



District Education Council – Superintendent Monitoring Report

Policy Name and Number: ASD-W-ER 11

Reports Per Year: One

Date of Report: December 11, 2025

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 Wabanakiak in New Brunswick.

Report Filed By: David McTimoney, Superintendent

Report Supported By: Sarah Francis, Nihkanatpat 'ciw Skicinowi Kehkiketuwakon
Molly Brown, Skicinuwi Kehkiketuwakon Mihkukesit
Richard Champagne, Treaty Education Lead
Kelly Aitken, Indigenous Services Lead
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. Wabanakiak 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 Wabanakiak in our province, both historically and in the present day.
- Partnerships with Wolastoqey communities, Wolastoqey organizations, and staff from the Department of Education and Early Childhood Development (EECD) and the school district will strengthen the educational experiences of Indigenous learners and support their access to responsive, relevant learning opportunities. It is expected that all students in ASD-W will benefit from meaningful, well-planned instruction that deepens their understanding of accurate Canadian and New Brunswick history.
- Learning is enhanced for all students when Wabanaki perspectives are centered in classroom activities and throughout the school environment. Similarly, recognizing Wolastoqi and Indigenous learning styles, languages, and cultural practices is essential for teachers and staff as they support student success. Data is collected and analyzed to inform decisions aimed at improving achievement outcomes for Wolastoqi and other Indigenous learners.
- Opportunities are made available for the ASD-W student and staff community to understand and celebrate the history, culture, and contemporary issues of Wabanakiak.

- Recognizing that strong family and community connections enrich student learning, ASD-W actively seeks meaningful ways to welcome Indigenous parents and caregivers into school life. The district works to build trusting, collaborative relationships and to involve families in decisions that support their children's educational journey.

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 dedicated goal to Treaty education and anti-racism efforts - *By June 2026, ASD-W will equip schools with the tools, professional learning, and policy framework necessary to actively address racism and discrimination.*
- 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.
Each committee includes:
 - Sakom (Chief,
 - Community Education Director,
 - Nihkanatpat 'ciw Skicinuwi Kehkiketuwakon for ASD-W,
 - Director of Finance and Administration from ASD-W
 - Superintendent from ASD-W
 - Skicinuwi Kehkiketuwakon Mihkukesit for ASD-W

The committees review proposals and invest in educational support to enhance learning for nominal role Wolastoqi students. 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.

- 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!
*The final enhancement reports will be provided up receipt.

- ASD-W Plan of establishment: Indigenous Education Team:
 - Sarah Francis, Nihkanatpat 'ciw Skicinuwi Kehkiketuwakon
 - Molly Brown, Skicinuwi Kehkiketuwakon Mihkukesit
 - Richard Champagne, Treaty Education Lead
 - Kelly Aitken, Indigenous Services Lead

The Indigenous Education Team works collaboratively across ASD-W to strengthen Wabanaki-centered learning, support Indigenous students and families, and enhance culturally responsive practice across schools. Together, the team engages in provincial and district-level discussions, maintains regular communication with First Nation communities, and ensures Indigenous perspectives are embedded in planning, resource allocation, and educational decision-making. The team collectively supports language revitalization, cultural programming, Treaty Education, and equitable access initiatives—including ongoing work connected to Jordan's Principle—to ensure Indigenous learners are meaningfully supported in their school environments.

- Indigenous partnerships are essential to supporting all Indigenous learners in ASD-W. Collaboration with organizations such as Child and Family Services, Non-Insured Health Benefits, Jordan's Principle, MAWIW, Wolastoqey Tribal Council Inc, Three Nations Education Group Inc., and other community and service partners ensure a coordinated approach to education, wellness, and cultural support. Language Carriers and Knowledge Keepers work with Wolastoqey Latuwewakon and Indigenous Studies teachers to enhance lesson planning, assessment, and programming, while sharing knowledge across the district.
- ASD-W integrates Indigenous culture and knowledge through regular recognition activities, cultural events, and community engagement. Key initiatives include traditional dancing and drumming, Orange Shirt Day, Indigenous Peoples Day, Indigenous Veterans Day, Storytelling Week, Medicine Walks, Land-Based Learning, Moosehide Campaign and weekly sharing of the Wolastoq Song. Schools also host parent-teacher interviews for First Nation students, Elder's Tea, school powwows, Water Walks, and guest speakers, with enhancement staff connecting families and schools.
- Indigenous Elders, Knowledge Keepers, and Language carriers actively contribute by sharing teachings on Sacred medicines, Treaty rights, Wolastoqey Nation, Residential Schools, and ceremonies. They also provide instruction in Indigenous language, Wabanaki perspectives, Treaty education, beadwork, and regalia workshops. These efforts strengthen cultural awareness, community relationships, and Indigenous perspectives within the district.
- There is a \$351 000 global budget that is assigned to the First Nation portfolio and is overseen by the Director.

This money is assigned as follows:

- a) \$101,400 assigned to schools that serve Wolastoqi students from the six communities along Wolastoq,

- b) \$209,600 to be used by the Indigenous Education team for costs associated with language work, technology, books, honorariums, supply teachers, professional learning, holistic curriculum resources creation/support– this list is not exhaustive,
- c) \$40,000 MMIIDP academic support worker

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 2024-2025 – to be sent upon receipt
- Report and District Presentation – Power Point

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

David McTimoney