27	1716	2%	31	1817	2%
4	23	1682	1%	35	1752	2%	30	1713	2%	29	1663	2%	27	1648	2%	25	1779	1%
5	38	1668	2%	25	1702	1%	34	1745	2%	41	1739	2%	27	1705	2%	24	1747	1%
6	48	1725	3%	72	1692	4%	57	1739	3%	52	1731	3%	71	1823	4%	63	1827	3%
7	51	1717	3%	55	1752	3%	71	1718	4%	71	1790	4%	68	1795	4%	74	1905	4%
8	56	1754	3%	47	1729	3%	54	1774	3%	61	1761	3%	78	1833	4%	66	1882	4%
9	54	1742	3%	63	1824	3%	64	1770	4%	72	1744	4%	61	1855	3%	81	1961	4%
10	51	1798	3%	49	1736	3%	60	1836	3%	53	1810	3%	78	1824	4%	68	1912	4%
11	57	2004	3%	49	1872	3%	42	1800	2%	55	1770	3%	49	1894	3%	89	1961	5%
12	59	1978	3%	58	1983	3%	51	1844	3%	60	1895	3%	60	1861	3%	66	1932	3%
PG**	6	23	26%	1	21	5%	0	21	0%	0	26	0%	0	18	0%	-	33	-
Total	543	22901	2%	548	22749	2%	559	22663	2%	622	22442	3%	617	22915	3%	657	23708	3%

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

*2022-23 data is from the nominal roll

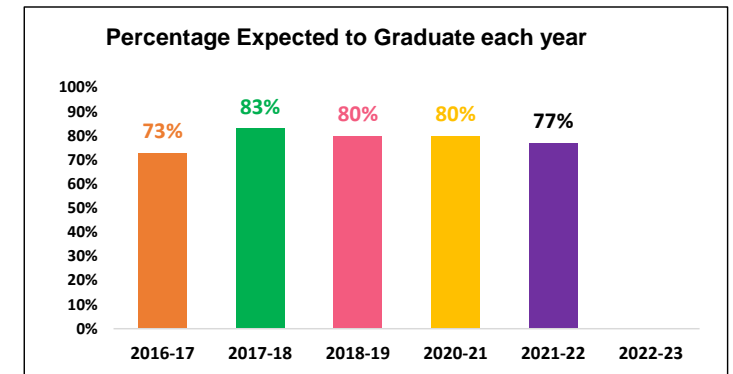
Note: Differences between the school count (Table 1A) and the nominal roll count (Table 1B) are due to the timeframe of reporting (June vs. February) and possibly student movement between schools.

1B. Source: Nominal Roll Count, Policy & Planning - February of each School Year						
	2016-17	2017-18	2018-19	2020-21	2021-22	2022-23
Communities Total	538	550	551	607	620	657
% of ASD-W	2.3%	2.4%	2.4%	2.7%	2.7%	2.8%

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

	2016-17	2017-18	2018-19	2020-21	2021-22	2022-23
	Communities Total	Communities Total	Communities Total	Communities Total	Communities Total	Communities Total
Grade 12 Students	59	58	51	60	60	66
Expected to Graduate	43	48	41	48	46	-
% Expected to Graduate	73%	83%	80%	80%	77%	-

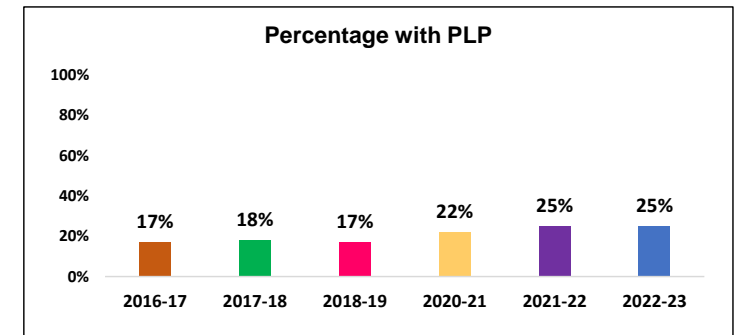
Note: 2022-23 no data available



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

	2016-17		2017-18		2018-19		2020-21		2021-22		2022-23	
	Communities Total	ASD-W	Communities Total	ASD-W	Communities Total	ASD-W	Communities Total	ASD-W	Communities Total	ASD-W	Communities Total	ASD-W
Total Students	543	22901	548	22749	559	22663	622	22442	617	22915	657	23708
Number with PLP	93	2268	97	2294	94	2377	137	3195	153	3295	163	2939
% with PLP	17%	10%	18%	10%	17%	10%	22%	14%	25%	14%	25%	12%

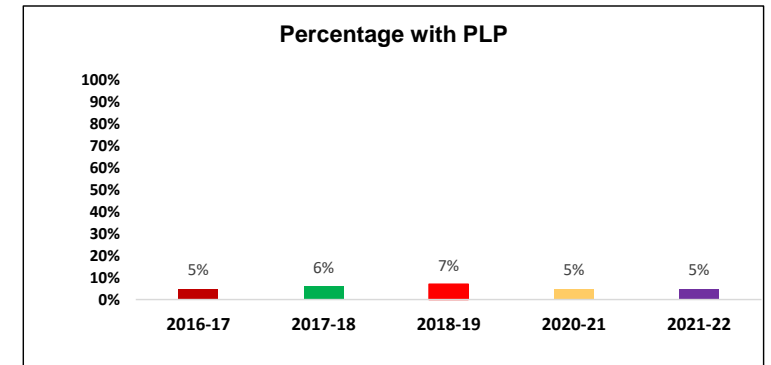
Note: 2022-23 data from ESS Connect



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

	2016-17	2017-18	2018-19	2020-21	2021-22	2022-23
	Communities Total	Communities Total	Communities Total	Communities Total	Communities Total	Communities Total
Total Students	543	548	559	622	617	657
Number with IBSP	26	32	40	31	33	36
% with IBSP	5%	6%	7%	5%	5%	5%

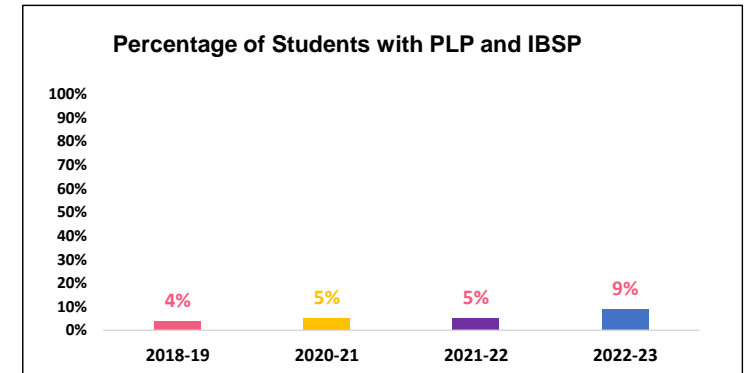
Note: 2022-23 data from ESS Connect



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

	2016-17	2017-18	2018-19	2020-21	2021-22	2022-23
	Communities Total	Communities Total	Communities Total	Communities Total	Communities Total	Communities Total
Total Students	-	-	559	622	617	657
Number with PLP & IBSP	-	-	20	34	28	56
% with PLP & IBSP	-	-	4%	5%	5%	9%

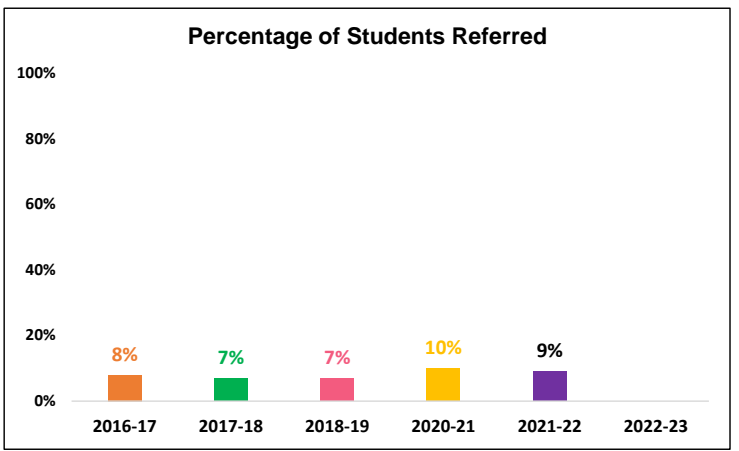
Note: - Data not collected in 2016-17, 2017-18 and 2022-23



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

	2016-17	2017-18	2018-19	2020-21	2021-22	2022-23
	Communities Total	Communities Total	Communities Total	Communities Total	Communities Total	Communities Total
Total Students	543	548	559	622	617	657
Number of Referrals	44	37	37	61	-	-
% of Referrals	8%	7%	7%	10%	-	-
Referred who Attended	-	-	32	58	-	-
% of Referred who Attended	-	-	6%	9%	-	-

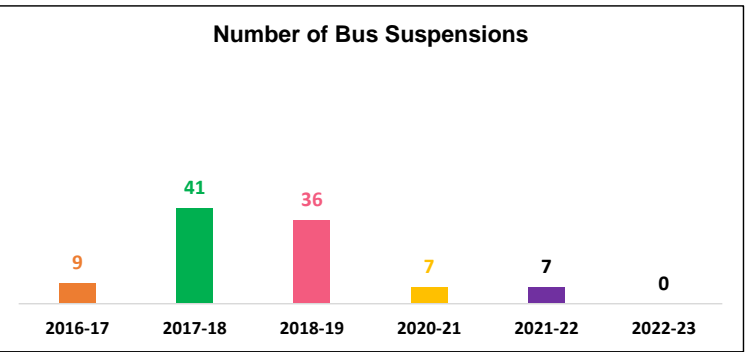
Note: (-)Data not collected in 2016-17, 2017-18 and 2022-23.



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

	2016-17	2017-18	2018-19	2020-21	2021-22	2022-23
	Communities Total	Communities Total	Communities Total	Communities Total	Communities Total	Communities Total
Total Students	543	548	559	622	617	657
Number of Suspensions	9	41	36	7	7	*
% of Suspensions	2%	7%	6%	1%	1%	1%

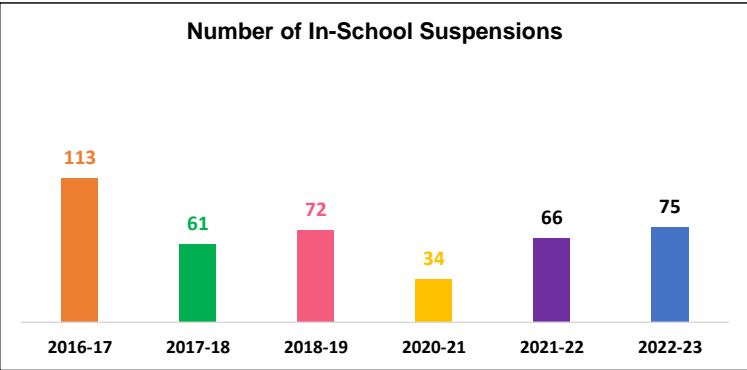
Note: The numbers above represent a count of actions, not a count of students. 2022-23 data from PowerSchool.



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

	2016-17	2017-18	2018-19	2020-21	2021-22	2022-23
	Communities Total	Communities Total	Communities Total	Communities Total	Communities Total	Communities Total
Total Students	543	548	559	622	617	657
Number of Suspensions	113	61	72	34	66	75
% of Suspensions	21%	11%	13%	5%	11%	11%

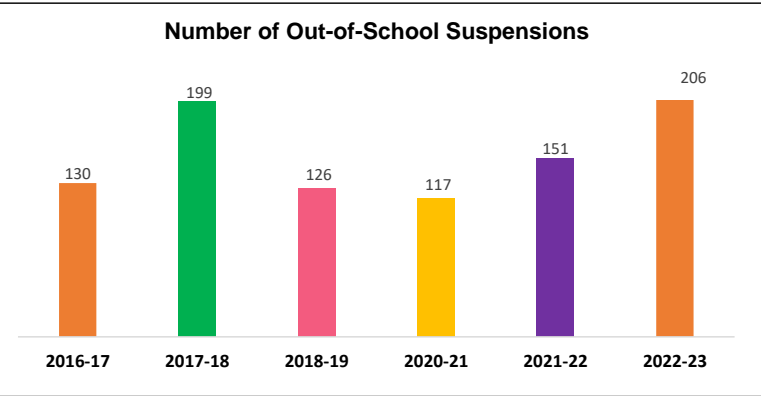
Note: The numbers above represent a count of actions, not a count of students. 2022-23 data from PowerSchool.



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

	2016-17	2017-18	2018-19	2020-21	2021-22	2022-23
	Communities Total	Communities Total	Communities Total	Communities Total	Communities Total	Communities Total
Total Students	543	548	559	622	617	657
Number of Suspensions	130	199	126	117	151	206
% of Suspensions	24%	36%	23%	19%	24%	31%

Note: The numbers above represent a count of actions, not a count of students. 2022-23 data from PowerSchool.



10. Number of Unexplained Absences

	2016-17		2017-18		2018-19		2020-21		2021-22		2022-23	
	Communities Total	ASD-W	Communities Total	ASD-W	Communities Total	ASD-W	Communities Total	ASD-W	Communities Total	ASD-W	Communities Total	ASD-W
% with no Unexplained absence	-	-	-	-	11%	37%	46%	65%	-	-	50%	60%
% Missing less than 10% of possible instructional time (due to unexplained absence)	-	-	-	-	82%	62%	54%	35%	-	-	17%	29%
% Missing 10% or more instructional time (due to unexplained absence)	-	-	-	-	7%	1%	0%	0%	-	-	33%	11%
Total	-	-	-	-	100%	100%	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 (reported by schools for their students on the nominal roll)

School's Action	2016-17	2017-18	2018-19	2020-21	2021-22	2022-23
	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	School Serving 6 communities in ASD-W (23 of 23) Schools
Contact Parent	-	18	17	18	19	-
Consultation with School ESS Team	-	19	13	12	15	-
Meeting with Enhancement Staff	-	10	9	12	14	-
Meeting with Guidance Counsellor	-	9	13	11	9	-
Referral to Child & Youth Team	-	5	12	10	8	-
Meeting with Principal	-	10	9	9	13	-
Meeting with Teacher	-	9	9	7	9	-
Meeting with VP	-	9	9	5	9	-
Alternative Placement Within School	-	5	6	5	8	-
Referral to Outside Support	-	7	5	4	8	-
Consultation with District ESS Team	-	3	3	4	1	-
Meeting with School Social Worker	-	2	3	4	3	-
Consultation with District Office	-	1	2	4	1	-
Alternative Placement Outside School	-	3	1	3	2	-
Social Skills Training	-	2	2	2	7	-
Attendance Contract	-	5	1	2	3	-
Mediation Dispute Resolution	-	3	2	1	3	-
Meeting with Psychologist	-	2	0	1	5	-
Meeting with Psychometrist	-	0	0	1	0	-
Behaviour Contract	-	4	1	0	1	-
Meeting with Mentor	-	1	1	0	3	-
Meeting with School Intervention Worker	-	4	6	0	3	-
Violent Threat Risk Assessment protocol	-	1	0	0	1	-

Note: The numbers above represent a count of actions, not a count of students. There was no data for 2022-23

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

School's Action	2016-17	2017-18	2018-19	2020-21	2021-22	2022-23
	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	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. There was no data for 2022-23

13. English Language Proficiency Assessment (ELPA) Grade 9

		2015-16		2016-17		2017-18		2018-19		2019-20		2020-21		2021-22		2022-23	
		Communities Total	ASD-W	Communities Total	ASD-W	Communities Total	ASD-W	Communities Total	ASD-W	Communities Total	ASD-W	Communities Total	ASD-W	Communities Total	ASD-W	Communities Total	ASD-W
Below Appropriate	Number	11	-	17	299	16	323	21	418	16	342	22	296	17	292	26	356
	%	28%	-	44%	19%	42%	20%	43%	26%	46%	21%	43%	19%	38%	18%	41%	21%
Appropriate	Number	29	-	22	1077	21	1058	27	1061	11	1090	26	1000	25	1084	36	1121
	%	73%	-	56%	70%	55%	66%	55%	66%	31%	66%	51%	64%	56%	65%	57%	65%
Strong Achievement	Number	0	-	0	167	*	230	*	133	8	214	*	271	3	280	*	248
	%	0%	-	0%	11%	*	14%	*	8%	23%	13%	*	17%	7%	17%	2%	14%
Total	Number	40	-	39	1543	41	1611	49	1612	35	1646	51	1567	45	1656	63	1725
	%	100%	-	100%	100%	100%	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)

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	2022-23
Number of Students Repeating	*	*	*	*	*	-
Number of Student Enrolled	322	328	342	382	369	-

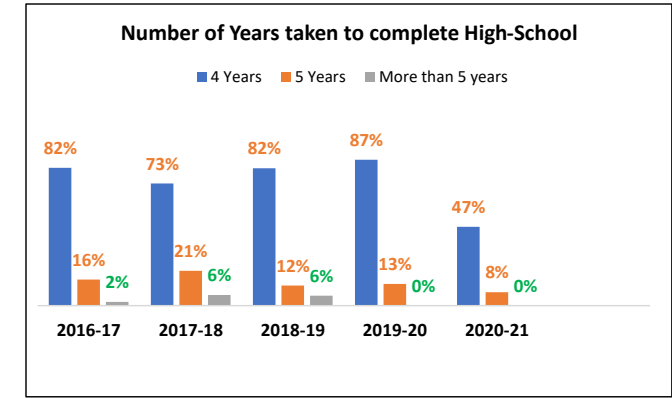
Note: Grade repetition is tracked for Grades K-8 only. It is difficult to ascertain for high school grades because schools use varying processes for assigning students' grade level. This may depend on courses passed and number of years in high school.

14B. Number of Years taken to complete High School

	2016-17		2017-18		2018-19		2019-20		2020-21		2021-22	
	Communities Total	ASD-W	Communities Total	ASD-W	Communities Total	ASD-W	Communities Total	ASD-W	Communities Total	ASD-W	Communities Total	ASD-W
4 years	82%	92%	73%	93%	82%	95%	87%	96%	78%	96%	72%	95%
5 years	16%	7%	21%	7%	12%	4%	13%	4%	19%	3%	21%	4%
More than 5 years	2%	1%	6%	1%	6%	1%	0%	0%	3%	1%	8%	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 2022-23 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	2022-23
	Communities Total	Communities Total	Communities Total	Communities Total	Communities Total	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		2022-23	
	% of First Nation#	% of First Nation#	% of First Nation#	% of First Nation#	Number		Number		Number		Number		Number		Number	
					First Nation Enrollment	ASD-W Total Enrollment	First Nation Enrollment	ASD-W Total Enrollment	First Nation Enrollment	ASD-W Total Enrollment	First Nation Enrollment	ASD-W Total Enrollment	First Nation Enrollment	ASD-W Total Enrollment	First Nation Enrollment	ASD-W Total Enrollment
Eng Lang Arts Info Text 111	-	-	-	-	-	-	-	-	-	-	-	*	145	*	110	
Eng Lang Arts Info Text 112	-	-	-	-	-	-	-	-	-	-	-	7	1095	22	1118	
Eng Lang Arts Info Text 113	-	-	-	-	-	-	-	-	-	-	-	20	316	24	313	
Eng Lang Arts Lit Text 111	-	-	-	-	-	-	-	-	-	-	-	*	139	*	109	
Eng Lang Arts Lit Text 112	-	-	-	-	-	-	-	-	-	-	-	7	1093	23	1125	
Eng Lang Arts Lit Text 113	-	-	-	-	-	-	-	-	-	-	-	27	314	21	272	
English Language Arts 112	1%	2%	1%	0%	17	1336	18	1060	13	1194	0	92	0	65	0	74
English Language Arts 113	5%	7%	7%	0%	25	455	23	312	24	350	0	53	*	52	*	35
English Language Arts 122	2%	2%	1%	2%	21	1096	19	1037	16	1167	21	1174	13	1029	5	1127
English Language Arts 123	4%	7%	3%	6%	18	446	22	297	11	366	24	426	18	387	17	325
Modern History 112	2%	2%	2%	3%	19	922	19	834	15	921	22	874	*	850	20	844
Modern History 113	5%	5%	4%	3%	19	415	17	341	14	358	24	876	24	383	27	354
Pre-Calculus 110	1%	1%	1%	1%	8	710	7	677	*	685	7	711	*	652	6	555
Pre-Calculus A 120	1%	1%	0%	1%	6	555	*	588	*	606	*	530	*	519	*	550
Pre-Calculus B 120	1%	1%	1%	1%	6	487	*	576	*	579	*	524	*	476	0	529
Foundations of Mathematics 110	1%	1%	1%	2%	7	1042	8	844	10	924	19	944	*	832	13	867
Foundations of Mathematics 120	1%	1%	2%	2%	*	192	*	181	*	192	*	206	*	150	1	134
Fin. and Workplace Mathematics 110	4%	6%	4%	4%	26	719	29	516	25	619	31	815	43	761	49	679
Fin. and Workplace Mathematics 120	2%	4%	3%	4%	*	128	*	97	*	88	*	94	*	152	7	176
Biology 112	3%	2%	1%	3%	15	599	9	533	*	585	20	635	*	5	14	408
Biology 121	2%	0%	0%	0%	*	53	0	70	0	61	0	66	*	41	0	65
Biology 122	2%	1%	1%	1%	11	707	7	683	10	772	10	729	*	554	*	586
Chemistry 112	2%	2%	1%	2%	12	791	12	644	8	703	11	698	*	694	12	678
Chemistry 122	1%	1%	1%	1%	7	600	*	559	6	608	7	595	*	535	*	585
Physics 112	1%	1%	0%	1%	*	514	*	471	*	564	*	512	*	514	*	521
Physics 122	1%	0%	1%	3%	*	286	*	324	*	342	8	292	*	268	0	280
Automotive Electrical Systems 120	3%	3%	4%	4%	6	174	*	140	7	159	8	192	*	91	0	130

Course Name	2016-17	2017-18	2018-19	2020-21	2016-17		2017-18		2018-19		2020-21		2021-22		2022-23	
	% of First Nation#	% of First Nation#	% of First Nation#	% of First Nation#	Number		Number		Number		Number		Number		Number	
					First Nation Enrollment	ASD-W Total Enrollment	First Nation Enrollment	ASD-W Total Enrollment	First Nation Enrollment	ASD-W Total Enrollment	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	8	206
Power Train and Chassis 110	2%	2%	2%	2%	*	166	*	161	*	159	*	172	*	153	*	167
Tune-up and Emissions 120	0%	0%	9%	0%	0	44	0	44	*	43	0	50	*	67	*	76
Electrical Wiring 110	6%	3%	4%	5%	6	96	*	92	*	112	9	191	11	245	*	121
Framing and Sheathing 110	5%	5%	3%	2%	10	205	10	215	9	273	7	281	14	310	*	230
Introduction to Applied Technology 110	2%	3%	3%	4%	6	257	10	337	10	375	19	468	25	425	23	438
Mill and Cabinet Work 120	1%	4%	2%	3%	*	280	11	252	6	298	11	335	9	262	*	290
Residential Finish 120	0%	5%	3%	3%	0	64	*	62	*	114	*	130	*	179	*	120
Culinary Technology 110	3%	4%	1%	2%	13	494	20	507	6	534	14	769	18	735	13	657
Culinary Technology 120	3%	8%	1%	3%	6	204	15	193	*	224	11	418	14	379	8	423
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	*	133
Metals Processing 120	0%	0%	0%	0%	0	7	0	*	0	*	0	6	*	16	0	6
FI Culinary Tech 110	0%	0%	0%	0%	0	0	0	0	0	0	0	0	0	20	0	17

#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		2022-23	
		Communities Total	Total ASD-W	Communities	Total ASD-W	Communities Total	Total ASD-W	Communities Total	Total ASD-W	Communities Total	Total ASD-W	Communities Total	Total ASD-W	Communities Total	Total ASD-W	Communities Total	Total ASD-W
Experiencing significant Difficulty	Number	*	-	*	95	*	141	*	104	*	78	-	-	-	69	-	72
	%	*	-	*	7%	*	10%	*	7%	*	7%	-	-	-	6%	-	6%
Experiencing Difficulty	Number	*	-	*	105	*	112	*	126	*	65	-	-	-	72	-	85
	%	*	-	*	8%	*	8%	*	9%	*	6%	-	-	-	6%	-	7%
Appropriate Development	Number	12	-	8	1177	7	1193	*	1208	8	975	-	-	-	1097	-	1025
	%	86%	-	80%	86%	88%	83%	71%	84%	89%	87%	-	-	-	89%	-	87%
Total		14	-	10	1377	8	1446	14	1438	9	1118	-	-	-	1238	-	1182

		17B. Cognitive Domain															
		2015-16		2016-17		2017-18		2018-19		2019-20		2020-21		2021-22		2022-23	
		Communities Total	Total ASD-W	Communities	Total ASD-W	Communities Total	Total ASD-W	Communities Total	Total ASD-W	Communities Total	Total ASD-W	Communities Total	Total ASD-W	Communities Total	Total ASD-W	Communities Total	Total ASD-W
Experiencing significant Difficulty	Number	*	-	*	136	*	160	*	137	0	72	-	-	-	76	-	78
	%	*	-	*	10%	*	11%	*	10%	0%	6%	-	-	-	6%	-	6%
Experiencing Difficulty	Number	*	-	*	146	*	180	*	159	0	116	-	-	-	93	-	114
	%	*	-	*	11%	*	13%	*	11%	0%	10%	-	-	-	7%	-	9%
Appropriate Development	Number	9	-	6	1090	*	1099	10	1145	9	934	-	-	-	1074	-	1040
	%	64%	-	60%	79%	63%	76%	71%	79%	100%	83%	-	-	-	86%	-	84%
Total		14	-	10	1372	8	1439	14	1441	9	1122	-	-	-	1243	-	1232

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		2022-23	
		Communities Total	Total ASD-W	Communities	Total ASD-W	Communities Total	Total ASD-W	Communities Total	Total ASD-W	Communities Total	Total ASD-W	Communities Total	Total ASD-W	Communities Total	Total ASD-W	Communities Total	Total ASD-W
Experiencing significant Difficulty	Number	*	-	*	99	0	122	*	116	*	72	-	-	-	51	-	40
	%	*	-	*	7%	0%	9%	*	8%	*	6%	-	-	-	4%	-	3%
Experiencing Difficulty	Number	*	-	*	100	0	121	*	108	*	79	-	-	-	66	-	65
	%	15%	-	*	7%	0%	9%	*	8%	*	7%	-	-	-	5%	-	5%
Appropriate Development	Number	9	-	7	1163	8	1179	12	1198	8	958	-	-	-	1111	-	1099
	%	69%	-	70%	85%	100%	83%	86%	84%	89%	86%	-	-	-	90%	-	91%
Total	Number	13	-	9	1362	8	1422	14	1422	9	1109	-	-	-	1228	-	1204

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 communitis and are no longer provided to EECD

		2015-16		2016-17		2017-18		2018-19		2019-20		2020-21		2021-22		2022-23	
		Communities Total	Total ASD-W	Communities	Total ASD-W	Communities Total	Total ASD-W	Communities Total	Total ASD-W	Communities Total	Total ASD-W	Communities Total	Total ASD-W	Communities Total	Total ASD-W	Communities Total	Total ASD-W
Experiencing significant Difficulty	Number	*	-	*	170	*	233	*	179	*	126	-	-	-	108	-	97
	%	*	-	*	12%	*	16%	*	12%	*	11%	-	-	-	9%	-	8%
Experiencing Difficulty	Number	*	-	*	205	*	236	*	232	*	155	-	-	-	155	-	146
	%	*	-	*	15%	*	16%	*	16%	*	14%	-	-	-	12%	-	12%
Appropriate Development	Number	12	-	6	1017	6	985	10	1044	6	854	-	-	-	992	-	1005
	%	92%	-	60%	73%	75%	68%	71%	72%	67%	75%	-	-	-	79%	-	81%
Total	Number	13	-	10	1392	8	1454	14	1455	9	1135	-	-	-	1255	-	1248

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 communitis and are no longer provided to EECD

17E. Gross Motor Skills Domain		2015-16		2016-17		2017-18		2018-19		2019-20		2020-21		2021-22		2022-23	
		Communities Total	Total ASD-W	Communities	Total ASD-W	Communities Total	Total ASD-W	Communities Total	Total ASD-W	Communities Total	Total ASD-W	Communities Total	Total ASD-W	Communities Total	Total ASD-W	Communities Total	Total ASD-W
Experiencing significant Difficulty	Number	0	-	*	67	-	68	0	63	*	31	-	-	-	20	-	12
	%	0%	-	*	5%	-	5%	0%	4%	*	3%	-	-	-	35%	-	1%
Experiencing Difficulty	Number	0	-	*	75	0	96	0	77	*	50	-	-	-	37	-	23
	%	0%	-	*	6%	0%	7%	0%	5%	*	5%	-	-	-	65%	-	2%
Appropriate Development	Number	12	-	8	1220	7	1256	14	1266	6	1012	-	-	-	0	-	1137
	%	100%	-	80%	90%	100%	89%	100%	90%	86%	93%	-	-	-	0%	-	97%
Total	Number	12	-	9	1362	7	1420	14	1406	7	1093	-	-	-	57	-	1172

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

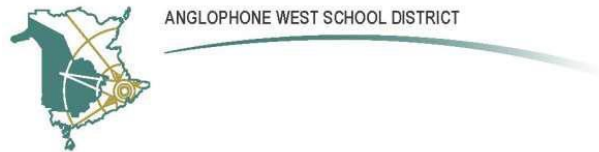
Enhancement Agreement Report

2022-23 School Year

Anglophone School District West

OPEN-ENDED RESPONSES

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



First Nation Community	ASD-W School	17.A Cultural Activities
Madawaska Maliseet First Nation	Saint Mary's Academy	<ul style="list-style-type: none"> • First Nation learning is also tightly interwoven in the Cross-curricular program we follow. • 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:</p> <ul style="list-style-type: none"> • Regalia Making: Students designed traditional clothing such as ribbon shirts, ribbon skirts, and shawls. This also includes instruction in basic sewing techniques they require to craft these items. This is a multi-year project that is built upon each subsequent year, starting in grade 3. By the time students are ready to transition to middle school in grade 5 they will have made a full set of regalia for themselves. • Moccasin Making: Students learn to create a custom pattern to craft moccasins from deer hide. They also complete a bead embroidery project as part of the adornments for their moccasins. Students trace out, cut out, sew together, and fit the moccasins themselves. • Dreamcatcher Teachings: Students were taught about the origin of dreamcatchers and the legend which accompanies. They would then learn the weaving techniques and create their own dreamcatcher. • Sentimental Beadwork Projects: The creation of customized photo memorabilia which was intended as a gift for a loved one during the holidays. Students chose a photo to use for this project and created either a keychain, ornament, or magnet. They used bead embroidery techniques to complete this project. • Beaded Wire Flowers: Different types of flowers were crafted using wire and seed beads. This was an additional beading technique for students to learn. • Tan olokisket pemkiskahk? Weather Pattern Language Activity: Students were asked in Wolastoqey, what the current weather was. They would respond in Wolastoqey. • Elcihtehkil – Colours Language Activity: Students practiced naming colours in Wolastoqey.

		<ul style="list-style-type: none"> ● Wolastoqey Alphabet – Language Activity: Students regularly practiced the phonemes associated with different letters and vowel blends in Wolastoqey. Common Wolastoqey phrases and vocabulary were used consistently in the classroom. ● Cultural Club: Students had the option to attend a cultural club during lunchtime which provided additional time to work on their cultural projects. ● Board Game Language Project: For this project students translated a popular board game, “Settlers of Catan,” into Wolastoqey. Students created game components to accompany the game. They also created a presentation/ guide to the vocabulary and recorded audio to demonstrate the sounds of each of these words. Students regularly played this game with each other and used their Wolastoqey vocabulary to do so Events and Activities that took place throughout the year: ● Orange Shirt Day activities <ul style="list-style-type: none"> - Lessons in individual classrooms about residential schools and orange shirt day. - School-wide virtual assembly. - Students were encouraged to wear their orange t-shirts in observance of Orange Shirt Day. - A video was created with the help of First Nations students to increase awareness about Orange Shirt Day and its purpose, which passed along the importance from their own peers. - All classes read “The Orange Shirt Day Story” to provide a basic understanding of the events which inspired Orange Shirt Day. ● Seven Teachings Read-Alouds: Throughout the year, Enhancement staff visited each K-2 classroom to read books demonstrating “The Seven Sacred Teachings” ● Smudging and Sacred Medicine Presentation Two traditional knowledge keepers from the community presented to grades 4 and 5 about the four sacred medicines and smudging ceremonies. ● Medicine Pouch Making: Students who participated in the Sacred Medicine Presentation were invited to create their own medicine pouches using sage, sweetgrass, cedar and tobacco. ● Quillwork Workshop Employees from Neqotkuk Art Studio put on a one-day workshop for Grade 5 FN students to teach them the traditional art of porcupine quilling. Students crafted a quillwork medallion using natural materials such as birch bark, porcupine quills, sinew, leather lacing, and sweetgrass. ● Medicine Wheel Presentation:
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		<p>Two traditional knowledge keepers from the community came to give a presentation on the medicine wheel and everything it represents. This presentation was for grade 3 students. Afterwards, students completed reflection activities in their classroom to review what they had learned.</p> <ul style="list-style-type: none"> ● Bear Witness Day: All classes read “Spirit Bear and Children Make History” to introduce Bear Witness Day. Some classes chose to watch the Spirit Bear movie of the same title. Students learned about Jordan’s Principle. They were encouraged to bring their stuffed bears to commemorate they were “Bearing Witness” to the unequal treatment of Indigenous Children by the Canadian government and vowing to do better. ● Legends and Storytelling: This was an activity which took place in the library for grades K-2. Two community members came in to tell stories and share traditional legends. ● Weaving Activities: Grade 4 and 5 classes participated in weaving activities and learned about the local history of basket making. ● “Simon Says” Wolastoqey Language Activity: Students learned vocabulary words necessary to play Simon Says in Wolastoqey. Grades K-3 played Simon Says to practice what they learned. Classroom teachers facilitated this activity. ● Indigenous People’s Day: Throughout the month each class chose several activities or events to participate in. A celebratory event took place at the local civic centre on June 2nd. This was in collaboration with Southern Victoria High School, Perth-Andover Middle School, and Mah-Sos School. The event involved a social powwow, traditional dancing and drumming, and a feast with traditional foods. All students were invited to participate and community leaders from both Perth-Andover and Neqotkuk First Nation were in attendance. Families were also invited to attend this celebration.
	Perth-Andover Middle School	<ul style="list-style-type: none"> ● School wide celebrations for: National Indigenous Peoples Day, Orange Shirt Day, National Truth and Reconciliation Day ● Activities/crafts in Wolastoqey language class: 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, traditional cooking classes, sweat lodge teachings, Wolastoqey games, story telling 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 • Wolastoq flag hung in cafeteria • Land acknowledgment given by one of our students at the grade 8 Promotion Ceremony
	Fredericton High School	<ul style="list-style-type: none"> • Flag Raising ceremony with drummers & guest speakers • Bulletin board displays – monthly • Students took part in Culture Day with drumming & dancing • Wulastukw Wednesday – honour song - Kahoots (Q & A on culture) • Bear Witness Day • Moose Hide Campaign Day • End of year celebration
	Garden Creek School	<ul style="list-style-type: none"> • Orange Shirt Day assembly
	George Street Middle School	<ul style="list-style-type: none"> • Corn husk doll making with Angela Beek • Samantha Paul and Co. visited twice this year and will continue next year, delivering indigenous activities, teachings, storytelling and games. They also created and delivered health presentations on the risks of drugs, vaping and safety within.

		<ul style="list-style-type: none"> • Orange shirt day, sept 30 • School wide smudge • Orange shirt design contest • Wulastukw Wednesdays (orange shirts, announcements about culture, Honor Song) • Molly Brown from District visiting bimonthly to do beading and act as a mentor to some students. • Beaded Headdress craft/activity with Cathy Wilson. • Language and culture SPARK, 12 weeks out of the year (first 2 periods on Fridays)- This spark explores Wulastukwey language and culture through songs, videos, games, group discussion/sharing, presentations, and crafts. • Drumming group - practiced and performed for NB Power quarterly GM meetings at the crown plaza. They also performed in 2 assemblies throughout the school year. • Macy Pyres-from Tobique First Nations- Second year doctoral department of educational psychology, special education, and counselling at Pennsylvania State University. Macy is researching how middle/high school indigenous students define belonging in their classrooms. • Silver Wolf Band- a four-piece Indigenous folk-rock band from Labrador- school wide performance • Morgan Toney – a Canadian Mi’gmaq fiddler and singer- school wide performance and held workshop for our indigenous students about their journey and successes. • Indigenous History Month activities • Indigenous People’s Day on June 21 • Bulletin Board featuring 7 sacred teachings and honoring Bilijk students of the month/year. • Signage throughout the school that includes Maliseet language. • Language and culture classes offered to Indigenous students in lieu of French classes. • School hosted an open house where work/project showcases are displayed in the hallway for the public to see and experience
	Harvey High School	<ul style="list-style-type: none"> • First Nations conflict with English and French Settlers of Early Canada- linked to topic of disempowerment and political empowerment. First Nations traditional lifestyles, homes, food and hunting etc... • History of Mik’Maq culture in PEI and Nova Scotia, as well as interactions with the French and English settlers of these areas, • Lesson of the Beothuk population that once existed in NFLD and Labrador. The Innu and Inuit traditional lifestyle and regions to which they live. • What the 2 in LGBTQ2+ means. It has been explained the 2 represents 2 spirited for the Aboriginal peoples who identify with 2 spirits (male and female-nonbinary). • Discussions revolving around the legacy of residential schools. Classes have reviewed several picture books, some of which have been written by Indigenous authors and/or contain links to Indigenous cultures.

		<ul style="list-style-type: none"> • Showed homerooms the making of the Honour Song video by Sarah Francis. • Students researched an indigenous nation's symbology and created tattoos that use the symbols in a meaningful way. • Curricular ties in Environmental Science.
	Keswick Ridge School	<ul style="list-style-type: none"> • We play the Honour Song every Wednesday • Installed the proper Wolastoqiyik Flag in every classroom • Promoted Orange Shirt Day/Every Child Matters among staff and community • Promoted local Powwow's among staff and community • Promoted FN curriculum materials among staff • Created (with our PSSC) a new sign for the front door that contains Welcome/ Bienvenue/Kulasihkulpon
	Kingsclear Community School	<p>Mrs. Kim Ouellette organized the following activities:</p> <ul style="list-style-type: none"> • Learned the Honor Song in the traditional language • Learned several Wolastoqey words, including: hello, goodbye, thank you, welcome, please, my name is, the numbers 1 – 10. • Kindergarten class had a guest come and they taught the smudging celebration. • Kindergarten has a preservice educator from the Wabanaki UNB Education Program • The intern did a whole school drumming session highlighting the Honor Song and Friendship Song. • Discussed residential schools • Two professional learning opportunities were held by Molly Brown from ASD-W • Read indigenous author books • Honored Orange Shirt Day • Honored Treaty Day
Sitansisk	Devon Middle School	<ul style="list-style-type: none"> • Orange Shirt Day • Residential Schooling Education • Red Dress Day / MMIWG2S • Drum Group • Traditional Dance • Indigenous Crafts • Traditional Story Telling • Fried Bread in the garden • Language and Cultural events in Wolastoqey

		<ul style="list-style-type: none"> • Evan Sacobie – fire ceremony to discuss smudging and fire Water Walk / Opening the Eastern Door Gathering June 14 • Honouring those who didn't return from residential schools • Wolastoqey Wednesdays / Wolastoqey song / Word of the Day
	Gibson-Neill Memorial Elementary School	<ul style="list-style-type: none"> • Drum making with grade 5 students
	Leo Hayes High School	<ul style="list-style-type: none"> • Grade 9 orientation activities • Language lunches for students • Drumming for grade 8 orientation • Feast for Indigenous awareness week • Monthly sweats for students • Truth and Reconciliation-Every Child Matters / Orange shirt day Missing and Murdered Indigenous –Education • morning announcement segment • Within Art and Indigenous studies classes -Drums -Sweet grass doll making -Quill work with Birch Bark -basket Making -Beaded Feathers -Beaded grad
	Nashwaaksis Middle School	<ul style="list-style-type: none"> • Orange Shirt/Truth and Reconciliation Day-Whole school assembly, guest speakers, all school gather • Outside on field and form heart with people and have drone take a picture. • Cultural information presented at assemblies • Field trips for Indigenous students • Guest speakers • Red Dress (MMIW) • Purple Shirt Day-Clean water initiatives • National Indigenous People’s Day-Activity Day • Smudging

		<ul style="list-style-type: none"> • Beading and • Talking circles • Morning Announcements
	Priestman Street Elementary School	<ul style="list-style-type: none"> • Orange Shirt Day activities (whole school)
	Royal Road Elementary School	<ul style="list-style-type: none"> • Indigenous Art Showcase K-5, Indigenous dancing, Videos to support National • Indigenous History Month • Purchasing of Read-Aloud and ESS team did read-aloud to all classrooms • Playing of Woolastook song on Fridays before morning announcements
Welamukotuk	Assiniboine Avenue Elementary School	<ul style="list-style-type: none"> • Orange Shirt Day • Spirit Bear • Singing and Drumming (OHS FN students) • Language classes (Phyllis Sabattis) • Drum and Shaker Making • Attended Powwow • Attended Hoop Dancing • Teams meetings with other Enhancement schools • Teams meeting with Sarah Francis • Powwow dancing • Elder's Tea • Family Fun Day • FN Art Teachings with Robin Paul • Readiness with Ridgeview • OHS FN students created number/ Wolastoqu coloring sheets • Hubbard FN Showcase
Welamukotuk	Hubbard Elementary School	<ul style="list-style-type: none"> • Powwow dancing • Drumming • Orange Shirt Day virtual assembly • Wolastoqey word of the week and O'Canada First Nation version

		<ul style="list-style-type: none"> • Basket weaving • Regalia making • Beading activities, ash flowers • Hand drum making • Wolastoqey showcase • Language bingo and pow wow dance instruction to all classes • Smudging • Field trip to pow wow, students from OFN performed pow wow dance for Gesner Street Elementary • Hoop dancing
	Oromocto High School	<ul style="list-style-type: none"> • Orange Shirt Day activities involving, videos, and classroom lesson activities. • MMIWG day • Red Shawl awareness week. • Treaty Day • Indigenous People's Day Celebrations • Classroom explanations of the concept of First Nations Acts and Treaties and their implications for indigenous and non-Indigenous peoples alike. • School-wide Fire Keeping and tobacco offering ceremony and teachings under elder firekeeper Charles Sewell. • Beaverbrook Art Gallery to study First Nations Art. • Attended the Making Waves and Partnering for Youth presentation. • Performing cultural honoring at the Remembrance Day assembly. • Traditional Regalia making exercises with Ann Paul. • Drumming presentation at Gesner Elementary School Assembly. • Attended the WTIC Conference • First Nations students attended First Nations Dance instructions with Denver Hayes • Various students who had signed consent forms took part in educational survey by Macy Pyres Survey from Pennsylvania State University. • Students attended a Sweat at SMFN under the direction of Elder Chris Brooks • Students attended a presentation from UNBICC for information and entry requirements to post-secondary entry • Students participated in a hand drum making activity with Robin Paul • Students participated and registered with the National Moose hide Campaign. The Students also took part in the online learning

		<ul style="list-style-type: none"> • Christmas Elders Tea and concert attended by the OHS feeder schools and community members, hosted by OHS theatre and culinary tech class • Drumming and Dancing Class held twice weekly at OHS. • Weekly and daily Smudging activities before all activities at both Kinapuwi Kehkitimock and Oromocto High School • Native Awareness month activities (May) • School wide Wolastoqey Language Kahoots.contests • School wide Wolastoqey phrase identification competitions. (The phrase that pays) • School wide “Tama iyo nutokehkitemit” (Find the teacher) competitions • Oromocto First Nations Graduation Banquet (Days Inn) • Oromocto First Nations Grad Prom and community parade.
	Ridgeview Middle School	<ul style="list-style-type: none"> • Orange Shirt Day (whole school) assembly • Orange Shirt Day class presentations – read aloud stories with activities/discussions around intergenerational trauma • Unit on Treaties – learned about Numbered and Peace and Friendship Treaties • Red Shawl Campaign (whole school) – announcements and displays to create awareness of missing and murdered Indigenous women • Student led drumming group – provided FN students the opportunity to learn and practice traditional drumming • School gatherings – FN student led singing and drumming/Land Acknowledgment (in two different languages) • FN students beaded Poppies for Remembrance Day • FN students made Christmas cards for the elders in the OFN community and residents of Enhanced Living • FN students created personal wellness goals for 2023 using the Medicine Wheel • Smudging – all students are invited to participate in smudging every morning as a means of bringing in the positive energies • Kahoot and Quizlet games were played by FN students to reinforce Wolastoqey language and strengthen student engagement • Grade 6 FN students learned about the 13 Moons and their significance • OHS and RMS FN drumming sessions • Honor song played every Tuesday and Thursday mornings on the announcements • FN students presented at the Elders’ Tea in December 2022 • Joe Paul taught the FN students about medicines, language, cultural practice (such as hunting and fishing), and shared cultural stories • FN students collaborated with the BIPOC to make and share Bannock with staff and students • FN students went on a fishing trip • FN students made dream catchers, moccasins, medicine pouches, and beaded earrings

		<ul style="list-style-type: none"> • Mike St. Marie led drumming sessions with the FN drummers • Military Black Bear representative taught FN students about FN in the military • Mr. Primrose shared smudging etiquette and invited classes to participate in a smudging ceremony led by a FN student • Sarah Francis and Ron Tremblay came to share their teachings about the Wolastoqey flag followed by a flag raising ceremony • FN dancing offered by a former RMS student – Denver Hayes • FN students participated in a traditional Sweat Lodge
Wotstak	Meduxnekeag Consolidated School	<ul style="list-style-type: none"> • None
	Townsvie School	<ul style="list-style-type: none"> • Beading exercises and we had some class smudging's arranged by some of our classroom teachers • The middle school art classes have a focus of indigenous teachings - this helps our students to understand and express through art their understanding of our Indigenous community • The library has our yearly celebrations of the different cultures that make up the student and staff population within our school
	Woodstock High School	<ul style="list-style-type: none"> • Student Sense of Belonging Workshop • Making Waves Indigenous Workshop • Guest speakers in Indigenous Studies

First Nation Community	ASD W School	18.A Transition Process*
Madawaska Maliseet First Nation	Saint Mary's Academy	<ul style="list-style-type: none"> • Not applicable
Neqotkuk	Andover Elementary School	<ul style="list-style-type: none"> • There were four students who made this transition. These students were given a tour of the school, introduced to staff, and shown the cultural activity classroom. Throughout our regular efforts, they received education in First Nations content as well as the Wolastoqey language and indigenous traditions.

	Perth-Andover Middle School	<ul style="list-style-type: none"> • 1 Teachers and school counsellor went to Mah-Sos in December for a question and answer session with students. • #2 Students from Mah-Sos came for lunch and a mini pow wow in January • #3 Family Bingo with invite for grade 5's at PAMS • #4 Students from Mah-Sos came for a tour and lunch • #5 Family night Bingo at Mah-Sos with invite for grade 5's • #6 Students from Mah-Sos came 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. • # 7 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"> • None
Pillick	Bliss Carman Middle School	<ul style="list-style-type: none"> • We have not had any this school year
	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 Hide Campaign Day - Violence against women • Treaty Day • Indigenous Peoples Day • End of year celebration
	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

		<ul style="list-style-type: none"> Virtual whole school assembly
	George Street Middle School	<ul style="list-style-type: none"> All incoming grade 5 students participate in an orientation, a school tour (open house evening) Enhancement staff and admin/resource exchanged transition information. Grade 5s are invited to the GSMS BFN 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 BFN 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 Bilijk is involved in the transition process and to ensure clear communication.
	Harvey High School	<ul style="list-style-type: none"> None
	Keswick Ridge School	<ul style="list-style-type: none"> No students transferred from Band Operated schools to our school
	Kingsclear Community 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"> DMS ESST including FN School counsellor met with the team from Chief Harold Sappier School to collect information and get an understanding about students. There was a guidance-to-guidance meeting and resource to resource meeting DMS Staff also visited the school to spend time observing students. Students from Chief Harold Sappier School come to DMS for a tour and parents were invited to come in for an information meeting and tour. Chief Harold Sappier School Resource teacher brought individuals to Devon Middle School for an individual visit/tour
	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"> Tours in June Welcome luncheon in September Individual meetings with Guidance counsellor

	Nashwaaksis Middle School	<ul style="list-style-type: none"> • This is my first year at NMS as principal. We do have a couple of students that came from Band Operated schools. Transition process could be strengthened. • A tour took place, it can be overwhelming to come into a big school. • Our Wolastoqey teacher, guidance/ESS and Admin is part of the transition in welcoming all students to our school. • Communication between band and District schools could be strengthened. I reached out late May/early June 2023 through email to connect to the principal at CHSMES to see if there were students transitioning to NMS this coming year but did not hear back from the principal at that school. I also sent information regarding tours of building and if we needed an ESS member to connect and to transition any students.
	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 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"> • Reach out to previous school and participate in a transition meeting, if necessary • Meet with family when they arrive • Admin Assistant provides them with additional details (start time, end time, pick up)
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"> • N/A
	Woodstock High School	<ul style="list-style-type: none"> • Drumming group through Guidance • Mr. Saulis did multiple classroom visitations and presentations surrounding to topic of Residential Schools. • Indigenous Art has been proudly displayed and we are in the process of labelling all major centers in the school with the Wolastoqiyik language. • Individual Tours of Woodstock High School.
Welamukotuk	Assiniboine Avenue Elementary School	<ul style="list-style-type: none"> • Weekly Headstart visits • Headstart Kindergarten Orientation in community and public school.

	Hubbard Elementary School	<ul style="list-style-type: none"> • N/A
	Oromocto High School	<ul style="list-style-type: none"> • N/A - No Band Operated Schools student transfers.
	Ridgeview Middle School	<ul style="list-style-type: none"> • FN students went on an Oromocto High School tour to support their transition to high school • Transition meetings
First Nation Community	ASD-W School	19.A School Strategies
Madawaska Maliseet First Nation	Saint Mary's Academy	<ul style="list-style-type: none"> • Student engagement as per SIP
Neqotkuk	Andover Elementary School	<ul style="list-style-type: none"> • Andover Elementary has established a goal in the school plan to ensure education regarding First Nations topics in every classroom; the goal aims for a minimum of 30 minutes per week. This also supports Objective 6 which encourages incorporation of First Nations teachings in a cross-curricular fashion. • Trilingual signage is in the process of being procured. This will include audio buttons which allow students to hear the pronunciation of the words. These new vocabulary words will be introduced and used regularly in the classroom. • Greetings for the morning announcements are also trilingual, regardless of the staff member who is doing them. A phrase or word is provided in Wolastoqey each week. Staff make a concerted effort to practice Wolastoqey language, along with their students. The Wolastoq Honour Song is played in lieu of O'Canada once per week.
	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, 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

		<ul style="list-style-type: none"> • First Nations school counsellor – new in May, meeting with students who need support • Wolastoq Education Initiative - provided daily reading tutoring for students • Elephant Thoughts • Math tutoring daily • Mural painted by Emma Hassencahl in front lobby - 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.
	Southern Victoria High School	<ul style="list-style-type: none"> • Does not apply
Pilick	Bliss Carman Middle School	<ul style="list-style-type: none"> • None
	Fredericton High School	<p>School strategic plan for supporting Indigenous students;</p> <ul style="list-style-type: none"> • Sherry Norton Graham – Acting principal • Amy Bourgaize – VP • Wendy Davis – FN Resource teacher • Jenny Poirier – Language & Culture • Cindy, Larry, Morgan – Academic support workers • Two courses offered – Wolastoqey & Indigenous Studies • Lunch time tutoring in FN Resource room
	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 BFN students, they go there in the morning for check-in, mentorship, snacks, announcements, etc. This is strategic in that it provides a homebase that is nurturing and culturally relevant. • Enhancement staff strategically track attendance and provide reports and rewards. They set attendance goals, give rewards for meeting the goal. They host monthly BFN student of the month to motivate and celebrate accomplishments. • Students are purposefully invited to host/participate in Wulastukw Wednesday to promote engagement, inclusion and develop leadership.

		<ul style="list-style-type: none"> • Our School Improvement plan seeks to engage students in the feedback process, meeting individual student needs and shifting into ensuring that all students feel welcome and creating opportunities for them to develop mental fitness. • We host bi-monthly NEAT meetings with all stakeholders to strategize, communicate and ensure the success of the BFN students. • We strategically provide culturally relevant activities and clubs.
	Harvey High School	<ul style="list-style-type: none"> • N/A
	Keswick Ridge School	<ul style="list-style-type: none"> • Not directly identified in SIP, however our goal for 2022-23 was “The continued development of a positive and safe learning environment that promotes student leadership and voice and works to develop a sense of community within the school” and where we do have students with an FN heritage, they are impacted by this goal
	Kingsclear Community 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"> • School Plan identified supporting youth - their voices/concerns are shared through student forums • A group of Indigenous students designed and painted a mural the incorporates the 7 teachings with the support of Ms. Coakley – the art teacher • Grade 6 Indigenous students leaders taught their peers about residential schooling
	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"> • 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
	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"> • Our focus in our School Improvement Plan this year is focusing on becoming a culturally inclusive school.
Welamukotuk	Assiniboine Avenue Elementary School	<ul style="list-style-type: none"> • Tutoring • 7 Teachings • JP Workers

		<ul style="list-style-type: none"> Robin Paul created 3 art murals for the school
	Hubbard Elementary School	<ul style="list-style-type: none"> Our SIP is inclusive to all students
	Oromocto High School	<ul style="list-style-type: none"> Oromocto High School continues to maintain one Vice principal (Ms Nugent) to oversee all First Nations Students, Oromocto High School has appointed one Guidance counselor to represent all our OFN students in choosing classes and assistance in post-secondary applications. Oromocto High school has added a new SIW (James Garrett) and restructured his duties to include academic assistance and maintain communication with the subject teacher and the cultural teacher (Ms. Sark) in the First Nations Center in the school. The OFN/OHS alt-site Kinapuwi continued to support the community's at-risk students, both academically and with Behavior and or attendance issues.
	Ridgeview Middle School	<ul style="list-style-type: none"> School wide Tier 1 Interventions Monthly NEAT meetings – OFN community Council members meet with First Nations Teacher/Support Staff to discuss proposals, upcoming events, student support, and progress FN students went on an Oromocto High School tour to support their transition to high school Transition meetings
Wotstak	Meduxnekeag Consolidated School	<ul style="list-style-type: none"> Not applicable
	Townsvie School	<ul style="list-style-type: none"> Our teachers use the electronic resource called Building Bridges/Bâtir des ponts, which is a current events resource for both our English & French classes (grade 4-8). This resource helps to build understanding of current events that impact Indigenous Peoples and all Canadians. The articles are a part of our literacy lessons that are discussion-focused that are consistent with the First Peoples Principles of Learning that encourage our students & staff to adopt a respectful, reflective, empathetic, and inquiring frame of mind.
	Woodstock High School	<ul style="list-style-type: none"> We introduced the Learning Center to our school this year and it had a profound impact on many students across the board. We had 5-6 Woodstock First Nation students connected to the room, either on full time schedules or part time. This connection paved the way to graduation for these students and we saw an increase in their connectedness to the school. It is our plan to continue the Learning Center, in house, as the positive effects are felt with many students that struggle with attendance and anxiety.

First Nation Community	ASD-W School	<ul style="list-style-type: none"> • 20.A First Nations-led Professional Learning
Madawaska Maliseet First Nation	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"> • Holiday Beading • FN Enhancement Workers provided a workshop to teach staff about beadwork. They taught techniques for beading and showed how beaded ornaments are typically crafted. Staff created their own beaded ornament using these teachings.
	Perth-Andover Middle School	<ul style="list-style-type: none"> • Delbert Moulton – teaching staff Wolastoqey language for signage in the school • All other PL sessions were organized by Tobique Education
	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
Pillick	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

		<ul style="list-style-type: none"> • 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) • 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"> • Wulastukw Tribal Council Inc Education Day at the Delta • St. Mary's Powwow invite • Every Child Matters Ceremony • Children for Children event on the Walking Bridge • Wulastukw Tribal Council Inc year end event • PL led by Molly Brown on appropriate Wulastukw language use • Subject Council Day – Indigenous based PL opportunities
	Harvey High School	<ul style="list-style-type: none"> • none
	Keswick Ridge School	<ul style="list-style-type: none"> • None this past year
	Kingsclear Community 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"> • Orange Shirt Day/Residential School Teachings • Book Study in classrooms – Fatty Legs novel • Opening the Eastern Door Gathering for all staff and students
	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"> • Trauma informed teaching – Led by Stephanie Francis

	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"> • N/A
Welamukotuk	Assiniboine Avenue Elementary School	<ul style="list-style-type: none"> • Students sing and drum once a week in place of O'Canada. • 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 schools • FN Art Teachings with Robin Paul
	Hubbard Elementary School	<ul style="list-style-type: none"> • None
	Oromocto High School	<ul style="list-style-type: none"> • Trible Council meetings held in Fredericton. • Trible Council meeting AGM and year end meetings held in Fredericton (June)
	Ridgeview Middle School	<ul style="list-style-type: none"> • Transition meetings • Smudging ceremonies • Culturally inclusive school/students being able to see themselves represented in the school
Wotstak	Meduxnekeag Consolidated School	<ul style="list-style-type: none"> • Nonspecific to FN students
	Townsvie School	<ul style="list-style-type: none"> • None
	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

		<ul style="list-style-type: none"> • Through the enhancement program we can 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 with Angelica Taylor (WFN Education supervisor) in discussing and improving our supports for WFN students
First Nation Community	ASD-W School	21.A Presenters
Madawaska Maliseet First Nation	Saint Mary's Academy	<ul style="list-style-type: none"> • None for this school year
Neqotkuk	Andover Elementary School	<ul style="list-style-type: none"> • Tina Perley-Martin • Aaron Nicholas • Shane Perley-Dutcher • Jocelyn Peter-Paul • Wendi Moulton • Wyatt Moulton • Nicholas Paul
	Perth-Andover Middle School	<ul style="list-style-type: none"> • Delbert Moutlon – Elder: storytelling, language teaching (signage), prayer • Nicholas Paul and family – teaching the school about traditional dances and regalia. (school wide) • Edward Perley – story telling (school wide) • Melaie Perley – traditional cooking lessons to Wolastoqey students, cooking at special events through the year • Theresa Solomon – traditional Wolastoqey games (Wolastoqey students) • Shane Perley Dutcher – MC for mini social • Julien Moulton - Drumming -Neqotkuk drummers and student drummers (5 students from SVHS) • Romona Nicholas – Sweat Lodge teaching (Wolastoqey students) • Sherry Sabattus – Rattle making (Wolastoqey students) • Sipsis Paul – Mini social

	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) 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"> Angela Beek-Corn Husk dolls Macy Pyres- exploring how middle/high school indigenous students define belonging in their classrooms. Cathy Wilson- Beaded Headdresses Molly Brown – Staff PL and met bimonthly with students as a mentor and taught beading

		<ul style="list-style-type: none"> • Morgan Toney - Mi'gmaq fiddler and singer. • Silver Wolf Band - piece Indigenous folk-rock band
	Harvey High School	<ul style="list-style-type: none"> • None
	Keswick Ridge School	<ul style="list-style-type: none"> • Molly Brown has worked with staff in 2021-22 but was not in 2022-23. Will look to re-establish this for 2023-24.
	Kingsclear Community School	<ul style="list-style-type: none"> • Mother of a KCS student has visited the Kindergarten class to discuss various topics.
Sitansisk	Devon Middle School	<ul style="list-style-type: none"> • Molly Brown • Angela Beek • Evan Sacobie • Elder Chris Brooks • Celia Wilson • Sakom Polchies • Elder Maggie Paul • Sisters of the Drum
	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 • Molly Brown presented some PL to our staff in November 2022
	Leo Hayes High School	<ul style="list-style-type: none"> • Evan Sacobi • Chief Alan Polches • Stephanie Francis • Sarah Francis
	Nashwaaksis Middle School	<ul style="list-style-type: none"> • Angie Aquin and Brittany Gray were our guests in September who sang and drummed on Orange Shirt Day. • There were 3 others, but their names escape me. They came in for cultural art, nature guide, etc.
	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"> • Chantal Theriault • Dakota Nash – Indigenous Dancer
Welamukotuk	Assiniboine Avenue Elementary School	<ul style="list-style-type: none"> • OHS student drummers • Phyllis Sabattis language teacher • Sarah Francis • Darian Brown • Denver Hayes
	Hubbard Elementary School	<ul style="list-style-type: none"> • Romana Nicholas • Chief Shelley Sabattis • Denver Hayes • Lisa Jerome
	Oromocto High School	<ul style="list-style-type: none"> • Elder Bernadette Paul (Fire Keeping) • Elder Chuck Sewell (Fire Keeping) • Elder Charlette Thurber (Oromocto First Nations cultural lead) • Elder Chris Brooks SMFN • Robin Paul (Drum Making) • Scott Paul (Retired RCMP) • Macy Pyres (Penn State University) • Ann Paul (Regalia) • Denver Hayes (Dancing) • Kelsey Soloman (Language) • Dakota Nash (Drumming) • Asha Bear (Making Waves)
	Ridgeview Middle School	<ul style="list-style-type: none"> • Ron Tremblay – Wolastoqey Flag Ceremony • Sarah Francis – Wolastoqey Flag Ceremony • Denver Hayes – FN Dancing • Joe Paul – FN cultural teachings • Mike St. Marie – Drumming

Wotstak	Meduxnekeag Consolidated School	<ul style="list-style-type: none"> • None specific to FN students
	Townsvew School	<ul style="list-style-type: none"> • None
	Woodstock High School	<ul style="list-style-type: none"> • Dr. Jason Hall • Trudi Cummings – Oral Tradition • Asha Bear – Making Waves • Macey Pyres – Sense of Belonging
First Nation Community	ASD-W School	22.A First Nations Enhancement Staff Participating in PL Opportunities
Madawaska Maliseet First Nation	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"> • 100% unless PL is organized by Tobique education
	Southern Victoria High School	<ul style="list-style-type: none"> • 91%-100%
Pilick	Bliss Carman Middle School	<ul style="list-style-type: none"> • 0%
	Fredericton High School	<ul style="list-style-type: none"> • 91%-100%
	Garden Creek School	<ul style="list-style-type: none"> • 0%

	George Street Middle School	<ul style="list-style-type: none"> • 100%
	Harvey High School	<ul style="list-style-type: none"> • 0%
	Keswick Ridge School	<ul style="list-style-type: none"> • 0%
	Kingsclear Community School	<ul style="list-style-type: none"> • 0%
Sitansisk	Devon Middle School	<ul style="list-style-type: none"> • 100%
	Gibson-Neill Memorial Elementary School	<ul style="list-style-type: none"> • 100%
	Leo Hayes High School	<ul style="list-style-type: none"> • 91%-100%
	Nashwaaksis Middle School	<ul style="list-style-type: none"> • 95%-100%
	Priestman Street Elementary School	<ul style="list-style-type: none"> • 0%
	Royal Road Elementary School	<ul style="list-style-type: none"> • Currently we do not have a First Nations Enhancement Staff assigned to our school.
Welamukotuk	Assiniboine Avenue Elementary School	<ul style="list-style-type: none"> • 91%-100%
	Hubbard Elementary School	<ul style="list-style-type: none"> • 100%
	Oromocto High School	<ul style="list-style-type: none"> • 100%
	Ridgeview Middle School	<ul style="list-style-type: none"> • 100% • The expectation is that all FN Enhancement staff participate in school based professional learning • Opportunities, however, there were several Enhancement staff absences on PL days

Wotstak	Meduxnekeag Consolidated School	<ul style="list-style-type: none"> 91%-100%
	Townsvew School	<ul style="list-style-type: none"> 91%-100%
	Woodstock High School	<ul style="list-style-type: none"> 90%-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	<ul style="list-style-type: none"> 23.A Enhancement Proposals
Madawaska Maliseet First Nation	Saint Mary's Academy	<ul style="list-style-type: none"> Not applicable
Negotkuk	Andover Elementary School	<ul style="list-style-type: none"> Mural by Indigenous Artist, Danielle Moulton Regalia Making Materials
	Perth-Andover Middle School	<ul style="list-style-type: none"> None listed

	Southern Victoria High School	<ul style="list-style-type: none"> • Delbert Moulton • Julien Moulton • Asha Bear
Pilick	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) • Career Fair – Trade & Tech Gala (St. Mary's) • Jedi Trades Trailer • STU – Experience STU – May 4th – 6th • Macy Pyres – Wolastoqiyik Sense of Belonging – Research project • PAL (Positive Aboriginal Leaders Program) – partnership between higher education & secondary education • Two proposals for a large drum and 20 iPads – granted
	Garden Creek School	<ul style="list-style-type: none"> • none
	George Street Middle School	<ul style="list-style-type: none"> • Indigenous mural painting by a former George St student and community member • Orange shirt day contest
	Harvey High School	<ul style="list-style-type: none"> • none
	Keswick Ridge School	<ul style="list-style-type: none"> • None this past year
	Kingsclear Community School	<ul style="list-style-type: none"> • none
Sitansisk	Devon Middle School	<ul style="list-style-type: none"> • Re-vamped the garden with a new firepit and new benches. • Weekly Drum Group • Opening the Eastern Door Gathering • Materials for Wolastoqey class – focus on culture

		<ul style="list-style-type: none"> • Material for students to create their ribbon skirts
	Gibson-Neill Memorial Elementary School	<ul style="list-style-type: none"> • NA
	Leo Hayes High School	<ul style="list-style-type: none"> • We have not made any specific enhancement proposals for this year. • Projects funded from our global budget.
	Nashwaaksis Middle School	<ul style="list-style-type: none"> • Beading earrings, bracelets, pins, Christmas balls, and dreamcatcher • Archery field trip • Wabanki Tree Spirt Guided Tour • Cultural cooking of frybread • Ribbon skirt making • Corn Husk Dolls and porcupine quill art • Classroom resources such as Indigenous posters
	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"> • N/A
Welamukotuk	Assiniboine Avenue Elementary School	<ul style="list-style-type: none"> • Students sing and drum once a week in place of O'Canada • 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 Elementary School	None
	Oromocto High School	<ul style="list-style-type: none"> • First Nations motorized off road and on road safety course • First Nations art lessons and 13 moon project and calendar

		<ul style="list-style-type: none"> • First Nations Kinapuwi Kehkitimok Alt-site (continued)
	Ridgeview Middle School	<ul style="list-style-type: none"> • Regalia (proposal submitted by Kim Sark) – not done due to change in FN Teacher • Quill Art (proposal submitted by Kim Sark) – not done due to change in FN Teacher
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"> • No projects for this year
	Woodstock High School	<ul style="list-style-type: none"> • N/A

First Nation Community	ASD-W School	24.A Enhancement Agreement Positions
Madawaska Maliseet First Nation	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 (1 position) • First Nation Education Worker - Academic (2 Positions) • First Nations Community and Cultural liaison (1 position)
	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 Resource Support Teacher - Resource/Literacy/Transition • First Nation Education Teacher – Language & Cultural • First Nation Academic support Workers – Three support workers
	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
	Keswick Ridge School	<ul style="list-style-type: none"> • Not applicable
	Kingsclear Community School	<ul style="list-style-type: none"> • No enhancement staff
Sitansisk	Devon Middle School	<ul style="list-style-type: none"> • First Nation School Counsellor • Wolastoqey Language and Culture Teacher • 2x Academic Support workers
	Gibson-Neill Memorial Elementary School	<ul style="list-style-type: none"> • First Nation Education Teacher - Language and Culture
	Leo Hayes High School	<ul style="list-style-type: none"> • Guidance- First Nation Education • Teacher- Language & Culture & Indigenous Studies & Art
	Nashwaaksis Middle School	<ul style="list-style-type: none"> • Wolastoqey Education Teacher (1)- Language and Culture • Jordan’s Principle Workers (5)
	Priestman Street Elementary School	<ul style="list-style-type: none"> • No additional enhancement staff
	Royal Road Elementary School	<ul style="list-style-type: none"> • N/A

Welamukotuk	Assiniboine Avenue Elementary School	<ul style="list-style-type: none"> • First Nation Education Teacher - Language, Culture, Literacy & Numeracy, and Social/Emotional • First Nation Student Worker – Academic supports
	Hubbard 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 support Worker (Debra Wilson) • language and culture teacher, Oromocto High School (Kim Sark) • First Nations School Intervention Worker (James Garrett) • First Nations - Language, Culture, Literacy & Numeracy • First Nation Education teacher (David Wilson) • Teaching Assistant- Oromocto High School (Lisa Harding)
	Ridgeview Middle School	<ul style="list-style-type: none"> • First Nation Education Teacher – Language and Culture • First Nation Education Workers (2) – 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"> • Enhancement Academic Support Worker
	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 • First Nation Education Worker