



District Education Council – Superintendent Monitoring Report

Policy Name and Number: ASD-W-ER 11

Reports Per Year: One

Date of Report: December 19, 2024

Policy Statement: The District Education Council acknowledges that the majority of Anglophone West School District (ASD-W) is situated on Wolastoqey unseeded/unsurrendered territory. ASD-W provides and fosters opportunities for students, teachers, administrators, and District Education Council (DEC) members to learn about the significance of Wabanaki people in New Brunswick.

Report Filed By: David McTimoney, Superintendent

Report Supported By: Sarah Francis, Nihkanatpat-ciw-skicinowi-kehkiketowaken
Molly Brown, Coordinator – First Nation Education
Richard Champagne, Lead for Treaty Education
Susan Young, Supervisor for Data and Accountability
Shawn Tracey, Director of Finance and Administration
Terri McKellar, Budget and Accounting Manager

Superintendent Interpretation:

- The policy states that the District and Council recognize the historic significance of the land which makes up most of Anglophone West School District along Wolastoq. Wabanaki were here first and never relinquished this land to European settlers upon arrival hundreds of years ago.
- The policy calls for all students and staff in ASD-W to learn more about this important history and ensure we understand the significance of Wabanaki in our province, both historically and in the present day.
- Partnerships with First Nations Communities, First Nations organizations, and staff from the Department of Education and Early Childhood Development (EECD) and school district will help enhance the education of Indigenous students and meeting their needs with educational opportunities. It is the expectation that all students in ASD-W will benefit from meaningful, well-planned lessons that will increase the knowledge with respect to factual Canadian and New Brunswick history.

- Learning is strengthened for all when Wabanaki perspectives are centralized in classroom activities and the school environment. Likewise, Indigenous student learning styles, language, and culture are all important for teachers and staff when focusing on student learning. Data is gathered to help inform decisions in support of improving achievement levels for Wolastoqi and Indigenous students.
- Opportunities are made available for the ASD-W student and staff community to understand and celebrate the history, culture, and contemporary issues of Wabanaki.
- Knowing that parental engagement can be of benefit to student learning, ASD-W looks for opportunities to welcome Indigenous parents and guardians into the schools and system and tries to involve them in educational matters pertaining to their children.

Justification:

- The Education Acts {Section 7} outlines the responsibility to respond to the needs of Indigenous students and foster an understanding of their history and culture.
- Report of the Truth and Reconciliation Commission of Canada and the Truth and Reconciliation Calls to Action (notably, numbers 62 to 65) are important sources of guidance for all.
- The New Brunswick Enhanced First Nation Education Programs and Services Agreement is a contract between the Communities, the Department of Education and Early Childhood Development, and the School District that provides for the enhancement of educational services and opportunities for Indigenous students in our school system.
- Everyone at their best: Province of New Brunswick 10 Year Education Plan, Objective #6 focus on Indigenous education.
- Wabanaki teachings are an integral part of the new K-8 provincial curriculum (holistic curriculum) and outcomes are consistent throughout; part of the vision for the curriculum and shared tenets.
- The ASD-W District Plan includes a focus on the creating a culturally safe and gender affirming learning and working environment for everyone.
- It is the vision of this office to create culturally safe, welcoming, and healthy spaces for Indigenous students and families using a psiw ntolnapemok (all my relations) approach. Bringing a Wolastoqey perspective through psiw ntolnapemok means challenging systems that have created and sustained barriers for First Nations students. This paradigm shift means honoring all our relations, to the land and water, as well as to our human and non-human relatives.

Compliance:

- There are six Enhanced First Nation Education Programs and Services committees, one for each Community in ASD-W. The committee includes the Chief, First Nation Director of Education, Nihkanatpat-ciw-skicinowi-kehkiketowaken for ASD-W, Director of Finance and Administration from ASD-W and the Superintendent. The committees review proposals and invest in educational support to enhance learning for nominal role First Nation students and others who may benefit. Formal reports are generated each year to account for the work under the terms of the Enhancement Agreement. One report is generated for the province to be presented in the legislature by Minister of Education and Early Childhood Development, one report is generated for the district to be shared with DEC by the Superintendent and an individual report is generated for each community to be shared with Chief and Council. There is a nominal role that is taken twice per year to inform financial decisions with respect to the funding of the agreement. School education plans are also an important part of the process.
- The final enhancement report for ASD-W is within the appendices. We saw improvements in the areas of number of students on personalized learning plans and individualized behaviour support plans, numbers of students who were suspended, and the number of students completing high school in four years. Our enrolment for Indigenous students who live within their Communities has climbed by 135 over seven years.
- The final enhancement report is generated by the Department of Education and Early Childhood Development and is comprised of statistical information in several categories as well as an anecdotal report of what is happening in schools. The anecdotal report shares information on Cultural Activities, Transition Processes, School Strategies, First Nation Led Professional Learning (PL), Presenters, First Nation Enhancement Staff PL Opportunities, and Enhancement Agreement Positions that are occurring in our district. There is much to be proud of within this report!
- There is one Director - Nihkanatpat ciw Skicinowi Kehkiketowaken (Director – Leader for Indigenous Teachings) and one Coordinator for First Nation Education and one Lead for Treaty Education that work within the ASD-W district plan of establishment. The director, coordinator, and lead support all 70 schools in the district with First Nations education strategies and cultural practices. They make strong connections with schools who serve students that live within Wolastoqey Communities as well as all Indigenous youth in our district.
- There is one Education Support Services Lead that works as a liaison for ASD-W regarding Jordan's Principle. The lead assesses applications, makes referrals, and oversees the Jordan's Principle mandate in the district.
- The director participates in provincial collaboration on First Nations topics of significance, communication with First Nation Communities, senior administration team meetings, Jordan's Principle, and enhancement meetings. The coordinator participates in NEAT meetings, connecting with enhancement staff and professional learning.

- The coordinator provides language and cultural support to all schools in ASD-W. This includes supporting the middle and high school Wolastoqey Latuwewakon courses as well as Indigenous youth who do not have access to these courses in their schools. Furthermore, models of language and cultural lessons are shared for educators to use in their classrooms.
- The Treaty Education Lead provides guidance for all teachers on centralizing Wabanaki education in their classrooms and schools. He models lessons in classes and works with teachers one on one to debrief on appropriate next steps. He provides teachers learning materials created by the First Nations Education team and creates a safe space for asking questions.
- Language Carriers/Knowledge Keepers work with Wolastoqey Latuwewakon & Indigenous studies teachers to support best practices for lesson planning, assessment, and programming. They also share knowledge with staff and students across ASD-W to enhance First Nations education learning.
- Three Nations Education Group, Inc (TNEGI) is an organization that supports First Nations education in our district and the province. There are supports in professional learning, education support services, research, and assessment. One of the six Communities along Wolostoq has membership with TNEGI (Neqotkuk).
- Wolastoqey Tribal Council Inc. (WTCl) is a not-for-profit organization whose role is to provide capacity building opportunities for its member communities within the traditional Wolastoqey territory in New Brunswick. This partnership will provide professional learning specific to First Nations education, networking opportunities for Enhancement staff, and the opportunity to celebrate and recognize success in Wolastoqey education. Five of the six Communities along Wolostoq have membership with WTCl.
- There are recognition activities that occur throughout the district that include but are not limited to: traditional dancing and drumming, Sharing Circles, Orange Shirt Day - National Day of Truth & Reconciliation, and Indigenous Peoples Day. The Wolastoq Song is shared weekly at many schools.
- Some practices and events such as parent teacher interviews for First Nation students in the Community, an Elder's Tea, school powwows, Remembrance Day Ceremonies, Water Walk, transition activities, and inviting guest speakers from Communities. Enhancement support staff provide a pivotal link between schools and families in Communities.
- Many Indigenous Elders, Knowledge Keepers and Language carriers have connected with schools across ASD-W. They have shared teachings about Sacred medicines, Treaty rights, Wolastoqey Nation, Wolastoq, Residential schools and ceremonies.
- Subject/Education Coordinators and Leads/Coaches within ASD-W collaborate to centralize First Nations education in all curricular areas. Important collaborations that continue include initiatives such as, implementing "Creating a Path for Truth" in high school English Language Arts classes, hosting professional learning opportunities for students and educators, and using technology tools to enhance language and cultural teachings.

- There is a \$451 000 global budget that is assigned to the First Nation portfolio and is overseen by the Director. This money is assigned as follows: a) \$147 600 assigned to schools that serve Indigenous students from the six communities along Wolastoq, b) \$93 400 to be used by the Director for costs associated with language work, technology, books, honorariums, supply teachers, professional learning – this list is not exhaustive, c) \$90 000 to help offset the cost of an ESS First Nation Jordan Principle’s Liaison, d) \$90 000 to help offset the cost of a Treaty Education Lead, e) \$15 000 for holistic curriculum resources support, and g) \$15 000 for sick time replacement of enhancement staff. A global budget needs to be spent by March 31.
- Each of the six enhancement committees have an enhancement budget. These budgets are carry-forward budgets that are created with tuition revenue from the enhancement agreements and used for enhancement staffing and projects as decided upon by the enhancement committees. Actual amounts within their budgets will be discussed individually with each Community at our winter meetings.

Appendices:

- Education Act: Section 7: Programs and Services in Relation to Indigenous Education
[E-1.12 - Education Act \(gnb.ca\)](#)
- The Truth and Reconciliation Report and Calls to Action
[Truth and Reconciliation Report & Calls to Action](#)
- The 10-year Education Plan for the Department of Education and Early Childhood Development
“Everyone at their best” – Objective 6
[Everyone at their best: Province of New Brunswick, 10 Year Education Plan](#)
- [Provincial Education Holistic Curriculum](#)
- [wabanaki-framework-educators-guide.pdf](#)
- The Anglophone School District West Enhancement Agreement Report for 2023-24
- Report and District Presentation – Power Point

I report compliance with ASD-W-ER 11 – Wabanaki Education

David McTimoney