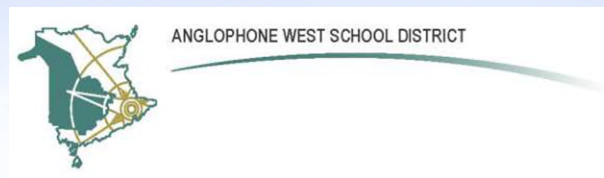


Enhancement Agreement Report

2016-17 to 2023-24

Anglophone School District West

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



NOTES:

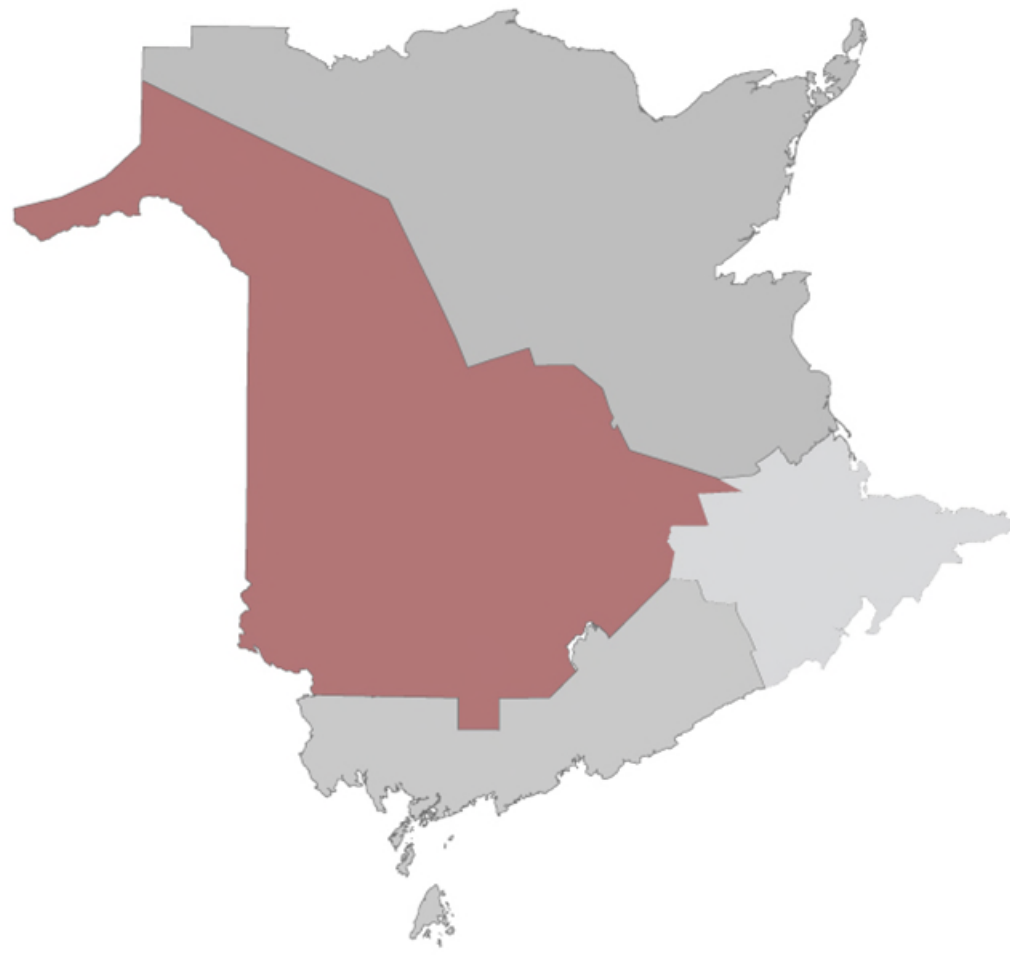
Communities Total refers to the count of students on the nominal roll for the 6 communities in ASD-W.

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			2022-23			2023-24		
	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	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%	28	1593	2%
1	30	1729	2%	21	1651	1%	21	1609	1%	30	1694	2%	22	1618	1%	21	1640	1%	28	1721	2%
2	22	1696	1%	28	1725	2%	26	1682	2%	22	1674	1%	30	1759	2%	24	1686	1%	21	1717	1%
3	33	1738	2%	27	1737	2%	29	1750	2%	25	1600	2%	27	1716	2%	31	1817	2%	30	1768	2%
4	23	1682	1%	35	1752	2%	30	1713	2%	29	1663	2%	27	1648	2%	25	1779	1%	31	1905	2%
5	38	1668	2%	25	1702	1%	34	1745	2%	41	1739	2%	27	1705	2%	24	1747	1%	27	1842	1%
6	48	1725	3%	72	1692	4%	57	1739	3%	52	1731	3%	71	1823	4%	63	1827	3%	64	1856	3%
7	51	1717	3%	55	1752	3%	71	1718	4%	71	1790	4%	68	1795	4%	74	1905	4%	74	1913	4%
8	56	1754	3%	47	1729	3%	54	1774	3%	61	1761	3%	78	1833	4%	66	1882	4%	74	1978	4%
9	54	1742	3%	63	1824	3%	64	1770	4%	72	1744	4%	61	1855	3%	81	1961	4%	66	1994	3%
10	51	1798	3%	49	1736	3%	60	1836	3%	53	1810	3%	78	1824	4%	68	1912	4%	74	2022	4%
11	57	2004	3%	49	1872	3%	42	1800	2%	55	1770	3%	49	1894	3%	89	1961	5%	70	2067	3%
12	59	1978	3%	58	1983	3%	51	1844	3%	60	1895	3%	60	1861	3%	66	1932	3%	91	1947	5%
PG**	6	23	26%	1	21	5%	0	21	0%	0	26	0%	0	18	0%	-	33	-	0	25	0%
Total	543	22901	2%	548	22749	2%	559	22663	2%	622	22442	3%	617	22915	3%	657	23708	3%	678	24348	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

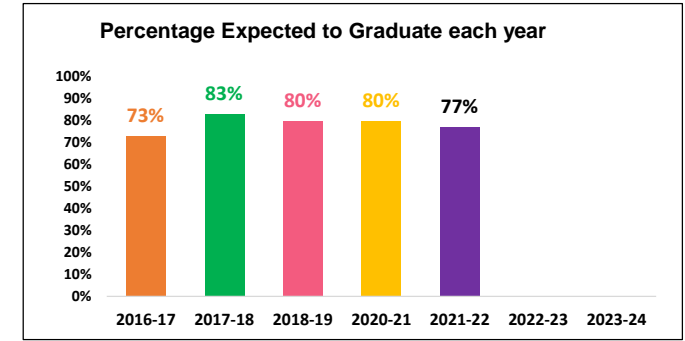
Note: Differences between the school count (Table 1A) and the nominal roll count (Table 1B) are due to the timeframe of reporting (June vs. February) and possibly student movement between schools.

1B. Source: Nominal Roll Count, Policy & Planning - February of each School Year							
	2016-17	2017-18	2018-19	2020-21	2021-22	2022-23	2023-24
Communities Total	538	550	551	607	620	657	678
% of ASD-W	2.3%	2.4%	2.4%	2.7%	2.7%	2.8%	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	2023-24
	Communities Total	Communities Total	Communities Total	Communities Total	Communities Total	Communities Total	Communities Total
Grade 12 Students	59	58	51	60	60	66	678
Expected to Graduate	43	48	41	48	46	-	-
% Expected to Graduate	73%	83%	80%	80%	77%	-	-

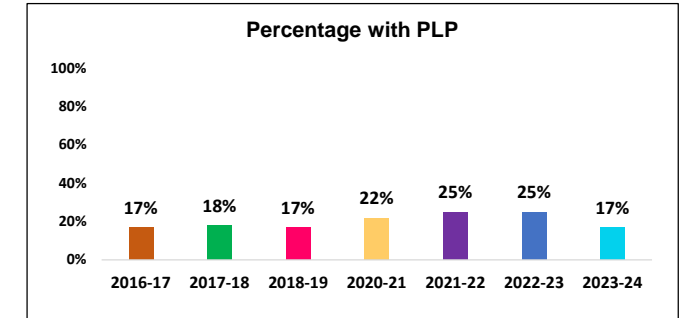
Note: 2023-24 no data available



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

	2016-17		2017-18		2018-19		2020-21		2021-22		2022-23		2023-24	
	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
Total Students	543	22901	548	22749	559	22663	622	22442	617	22915	657	23708	678	24348
Number with PLP	93	2268	97	2294	94	2377	137	3195	153	3295	163	2939	113	3565
% with PLP	17%	10%	18%	10%	17%	10%	22%	14%	25%	14%	25%	12%	17%	15%

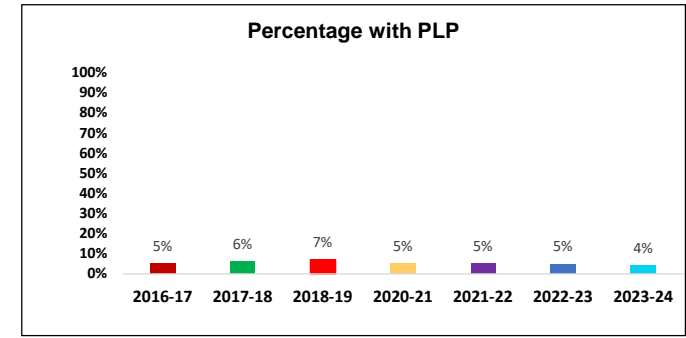
Note: 2023-24 no data available



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	2023-24
	Communities Total	Communities Total	Communities Total	Communities Total	Communities Total	Communities Total	Communities Total
Total Students	543	548	559	622	617	657	678
Number with IBSP	26	32	40	31	33	36	29
% with IBSP	5%	6%	7%	5%	5%	5%	4%

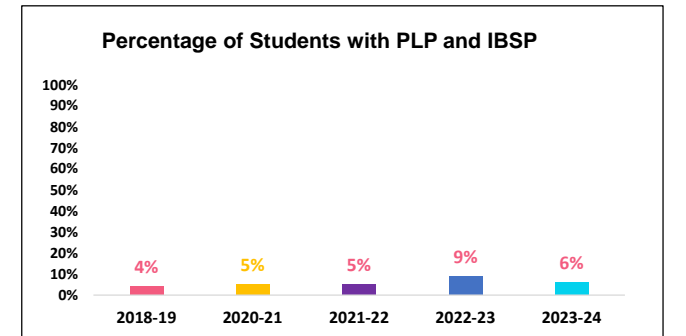
Note: 2023-24 no data available



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

	2016-17	2017-18	2018-19	2020-21	2021-22	2022-23	2023-24
	Communities Total	Communities Total	Communities Total	Communities Total	Communities Total	Communities Total	Communities Total
Total Students	-	-	559	622	617	657	678
Number with PLP & IBSP	-	-	20	34	28	56	40
% with PLP & IBSP	-	-	4%	5%	5%	9%	6%

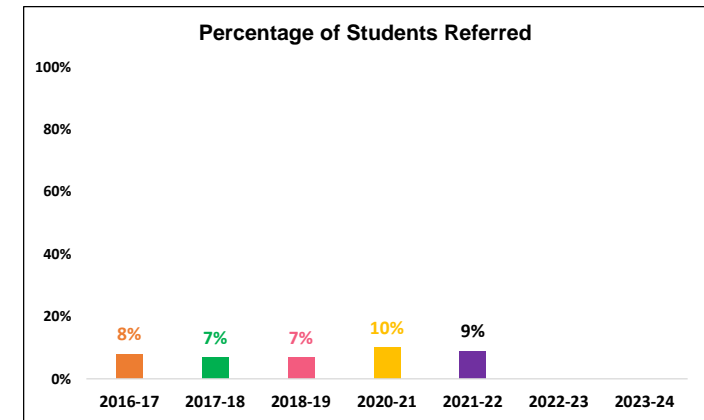
Note: - Data not collected in 2016-17, 2017-18, 2022-23 and 2023-24



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

	2016-17	2017-18	2018-19	2020-21	2021-22	2022-23	2023-24
	Communities Total	Communities Total	Communities Total	Communities Total	Communities Total	Communities Total	Communities Total
Total Students	543	548	559	622	617	657	678
Number of Referrals	44	37	37	61	-	-	-
% of Referrals	8%	7%	7%	10%	-	-	-
Referred who Attended	-	-	32	58	-	-	-
% of Referred who Attended	-	-	6%	9%	-	-	-

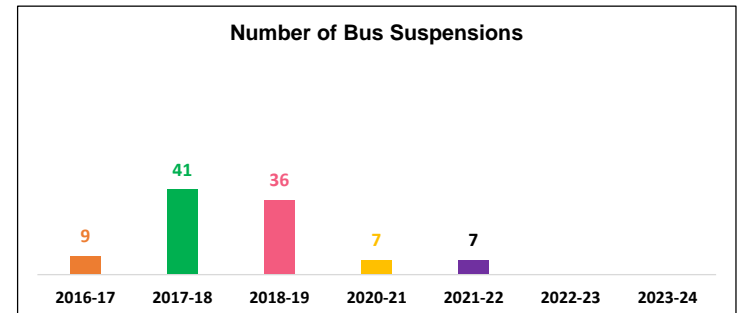
Note: - Data not collected in 2016-17, 2017-18, 2022-23 and 2023-24



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

	2016-17	2017-18	2018-19	2020-21	2021-22	2022-23	2023-24
	Communities Total	Communities Total	Communities Total	Communities Total	Communities Total	Communities Total	Communities Total
Total Students	543	548	559	622	617	657	678
Number of Suspensions	9	41	36	7	7	*	*
% of Suspensions	2%	7%	6%	1%	1%	1%	*

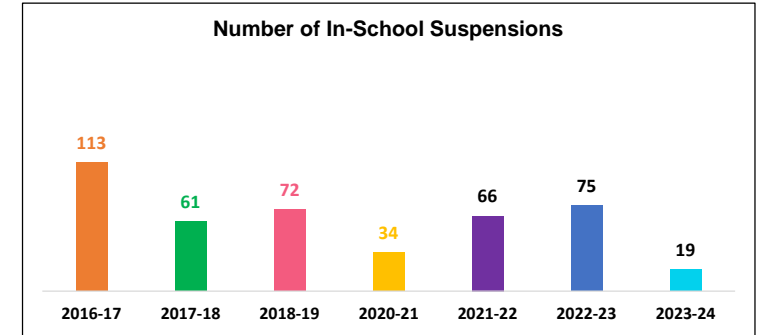
Note: The numbers above represent a count of actions, not a count of students. 2022-23 and 2023-24 data from PowerSchool.



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

	2016-17	2017-18	2018-19	2020-21	2021-22	2022-23	2023-24
	Communities Total	Communities Total	Communities Total	Communities Total	Communities Total	Communities Total	Communities Total
Total Students	543	548	559	622	617	657	678
Number of Suspensions	113	61	72	34	66	75	19
% of Suspensions	21%	11%	13%	5%	11%	11%	3%

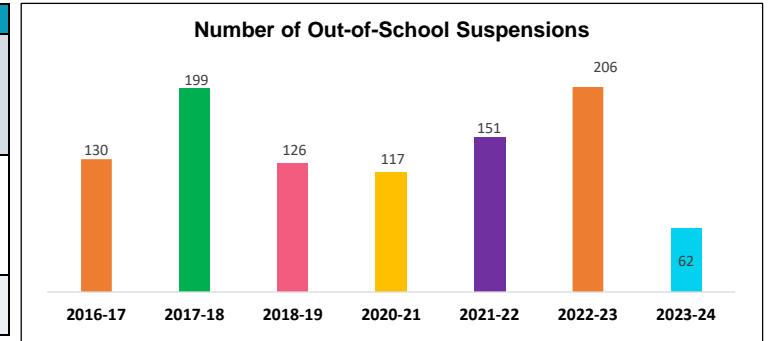
Note: The numbers above represent a count of actions, not a count of students. 2022-23 and 2023-24 data from PowerSchool.



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

	2016-17	2017-18	2018-19	2020-21	2021-22	2022-23	2023-24
	Communities Total	Communities Total	Communities Total	Communities Total	Communities Total	Communities Total	Communities Total
Total Students	543	548	559	622	617	657	678
Number of Suspensions	130	199	126	117	151	206	62
% of Suspensions	24%	36%	23%	19%	24%	31%	9%

Note: The numbers above represent a count of actions, not a count of students. 2022-23 and 2023-24 data from PowerSchool.



10. Number of Unexplained Absences

	2016-17		2017-18		2018-19		2020-21		2021-22		2022-23		2023-24	
	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
% with no Unexplained absence	-	-	-	-	11%	37%	46%	65%	-	-	50%	60%	20%	43%
% Missing less than 10% of possible instructional time (due to unexplained absence)	-	-	-	-	82%	62%	54%	35%	-	-	17%	29%	50%	49%
% Missing 10% or more instructional time (due to unexplained absence)	-	-	-	-	7%	1%	0%	0%	-	-	33%	11%	30%	8%
Total	-	-	-	-	100%	100%	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	2023-24
	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	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 and 2023-24

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	2023-24
	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	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 and 2023-24

13. English Language Proficiency Assessment (ELPA) Grade 9

		2015-16		2016-17		2017-18		2018-19		2019-20		2020-21		2021-22		2022-23		2023-24	
		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	Communities Total	ASD-W
Below Appropriate	Number	11	-	17	299	16	323	21	418	16	342	22	296	17	292	26	356	22	371
	%	28%	-	44%	19%	42%	20%	43%	26%	46%	21%	43%	19%	38%	18%	41%	21%	43%	21%
Appropriate	Number	29	-	22	1077	21	1058	27	1061	11	1090	26	1000	25	1084	36	1121	26	1122
	%	73%	-	56%	70%	55%	66%	55%	66%	31%	66%	51%	64%	56%	65%	57%	65%	51%	63%
Strong Achievement	Number	0	-	0	167	*	230	*	133	8	214	*	271	*	280	*	248	*	278
	%	0%	-	0%	11%	*	14%	*	8%	23%	13%	*	17%	*	17%	*	14%	*	16%
Total	Number	40	-	39	1543	41	1611	49	1612	35	1646	51	1567	45	1656	63	1725	51	1771
	%	100%	-	100%	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	2023-24
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		2022-23		2023-24	
	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
4 years	82%	92%	73%	93%	82%	95%	87%	96%	78%	96%	72%	95%	82%	97%	93%	92%
5 years	16%	7%	21%	7%	12%	4%	13%	4%	19%	3%	21%	4%	18%	3%	5%	2%
More than 5 years	2%	1%	6%	1%	6%	1%	0%	0%	3%	1%	8%	1%	0%	1%	2%	0%

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

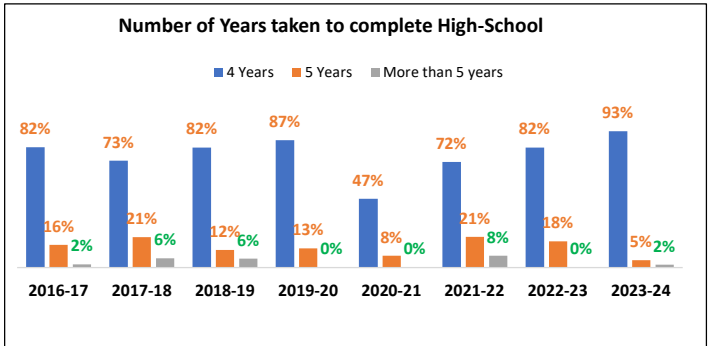
Source: Student Information System, administrative data, Policy & Planning

15. Number of students served by Enhancement Support Personnel

Type of Assistance	2016-17	2017-18	2018-19	2020-21	2021-22	2022-23	2023-24
	Communities Total	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	657	678

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		2023-24		
	% of First Nation#	% of First Nation#	% of First Nation#	% of First Nation#	Number		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	First Nation Enrollment	ASD-W Total Enrollment	
Eng Lang Arts Info Text 111	-	-	-	-	-	-	-	-	-	-	-	-	-	*	145	*	110	0	92
Eng Lang Arts Info Text 112	-	-	-	-	-	-	-	-	-	-	-	-	-	7	1095	22	1118	19	1276
Eng Lang Arts Info Text 113	-	-	-	-	-	-	-	-	-	-	-	-	-	20	316	24	313	27	324
Eng Lang Arts Lit Text 111	-	-	-	-	-	-	-	-	-	-	-	-	-	*	139	*	109	0	109
Eng Lang Arts Lit Text 112	-	-	-	-	-	-	-	-	-	-	-	-	-	7	1093	23	1125	23	1265
Eng Lang Arts Lit Text 113	-	-	-	-	-	-	-	-	-	-	-	-	-	27	314	21	272	27	328
English Language Arts 112	1%	2%	1%	0%	17	1336	18	1060	13	1194	0	92	0	65	0	74	0	0	
English Language Arts 113	5%	7%	7%	0%	25	455	23	312	24	350	0	53	*	52	*	35	0	*	
English Language Arts 122	2%	2%	1%	2%	21	1096	19	1037	16	1167	21	1174	13	1029	5	1127	20	1131	
English Language Arts 123	4%	7%	3%	6%	18	446	22	297	11	366	24	426	18	387	17	325	23	313	
Modern History 112	2%	2%	2%	3%	19	922	19	834	15	921	22	874	*	850	20	844	11	839	
Modern History 113	5%	5%	4%	3%	19	415	17	341	14	358	24	876	24	383	27	354	17	230	
Pre-Calculus 110	1%	1%	1%	1%	8	710	7	677	*	685	7	711	*	652	6	555	*	664	
Pre-Calculus A 120	1%	1%	0%	1%	6	555	*	588	*	606	*	530	*	519	*	550	*	513	
Pre-Calculus B 120	1%	1%	1%	1%	6	487	*	576	*	579	*	524	*	476	0	529	*	499	
Foundations of Mathematics 110	1%	1%	1%	2%	7	1042	8	844	10	924	19	944	*	832	13	867	10	962	
Foundations of Mathematics 120	1%	1%	2%	2%	*	192	*	181	*	192	*	206	*	150	1	134	*	161	
Fin. and Workplace Mathematics 110	4%	6%	4%	4%	26	719	29	516	25	619	31	815	43	761	49	679	40	799	
Fin. and Workplace Mathematics 120	2%	4%	3%	4%	*	128	*	97	*	88	*	94	*	152	7	176	9	204	
Biology 112	3%	2%	1%	3%	15	599	9	533	*	585	20	635	*	5	14	408	11	631	
Biology 121	2%	0%	0%	0%	*	53	0	70	0	61	0	66	*	41	0	65	*	68	
Biology 122	2%	1%	1%	1%	11	707	7	683	10	772	10	729	*	554	*	586	7	581	
Chemistry 112	2%	2%	1%	2%	12	791	12	644	8	703	11	698	*	694	12	678	*	782	
Chemistry 122	1%	1%	1%	1%	7	600	*	559	6	608	7	595	*	535	*	585	*	553	
Physics 112	1%	1%	0%	1%	*	514	*	471	*	564	*	512	*	514	*	521	*	488	
Physics 122	1%	0%	1%	3%	*	286	*	324	*	342	8	292	*	268	0	280	*	223	
Automotive Electrical Systems 120	3%	3%	4%	4%	6	174	*	140	7	159	8	192	*	91	0	130	*	90	

Course Name	2016-17	2017-18	2018-19	2020-21	2016-17		2017-18		2018-19		2020-21		2021-22		2022-23		2023-24	
	% of First Nation#	% of First Nation#	% of First Nation#	% of First Nation#	Number		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	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	*	229
Power Train and Chassis 110	2%	2%	2%	2%	*	166	*	161	*	159	*	172	*	153	*	167	*	147
Tune-up and Emissions 120	0%	0%	9%	0%	0	44	0	44	*	43	0	50	*	67	*	76	*	87
Electrical Wiring 110	6%	3%	4%	5%	6	96	*	92	*	112	9	191	11	245	*	121	*	274
Framing and Sheathing 110	5%	5%	3%	2%	10	205	10	215	9	273	7	281	14	310	*	230	8	224
Introduction to Applied Technology 110	2%	3%	3%	4%	6	257	10	337	10	375	19	468	25	425	23	438	17	430
Mill and Cabinet Work 120	1%	4%	2%	3%	*	280	11	252	6	298	11	335	9	262	*	290	11	290
Residential Finish 120	0%	5%	3%	3%	0	64	*	62	*	114	*	130	*	179	*	120	9	131
Culinary Technology 110	3%	4%	1%	2%	13	494	20	507	6	534	14	769	18	735	13	657	20	685
Culinary Technology 120	3%	8%	1%	3%	6	204	15	193	*	224	11	418	14	379	8	423	13	339
Metals Fabrication 110	3%	2%	0%	3%	*	200	*	205	*	227	*	182	*	191	*	-	*	210
Metals Processing 110	3%	1%	3%	5%	*	117	*	121	*	109	6	129	0	59	*	133	7	82
Metals Processing 120	0%	0%	0%	0%	0	7	0	*	0	*	0	6	*	16	0	6	0	7
FI Culinary Tech 110	0%	0%	0%	0%	0	0	0	0	0	0	0	0	0	20	0	17	0	49

#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		2023-24	
		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	Communities Total	Total ASD-W
Experiencing significant Difficulty	Number	*	-	*	95	*	141	*	104	*	78	-	-	-	69	-	72	-	86
	%	*	-	*	7%	*	10%	*	7%	*	7%	-	-	-	6%	-	6%	-	7%
Experiencing Difficulty	Number	*	-	*	105	*	112	*	126	*	65	-	-	-	72	-	85	-	85
	%	*	-	*	8%	*	8%	*	9%	*	6%	-	-	-	6%	-	7%	-	7%
Appropriate Development	Number	12	-	8	1177	7	1193	*	1208	8	975	-	-	-	1097	-	1025	-	1047
	%	86%	-	80%	86%	88%	83%	71%	84%	89%	87%	-	-	-	89%	-	87%	-	86%
Total		Number	14	10	1377	8	1446	14	1438	9	1118	-	-	-	1238	-	1182	-	1218

17B. Cognitive Domain																			
		2015-16		2016-17		2017-18		2018-19		2019-20		2020-21		2021-22		2022-23		2023-24	
		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	Communities Total	Total ASD-W
Experiencing significant Difficulty	Number	*	-	*	136	*	160	*	137	0	72	-	-	-	76	-	78	-	77
	%	*	-	*	10%	*	11%	*	10%	0%	6%	-	-	-	6%	-	6%	-	6%
Experiencing Difficulty	Number	*	-	*	146	*	180	*	159	0	116	-	-	-	93	-	114	-	93
	%	*	-	*	11%	*	13%	*	11%	0%	10%	-	-	-	7%	-	9%	-	8%
Appropriate Development	Number	9	-	6	1090	*	1099	10	1145	9	934	-	-	-	1074	-	1040	-	1053
	%	64%	-	60%	79%	63%	76%	71%	79%	100%	83%	-	-	-	86%	-	84%	-	86%
Total		Number	14	10	1372	8	1439	14	1441	9	1122	-	-	-	1243	-	1232	-	1223

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		2023-24	
		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	Communities Total	Total ASD-W
Experiencing significant Difficulty	Number	*	-	*	99	0	122	*	116	*	72	-	-	-	51	-	40	-	64
	%	*	-	*	7%	0%	9%	*	8%	*	6%	-	-	-	4%	-	3%	-	5%
Experiencing Difficulty	Number	*	-	*	100	0	121	*	108	*	79	-	-	-	66	-	65	-	72
	%	15%	-	*	7%	0%	9%	*	8%	*	7%	-	-	-	5%	-	5%	-	6%
Appropriate Development	Number	9	-	7	1163	8	1179	12	1198	8	958	-	-	-	1111	-	1099	-	1058
	%	69%	-	70%	85%	100%	83%	86%	84%	89%	86%	-	-	-	90%	-	91%	-	89%
Total	Number	13	-	9	1362	8	1422	14	1422	9	1109	-	-	-	1228	-	1204	-	1193

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		2023-24	
		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	Communities Total	Total ASD-W
Experiencing significant Difficulty	Number	*	-	*	170	*	233	*	179	*	126	-	-	-	108	-	97	-	168
	%	*	-	*	12%	*	16%	*	12%	*	11%	-	-	-	9%	-	8%	-	11%
Experiencing Difficulty	Number	*	-	*	205	*	236	*	232	*	155	-	-	-	155	-	146	-	197
	%	*	-	*	15%	*	16%	*	16%	*	14%	-	-	-	12%	-	12%	-	12%
Appropriate Development	Number	12	-	6	1017	6	985	10	1044	6	854	-	-	-	992	-	1005	-	1219
	%	92%	-	60%	73%	75%	68%	71%	72%	67%	75%	-	-	-	79%	-	81%	-	77%
Total	Number	13	-	10	1392	8	1454	14	1455	9	1135	-	-	-	1255	-	1248	-	1584

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

17E. Gross Motor Skills Domain		2015-16		2016-17		2017-18		2018-19		2019-20		2020-21		2021-22		2022-23		2023-24	
		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	Communities Total	Total ASD-W
Experiencing significant Difficulty	Number	0	-	*	67	-	68	0	63	*	31	-	-	-	20	-	12	-	31
	%	0%	-	*	5%	-	5%	0%	4%	*	3%	-	-	-	35%	-	1%	-	2%
Experiencing Difficulty	Number	0	-	*	75	0	96	0	77	*	50	-	-	-	37	-	23	-	48
	%	0%	-	*	6%	0%	7%	0%	5%	*	5%	-	-	-	65%	-	2%	-	3%
Appropriate Development	Number	12	-	8	1220	7	1256	14	1266	6	1012	-	-	-	0	-	1137	-	1401
	%	100%	-	80%	90%	100%	89%	100%	90%	86%	93%	-	-	-	0%	-	97%	-	95%
Total	Number	12	-	9	1362	7	1420	14	1406	7	1093	-	-	-	57	-	1172	-	1479

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

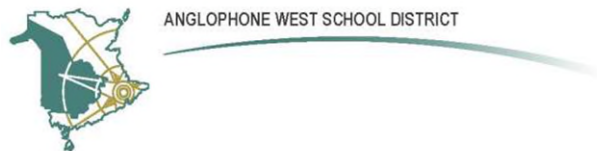
Enhancement Agreement Report

2023-24 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
Neqotkuk	Andover Elementary School	<p>Ongoing Activities for FN students</p> <ul style="list-style-type: none"> <p>● 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.</p> <p>● 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.</p> <p>● 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.</p> <p>● 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.</p> <p>● Beaded Wire Flowers Different types of flowers were crafted using wire and seed beads. This was an additional beading technique for students to learn.</p> <p>● Tan olokisket pemkiskahk? Weather Pattern Language Activity Students were asked in Wolastoqey, what the current weather was. They would respond in Wolastoqey.</p> <p>● Elcihtehkil – Colours Language Activity Students practiced naming colours in Wolastoqey.</p>

<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. <p>Ongoing Activities for all students</p> <ul style="list-style-type: none"> ● Wolastoqey Word of the Week on Announcements ● Seven Teachings Read-Alouds Throughout the year, Enhancement staff visited each K-2 classroom to read books demonstrating “The Seven Sacred Teachings” This was incorporated into an Indigenous Peoples Day activity where custom-made posters were placed in the hallways and students were encouraged to interact with and interpret the posters. ● Cultural Teachings Read-Alouds Throughout the year, Enhancement staff visited each K-2 classroom to read books from the Grandmother & Grandfather series, introducing topics such as Pow Wows, Inukshuks, Feasts, Honouring your Elders, Drumming, Talking Sticks, Totem Poles, Igloos, Sacred Medicines, Sweat Lodges, Smudging Ceremonies, and more. ● Legends and Storytelling This was an activity which took place throughout the year during classroom visits – students were told traditional stories such as those about the Kiwolatumosissok – the Little People and Aputonkin – the River Snake. ● Beading Club Students had the option to attend a beading club during lunchtime which provided additional time to work on their cultural projects. <p>Events and Activities that took place throughout the year</p> <ul style="list-style-type: none"> ● National Day for Truth and Reconciliation activities ● Lessons in individual classrooms about residential schools and orange shirt day. ● School-wide assembly. ● Students were encouraged to wear their orange t-shirts in observance of the National Day for Truth and Reconciliation. ● 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.
<p>Devon Middle School</p> <ul style="list-style-type: none"> ● Pisuwin Featuring Jeremy Dutcher at the Fredericton Playhouse ● Fredericton Music Festival - Drumming Group ● Medicine Walk around Killarney Lake with Justine Tremblay

		<ul style="list-style-type: none"> • Fiddlehead Picking • Leo Hayes Powwow • Angela Beek - Entrepreneur and Medicine Pouches • Justin Sappier -Woodworking Skills • Evan Sacobie - Ceremonies information • Walter Brooks - Storytelling • Abigail Brooks - Powwows and Regalia Presentation • Sakom Polchies - Easter Feast with students • Creation of Medicine Pouches • Creation of Min Drums • Creation of Handrums • Beading of Christmas Ornaments with Medicines • Fry Bread Teachings
	Perth-Andover Middle School	<ul style="list-style-type: none"> • School wide celebrations for: National Indigenous History Month activities, Orange Shirt Day, Wabanaki Wednesdays, Treaty Day, National Truth and Reconciliation Day, MMIW Day • Activities/crafts in Wolastoqey language class: Indigenous crafts, beading, story telling, ribbon skirts, sacred fire, FN artwork, talking circles, Wolastoqey games, story telling • Wolastoq honor song - every Friday morning
	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. • YouTube video on Residential Schools and the Voice of Residential Schools' survivors. • Reading comprehension on Residential Schools, Indian Act and Orange Shirt Day: answer the question and reflective writing "Why do you think it might be important to hear residential schools' survivors' stories and learn about residential schools in Canada?". Correction of exercises with the group participation in class. • Posters on Every Child Matters • Read some poems written by First Nations poets Rita Joe and Rebecca Thomas. (It was a lesson created by the First Nations leads). • Swift Fox All Along - I read them the book first without showing the images. Students had to create their own representation of the book or draw their favourite part and made connections with Truth and reconciliation day reason and purpose. • As part of our cross-curricular block (How our actions & choices have an impact around us)

		<ul style="list-style-type: none"> ○ Map the First Nation communities ○ Comparing two First Nation communities (Wolastoquey and MikMa'q). ● Lesson about the native drum <ul style="list-style-type: none"> ○ Learning about the tradition of the native drum ○ Playing a native beat in a circle <p>Listening to a native song in a live concert (Eldorado)</p>
	Southern Victoria High School	<ul style="list-style-type: none"> ● Smudge Teachings ● Bannock Tutorials ● Beading ● Prayer Tie Teachings ● Medicine Pouch Teachings ● Story Telling ● First Nations Culture Week ● Indigenous Mural Unveiling ● Truth & Reconciliation Activities (Pins, shirts) ● Feather Workshop ● Dreamcatcher Workshop ● Ribbon Skirt Workshop ● Cultural Education Day for First Nations Students in Nequtkuk
Pilick	Devon Middle School	<ul style="list-style-type: none"> ● Pisuwin Featuring Jeremy Dutcher at the Fredericton Playhouse ● Fredericton Music Festival - Drumming Group ● Medicine Walk around Killarney Lake with Justine Tremblay ● Fiddlehead Picking ● Leo Hayes Powwow ● Angela Beek - Entrepreneur and Medicine Pouches ● Justin Sappier -Woodworking Skills ● Evan Sacobie - Ceremonies information ● Walter Brooks - Storytelling ● Abigail Brooks - Powwows and Regalia Presentation ● Sakom Polchies - Easter Feast with students ● Creation of Medicine Pouches ● Creation of Min Drums ● Creation of Handrums

	<ul style="list-style-type: none"> • Beading of Christmas Ornaments with Medicines • Fry Bread Teachings
Fredericton High School	<ul style="list-style-type: none"> • Dreamcatcher Club (Tuesdays & Thursdays in D122) • Truth & Reconciliation Week activities (school-wide mini lessons each day & additional resources provided to teachers) • Wolastoq Wednesday - Weekly mini-lessons on Wolastoqey culture & Kahoot for homeroom classes to play • Culture Day Assembly • 2nd Annual FHS Powwow • Indigenous Peoples Day - Live Teams meetings & activities leading up to June 21st
Garden Creek School	<ul style="list-style-type: none"> • Richard Champagne presented to our classes and did PL with our staff. • Orange shirt day activities/Swift Fox All Along • Bear Witness Day/Spirit Bear • Angela Beek/Maw'i Art
George Street Middle School	<ul style="list-style-type: none"> • Wolastoq Wednesday - weekly sharing of language and culture on announcements, play the Wolastoq song • Orange Shirt Day - school/class-based activities and lessons, school wide smudge and picture. Rock painting and placing them along the walking trails within the city limits. • Student-created Orange Shirt Day design was used to make our own Orange Shirts. Students learned how to make and press logo. Sold t-shirts to school staff and students • PISUWIN: A Wolastoqiyik Story - students and staff attended Jeremy Dutcher ballet at the Playhouse • Truth and Reconciliation - school/class based activities and lessons, projects displayed throughout the school. • Morning announcements sharing learning about National Day for Truth and Reconciliation • Multimedia display in school foyer sharing information • My Name Is Wolastoq - Film Screening and discussion group with Chief Ron Tremblay • Indigenous History Month activities • Indigenous People's Day on June 21 • Monthly student of the month and attendance rewards for Bilijk students • Bulletin Board featuring 7 sacred teachings and honouring Bilijk students of the month/year • Signage throughout the school that includes Maliseet language • Indigenous Painted mural in library hallway by main entrance • Language and culture classes offered to Indigenous students in lieu of French classes

		<ul style="list-style-type: none"> • Language and culture SPARK offered 3 times a year for Indigenous and non-Indigenous students to learn about the culture and language. Activities like beaded headdresses, making Bannock bread, Indigenous inspired art lesson, videos, games, songs and crafts were done each week. • Molly Brown from district office working on cultural activities with a small group of students over the course of the second half of the school year • Multicultural open house evening hosted by GSMS where work/projects are showcased all throughout the hallways for the public to see • Class trips to the art gallery to see indigenous art displays for social studies classes. • Weekly drumming groups - led by Purity Moore and Dick Paul all year long • Elder Dick Paul facilitated talking circles and provided counselling for students • Drummers attended and performed at Bliss Carman Middle School for their multicultural assembly day. • Drummers performed traditional songs for school assemblies • Walk and talks along the river with Language and Cultural teacher Barb Brown • Attended Wulastukw Elementary Christmas concert • GSMS Bilijik students attended 2nd annual FHS Powwow.
Sitansisk	Devon Middle School	<ul style="list-style-type: none"> • Pisuwin featuring Jeremy Dutcher at the Fredericton Playhouse • Fredericton Music Festival - Drumming Group • Medicine Walk around Killarney Lake with Justine Tremblay • Fiddlehead Picking • Leo Hayes Powwow • Angela Beek - Entrepreneur and Medicine Pouches • Justin Sappier -Woodworking Skills • Evan Sacobie - Ceremonies information • Walter Brooks - Storytelling • Abigail Brooks - Powwows and Regalia Presentation • Sakom Polchies - Easter Feast with students • Creation of Medicine Pouches • Creation of Min Drums • Creation of Handrums • Beading of Christmas Ornaments with Medicines • Fry Bread Teachings
	Fredericton High School	<ul style="list-style-type: none"> • Dreamcatcher Club (Tuesdays & Thursdays in D122) • Truth & Reconciliation Week activities (school-wide mini lessons each day & additional resources provided to teachers)

		<ul style="list-style-type: none"> • Wolastoq Wednesday - Weekly mini-lessons on Wolastoqey culture & Kahoot for homeroom classes to play • Culture Day Assembly • 2nd Annual FHS Powwow • Indigenous Peoples Day - Live Teams meetings & activities leading up to June 21st
	Gibson-Neill Memorial Elementary School	<ul style="list-style-type: none"> • Drum making with grade 5 students • Shawl Dancing and drumming instruction for Grade 4 and 5 students
	Hanwell Park Academy	<ul style="list-style-type: none"> • Orange Shirt Day • Wòlastòkwiyik Word Wall
	Leo Hayes High School	<ul style="list-style-type: none"> • We organize events and activities that celebrate First Nations culture and heritage. • We recognize and honor significant cultural events and milestones within the school calendar. • Sweat • Powwow • Orange Shirt Day activities • Red Dress Day • Eagle feather ceremony
	Nashwaaksis Memorial School	<ul style="list-style-type: none"> • Grade 3 – smudging
	Nashwaaksis Middle School	<ul style="list-style-type: none"> • Orange Shirt/Truth and Reconciliation Day - grade level assemblies, guest speakers • Cultural information presented at assemblies and on virtual announcements • Field trips for Indigenous students • Guest speakers • Red Dress (MMIW) • National Indigenous People’s Day-Activity Day • Smudging • Beading • Talking circles • Morning Announcements • Archery • Frybread • Feather Hunt • Shaker Kits
	Park Street Elementary School	<ul style="list-style-type: none"> • Classroom Readings
Welamukotuk	Assiniboine Avenue Elementary School	<ul style="list-style-type: none"> • Orange Shirt Day • Spirit Bear

- Singing and Drumming (Denver Hayes, Des Sabbattis)
- Language classes (Phyllis Sabattis)
- Bead making workshop with Guest and elders
- Attended Powwow
- Attended Cultural Arts performance at Playhouse
- Teams meetings with other Enhancement schools
- Teams meeting with Sarah Francis
- Powwow dancing
- Elder's Tea
- Family Fun Day
- Buddy Reading with Ridgeview students
- Hubbard FN Showcase
- Assiniboine FN showcase of dance and drumming for our own school and presenting at another school
- FN culture/language teaching session offered schoolwide
- Basket making/cultural art
- Cultural cuisine with elders
- Kci Skicin program (Indigenous Leaders) building leadership in students
- FN students (Gr 2's) doing a cultural story readalouds with K classes

Devon Middle School

- Pisuwin Featuring Jeremy Dutcher at the Fredericton Playhouse
- Fredericton Music Festival - Drumming Group
- Medicine Walk around Killarney Lake with Justine Tremblay
- Fiddlehead Picking
- Leo Hayes Powwow
- Angela Beek - Entrepreneur and Medicine Pouches
- Justin Sappier -Woodworking Skills
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- Sakom Polchies - Easter Feast with students
- Creation of Medicine Pouches
- Creation of Min Drums
- Creation of Handrums
- Beading of Christmas Ornaments with Medicines

		<ul style="list-style-type: none"> • Fry Bread Teachings
	Hubbard Elementary School	<ul style="list-style-type: none"> • Wednesday Wolastoqey Word of the Week • School pow wow • In-class language lessons • School-wide assemblies • Pull-out language and culture classes for students from Oromocto First Nations • Pow wow dancing instruction • Drumming sessions • Field trip to pow wows, community gatherings, cultural sites, archery, medicine walks, art gallery
	Oromocto High School	<ul style="list-style-type: none"> • Celebration for Orange Shirt day • Pink Shirt Day - Brooke Gillam Design • Red Shawl display • Dwayne Ward-guest speaker • First Nations Cultural Awareness for the month of June • We play the Honour Song every Wed morning.
	Ridgeview Middle School	<ul style="list-style-type: none"> • Buddy Reading with k-2 students • Drumming • Dance • Elders' Tea • Career Fair at St. Mary's • Attended Ballet - Pisuwin at The Playhouse • Film Screening - I am Wolastoqey • Orange Shirt Day Assembly • Red Dress Awareness • Moose Hide Campaign Awareness • Hubbard Powwow
Wotstak	Harvey High School	<ul style="list-style-type: none"> • Recognition of Truth and Reconciliation Day • School wide learning in all ELA classes with the material from the district • Molly Brown was in the building working directly with students in small groups.
	Meduxnekeag Consolidated School	<ul style="list-style-type: none"> • Daily noon clubs (beading, crafts, language, etc) • Language classes Tuesday and Thursday April - June for students K-8 • Drumming weekly (and daily in some classes) • Drum making for Grades K and 2

		<ul style="list-style-type: none"> • Ribbon Skirt making for Middle School Indigenous girls • Ribbon Tie making for Middle School Indigenous boys • Bread making • Spirit Bear activities • Weekly video segments shared whole school by Enhancement Staff
	Royal Road School	<ul style="list-style-type: none"> • Read-Aloud, playing of the Woolastook honor song on weekly morning announcements and videos to support National Indigenous History Month. Richard Champagne visited the school and taught the students the language and what the words mean and symbols.
	Townsvie School	<ul style="list-style-type: none"> • We have had guest speakers come and present on beading exercises. • Class smudgings arranged by some of our classroom teachers • The Middle School art classes have a focus on 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"> • Beading • Basket making and weaving • Indigenous studies course • Connecting students with Molly Brown • Guest Speakers • Field trip to recognize and identify black ash • Had a lunch and learn about access to justice for Wolastoqey Youth. • Wolastoqey Student Leadership Program • Wolastoqey kick off to be held May 23/24 • Orange Shirt Day information for homeroom • Wolastoq Tribal Council Incorporated (WTCI)- School year kick off PL and year end PL (June 7th) in Fredericton

First Nation Community	ASD-W School	18.A Transition Process
Neqotkuk	Andover Elementary School	<ul style="list-style-type: none"> • Three students made the transition from Mah-Sos School this year. 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.
	Devon Middle School	<ul style="list-style-type: none"> • Our school ESS team sets up a transition meeting with the feeder schools for our school. The transition meeting with the Band Operated school is the same as those within the district.

		<ul style="list-style-type: none"> • There is an initial meeting between both schools where information is shared. We then arrange a School Counsellor to School Counsellor meeting and a Resource-to-Resource meeting. • There is then a visit arranged where pertinent ESS members go to the school to observe students and gather any further data needed to advocate for supports (Educational Assistant; Jordan's Principle). • We work with the schools to connect with families if permissions are needed. • The students and staff are invited to the school to participate in an orientation day in late May. Parents are also invited in for an information session in late June. • Individual tours are offered if it would benefit the student.
	Perth-Andover Middle School	<ul style="list-style-type: none"> • Mah-Sos students attended a Theatre NB presentation at PAMS. - March • Family Bingo in Negotkuk with Grade 5 students, 10 staff attended from PAMS - March • Teachers and school counsellor went to Mah-Sos for a question-and-answer session with students. - April • Students from Mah-Sos visited PAMS, attended an assembly and had lunch with Grade 6 students. - April • Mah-Sos students visited PAMS and took part in a station activity - locks, school expectations, handbook - May • Mah-Sos students and families received an invite to a family chocolate bar Bingo at PAMS – May • Students from Mah-Sos 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. - May • Mah-Sos students attended a presentation on growth mindset from Frisbee Rob. - May
	Saint Mary's Academy	<ul style="list-style-type: none"> • Pre K day
	Southern Victoria High School	<ul style="list-style-type: none"> • N/A
Pillick	Devon Middle School	<ul style="list-style-type: none"> • Our school ESS team sets up a transition meeting with the feeder schools for our school. The transition meeting with the Band Operated school is the same as those within the district. • There is an initial meeting between both schools where information is shared. We then arrange a School Counsellor to School Counsellor meeting and a Resource-to-Resource meeting. • There is then a visit arranged where pertinent ESS members go to the school to observe students and gather any further data needed to advocate for supports (Educational Assistant; Jordan's Principle). • We work with the schools to connect with families if permissions are needed. • The students and staff are invited to the school to participate in an orientation day in late May. Parents are also invited in for an information session in late June. • Individual tours are offered if it would benefit the student.
	Fredericton High School	<ul style="list-style-type: none"> • Transition meeting (x2) with the Enhancement team at George Street Middle School • Wolokehkimsu Summer Program – land-based challenge for credit program for students going into Grades 9-12. • Grade 8 Tour – private tour of FHS led by student leaders for Bilijk students going into grade 9

		<ul style="list-style-type: none"> Grade 8 Lunch downtown with FHS team Hoodies for incoming grade 9 students with FHS logo
	Garden Creek School	<ul style="list-style-type: none"> N/A
	George Street Middle School	<ul style="list-style-type: none"> Started the transition process as early as possible Invited Grade 5s to partake in our weekly language and culture SPARK. They came to GSMS for 4 Fridays to do cultural activities with current Bilijk students. All incoming Grade 5 students participate in an orientation, a school tour. Both privately and schoolwide with all other feeder elementary schools. Enhancement staff and admin/resource visit the elementary school as well as the high school to exchange transition information. Grade 5s from WES attended the GSMS production of Frozen. Enhancement staff took Grade 5s out for lunch in town to build connections and relationships. Enhancement staff greet the new Grade 6s right off the bus on the first day of school and provide direct support. Students are strategically placed in classes to maximize their comfort as per the advice of the elementary school. GSMS Enhancement staff also works with FHS Enhancement staff for Grade 8s transitioning up to high school. FHS staff takes Grade 8s out for lunch to build relationships and build connections before their new school year starts. Personalized guided tour with just Bilijk Grade 8 students at FHS
Sitansisk	Devon Middle School	<ul style="list-style-type: none"> Our school ESS team sets up a transition meeting with the feeder schools for our school. The transition meeting with the Band Operated school is the same as those within the district. There is an initial meeting between both schools where information is shared. We then arrange a School Counsellor to School Counsellor meeting and a Resource-to-Resource meeting. There is then a visit arranged where pertinent ESS members go to the school to observe students and gather any further data needed to advocate for supports (Educational Assistant; Jordan's Principle). We work with the schools to connect with families if permissions are needed. The students and staff are invited to the school to participate in an orientation day in late May. Parents are also invited in for an information session in late June. Individual tours are offered if it would benefit the student.
	Fredericton High School	<ul style="list-style-type: none"> Transition meeting (x2) with the Enhancement team at George Street Middle School Wolokehkimsu Summer Program - land-based challenge for credit program for students going into grades 9-12 Grade 8 Tour - private tour of FHS led by student leaders for Bilijk students going into Grade 9 Grade 8 Lunch downtown with FHS team Hoodies for incoming Grade 9 students with FHS logo

	Gibson-Neill Memorial Elementary School	<ul style="list-style-type: none"> No formal process created at this time for this specific situation, but do have a formal whole-school process for welcoming new students: guided tour, information provided to family, if necessary - transition meeting would take place, consultation with previous school.
	Hanwell Park Academy	<ul style="list-style-type: none"> None
	Leo Hayes High School	<ul style="list-style-type: none"> If out of zone, our ESS teams will touch base with their ESS teams.
	Nashwaaksis Memorial School	<ul style="list-style-type: none"> Individualized student tour, meet with staff at previous school to discuss strengths and needs
	Nashwaaksis Middle School	<ul style="list-style-type: none"> We tend to 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 reach out in April through email to connect to the principal at CHSMES to see if there are students transitioning to NMS each Fall. I have also sent information regarding student tours of the building and offered an ESS member to connect to transition any students.
	Park Street Elementary School	<ul style="list-style-type: none"> We have not had any students arrive that went to a Band Operated school.
Welamukotuk	Assiniboine Avenue Elementary School	<ul style="list-style-type: none"> Weekly Headstart visits Headstart Kindergarten Orientation in community and public school
	Devon Middle School	<ul style="list-style-type: none"> Our school ESS team sets up a transition meeting with the feeder schools for our school. The transition meeting with the Band Operated school is the same as those within the district. There is an initial meeting between both schools where information is shared. We then arrange a School Counsellor to School Counsellor meeting and a Resource-to-Resource meeting. There is then a visit arranged where pertinent ESS members go to the school to observe students and gather any further data needed to advocate for supports (Educational Assistant; Jordan's Principle). We work with the schools to connect with families if permissions are needed. The students and staff are invited to the school to participate in an orientation day in late May. Parents are also invited in for an information session in late June. Individual tours are offered if it would benefit the student.
	Hubbard Elementary School	<ul style="list-style-type: none"> N/A
	Oromocto High School	<ul style="list-style-type: none"> We do not have a Band Operated school in our catchment.
	Ridgeview Middle School	<ul style="list-style-type: none"> We do not have students coming from a Band Operated school.
Wotstak	Harvey High School	<ul style="list-style-type: none"> Open communications with the family and band. Currently, there is only 1 student who comes from a Band Operated school and the student has been at Harvey for a number of years. This is an area that could/should be explored if we have additional students enroll.
	Meduxnekeag Consolidated School	<ul style="list-style-type: none"> Transition from the preschool includes visits made by staff and 2 days by students into the K classrooms.

	Royal Road School	<ul style="list-style-type: none"> We reach out to previous schools and or participate in transition meetings on a as need basis. We meet families when they arrive at the school, and they are provided with school related details.
	Townsvie School	<ul style="list-style-type: none"> N/A
	Woodstock High School	<ul style="list-style-type: none"> We connect them with the Support Worker and Guidance Counselor. We also have individual meetings as required. We invite them to the school for tours to get comfortable with the school and activities.

First Nation Community	ASD-W School	19.A School Strategies
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 was procured for the welcome sign outside the school. Additional Wolastoqey signage was obtained and is in the process of being installed. Greetings for the morning announcements are 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.
	Devon Middle School	<ul style="list-style-type: none"> Bi-weekly meetings with School Administration and the Enhancement Team ESS support with PLPs Jordan's Principle School Counsellor Jordan's Principle Support Workers (5 staff in total) Literacy and Numeracy in-class support from Enhancement Team Regular Meetings with Sitansisk Director of Education and DMS School Administration School Administration attends events planned for students Parent Meetings Guest Speakers Student Leadership Opportunities with assemblies
	Perth-Andover Middle School	<ul style="list-style-type: none"> Our school improvement strategies promote an inclusive culture to help our First Nations students feel more welcome at PAMS and safe. PAMS purchased art from local artist (Danielle Moulton) to be displayed in the school. Our PBIS (Positive Behavior Intervention Support) strategies allow our FN students to have a voice when creating expectations for a safe and respectful environment. Our goal of enhancing community connectedness included going to Neqotkuk for a family BINGO and holding a social during parent teacher ion partnership with the Tobique Education team.

		<ul style="list-style-type: none"> Other strategies include morning greetings in Wolastoqey, the Wolastoq honor song played weekly, student artwork being displayed, Wolastoqey signage in the building, and student artwork being used in schoolwide signage Regular checks ins take place with students of concern with the student services team and the behavior mentor. The First Nations School counsellor (Tobique Education) visits PAMS two days a week to meet with students who need support. PAMS coordinates with Wolastoq Education for ongoing support in math and literacy for Indigenous students. This group provides tutors for daily reading support as well as in class math tutoring, science club leaders, and support for science classes (grow towers). A new Indigenous outdoor learning center was completed and blessed by a Negotkuk elder. This is now a safe and welcoming space for outdoor learning to take place.
	Saint Mary's Academy	<ul style="list-style-type: none"> SIP - Engaging students, giving them a voice.
	Southern Victoria High School	<ul style="list-style-type: none"> ESST Support - First Nations Student Counsellor support Math Tutor Alternative Transportation In-Community Tutoring Alternative Learning Centre Intentionally strengthened partnership between Wolastoq Education and School to create new opportunities to support struggling First Nation students.
Pilick	Devon Middle School	<ul style="list-style-type: none"> Bi-weekly meetings with School Administration and the Enhancement Team ESS support with PLPs Jordan's Principle School Counsellor Jordan's Principle Support Workers (5 staff in total) Literacy and Numeracy in-class support from Enhancement Team Regular Meetings with Sistansisk Director of Education and DMS School Administration School Administration attends events planned for students Parent Meetings Guest Speakers Student Leadership Opportunities with assemblies
	Fredericton High School	<ul style="list-style-type: none"> PLC - Diversity & Culture
	Garden Creek School	<ul style="list-style-type: none"> Diversity and Inclusion Committee survey and SIP goals
	George Street Middle School	<ul style="list-style-type: none"> Consistent communication between community, schools (GSMS and FHS), teachers and families. Literacy, numeracy and academic supports are offered both in class and in a designated classroom. Bilijk students have their safe space where they are comfortable to learn, hang out and decompress if ever there is a need.

		<ul style="list-style-type: none"> • Our SIP is about mattering and belonging. GSMS works hard to communicate with students and accommodate their wants and needs whenever possible to ensure they are comfortable and feel like they matter and belong. • Monthly partnership meetings between Enhancement staff, admin, community, and district. • Culturally relevant clubs, activities and curriculum are delivered all year.
Sitansisk	Devon Middle School	<ul style="list-style-type: none"> • Bi-weekly meetings with School Administration and the Enhancement Team • ESS support with PLPs • Jordan's Principle School Counsellor • Jordan's Principle Support Workers (5 staff in total) • Literacy and Numeracy in-class support from Enhancement Team • Regular Meetings with Sistansisk Director of Education and DMS School Administration • School Administration attends events planned for students • Parent Meetings • Guest Speakers • Student Leadership Opportunities with assemblies
	Fredericton High School	<ul style="list-style-type: none"> • PLC - Diversity & Culture
	Gibson-Neill Memorial Elementary School	<ul style="list-style-type: none"> • School staff would welcome them
	Hanwell Park Academy	<ul style="list-style-type: none"> • None yet
	Leo Hayes High School	<ul style="list-style-type: none"> • We have one VP dedicated to the FN portfolio. • Flexible and Inclusive Teaching Methods • Use diverse teaching methods that cater to various learning styles • Incorporate experiential learning, storytelling, and land-based education • Culturally Responsive Curriculum • Integrate First Nations history, culture, and perspectives into the curriculum • Use teaching materials that reflect First Nations languages, stories, and contributions
	Nashwaaksis Memorial School	<ul style="list-style-type: none"> • Jordan's Principle applications when necessary (ex: counselling, tutoring).
	Nashwaaksis Middle School	<ul style="list-style-type: none"> • Our school plan is around differentiation/feedback for all teachers/students and student connection. Working on connecting all students to teachers.
	Park Street Elementary School	<ul style="list-style-type: none"> • None specific
Welamukotuk	Assiniboine Avenue Elementary School	<ul style="list-style-type: none"> • Academic Tutoring • 7 Teachings • Jordan's Principle Workers • Hot lunch Program

		<ul style="list-style-type: none"> Drop in Breakfast
	Devon Middle School	<ul style="list-style-type: none"> Bi-weekly meetings with School Administration and the Enhancement Team ESS support with PLPs Jordan's Principle School Counsellor Jordan's Principle Support Workers (5 staff in total) Literacy and Numeracy in-class support from Enhancement Team Regular Meetings with Sitansisk Director of Education and DMS School Administration School Administration attends events planned for students Parent Meetings Guest Speakers Student Leadership Opportunities with assemblies
	Hubbard Elementary School	<ul style="list-style-type: none"> Language and culture classes Academic support
	Oromocto High School	<ul style="list-style-type: none"> We have our monthly NEAT meetings monthly with our entire ESS Team Maintain close relationship with our OFN Alt site, OFN CFS staff Consult with BBI mentors Probation and Diversion supports Drummers and Dancers perform at our school assemblies, and they go into other schools (elementary and middle schools by invitation)
	Ridgeview Middle School	<ul style="list-style-type: none"> Attendance incentive program Solid partnerships with feeder schools Inviting previous FN students back to RMS to take on leadership role with drumming and dancing. The Honor Song is played twice a week in the morning. Land Acknowledgement is read by students whenever there is a gathering. Food security program ensuring all FN students have paid hot lunch Working with WTCI to form a First Nations student Leadership group to ensure the voice of the students is heard. Drumming and dancing bring students together to practice cultural traditions. Web based programs that support Wolastoqey learning First Nations library in the FN cultural & language room
Wotstak	Harvey High School	<ul style="list-style-type: none"> Small groups with Molly Brown Grade 10 student who is focused on her Essential Skills capstone project - the creation and development of a culture club, drum making and introduction of cultural pieces/art throughout the school
	Meduxnekeag Consolidated School	<ul style="list-style-type: none"> Learning how to embed FN education into curriculum delivery

		<ul style="list-style-type: none"> • Introducing language classes to students • Introducing drums to students so they have their own drum when at school • Daily land acknowledgement • Bi-monthly meeting with WFN Director of Education • NEAT meetings every 6-8 weeks supporting Indigenous educators to attend conferences incorporating language exploration (Mic Mac and Maliseet) into the Forest classroom and beyond • Maintaining the heart garden in recognition that every child matters • Barton's Reading Intervention for identified students • Middle School students participating in the FN Leadership program
	Royal Road School	<ul style="list-style-type: none"> • This year our school was part of the holistic curriculum which lent itself to the First Nations outcomes.
	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"> • Beading and basket making has been reintroduced to the students. • We have a new drum with the intention of starting drumming. • Our Learning Center continues to support many students in achieving graduation. • Keeping strong connections with Leaders in the community to help improve the learning experience for the students. • Making Waves for Grades 9 and 10

First Nation Community	ASD-W School	20.A First Nations-led Professional Learning
Neqotkuk	Andover Elementary School	<ul style="list-style-type: none"> • KAIROS Blanket Exercise – unfortunately not completed as planned due to changes in PL Day schedules. Will try again next year.
	Devon Middle School	<ul style="list-style-type: none"> • Orange Shirt Day - Full School Assembly • I am Wolostoq Presentation with Ron Tremblay - Full School Assembly • EECD PL day for all staff • Indigenous Education Leads from ASDW have been in to support Indigenous and Non-Indigenous Staff • Indigenous Peoples Day Healing Walk - Theme: Unity - Coming Together as a Community • Grade Level Assembly led by students
	Perth-Andover Middle School	<ul style="list-style-type: none"> • Imelda Perley - Medicine teachings, stories of the little people (staff and student) • Tina Bear - Language teaching (staff and students) • Heaven Soloman - Treaty Education (staff and students)

		<ul style="list-style-type: none"> Staff attended various virtual PL sessions organized by ASD-W in April to enhance their knowledge on how to incorporate Indigenous culture in the holistic curriculum.
	Saint Mary's Academy	<ul style="list-style-type: none"> PL lead by EECD, leads and elders visiting the school
	Southern Victoria High School	<ul style="list-style-type: none"> Circle of Understanding (Dr. David & Imelda Perley) Culturally Based Education (Dr. David & Imelda Perley) History of Wabanaki (Dr. David & Imelda Perley)
Pilick	Devon Middle School	<ul style="list-style-type: none"> Orange Shirt Day - Full School Assembly I am Wolostoq Presentation with Ron Tremblay - Full School Assembly EECD PL day for all staff Indigenous Education Leads from ASDW have been in to support Indigenous and Non-Indigenous Staff Indigenous Peoples Day Healing Walk - Theme: Unity - Coming Together as a Community Grade Level Assembly led by students
	Fredericton High School	<ul style="list-style-type: none"> April 15th – Wabanaki Professional Learning Day May 13th – Quillwork session with Mi'kmaq artist Tara Francis
	Garden Creek School	<ul style="list-style-type: none"> N/A
	George Street Middle School	<ul style="list-style-type: none"> Wulastukw Tribal Council Inc education day at the Delta (beginning and end of the school year) Indigenous based PL through the new holistic curriculum framework FHS Powwow BLISS Carman multicultural performance for their school 2-day Autism convention hosted by VIVA
Sitansisk	Devon Middle School	<ul style="list-style-type: none"> Orange Shirt Day - Full School Assembly I am Wolostoq Presentation with Ron Tremblay - Full School Assembly EECD PL day for all staff Indigenous Education Leads from ASDW have been in to support Indigenous and Non-Indigenous Staff Indigenous Peoples Day Healing Walk - Theme: Unity - Coming Together as a Community Grade Level Assembly led by students
	Fredericton High School	<ul style="list-style-type: none"> April 15th – Wabanaki Professional Learning Day May 13th – Quillwork session with Mi'kmaq artist Tara Francis
	Gibson-Neill Memorial Elementary School	<ul style="list-style-type: none"> N/A 2023-2024
	Hanwell Park Academy	<ul style="list-style-type: none"> We did work with Molly Brown and Sarah Francis.
	Leo Hayes High School	<ul style="list-style-type: none"> Provided training for teachers on cultural competence and awareness Encouraged teachers to understand and appreciate First Nations' ways of knowing and learning

	Nashwaaksis Memorial School	<ul style="list-style-type: none"> We did not organize any First Nations learning opportunities this year.
	Nashwaaksis Middle School	<ul style="list-style-type: none"> Enhancement work in place at school
	Park Street Elementary School	<ul style="list-style-type: none"> None this year
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. Elder visits and Language classes Chief has visited and led music class (SSOR).
	Devon Middle School	<ul style="list-style-type: none"> Orange Shirt Day - Full School Assembly I am Wolostoq Presentation with Ron Tremblay - Full School Assembly EECD PL day for all staff Indigenous Education Leads from ASDW have been in to support Indigenous and Non-Indigenous Staff Indigenous Peoples Day Healing Walk - Theme: Unity - Coming Together as a Community Grade Level Assembly led by students
	Hubbard Elementary School	<ul style="list-style-type: none"> N/A
	Oromocto High School	<ul style="list-style-type: none"> We encourage all teachers to incorporate Indigenous education and culture into their subject teachings. Elders came in and did a smudge with the Grade 9 ELPA and Grade 11 and 12 re-writes. Staff PL online with Elders on Wabanaki Education Noel Millea and Imelda Perley
	Ridgeview Middle School	<ul style="list-style-type: none"> None
Wotstak	Harvey High School	<ul style="list-style-type: none"> All EECD and District directed/supported PL was welcomed by all staff.
	Meduxnekeag Consolidated School	<ul style="list-style-type: none"> Ribbon skirt making workshops Moccasin making workshop
	Royal Road School	<ul style="list-style-type: none"> Richard Champagne and Imelda Perley provided a virtual PL that some staff included administration participated in.
	Townsvie School	<ul style="list-style-type: none"> Teachers participated in PL opportunities offered by ASDW in conjunction with the Holistic Curriculum.
	Woodstock High School	<ul style="list-style-type: none"> Orange Shirt Day - information for homeroom. Wolastoq Tribal Council Incorporated (WTCI) - School year kick off PI and year end PI (June 7th) in Fredericton

First Nation Community	ASD-W School	21.A Presenters
Neqotkuk	Andover Elementary School	<ul style="list-style-type: none"> Tina Perley-Martin Aaron Nicholas

		<ul style="list-style-type: none"> • Wyatt Moulton • Delbert Moulton • Opolahsomuwehs (Imelda Perley) • Dave Perley • Todd Nicholas • Bridgette Moulton • Amanda Myran • Craig Isaac • Molly Brown
	Devon Middle School	<ul style="list-style-type: none"> • Angela Beek • Justin Sappier • Evan Sacobie • Walter Brooks • Abigail Brooks • Molly Brown • Sakom Polchies • Grand Chief Ron Tremblay • Richard Paul • Maggie Paul
	Perth-Andover Middle School	<ul style="list-style-type: none"> • Roseanne Clark – Language (Wolastoqey students) • Margaret Grant – Language (Wolastoqey students) • Imelda Perley - Medicine teachings, stories of the little people (staff and student) • Tina Bear - Language teaching (staff and students) • Heaven Soloman - Treaty Education (staff and students)
	Saint Mary's Academy	<ul style="list-style-type: none"> • Elder Nicole
	Southern Victoria High School	<ul style="list-style-type: none"> • Dr. David Perley • Dr. Imelda Perley • Shane Dutcher-Perley • Delbert Moulton • David Neckoway • Ribbon Skirt Workshop - The individual led students in Ribbon Skirt teachings and crafting their own Ribbon Skirts.
Pilick	Devon Middle School	<ul style="list-style-type: none"> • Angela Beek

		<ul style="list-style-type: none"> • Justin Sappier • Evan Sacobie • Walter Brooks • Abigail Brooks • Molly Brown • Sakom Polchies • Grand Chief Ron Tremblay • Richard Paul • Maggie Paul
	Fredericton High School	<ul style="list-style-type: none"> • Indigenous Jack Talks Presentation - Jess Saunders from Jack.org • Making Waves Program - Asha Bear from Partners for Youth • Mi'kmaq-Wolastoqey Centre at UNB Presentation - Alexander Miller • Mind Medicine Program (7 weeks long) - Amanda Poirier from Bilijk Wellness • Making Medicine Pouches - Amanda Poirier from Bilijk Wellness • Post-Secondary Information - Amanda Morgan-Polchies from Bilijk Education • Talking Circle - Elder Richard Paul • Youth Justice Presentations (x2) - Kamryn Saulis from WNNB • International Women's Day Panel - Amber Solomon from Bilijk • Drum Group Teachings (x3) - Sarah Francis, Percy Sacobie, Elder Richard Paul
	Garden Creek School	<ul style="list-style-type: none"> • Richard Champagne • Angela Beek
	George Street Middle School	<ul style="list-style-type: none"> • Molly Brown- small group cultural activities • Elder Dick Paul- drumming, talking circles, spirit animals, counselling • Student Purity Moore- Co-op student for a term – led drumming group, provided cultural supports for students • Student Crystal Atwin- FHS student – attends/helps with language classes on Fridays with Barb Brown to gain experience for future language education teaching • Grand Chief Ron Tremblay – My Name is Wulastukw movie viewing/assembly- small group • Andrea Parent- Indigenous art class
Sitansisk	Devon Middle School	<ul style="list-style-type: none"> • Angela Beek • Justin Sappier • Evan Sacobie • Walter Brooks • Abigail Brooks

		<ul style="list-style-type: none"> • Molly Brown • Sakom Polchies • Grand Chief Ron Tremblay • Richard Paul • Maggie Paul
	Fredericton High School	<ul style="list-style-type: none"> • Indigenous Jack Talks Presentation - Jess Saunders from Jack.org • Making Waves Program - Asha Bear from Partners for Youth • Mi'kmaq-Wolastoqey Centre at UNB Presentation - Alexander Miller • Mind Medicine Program (7 weeks long) - Amanda Poirier from Bilijk Wellness • Making Medicine Pouches - Amanda Poirier from Bilijk Wellness • Post-Secondary Information - Amanda Morgan-Polchies from Bilijk Education • Talking Circle - Elder Richard Paul • Youth Justice Presentations (x2) - Kamryn Saulis from WNNB • International Women's Day Panel - Amber Solomon from Bilijk • Drum Group Teachings (x3) - Sarah Francis, Percy Sacobie, Elder Richard Paul
	Gibson-Neill Memorial Elementary School	<ul style="list-style-type: none"> • Abby Brooks, Liam – Shawl Dancing and Drumming sessions
	Hanwell Park Academy	<ul style="list-style-type: none"> • Molly Brown • Sarah Francis
	Leo Hayes High School	<ul style="list-style-type: none"> • Evan Sacobie • Angie Acquin
	Nashwaaksis Memorial School	<ul style="list-style-type: none"> • N/A
	Nashwaaksis Middle School	<ul style="list-style-type: none"> • Angela Beek (Shakers) • Cyril Sacobie (Feather Hunt)
	Park Street Elementary School	<ul style="list-style-type: none"> • None this year
Welamukotuk	Assiniboine Avenue Elementary School	<ul style="list-style-type: none"> • Phyllis Sabattis • Sarah Francis • Denver Hayes • Desiree Sabattis • Dianna (GEmWorks) • Chief Shelley Sabattis • Richard Champagne
	Devon Middle School	<ul style="list-style-type: none"> • Angela Beek

		<ul style="list-style-type: none"> Justin Sappier Evan Sacobie Walter Brooks Abigail Brooks Molly Brown Sakom Polchies Grand Chief Ron Tremblay Richard Paul Maggie Paul
	Hubbard Elementary School	<ul style="list-style-type: none"> Ron Tremblay OHS Drummers OHS Dancers Denver Hayes
	Oromocto High School	<ul style="list-style-type: none"> Staff PL online with Elders on Wabanaki Education Noel Millea and Imelda Perley and Dwayne Ward presented on Mental Fitness, Resiliency and Addictions. Sacred Fire Teachings from Elder Chuck Sewell for the student body
	Ridgeview Middle School	<ul style="list-style-type: none"> Denver Hayes - FN Dance instructor & Drumming Joe Paul - Presenter First Nation Teachings Anthony Truong Swan- Film Screening Ron Tremblay - Grand Chief Richard Champagne - ASDW Lead for FN Enhancement Molly Brown - Lead for First Nations Education
Wotstak	Harvey High School	<ul style="list-style-type: none"> Molly Brown
	Meduxnekeag Consolidated School	<ul style="list-style-type: none"> Carol Polchies, Elder and Language Keeper Mariah Deleavey, language keeper and helper with Ribbon Skirts Deana Peters, and Kingsclear teaching staff who helped with drum making
	Royal Road School	<ul style="list-style-type: none"> Richard Champagne
	Townsvie School	<ul style="list-style-type: none"> Indigenous history of the area. Elder Trudi Cummings wants to respond to these questions and explain a wide variety of history, stories, and Wolastoqey worldview with the students. She brought artifacts to show and share.
	Woodstock High School	<ul style="list-style-type: none"> Carole Polchies Brock Polchies Kamryn Saulis Lisa Saulis

First Nation Community	ASD-W School	22.A First Nations Enhancement Staff Professional Learning Opportunities
Neqotkuk	Andover Elementary School	<ul style="list-style-type: none"> 91% - 100%
	Devon Middle School	<ul style="list-style-type: none"> 100%
	Perth-Andover Middle School	<ul style="list-style-type: none"> 100% unless PL is organized by Tobique Education
	Saint Mary's Academy	<ul style="list-style-type: none"> No Enhancement Staff at our school
	Southern Victoria High School	<ul style="list-style-type: none"> 100%
Pilick	Devon Middle School	<ul style="list-style-type: none"> 100%
	Fredericton High School	<ul style="list-style-type: none"> 50%
	Garden Creek School	<ul style="list-style-type: none"> 0
	George Street Middle School	<ul style="list-style-type: none"> 100%
Sitansisk	Devon Middle School	<ul style="list-style-type: none"> 100%
	Fredericton High School	<ul style="list-style-type: none"> 50%
	Gibson-Neill Memorial Elementary School	<ul style="list-style-type: none"> 100%
	Hanwell Park Academy	<ul style="list-style-type: none"> 0
	Leo Hayes High School	<ul style="list-style-type: none"> 100%
	Nashwaaksis Memorial School	<ul style="list-style-type: none"> N/A
	Nashwaaksis Middle School	<ul style="list-style-type: none"> 95%-100%
	Park Street Elementary School	<ul style="list-style-type: none"> We don't have an Enhancement worker
Welamukotuk	Assiniboine Avenue Elementary School	<ul style="list-style-type: none"> 91% to 100%
	Devon Middle School	<ul style="list-style-type: none"> 100%
	Hubbard Elementary School	<ul style="list-style-type: none"> 100%
	Oromocto High School	<ul style="list-style-type: none"> All
	Ridgeview Middle School	<ul style="list-style-type: none"> 100% <p>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</p>
Wotstak	Harvey High School	<ul style="list-style-type: none"> 0
	Meduxnekeag Consolidated School	<ul style="list-style-type: none"> 100%
	Royal Road School	<ul style="list-style-type: none"> Currently we do not have a First Nations Enhancement Staff assigned to our school.

	Townsvew School	<ul style="list-style-type: none"> 91%-100%
	Woodstock High School	<ul style="list-style-type: none"> They all do unless there is alternate PL provided specifically for them

Enhancement Proposal Development Process

Please note: no data was collected regarding Enhancement Proposals for 2023-24.

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	24.A Enhancement Agreement Positions
Neqotkuk	Andover Elementary School	<ul style="list-style-type: none"> First Nation Education Worker - Academic First Nation Education Worker - Academic First Nation Education Worker - Cultural
	Devon Middle School	<ul style="list-style-type: none"> First Nations Education Support - Academic Literacy First Nations Education Support - Academic Numeracy First Nations Education Teacher - Language & Culture First Nations Education Teacher - Language & Culture
	Perth-Andover Middle School	<ul style="list-style-type: none"> First Nation Education Teacher - Language and Culture (1 position) First Nation Support Workers - Academic (3 Positions)
	Saint Mary's Academy	<ul style="list-style-type: none"> No Enhancement Staff at our school.
	Southern Victoria High School	<ul style="list-style-type: none"> Academic Support Worker Behavior Support Worker Liaison Worker Wolastqey Language Teacher
Pilick	Devon Middle School	<ul style="list-style-type: none"> First Nations Education Support - Academic Literacy First Nations Education Support - Academic Numeracy First Nations Education Teacher - Language & Culture First Nations Education Teacher - Language & Culture
	Fredericton High School	<ul style="list-style-type: none"> Indigenous Educational Support Teacher

		<ul style="list-style-type: none"> • Indigenous Education Teacher - Language & Culture • Wolokehkiketuw - Cultural Support in Education • First Nation Academic Support Workers (x2)
	Garden Creek School	<ul style="list-style-type: none"> • N/A
	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 • Wulastewkway Language teacher
Sitansisk	Devon Middle School	<ul style="list-style-type: none"> • First Nations Education Support - Academic Literacy • First Nations Education Support - Academic Numeracy • First Nations Education Teacher - Language & Culture • First Nations Education Teacher - Language & Culture
	Fredericton High School	<ul style="list-style-type: none"> • Indigenous Educational Support Teacher • Indigenous Education Teacher - Language & Culture • Wolokehkiketuw - Cultural Support in Education • First Nation Academic Support Workers (x2)
	Gibson-Neill Memorial Elementary School	<ul style="list-style-type: none"> • First Nation Education Teacher - Language and Culture
	Hanwell Park Academy	<ul style="list-style-type: none"> • None
	Leo Hayes High School	<ul style="list-style-type: none"> • Indigenous studies/Art/Language teacher • 3 teachers at Wolo
	Nashwaaksis Memorial School	<ul style="list-style-type: none"> • N/A
	Nashwaaksis Middle School	<ul style="list-style-type: none"> • Wolastoqey Education Teacher (1) - Language and Culture • Jordan's Principle Workers (4)
	Park Street 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
	Devon Middle School	<ul style="list-style-type: none"> • First Nations Education Support - Academic Literacy • First Nations Education Support - Academic Numeracy • First Nations Education Teacher - Language & Culture • First Nations Education Teacher - Language & Culture
	Hubbard Elementary School	<ul style="list-style-type: none"> • First Nations Language and Culture Teacher • First Nations Support Worker

	Oromocto High School	<ul style="list-style-type: none"> • Educational Assistant - Lisa Harding • Behaviour Intervention Support Worker - James Garrett • Kim Sark - First Nation Enhancement Teacher
	Ridgeview Middle School	<ul style="list-style-type: none"> • First Nation Language and Culture Teacher - C Contract - John Primrose • First Nation Education Workers (2) – Academic
Wotstak	Harvey High School	<ul style="list-style-type: none"> • 0
	Meduxnekeag Consolidated School	<ul style="list-style-type: none"> • First Nation Academic Support • First Nation Interventionist
	Royal Road School	<ul style="list-style-type: none"> • N/A
	Townsvie School	<ul style="list-style-type: none"> • Enhancement Academic Support Worker
	Woodstock High School	<ul style="list-style-type: none"> • First Nations Educational Support Worker • First Nations Guidance Counsellor