

ANGLOPHONE NORTH SCHOOL DISTRICT



FIRST NATION EDUCATION REPORT 2018-2019

PREPARED BY: MATTHEW SWEZEY ASD-N SUBJECT COORDINATOR OF
FIRST NATION EDUCATION

Photo: Grade 5 French Immersion student Schuyler from Terry Fox Elementary created this piece of art to demonstrate reconciliation.

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PREAMBLE

Anglophone North School District is situated on traditional and unceded Mi'kmaq territory and serves the largest population of Mi'kmaq children and youth in the province. ASD-N is committed to providing quality educational opportunities that respond to the needs of First Nation children and youth, and their communities. Moving forward with the Truth and Reconciliation Commission's 94 Calls to Action is a priority in building understanding of traditional and contemporary First Nation cultures, histories, and perspectives by all students and staff, system wide. Objective 6 from the provinces 10 Year Education Plan clearly outlines the areas needed to grow in order to meet these needs. Embedding culturally responsive resources, materials and pedagogical practices will get us closer to meeting our goals.

MISSION STATEMENT

First Nations and the Anglophone North School District are committed to empowering students, through a student-centered approach, to be lifelong learners and promote academic success by supporting students with a culturally responsive approach and recognizing the importance of history, language, culture and traditions of the Mi'kmaq People while promoting and maintaining a collaborative and positive working relationship between First Nations, Anglophone North School District and other stakeholders.

DISTRICT EDUCATION COUNCIL POLICY E-11

This policy was developed during the 2016-2017 school year to put into practice a monitoring process to ensure that First Nation education remains a priority. This policy is reported on twice a year. Under this policy, the Superintendent is responsible for the following.

The Superintendent will ensure that the three objectives of the First Nation Education Programs and Service Agreements are met, which include:

- (1) Reducing the achievement gap that exists between First Nations' students and non-First Nations' students attending, or that will be transitioning to, public schools in New Brunswick.
- (2) Providing children of First Nations in New Brunswick with a welcoming school environment and a quality educational experience that is relevant

and recognizes cultural background.

(3) Promoting positive learning and working relations between First Nations' communities and school districts.

In addition to these objectives the Superintendent is also responsible for the following:

- The Superintendent will provide leadership and promote capacity building to support the implementation of First Nation community Education Plans in district schools that serve First Nation students.

- The Superintendent will ensure that the District Improvement Plan addresses the teaching and learning of accurate First Nation culture, history and perspectives for all students.

-The Superintendent will increase the knowledge of First Nation cultures, histories and perspectives among all staff members through appropriate professional learning opportunities.

GUIDING DOCUMENTS

(A) TRUTH AND RECONCILIATIONS COMMISSION- 94 CALLS TO ACTION

(10) ii. Improving education attainment levels and success rates.

iii. Developing culturally appropriate curricula.

iv. Protecting the rights to Aboriginal languages including the teaching of Aboriginal languages as credit courses.

vii. Respecting and honouring Treaty relationships.

(62) We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to:

i. Make age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade Twelve students.

(63) We call upon the Council of Ministers of Education, Canada to maintain an annual commitment to aboriginal education issues, including:

i. Developing and implementing Kindergarten to

- Grade Twelve curriculum and learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools.
- ii. Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history.
 - iii. Building student capacity for intercultural understanding, empathy, and mutual respect.

(B) NEW BRUNSWICK'S 10 YEAR EDUCATION PLAN

-10 Year Education Plan: Everyone at their best

Objective 6: Meet the needs of First Nation learners and ensure that provincial curriculum is reflective of First Nation history and culture

What key areas will we focus on to achieve our objective and targets?

- Strengthen partnerships with First Nation communities to enhance support of First Nation learners.
- Ensure the needs of First Nation learners are identified in a timely manner to respond to individual needs and close the achievement gap.
- Create professional learning opportunities for educators and support staff to have an understanding of and appreciation for First Nation historical and cultural contributions.
- Ensure Treaty Education and Indian Residential and Day Schools are integral components of K-12 curricula.
- Ensure access to beginning, intermediate and advanced levels of Mi'kmaq and Wolastoqey language education to preserve and revitalize first languages.
- Provide seamless transitions for First Nation students within all learning environments to enhance their sense of belonging and to ensure success.

ASD-N FIRST NATION EDUCATION TEAM

- Subject Area Coordinator
- Support from Director Of Schools
- 2 First Nation Education Leads
- Mi'kmaq Elder's and Knowledge Keepers
- ASD-N provides additional supports that are school based to address outstanding student needs



(L-R) Patricia Miller, Elizabeth Price and Matthew Sweezy

FIRST NATION EDUCATION WEBSITE

<http://asd-n.nbed.nb.ca/fne>

The above link is to ASD-N's First Nation Education webpage. There one will find periodic updates and can follow the great things happening in ASD-N.

ENHANCED FIRST NATION PROGRAMS AND SERVICES AGREEMENT

This agreement provides an opportunity for ASD-N to meet regularly and collaborate with partnering First Nation communities in our region. This agreement requires that we meet with each of the nine communities three times

individually and twice in a regional capacity with all communities attending. This tuition reinvestment agreement is in place from 2015-2020. During the spring and summer of 2015, First Nation community representatives and ASD-N representatives met and co-constructed individualized education plans to respond to the specific needs of students from their community. In some instances, communities that have students in the same school collaborated on strategies to increase the level of service received by all First Nation students. Examples of these strategies include a variety of teaching and non-teaching roles in the areas of academics and behavioral support services, transitions, Mi'kmaq language and culture, liaison, attendance, after school programming etc. These plans were co-created with the following goals in mind.

The overall goals of the *Enhanced First Nation Education Programs and Services Agreement* are:

1. to reduce the academic achievement gap that exists between First Nations' students and non-First Nations' students attending, or that will be transitioning to, public schools in New Brunswick
2. to provide children of First Nations in New Brunswick with a welcoming school environment and a quality educational experience that is relevant and recognizes cultural background
3. to promote positive learning and working relationships between First Nations' communities and school districts.

ORANGE SHIRT DAY (OSD)

The Truth and Reconciliation Commission's recommendations include the following call to action. Although this call for the establishment a national day for truth and reconciliation is not something we can implement, ASD-N has responded by embedding Orange Shirt Day into its yearly operations.

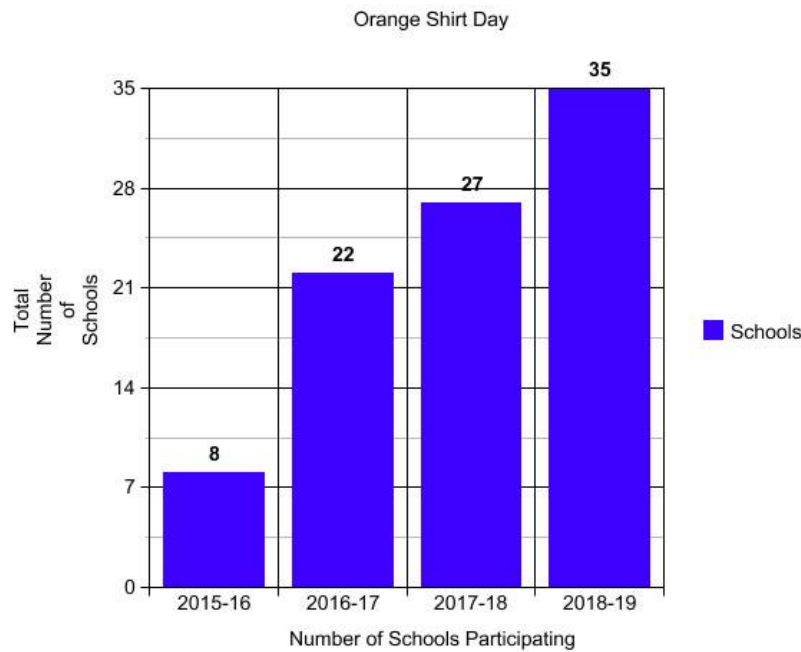
(80) We call upon the federal government, in collaboration with Aboriginal peoples, to establish, as a statutory holiday, a National Day for Truth and Reconciliation to honour Survivors, their families, and communities, and ensure that public commemoration of the history and legacy of residential schools remains a vital component of the reconciliation process.

ASD-N has been celebrating OSD annually since September 2015. This is a district wide initiative that encourages all schools including First Nation community schools, to participate in a day of commemoration and celebration of those victims of the Indian Residential School System in Canada. We commemorate Survivors and those who did not make it home while celebrating cultural resiliency and strength. Awareness of the impact of Indian Residential Schools and the important

role that the education system plays in reconciliation moving forward is clearly stated in the following quote.

“Education has gotten us into this mess, and education will get us out.”
–Hon. Justice Murray Sinclair

The topic of Indian Residential Schools is sensitive and requires care and attention to ensure that it is approached in a respectful manner with the understanding that there are strong emotions and feelings associated with this part of our history. With this said, it is imperative that we find ways to educate our students and staff on this sad chapter in our history. PowerPoint presentations have been prepared for the elementary and middle level that teachers can use in preparation for OSD that also included additional district lead support if needed. This service is in high demand and the First Nation Education Leads spend a lot of time supporting teachers directly in the classroom.



COMMUNITY ENGAGEMENT & COLLABORATION

Reconciliation is a complex venture that requires healing and the rebuilding of relationships with First Nation communities based on mutual respect and understanding. The legacy of the Indian Residential School era and a history of oppression and marginalization continue to have a negative impact. One of the

ways this can be observed is through the effect of intergenerational trauma. As an educational institution we have a responsibility to help in the healing process by being good allies. Community engagement opportunities are an excellent way to support the building of positive relationships through meaningful acts of reconciliation. These opportunities also provide an opportunity to re-learn our Canadian history while highlighting Indigenous history and contributions both contemporarily and historically.

(A) MULTI-SCHOOL MAWI'OMI



Staying true to the commitment made by ASD-N's Superintendent, Mark Donovan, the First Nation Education Team in ASD-N celebrated Mi'kmaq culture with over 1200 students who had not participated in the events that took place in 2017-18. A sincere thank you to sponsors and everyone that helped make these events a

success! We are proud to have created the opportunity for every student in ASD-N to participate in Mawi'omi, otherwise known as a Pow Wow, in the past two school years.

As part of a "Spotlight Project", students selected a notable Indigenous figure or community hero to spotlight. Students learned about the contributions of Indigenous peoples within communities, society and Canada past and present. These projects were displayed at the Mawi'omi celebrations.

(B) RELAY FOR TRUTH AND RECONCILIATION

Grade 8 students from Max Aitken Academy were inspired to organize a "Relay for Truth" at the James M. Hill track because of the outrage they felt after learning about the Indian Residential School System. Students invited local First Nation community leaders and Miramichi City leadership to take part. This was also opened to the public and students had signs that shared statistics and facts about the era of Indian Residential Schools in Canada. We are proud of these students for taking the lead on getting sponsorship from local businesses to help make this event a reality.



(C) NATIVE EDUCATION ADVISORY TEAM (NEAT)

NEAT supports the Enhanced Programming and Services Agreement and the three goals outlined in it by providing a platform for school, district, community and other stakeholders to work together collectively in identifying and addressing areas to improve the level of service and experience of Mi'kmaw students in the provincial school system. ASD-N has NEAT groups functioning in four high schools across the district; Miramichi Valley High School, Bonar Law Memorial School, North & South Esk Regional High School and Dalhousie Regional High School.

(D) HEART GARDEN

Gretna Green School had their first, well attended sunset gathering called Heart Garden. Students planted their uniquely designed wooden hearts in memory of children who have experienced or continue to experience injustices like residential schooling, restrictions to language, culture, education, friendship, religion. Each heart represents the memory of a child lost because of injustices, and the act of planting represents Gretna Green's commitment to finding their place in reconciliation. Elders and a dance group from Metepenagiag School attended this wonderful evening of reconciliACTION.



INDIGENIZING THE CLASSROOM ENVIRONMENT AND LESSONS

(A) ASD-N NEXT 150

The ASD-N First Nation Education Team created an initiative called "ASD-N Next 150 Challenge". This initiative challenged teachers to complete an act of reconciliation with an opportunity to receive up to \$500 in funding to complete their project. The idea was motivated by Canada's 150th birthday and the need to make the next 150 years better than the first. 15 special projects were funded in schools from Tide head to Rexton.

- Truth and Reconciliation Relay
- Basket Making
- Let's Talk! (Mi'kmaq Language Project)
- Rattle Making
- Visit to Metepenagiag Heritage Park

- Shared Roots: Exploring Local History through Ecology
- Planting Sacred Medicines (Green House Project)
- Heart Garden Project (Honouring Indian Residential School Survivors)
- Cultural Cooking
- Food for Thought: A Gathering in Honour of Residential School Survivors
- Indigenous Reads
- Pride in Cultural Identity

(B) ACCULTURATING CLASSROOMS IN ASD-N:

The ASD-N First Nation Education Team firmly believes that follow up is required to ensure that resources and materials with First Nation content are being utilized in the classroom. One of the reasons why resources are not being used is because teachers are not comfortable with the resources and materials. In order to alleviate this barrier ASD-N's First Nation Education Team provides continued professional development with the resources that have been developed and continue to be developed by OFNE.



In addition to providing additional professional development with the resources, co-teaching and co-planning is also available for teachers. ASD-N's First Nation Education Leads have been in dozens of classrooms to co-plan and co-teach. In some instances it is by request but in others specific schools and classrooms are targeted from data collected.

(C) ONGOING COLLECTION AND PROMOTION OF CURRICULUM MATERIALS AND RESOURCES

ASD-N has built an inventory of culturally appropriate and historically relevant materials for student and teacher use at all grade levels. This is an ongoing process to make the best resources available for teachers in ASD-N. Below are some pictures of the many resources used in our district. Our most recent additions are in the first three pictures. Our latest purchase is Nelson Publishing's new series "Under One Sun". This new series invites teachers and student from K-

8 to connect with Indigenous perspectives and be introduced to treaty education. It recognizes the important role teachers play in reconciliation and the importance of learning about and from Indigenous communities through a balanced literacy approach.



Under One Sun from Nelson Publishing





(D) EARLY YEARS MULTIMODAL LITERACY PROJECT

Building off the success of the early years literacy project from last school year, the Early Childhood Team expanded the project into Dalhousie this school year with the help of the First Nation Education Team. Using multimodal literacies such as storytelling, music, puppets, art, and dance, the Elders shared teachings of the Mi'kmaq People. They shared the meanings of sacred ceremonies and objects upon which Indigenous peoples rely for strength, wisdom, and guidance. Children were treated to continued visits by the Elder over a period of 10 weeks. This project creates an opportunity for children to learn at an early age about the Mi'kmaq in a positive way. Children then educate their parents and families about Indigenous people and are ambassadors for reconciliation. Education Minister, Dominic Cardy, is so impressed by this project that he has requested a meeting to learn more about it to see if it can be modelled in other parts of the province.



Elder Donna Augustine shows her regalia to children at L'il Critters Early Learning & Care Centre in Miramichi

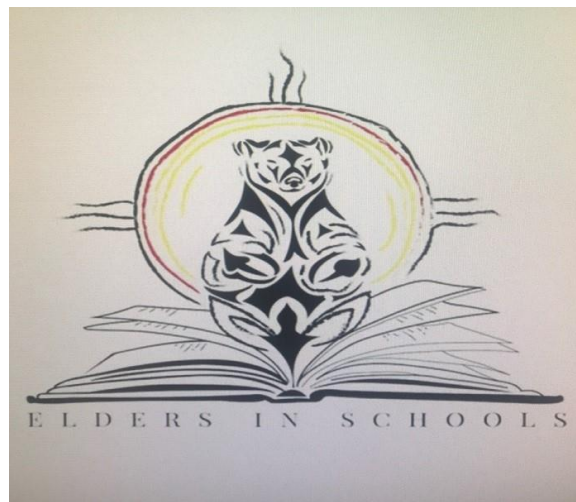


Elder Nora Labillois shares a song with children at Wee Care 2 in Campbellton

(E) HERITAGE FAIR

In the spring of each year heritage fairs are hosted in ASD-N. These events are attended by many students from across the district. Students represent their schools in the final competition for their region. These finalists experience different cultural activities and learning stations while their projects are not being judged. ASD-N has ensured that Mi'kmaq ways of knowing, learning, history and traditions is represented each year. Every year there are more projects on Indigenous topics. This years "Young Citizen Award" recipient for the northern region of ASD-N was Tamika Gideon for her project on Mi'kmaw Culture.

(F) ELDERS IN SCHOOLS



This program connects local Mi'kmaq Elders and knowledge keepers with schools in ASD-N. Elders are invited into one or more classes at a particular school for multiple visits that can last as much as 8 weeks. These repeat visits allow students and teachers to achieve deeper levels of learning and understanding of the Mi'kmaq people; their culture, traditions, and history.

The program is personalized through the co-construction of the visits by the teacher, Elder and First Nation Education Team in ASD-N depending on the chosen focus. The district has invested heavily on making Elders available to schools because there has been no coordinated effort in the past of this magnitude to connect Elders with schools and students. This program has been used in over 13 schools in the district.



Elder Esther Ward and Guest at Tabustinac School



Elder George Paul at Nelson Rural School

(G) RED SHAWL/SISTERS IN SPIRIT/MOOSEHIDE CAMPAIGN

ASD-N’s First Nation Education Team and ASD-N’s Guidance Team partnered to begin work incorporating “Red Shawl”, “Sisters in Spirit” and “Moosehide” campaigns into high schools in a variety of ways. All three of these campaigns have been supported in pockets across the district but there was a need to help this grow and be embedded into the high school environment and curriculum. These campaigns promote positive female and male relationships from an Indigenous perspective as well as, bring awareness and educate student on social justice issues.

The aim of “Red Shawl” and “Sisters in Spirit” campaigns is to bring awareness to the murdered and missing Indigenous women in Canada which includes Mi’kmaq and Wolastoyeq women of New Brunswick. It is also a way to promote and incite dialogue surrounding the increasing numbers and lack of response to the murdered and missing indigenous women in Canada.



As part of the goal of the Red Shawl Campaign we hope to incorporate this topic in classroom lessons, develop social justice projects and use Mi’kmaq perspectives and teachings to guide students on building healthy relationships as they move forward in their post high school lives/careers. The district will look to expand the campaign into other parts of the district in 2019-2020.

← Student led school wide assembly at Sugarloaf Senior High School



There has been much work put into regionalizing a collection of lesson plans to incorporate a Mi'kmaq perspective focusing on the role of men in traditional First Nation society. This campaign compliments the Red Shawl campaign well and will be incorporated in the Personal Development and Career Planning that all students must take in high school.

(H) CULTURE DAYS

Lord Beaverbrook School and Campbellton Middle School participated in a Mi'kmaq cultural information day(s). These information day(s) helped address the schools Objective 6 responsibility as well as hit key curricular areas. Students demonstrated an understanding of cultural diversity and world view, recognizing the similarities and differences reflected in various personal and cultural, racial and ethnic perspectives. Students were exposed to sacred medicines, hunting and fishing practices, music, crafts, food, and dancing.



PROFESSIONAL LEARNING

(A) M'SIT NO'KMAQ (ALL MY RELATIONS) A DAY OF RECONCILIATION

ASD-N moved into uncharted territory by offering a full day professional learning workshop for early years educators. It was the first of its kind because there has never been a district led professional learning day for early years educators. The ASD-N Early Childhood team partnered with First Nation Education team and planned a day of reconciliation through learning about First Nation history, culture, storytelling, dance, and song. Participants were fortunate to have been taught by local Mi'kmaq elders and knowledge keepers. They even participated in a round dance led by a Mi'kmaq drum group. The educators who were dedicated enough to give up their Saturday were pleased with the day. This workshop was offered in two locations to make the opportunity accessible for all early years educators in ASD-N.

Following are a few excerpts from their feedback forms:

"This session was completely amazing for me. I leave here a different person than when I came in."

"The Blanket activity and talking circle was very powerful."

"We are all connected whatever culture we come from."

"Thank you for this amazing experience."



Campbellton, Dalhousie and Bathurst Early Years Educators at Ugpi'Ganjig Heritage Garden



Miramichi & Rexton Early Years Educators dance at Max Aitken Academy

(B) OPENING DAYS

Before students are invited back in September teachers participate in a full day of professional learning and a message from the Superintendent. The First Nation Education in ASD-N provides professional learning specific to First Nation content, resources etc. This past September a half-day session was offered to teachers on the “Grade 3 Treaty Education” resource developed by the Office of First Nation Education and high school teachers were offered a session on the “100 Year of Loss” lesson plan kit which was given to every high school.

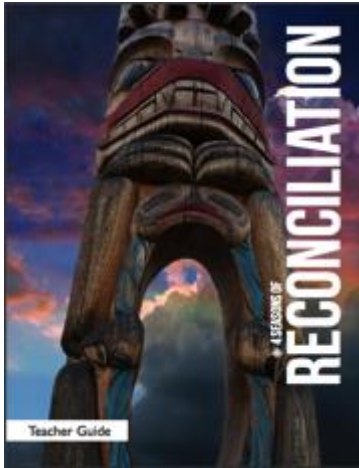
(C) ENHANCEMENT EMPLOYEES PROFESSIONAL LEARNING

ASD-N values our partnerships with First Nation communities through the Enhanced Programs and Services Agreement. ASD-N takes its role in the partnership seriously and strives to provide professional learning for the employees hired through this program. This does not come without its challenges. The positions supported through this agreement are diverse and providing professional learning specifically for all positions can be difficult; however, we also see our role as unifying communities and employees through a team-building approach and providing time for enhancement employees to meet to discuss best practices and network. This year’s PL focused on building resiliency and webs of supports for positive mental health.



Enhancement Employees in the Bathurst/Dalhousie/Campbellton

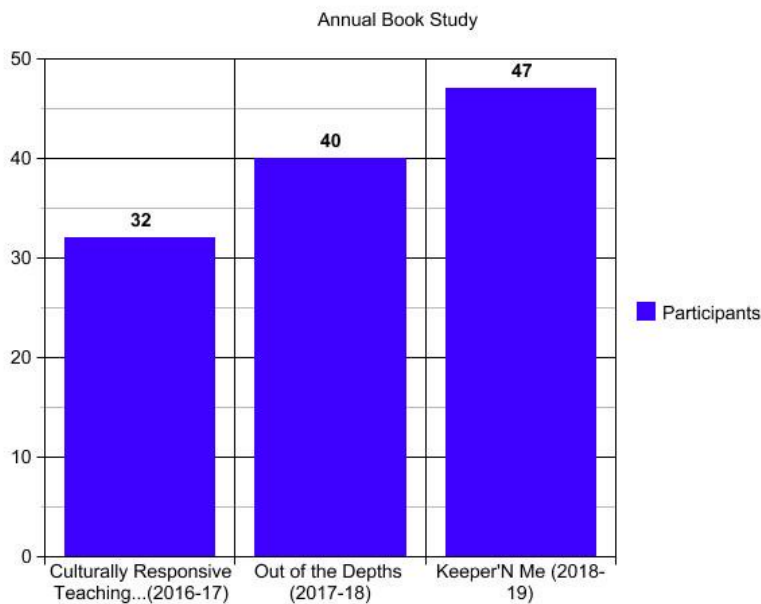
(D) 4 SEASONS OF RECONCILIATION



All grade 9 social studies and grade 12 World Issues teachers were given a full day professional learning session on the resource "4 Seasons of Reconciliation".

(E) ANNUAL BOOK STUDY

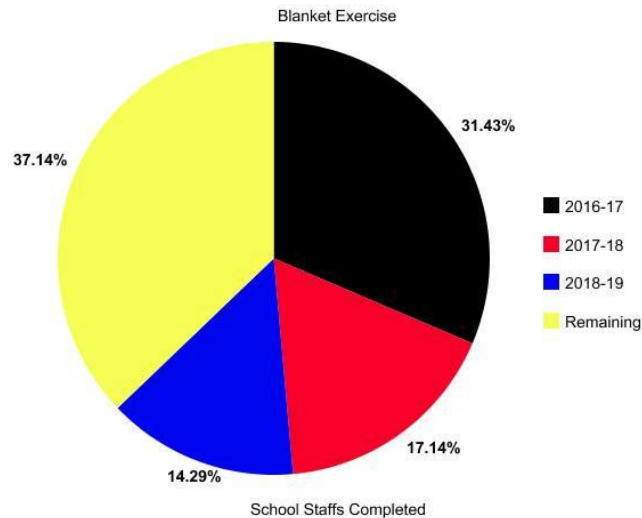
In 2018-2019 the ASD-N First Nation Education Team facilitated a book study on Richard Wagamese's book "*Keeper 'N Me*". The book was humorous yet poignant as we follow the experiences of the main character who is a Sixties Scoop child, as he tries, as an adult, to reconnect with his indigenous community, family, culture and traditions. It was full of rich themes and explored the complexity of identity and the impact of colonization. Teachers, enhancement employees, and district leads made up the 47 participants. As part of the book study, participants gathered at the end of the study to reflect on the book and explore some of the themes as a group.



(F) BLANKET EXERCISE (BE) FACILITATION

The “Blanket Exercise” has been the most effective professional learning tool we use in ASD-N. It is truly a transformational experience that leaves participants with a better understanding of the abuse, oppression and marginalization experienced by Indigenous Peoples. The exercise has a deeper effect when participants realize that a lot of this mistreatment and inequity still exists today.

We facilitate this to students, staff, First Nation communities and others upon request. It has become difficult to keep up with the requests and our end goal is to have all staff in ASD-N experience a BE.



(G) AVAILABLE PL SESSIONS BY REQUEST

The following are additional professional development opportunities the First Nation Education Team in ASD-N have facilitated and continue to offer to schools.

- *Trauma and Its Effects on Learning*
- *Culturally Responsive teaching and the Brain*
- *The Power of a Growth Mindset*
- *Two Eyed seeing for Reconciliation*
- *Circle of Courage and how it relates to the CAR model*
- *How Indigenous Pedagogy Can benefit Everyone; Old ways are the New ways.*
- *Resources available to incorporate First Nation Content in all classrooms*

(H) MI'KMAW HAND DRUM MAKING

A teacher was selected from every elementary school in ASD-N to participate in a hand drum workshop that took place in Dalhousie and Miramichi. Some of the larger elementary schools had multiple teachers participate. Each teacher

constructed their own hand drum and learned about the teachings and care for the drum in morning. In the afternoon, Elder's Gilbert Sewell and Esther Ward, taught some teachings of the drum and an intertribal chant they can be use in their classrooms. It was truly an amazing day for all involved.



Teachers making their drums at the Dalhousie Education Centre



Drum Maker Christine Metallic and Elder Esther Ward in Miramichi with teachers.

(I) INSPIRE NATIONAL GATHERING FOR INDIGENOUS EDUCATION

ASD-N sent 12 teachers to this national conference in Edmonton in November. Teachers returned with new learning from the sessions attended and networking. The learning and connection made at this conference lead to a couple notable initiatives.



A teacher from Miramichi Valley High School's English department applied and was successful in being part of the "Legacy Schools Program" through the Downie Wenjack Foundation. This led to a full unit learning about the Indian Residential School System. As part of the unit students went to local elementary schools and were ambassadors of truth and reconciliation by reading children's book teaching about this dark chapter in Canadian history.

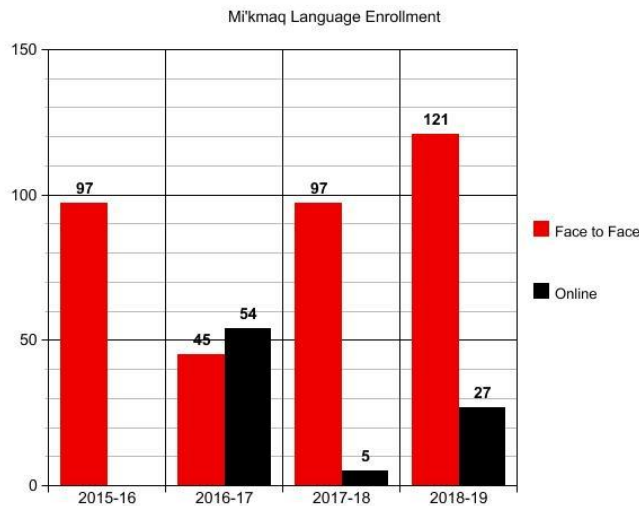
Bear's Guide to Reconciliation



A teacher from L.E. Reinsborough School received a Spirit Bear while at the conference. It accompanies a book called Spirit Bear and Children Make History which is an illustrated children's book about human rights for First Nations children. Spirit Bear was incorporated into French and English K-1 classes at L.E.R. They had a ceremony for Spirit Bear complete with smudging, a feast and naming the bear. His name is BlueBeary - Pkwiman and he is included in many daily lessons. Spirit Bear and books like this one can help tell the important stories in an age appropriate fashion on Human Rights and Truth and Reconciliation.

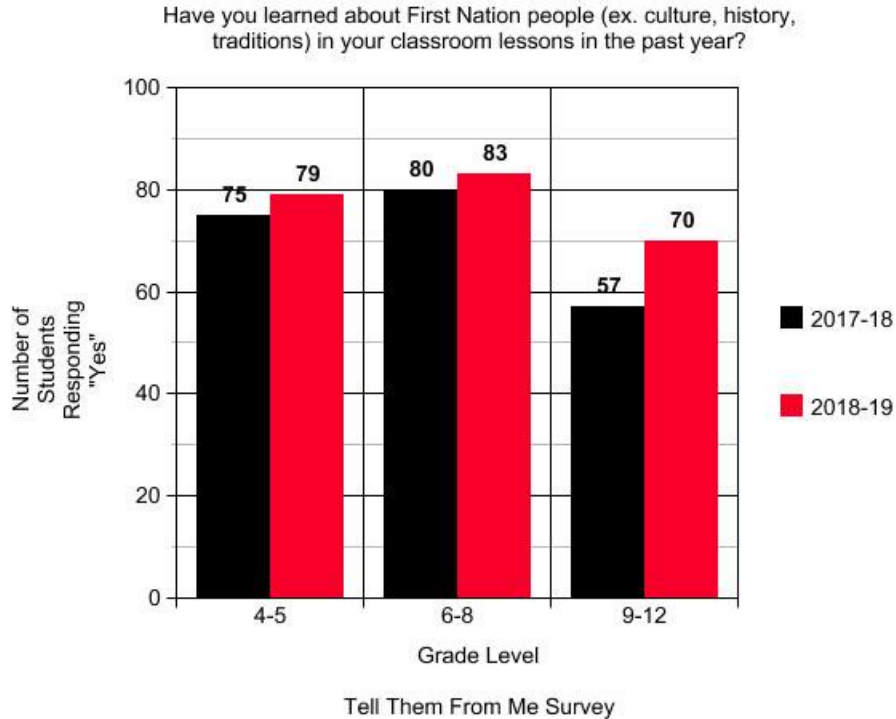
PROMOTION OF MI'KMAQ LANGUAGE

Mi'kmaq language is offered online and face-to-face depending on location. The promotion and preservation of the Mi'kmaq language is pivotal to culture and ASD-N has pursued different projects and initiatives to promote the language such as trilingual signage and supporting the learning of the "Honour Song" and other ways of incorporating language into the school environment. Below is a table showing the student enrollment for Mi'kmaq language. Enrollment is increasing, however, there is much work to be done to overcome the many challenges to language revitalization and preservation.



TELL THEM FROM ME SURVEY (TTFM)

ASD-N had the opportunity to customize one question on the 2018-2019 TTFM survey. This provided ASD-N with an opportunity to see how we have been doing with the following question a year later. A steady increase is happening and the most growth was observed at the high school level because it was targeted as an area needing support from the 2017-18 data.



INCORPORATING FIRST NATION PERSPECTIVE

Embedding First Nation ways of knowing and learning in ASD-N is a priority and incorporating an Indigenous perspective needs to be pervasive throughout the school district. One of the ways this is done is by capitalizing on the different Indigenous led initiatives and recognizing and highlighting the contributions of Indigenous peoples throughout the year.

September- Reconciliation is the theme for this month and a lot of attention is given to preparing for Orange Shirt Day through resource distribution and Indian Residential School Survivor school visits.

October- This is Mi'kmaq History Month and it is promoted in the school district as such. Resources are made available, Elders are utilized, leads work with teachers etc. in an effort to recognize the contributions of the Mi'kmaq.

November- Special attention is paid to distribute resources from Veterans Affairs, Royal Canadian Legion etc. to spotlight the contribution of Indigenous Peoples in the Canadian Army and theatres of war. This involves partnering with schools to honour First Nation veterans during school Remembrance Day ceremonies etc.

December- Winter Solstice celebrations.

March- Spring Solstice celebrations.

June- National Indigenous Peoples Day is promoted during this month and activities are organized and executed in local schools across the district.



Mini Pow Wow at Rexton Elementary to celebrate Indigenous Peoples Day.

These two students are competing in the potato dance. The last team standing with their potato in place wins!

Supporting initiatives such as the Sisters in Spirit Vigil October 4th and the Moose Hide Campaign. Both of these initiatives support building positive healthy relationships to prevent lateral violence and domestic violence among Indigenous people.

MOVING FORWARD

As demonstrated by this report, ASD-N has worked tirelessly to meet the commitments outlined in DEC policy E-11, Objective 6, Enhanced Programs & Services Agreement, the TRC's 94 Calls to Action related to education and the goals outlined in ASD-N's district improvement plan.

Moving forward, ASD-N plans to continue fulfilling these commitments and find new ways to holistically support First Nation students. The mental health of students is an ever-growing concern in our district, which has great impacts on student progress and healthy development. ASD-N will focus on promoting

positive mental health, positive and healthy relationships and resilience through culturally appropriate resource development for use in the Personal Development and Career Planning course as well as, other initiatives.

