



*Ekipogtog First Nation Education Authority*

**E F N E A**

**EFN-EA | Annual Report 2022-2023**

*We are here for the Children | Eymu'ti'kw ujit mijuaji'jk | Eimootieg otjit mitjoaatjiithg*



**Elsipogtog First Nation - Education Authority | Annual Report 2022-2023**



# Elsipogtog First Nation Education Authority

# E F N E A



## Annual Report 2022-2023

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## Land Acknowledgement

Elsipogtog First Nation - Education Authority Inc. has been established and operates on the lands of the Sikniktuk district, one of seven districts of Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq people since time immemorial.

These territorial lands are covered and protected by the Treaties of Peace and Friendship, initially signed by the Mi'kmaq, Wolastoqiyik (Maliseet), and Passamaquoddy peoples, with the British Crown in 1725. These treaties did not involve the relinquishment of lands and resources but to recognize the titles of the Mi'kmaq, Wolastoqey (Maliseet), and Passamaquoddy peoples, and establish guidelines for an ongoing relationship between nations.

Mi'kma'ki includes all of Nova Scotia, Prince Edward Island, part of New Brunswick, the Gaspé region of Quebec, part of Maine, and southwestern Newfoundland.

We are all Treaty People.







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# Message from the Director of Education



## Ivan Augustine

Director of Education

*Elsipogtog First Nation - Education Authority*

I want to express my sincere gratitude to the staff here at the Elsipogtog First Nation Education Authority and the Elsipogtog First Nation Community School that have worked tirelessly to make the Education Authority Annual Report. The highlights of the last 3 years have been the signing of the Regional Education Agreement (REA) between Canada and the Elsipogtog Education Authority and the Delegation Agreement with our community

leadership delegating all issues relating to Education be administered by the Education Authority. These are five-year agreements. The REA guarantees predictable, stable, and sustainable funding which contributes to better educational planning and increase educational resources to the betterment and success of our Elsipogtog children.

The grand opening of our new school was in 2022 after delays by the Covid pandemic. The grand opening displayed our state-of-the-art new school, our Mi'kmaq language and culture, and the progress made by our kids and the welcoming of parents and community members. Again, we encourage parents to participate in their children's education by becoming a part of the whole school life. The school welcomes parents to visit the school and be a part of the language, culture and traditions that the school is promoting in the revitalization of our identity.

As part of the education agreement there is a strong Mi'kmaq Language and Culture component that is geared towards revitalization of the Mi'kmaq Language and Culture and traditions. We envision children graduating from our school with strong foundation of who they are, where they come from and a proud sense of the Mi'kmaq values where so much work was done to devalue them in the past. We have a full Mi'kmaq Immersion program for the 4-year-old children. The goal is to immerse the children in conversational Mi'kmaq giving them a strong foundational mother tongue. The teachers, educational assistants, elders and visitors to these classes are to engage in the first language of our community, Mi'kmaq. We encourage all members of our community to help and take a leading role in revitalizing and saving our Mi'kmaq language. We have adopted a Language Declaration that states:

"We, the Mi'kmaq Peoples have spoken our Mi'kmaq language since time immortal, and we are responsible for the protection, revitalization, and advancement of our Mi'kmaq language."

We hope that our Elsipogtog community will fully engage in the preservation and saving our Mi'kmaq language.

The Elsipogtog Education Authority has working partnerships with the New Brunswick Department of Education and Early Childhood Development. We work in partnership with the three provincial schools in neighbouring Rexton. We meet regularly with the district personnel and the four school principals to map out how best to serve and educate our kids in all the schools. We continue to follow provincial directives in the Literacy, Numeracy and Science and work towards mental wellness and well-being has begun. Our teachers have and will continue to engage in provincial professional development so that our teachers and education program is on par with the NB curriculum.

Our Parent Advisory is made up of six parents and meet 4 times a year and twice with our Chief, Nation Administrator, the school principal, a teacher and a student for a total of six meetings. The role of the student is leadership development. The student(s) report to the group on activities the student council has initiated over the course of the school year. The focus of these meetings is the education of our children. The group believes in making decisions that are in the best interest of the children.

In summary, education is on the right path. A strong Mi'kmaq content with strong provincial partnerships that all focus on holistic education of the child.

Please check our websites for information, visit our school and offices or give us a call. We welcome feedback from our community.

Ivan Augustine  
Director of Education  
Elsipogtog First Nation - Education Authority





## Message from the Assistant Director



### **Jennifer Milliea**

Assistant Director of Education  
*Elsipogtog First Nation - Education Authority*

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As the 2022-2023 school year comes to a close, I would like to take this opportunity to express my heartfelt thanks to you for another successful year. As you read through our annual report,

I hope you take pride in your contributions as a community to the achievements, engagement, and impact you have on the children of Elsipogtog First Nation Community School.

I would like to thank our staff of over 150 people, consisting of administrators, teachers, custodians, educational assistants, bus drivers, kitchen personnel and specialists who work tirelessly to ensure the success of our children. It is said that it takes a village to raise a child, and Elsipogtog is a great example of that.

Students, we look forward to supporting your full needs of education and development here at the Elsipogtog Community School with our team of specialists including our Occupational Therapist, Physiotherapist, Speech Language Pathologist and Educational Psychologist. This team of specialist work alongside our educators to meet the physical, emotional and mental needs of our children.

Jennifer Milliea  
Assistant Director of Education  
Elsipogtog First Nation - Education Authority



## ***Mission:***

To provide a quality education in a safe and caring environment by revitalizing the Mi'kmaq language and culture, promoting respect, responsibility, skill development and an understanding of the Mi'kmaq unique traditions in partnership with students, families, and the community.

## ***Vision:***

Every Elsipogtog student will graduate with the skills and understanding to lead a successful and responsible productive life. A successful holistic life-long journey rooted in Mi'kmaq language and culture.

## ***Values:***

1. All children have the ability to learn and the right to an education that cultivates their gifts and reflects the traditions of the Seven Sacred Teachings.
2. Working in partnership with parents so that all children reach their full potential and recognize their unique talents to become wise, thoughtful, and caring adults who are also lifelong learners.
3. That children learn most effectively when teaching and curriculum are relevant to their own backgrounds, interests, and learning styles.
4. That Mi'kmaq education must include the elders and reflect the language, traditions, culture, and values of the community.

# Our Objectives & Goals



## **Objectives:**

Our philosophy is simple - to embrace and provide for all types of learning. We respect the individual needs of all our students and believe that with the right guidance and direction, everyone can succeed. Our educational vision empowers students to question conventional thinking and to pursue their academic understanding with dedication and originality while embracing their heritage.

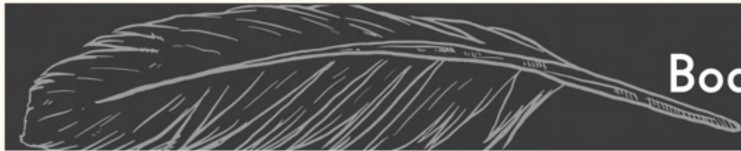
1. **Adapt** - Fulfill the educational needs of every student.
2. **Develop** - Integrate our culture and beliefs into programs.
3. **Empower** - Have pride and confidence in who you are.

## **Goals**

1. To improve students' understanding of who they are by revitalizing the Mi'kmaq language, cultural and ethical values, traditions, and history of the community.
2. To improve achievement in literacy and language arts skills.
3. To improve achievement in numeracy skills.
4. To improve science achievement.
5. To improve student attendance and retention rates by providing a school environment grounded in the values and traditions of the Mi'kmaq culture.







# Board of Directors



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**Ivan Augustine**  
Director of Education



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**Stan Drillen**  
Board Director / Consultant

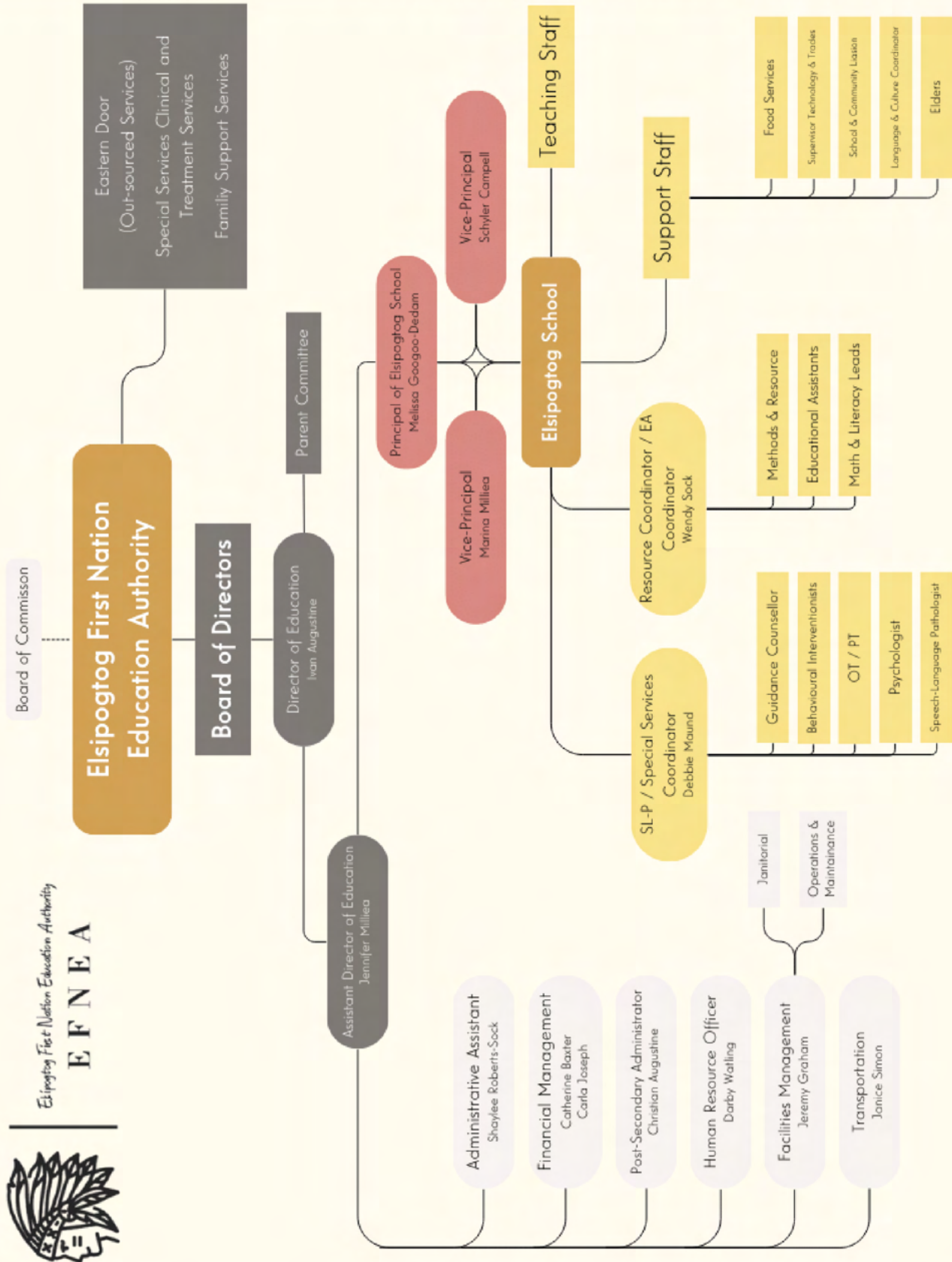


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**Carla Joseph**  
Financial Officer



# Organizational Chart







## EFN-Education Authority Team



### Ivan Augustine

Director of Education

Ivan is a true testament to the meaning of giving back. From the beginning of our school system, Ivan has been dedicating countless hours helping our youth acquire the knowledge they need to achieve their goals.

His time and contributions are truly valuable and appreciated from both a provincial and national level.

Ivan earned a Bachelor of Arts and Education, in addition to a Masters degree in Educational Administration.

Ivan sits on the PCEAC committee as well as the Literacy Coalition of NB and SE Adult Literacy Board.



### Jennifer Milliea

Assistant Director of Education,  
Student Services Coordinator

Jennifer is our Assistant Director and the liaison for school administration, teachers, and special services staff to ensure our students have access to necessary services.

She is integral in ensuring the diagnosis and recommendations are implemented from Eastern Door, our neurodevelopmental diagnostic clinic, to and for our students.

Jennifer develops and writes funding proposals for areas such as High-Cost Special Education Program and Jordan's Principle to secure funding for our students and programs.



### Catherine Baxter

Senior Financial Officer

Catherine has held varied senior level management positions in Finance and Administration. She has orchestrated and created the finance department and procedures to support our audit, colleagues and funding partners.

Catherine brings both national and North American financial reporting and statement preparation experience with her. Life-long learning is what Catherine attributes her success to throughout her career and is proud and happy to serve the Education Authority as Financial Officer.



### Carla Joseph

Financial Officer

Carla is a knowledge keeper for Education. She earned her business diploma after receiving her high school diploma. She has worked with the First Nation starting with the Health Centre part-time. As the years went by, Carla joined us at Education and has been with us for over 20 years.

So often we come across a skill set that is both valuable and appreciated. Carla has proven to be one of the founding members of the newly created Education Authority and has been appointed a directorship. Our knowledge keeper is the go to person for most things current and historical from her years of dedication and has recently attained her PCP designation Payroll Compliance Practitioner.





# EFN-Education Authority Team



## Christian Augustine

Post-Secondary Education  
Administrator

Christian serves as the Post-Secondary Education Administrator for the EFNEA. He is dedicated to helping his community members reach new heights. With a strong focus on accessible education, he shapes EFNEA's strategic direction and operations.

He has a passion for making a positive impact on students' lives. Through his efforts, he empowers individuals to thrive and contributes to a brighter future through education.

Beyond his professional role, Christian is known for his stylish footwear choices.



## Darby Watling

Human Resource Officer

Darby, the Human Resources Officer for the Elsipogtog Education Authority, is a dedicated professional with a passion for creating a positive work environment. Originally from Miramichi, she now calls St. Charles home. With a Bachelor's degree in Psychology from St. Thomas University and a post-graduate degree in Human Resources Management from NSCC, she brings a wealth of knowledge to her role.

In her spare time, Darby enjoys practicing yoga, cooking, reading, and spending quality time with her loved ones. Her commitment to fostering a positive workplace culture and her expertise in HR management make her a valuable asset to the organization. Darby's genuine care for people and her unwavering dedication to her work inspire those around her. She leaves a lasting impact on the Elsipogtog Education Authority and the individuals she serves.



## Shaylee Roberts-Sock

Administrative Assistant

Shaylee is a dedicated and talented Medical Laboratory Technologist who graduated from Oulton College with honours in 2021. With a passion for the field of medicine, she has continued her medical training with casual employment with Horizon Health. Shaylee feels fulfilled in being of service to both the community and her team at EFN-EA.

Shaylee brings a positive attitude and excellent abilities essential to delivering the highest levels of service to the community. She has a diligent work ethic and consistently goes above and beyond to ensure that the work she carries out is of the highest quality. Shaylee is continually seeking to expand her knowledge and always willing to lend a helping hand to her colleagues.





## Post-Secondary Education

EFN-EA, as of the 2022-23 academic year, roughly 81 students enrolled in our post-secondary education program. We provide tuition, residence, and book funding to our students who can attend school across Canada in various programs, such as policing at Oulton College in New Brunswick and a Bachelor of Arts at the University of British Columbia. Over the span of the PSE program's existence, we have had students achieve many certificates, diplomas in skilled trades, degrees for bachelor's programs, master's, and a doctorate.

Elsipogtog has an ongoing partnership with Saint Thomas University in Fredericton that provides university courses hosted at the Elsipogtog Community Service Centre via a program called Aotitj. Students attending can acquire university credits and start a Bachelor of Arts degree. Originally a 1-year program, as of September 2023, Aotitj has grown to a 2-year program, meaning community members can get half the credits required for a BA right in the comfort of the community before committing to the STU campus in Fredericton. During the 2022-23 year of Aotitj, five students completed their first year and are continuing their studies in Elsipogtog for their 2nd year. The next goal for the program is to grow to a complete 4-year program on a STU satellite campus.

High school students, grades 11 and 12, are supported through the First Nations and Inuit Youth Employment Strategy (FNIYES) program that provides employment opportunities within Elsipogtog and surrounding communities. Students are paid throughout the Summer and are encouraged to work in establishments that supplement their interests and give them an idea of what career to pursue post-graduation. During the Summer of 2022, Elsipogtog had 27 students participate and complete the FNIYES program.

For the upcoming 2023-24 academic year, the PSE program is projected to support nearly 100 post-secondary students and is eager to see each student become successful in their own way. EFN-EA plays a small role in the student's future, and the students do the hard work to make this program as successful as it is. It is truly remarkable that this program continues to support students and that many students choose to return to the community and use their newly acquired knowledge and resources to support and elevate the way of life for their community members.



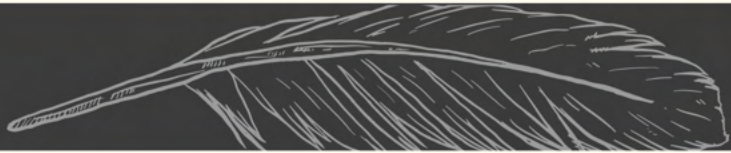
# Aotitj

**ST. THOMAS-  
ELSIPOGTOG**  
PARTNERSHIP PROGRAM





# Eastern Door



The Eastern Door Centre is an Indigenous centre that plays a crucial role in assessing, intervening, and treating complex developmental conditions associated with generational trauma and neurodevelopmental disorders. What sets Eastern Door apart is its unique approach, which integrates Western health practices with the profound healing traditions of the community of Elsipogtog.

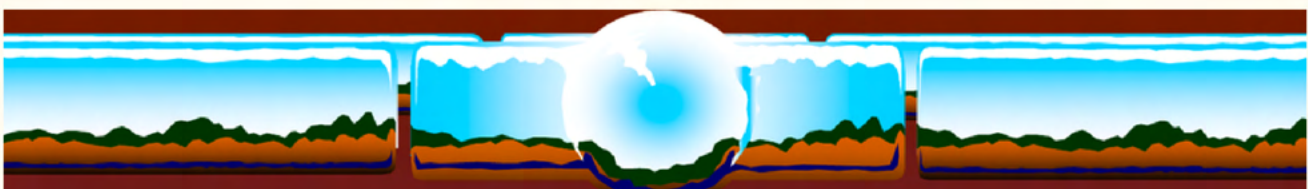
The Centre derives its name, Eastern Door, from the profound wisdom of Elder Eva Sock, one of the earliest directors of the facility along with the vision of Dr. Lori Cox, current director. The name holds significant cultural and symbolic meaning, drawing upon the Wabanaki people's identity as the "People of the Dawn." The Mi'kmaq community resides in a region where the sun first emerges, and this association with the Eastern Doorway aligns with the Centre's purpose. Eastern Door serves as a metaphorical doorway, enabling the youth who seek assistance to access the necessary services for their growth and development.

The concept of Two-Eyed Seeing further influences the vision and principles underlying Eastern Door as articulated by Mi'kmaq Elders Albert and Murdena Marshall from Eskasoni. Two-Eyed Seeing refers to a holistic approach to healing that integrates traditional spirituality with Western health practices. It involves using both a traditional lens and a scientific lens, symbolized by two eyes, to perceive the world.

Eastern Door embraces a multidimensional perspective by incorporating Two-Eyed Seeing into their work; it recognizes the inherent value and wisdom of the elders' traditional knowledge and combines it with the scientific expertise of professionals working within the school and community systems. This approach fosters a deeper understanding and appreciation of the interconnectedness of all individuals and the broader web of relationships that shape their well-being.



<https://www.easterndoor.ca/>





Awarded annually, The Janusz Korczak Association of Canada Interprofessional Certificate and Medallion of Excellence in Leadership and Sustained Engagement in Social Pediatrics was presented on May 25, 2023, to the Eastern Door Clinic.

This award is presented jointly by the Canadian Pediatric Society, Social Pediatrics Section and the Janusz Korczak Association of Canada to community-based teams and organizations in recognition for their efforts in working towards improving children's rights in ways that encourage love for children, listening to children, fostering healthy children's lives and building capacity in children as a way of continuing the legacy of Janusz Korczak, a Polish-Jewish doctor and educator, who perished in Treblinka in 1942 along with nearly 200 orphans in his care.





# Nogemag Healing Lodge



Nogemag Healing Lodge, a branch of the Eastern Door clinic, is dedicated to providing a safe and healing environment on the land for community youth. They employ a holistic healing approach, emphasizing physical, emotional, mental, and spiritual well-being. Ultimately, it empowers youth to become leaders and fosters a strong sense of belonging and cultural identity.

These are the following programs provided by the Nogemag Healing Lodge:

## ***Winter School/After-School Program***

The winter program is designed as an alternative to traditional school for middle and early high school students facing academic and behavioural challenges. These students have endured significant adversity, including high levels of anxiety and depression. The Nogemag staff works closely with these youth to encourage them to express their emotions and thoughts. The program utilizes traditional talking circles and on-the-land traditional activities such as hiking, hunting, and fishing to promote healing and emotional balance. Remarkably, 80% of the students from the initial cohorts of this program successfully graduated from high school.

## ***Summer Camp Program***

The opportunity to attend summer camp is a special experience for many children, and the Nogemag Summer Camp holds a special place in the hearts of the kids in Elsipogtog. For some, it provides their only access to a summer camp experience, making it all the more important. One of the most significant benefits of the Nogemag camp is its supportive learning environment, where children are challenged to push past their limits, learn new skills and form lasting friendships.

Last summer's camp offered science-based activities and games for younger campers, providing a fun and engaging way to learn. With different groups according to age, there's something for everyone at Nogemag Summer Camp. The first week of camp last summer, 2022, was an awesome science camp for 8 to 11-year-olds. There were about 24 kids all week long, and they played science-based games and activities at Nogemag camp. This was a day camp from 9:00 AM to 4:00 PM. The second week was our 11 to 13-year-old boys and girls group, the third was boys 14 and up, and the fourth was girls 14 and up.







***“Msit No'kmaq”***

(Mi'kmaq, Francis/Smith Orthography)

***“Emsit Nogemag”***

(Mi'kmaq, Father Pacifique Orthography)

***“All My Relations”***

English





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# Elsipogtog First Nation Community School

L'sipuktuk Kina'matimkewo'kuom

(Mi'kmaq, Francis/Smith Orthography)



Photo Credit: Marcus Augustine



New  
Elsipogtog First Nation Community School  
Opened September 2021  
Grand Opening June 2022





## Principal's Message



### Melissa Googoo-Dedam

Principal

*Elsipogtog Community School*

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It has been an absolute honour to lead Elsipogtog Community School. As an Indigenous individual from the community, it has always been important to me as an educator to become a positive role model for Elsipogtog. I am proud to have been able to do so over the past few years.

I am thrilled to report that we have made significant strides in moving the school forward, and I would like to highlight a few of the initiatives that have been particularly impactful.

First, our special services team has undergone significant development and organization. We have created clear protocols, procedures, and policies to ensure consistency within the school. Additionally, we have introduced a profile page to help staff and parents understand the role of each team member better.

Secondly, I was delighted to co-plan the Grand Open event of the school with other organizations within the community. This collaboration allowed us to build networks outside the school and lean on them for support when needed.

Third, I have prioritized creating and maintaining positive networks with the provincial school district. This ensures a smoother transition for our students when they leave Elsipogtog Community School.

I am also extremely proud of the work we have done to integrate Mi'kmaq language and culture into everyday classroom life. Our Mi'kmaq immersion program is a foundation on which we hope to build additional language learning opportunities throughout the grades, helping students develop a positive sense of identity and thrive in life.

Finally, our PowerPlay Young Entrepreneur Program has been a highlight of my time at Elsipogtog Community School. Allowing teachers to implement the program in a way that best fits their schedule and style has been instrumental in planting the seeds for future entrepreneurs.

I could go on and on about all the great things we have accomplished at Elsipogtog Community School. I am grateful for the opportunity to have been a part of such an innovative, dedicated, and supportive community. I am excited about our future and the potential we have to continue to make a positive impact on the lives of our students.

Melissa Googoo-Dedam  
Principal  
Elsipogtog Community School





## School Administration Team



### **Melissa Googoo-Dedam**

Principal

Elsipogtog Community School

Melissa is a strong Mi'kmaq woman from Elsipogtog First Nation. She is a mother of eight children, and a wife to Vanessa Googoo. She is a member of the 2SLGBTQIA+ community and the principal of Elsipogtog Community School. She is responsible for 380+ students from K4 to grade 8 and approximately 140 staff.

Melissa has been working in education since 2009. She teaches at the University of New Brunswick in the Wabanaki Bachelor of Education program in her spare time.

Melissa believes that education is the key that opens all doors. Education is power. As a survivor of intergenerational trauma, childhood trauma & abuse, she has risen above & continue to work daily on becoming the best version of her self. With resilience, determination & dedication, Melissa believes anyone can make their dreams come true.



### **Marina Milliea**

Vice-Principal

Elsipogtog Community School

Marina, Vice-Principal of Elsipogtog Community School, brings seven years of administration experience, collaborating with four Principals for insights on effective leadership. With 28 years in education, Marina began as a Grade 1 teacher and later specialized in Kindergarten, where she discovered her passion for empowering students with exceptional learning needs. Pursuing a Master's degree in Education from the University of New Brunswick, she graduated in May 2012, marking a significant milestone in her academic journey.

Marina's focus on honing her leadership skills supports the school's shared goal of maintaining a positive learning environment. Currently enrolled in a two-year Leadership Development Program, Marina is committed to obtaining her Principal Certificate, further solidifying her position as an effective educational leader.



### **Schyler Campbell**

Vice-Principal

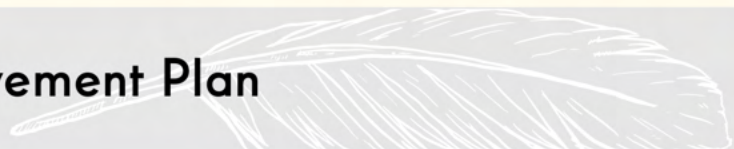
Elsipogtog Community School

Schyler is a dedicated individual with a passion for education. She earned her undergraduate degree in Human Kinetics and Education Degree from St. Francis Xavier University and the University of New Brunswick, respectively. For six years, she served as a Physical Education Teacher at Elsipogtog Community School while pursuing a Master's degree in Inclusive Education. In 2023, Schyler became the second Vice Principal at her school and is currently enrolled in a Leadership program for her Principal Certification.

Her upbringing instilled in her a love for people, problem-solving, and a thirst for learning. Surrounded by caring individuals who prioritize student well-being, she finds joy in supporting and learning from her students. Schyler's goal is to create an inclusive and respectful environment where all students and staff feel valued. She continues to develop her skills and contribute to the educational community's growth.



# School Improvement Plan



This School Improvement Plan is a living document that guides the daily planning, teaching, lessons, activities and events at Elsipogtog Community School. The School goals align with the EFNEA strategic plan and the New Brunswick 10-year Education plan—Everyone at their Best. We follow the New Brunswick curriculum that EECD provides. It is vital that we are aligned to ensure a smooth transition from the Federal system into the provincial system.

***"We are here for the children."***

English

***"Eymu'ti'kw ujit mijuaji'jk."***

(Mi'kmaq, Francis/Smith Orthography)

***"Eimootieg otjit mitjoatjiithg."***

(Mi'kmaq, Father Pacifique Orthography)

School Goal(s) Overview	Links to the EFN-EA Strategic Plan Goals	Links to the NB 10-Year Education Plan
#1 Improve academic gaps in Literacy & Numeracy in Kindergarten to Grade 8.	#2 To improve achievement in literacy and language arts skills. #3 To improve achievement in numeracy skills.	Objective 3: Improve literacy skills for all learners. Objective 4: Improve numeracy skills for all learners.
#2 Continue to revitalize Language & Culture to strengthen students' self awareness & identity.	#11 To improve students' understanding of who they are by revitalizing the Mikmaq language, cultural and ethincal values, traditions, and history of the community. #5 To improve student attendance and retention rates through providing a school environment grounded in the values and traditions of the Mikmaq culture.	Objective 1: Ensure all learners value diversity and have a strong sense of belonging. Objective 6: Meet the needs of First Nation learners and ensure that provincial curriculum is reflective of First Nation history and culture.
#3 Enhance learning environments & experiences to engage learners using different initiatives.	#4 To improve science achievement	Objective 5: Improve learning in, and application of, the arts, science, trades, and technology for all learners. Objective 9: Foster leadership, active citizenship, and an entrepreneurial mindset.





School Goal #1	Strategies and Actions	Timelines for Ongoing Monitoring and Feedback	Responsibility Lead or Champion	Measures/Evidence of Success Include Present Level of Performance (PLOP) and Overall Target (OT)	Resources/Supports (Internal/External) Optional	Professional Learning Optional
<p>Improve academic gaps in:</p> <ul style="list-style-type: none"> <li>Literacy</li> <li>Math</li> </ul>	<ul style="list-style-type: none"> <li>Hire additional staff: another Resource teacher &amp; 4-6 Math Lead.</li> <li>Switch to the latest Benchmark Math Assessments, for adequate data collection.</li> <li>Provide extra daily support in reading &amp; numeracy with current and additional staff hired.</li> <li>Implement Lively Letters in Kindergarten.</li> <li>Implement an Oral language, communication skills &amp; Story telling program to the entire curriculum.</li> <li>Hire additional staff to support Math.</li> </ul>	<p>September</p> <p>September</p> <p>Ongoing</p> <p>October</p> <p>January 2023</p> <p>Pending</p>	<p>Senior Admin</p> <p>Admin &amp; Math Leads</p> <p>Leads &amp; Resource Team</p> <p>All Teachers</p> <p>All Support Staff</p>	<p>PLOP: in Grade K, total students, know 62% of the letters sounds OT: By June: students in Grade K will know 100% of the letter sounds.</p> <p>PLOP: in Grade K, total students, know 62% of the letters sounds OT: By June: students in Grade K will know 100% of the letter sounds.</p> <p>PLOP: in Grade K, total students, know 62% of the letters sounds OT: By June: students in Grade K will know 100% of the letter sounds.</p> <p>PLOP: in Grade K, total students, know 62% of the letters sounds OT: By June: students in Grade K will know 100% of the letter sounds.</p>	<p>EECD Building Blocks Models &amp; Posters.</p> <p>Access to the One Drive for all the Math Improvements Resources.</p> <p>Continued support from Lisa Lunny</p> <p>Borden RE: Math Centers &amp; Access to her Padlet resource.</p> <p>Purchased Lively Letters</p> <p>Purchased additional Math Manipulatives.</p>	<p>August: TNEGI PD focused on:</p> <ul style="list-style-type: none"> <li>Literacy: Reading &amp; Writing</li> <li>Math Centers</li> <li>Indigenous ways of learning, knowing, and doing in Math</li> </ul> <p>October:</p> <ul style="list-style-type: none"> <li>Science of Reading (EECD)</li> <li>Make and Take Math Session</li> </ul> <p>October: Grade K Teachers and EAs will receive Lively Letters Training</p> <p>January: PD RE: Oral Language and Storytelling &amp; EET</p> <p>February: Follow up from the August PD</p> <p>March: TNEGI Follow Up PD:</p> <ul style="list-style-type: none"> <li>Literacy: Reading &amp; Writing</li> <li>Math Centers</li> <li>Indigenous ways of learning, knowing, and doing in Math</li> </ul> <p>April: Science of Reading (EECD) Follow up</p> <p>May: EECD Subject Council</p>





School Goal #2	Strategies and Actions	Timelines for Ongoing Monitoring and Feedback	Responsibility Lead or Champion	Measures/Evidence of Success Include Present Level of Performance (PLOP) and Overall Target (OT)	Resources/Supports (Internal/External) Optional	Professional Learning Optional
<p>Continue to revitalize the Mi'kmaq Language &amp; Culture. Strengthen students' self awareness &amp; identity with on the land learning.</p>	<ul style="list-style-type: none"> <li>Hire additional staff: Language/Culture Teacher for Grades 4/8 &amp; Language Coordinator.</li> <li>Sending Language Teachers to other Immersion schools.</li> <li>Elders working with teachers to help embed culture in their daily lessons.</li> <li>Weekly Elder Visits.</li> <li>Improve Outdoor Classrooms.</li> <li>Staff involved will take the Outdoor ED training course.</li> <li>Implement the 7 Sacred Teachings Aards.</li> <li>Profive Culturally Related resources that teachers can implement in their daily lessons.</li> <li>Hire Cultural Lead.</li> <li>Develop Language &amp; Culture curriculum guide.</li> </ul>	<p>September</p> <p>January/February 2023</p> <p>Ongoing</p> <p>Ongoing Fall 2022</p> <p>June 2023</p> <p>January 2023</p> <p>Ongoing</p> <p>Pending</p> <p>Pending</p>	<p>Senior Admin</p> <p>Admin</p> <p>Language Team</p> <p>Admin</p> <p>Facility Manager and Outdoor Ed Teachers</p> <p>Admin</p>	<p>Language Data</p> <p>SPRIG Data</p> <p>Student Wellness Survey</p>	<p>7 Sacred Teaching Curriculum.</p> <p>Continued support from elders to help teach the 7 sacred teachings.</p> <p>Framework from Brenda Germaine</p>	<p>Nursery Teachers and Language team will visit an Immersion school in NS. They will also visit and Immersion school that is also immersed in outdoor education.</p> <p>Monthly and Biweekly Meetings</p> <p>TNEGI: Outdoor Learning</p> <p>Training &amp; Lessons that are cross curricular for teachers to use to implement in their daily routine &amp; schedule.</p>



School Goal #3	Strategies and Actions	Timelines for Ongoing Monitoring and Feedback	Responsibility Lead or Champion	Measures/Evidence of Success Include Present Level of Performance (PLOP) and Overall Target (OT)	Resources/Supports (Internal/External) Optional	Professional Learning Optional
Enhance learning environments & experiences to engage learners with pedagogy approach & programs.	<ul style="list-style-type: none"> <li>Identify Power Play Lead.</li> <li>Power Play 3-8 (2 Markets).</li> <li>Science East: Story Book STEAM Kits.</li> <li>Climate Action Project.</li> <li>Tech Leads identified.</li> <li>Sending Staff to Tech Conference.</li> <li>Weekly Genius Hour student workshops.</li> <li>Weekly STEAM student workshops.</li> <li>Developing &amp; Using Outdoor Classrooms</li> </ul>	September Ongoing Ongoing November January 2023 Ongoing Ongoing Ongoing	Powerplay Lead Teachers Science Lead Admin Tech Team & Tech Leads	Engagement levels increase Attendance increase Dadavan Attendance Data Student Wellness Survey More use of the Science STEM bins	Continued support from Bill Roach, Foudner of Powerplay Continued support from ASD-N Power Play Leads Continued Support Michael Edwards and Science East	October: Power Play PD for New Teachers (ASD-N) November: Tech PD January: Tech Conference Need more Tech, Genius Hour & Steam Training





## Special Services Introduction



It has been said that the Specialist Services Team at Elsipogtog Community School is not unlike a unicorn. Our team is quite proud of our unique status and proud of the work we do to support the students and families of Elsipogtog Community School. We are constantly looking for ways to provide services that are effective, timely, and student-centred.

The Specialist Services Team includes a variety of professionals, including Guidance, Literacy Support, Math Support, Academic & Autism Resource and Behavioural Intervention. We are also fortunate to be able to provide Speech-Language Pathology, Occupational Therapy, Physiotherapy, and Clinical and Educational Psychology support services to the students. We meet on a regular basis to review new referrals and identify student needs and opportunities for collaboration.

Our service delivery model includes traditional pullout therapy but extends well beyond this. Small groups targeting both single discipline and multidisciplinary goals are common. In-class support through modelling, station teaching and co-teaching with the classroom teachers are becoming more common.

During the 2022-23 academic year, the SLP team introduced a new phonics program, Lively Letters, with the Kindergarten students. It was both fun and educational. Moreover, this program offers alternatives for students with various learning needs. The School and Community Liaison and Clinical Psychologist facilitated the Heros program, which is a social-emotional skill-building program that equips youth with tools proven to enhance their capacity for resilience. This was a 10-unit program offered to the grade 7 and 8 students. By building their inner strengths, resilience, and decision-making skills, youth feel more confident navigating life's challenges and taking healthy risks.

Several staff members offered support during school Professional Development days throughout the year. Training covering several topics was provided to staff to allow them to support student needs better. Wellness sessions were also provided to staff for their own health and well-being.

Whenever possible, our team seeks to collaborate with community partners. Every spring, our team conducts a screening clinic for students who will be new to our Nursery program. This provides us with an excellent opportunity to build relationships with our most recent students and their families. At the other end of our age spectrum, we collaborate with the Bonar Law Memorial High School staff to plan a smooth transition for our students who will be moving on to this educational facility. Throughout the year, our team connects with Community Elders on a regular basis to ensure that students receive the spiritual and cultural support they need



In the upcoming year, we are looking for new ways to be innovative with our therapeutic offerings, more efficient with our time and more collaborative with staff. We will be converting our paper-based charting to an electronic system. With this shift, we are hoping to reduce our reporting time and increase our ability to share pertinent clinical information in a more timely manner. We are planning to introduce a regular opportunity to meet with teachers and EAs to address any questions or needs for support they might have. In doing so, we are hoping to reduce the number of urgent requests.





# Specialist Team



## Debbie Maund

Speech-Language Pathologist,  
Special Services Coordinator

Debbie has been working as a Speech Language Pathologist for the past 25 years and has had the privilege of working with the students and staff at Elsipogtog Community School for the past 6 years.

Debbie loves to help children develop their communication skills through games, stories and play.

Her goal is to use her creativity, compassion, caring and expertise to help children find their voice, for them to have fun doing it and to support their caregivers on their journey.



## Wendy Sock

Resource Coordinator,  
EA Coordinator

Wendy, a devoted educator, commenced her journey at Elsipogtog Community School in September 1994. Over 29 years, she witnessed remarkable growth in staff, students, and herself. Wendy's roles evolved; she began as a Grade 3 teacher, then dedicated over a decade to Reading Recovery. She later immersed herself in Guided Reading and Resource for Kindergarten to Grade 8. Wendy served as Resource Coordinator for several years, joined the esteemed Eastern Door team, and now excels as the EA Coordinator. Her unwavering commitment shines alongside a team of specialists dedicated to enriching Elsipogtog Community School and its students.



## Crystal O'Neil

Family & Community Liaison

Crystal O'Neill, from Pabineau First Nation, happily married to Kirk for 25 years, is a dedicated educator in Elsipogtog. With 27 years of experience, she currently serves as the School & Family Liaison, connecting students and families with resources to improve educational success. Crystal's passion is making a difference in the lives of children and families, empowering them to thrive academically and personally while embracing their Mi'kmaq culture. She actively pursues professional development in counseling and respects individual needs, providing guidance and support. Through her dedication, she helps students succeed in school and in life.



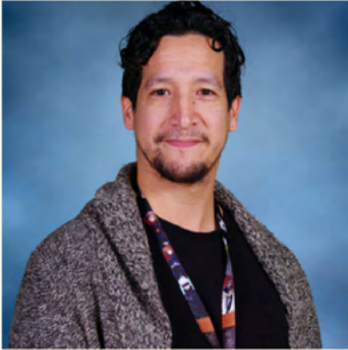
## Vanessa Googoo-Dedam

Behavioural Interventionist

No Information given







## Camdem Milliea

Behavioural Interventionist

Camden, from Elsipogtog First Nation, is a valued member of the specialist team as a Behavior Interventionist. His role involves helping students manage their behavior and providing strategies to cope with stressors. With a compassionate approach, Camden offers a listening ear and support, striving to demonstrate his care for the students. His primary objective is to ensure their safety upon arriving at school. Equipped with training in NVCI, ASD, Trauma-Sensitive Mindfulness, and First Aid, Camden is well-prepared to meet the diverse needs of the students.

Beyond his work, he enjoys sports, music, video games, and cherished moments with his loving family. Camden takes immense pride in serving Elsipogtog Community School's staff and students, embodying a deep commitment to his community.



## Lorena Joseph

ASD Lead

Lorena graduated from Oultons College in 2003 with Child and Youth Care. She then worked in a group home before going to NBCC and graduating with Human Services. Upon graduation, she worked for a private company in Moncton giving one on one intervention to pre school aged children on the Autism Spectrum. After 4 years she was hired with the Anglophone North School District where she worked as an EA with children diagnosed with autism for 10 years.

She recently graduated with her BA from Crandall University and will be going back in September to obtain her Education Degree. She also has Autism Intervention Training through UNB.



## Eustacia Bradstreet

Guidance Counsellor

Eustacia has been the Guidance Counsellor at Elsipogtog School, since 2008. She is a listener and helper available to all of the children in the school. She aims to spark social, emotional, and academic growth.

Her goal is to work collaboratively with students, parents, and staff to provide support and ensure our students feel successful both academically and personally.

She is dedicated to providing a safe environment for all, promoting healthy relationships, and teaching selfregulation and coping skills.



## Nicole Hebert

Psychologist

Nicole has been working with children for over 20 years. She has worked in education, mental health and private practice. She has been working at the Elsipogtog Community School since 2017.

Her goal is to help students develop to their full potential (academic, psychological and spiritual). She helps them use positive thoughts with cognitive-behavioral techniques. She uses trauma informed techniques to create a safe space where her clients can express themselves. She has incorporated the use of different strategies and techniques to help: relaxation, meditation, mindfulness and art therapy. She also offers support to staff and parents.





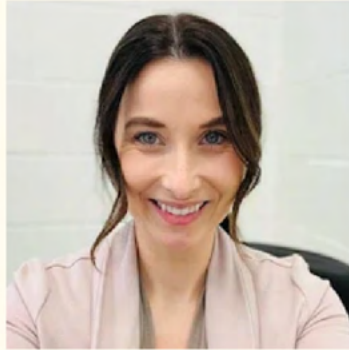


## Doug MacDonald

Educational Psychologist

Doug is an Education Psychologist at Elsipogtog Community School. He assesses students for learning disabilities and behavioral concerns, using formal tests and observations. Doug collaborates with teachers and parents to develop personalized learning plans. He pays close attention to detail, ensuring accurate evaluations and effective intervention strategies. By fostering open communication, he supports parents in implementing home-based strategies that align with the students' educational goals.

Doug's approachability, empathy, and expertise have made him a trusted member of the school community. He is dedicated to making a lasting impact on students' lives, empowering them to achieve academic growth and emotional wellbeing.



## Mylène Savoie

Speed-Language Pathologist (SL-P)

Mylène, an experienced Speech-Language Pathologist with 11 years of working with children, is filled with anticipation as she prepares to embark on a new chapter at Elsipogtog Community School. Prior to join the schools speciality team, she dedicated her efforts at the Moncton Hospital, primarily focusing on the development of preschool children aged 0-5 years old. Now, Mylène is excited to bring her expertise to Elsipogtog Community School and support the growth of communication, speech, language, and literacy skills among the children.

Although not from Elsipogtog area herself, she looks forward to forging meaningful connections and contributing to the educational journey of the students.



## Laurie Terris

Occupational Therapist (OT)

Laurie has worked in a number of settings since graduating as an Occupational Therapist (OT), and is especially passionate about working with children in the school setting. At Elsipogtog Community School, she completes assessments of students' function in school activities like handwriting, and under-lying skills such as fine motor, visual perception & sensory function. She works closely with the Rehabilitation Assistants (RA's), who carry out intervention programs for many students. She also helps students obtain equipment they need to function in their daily activities.



## Colleen McFadden

Physiotherapist (PT)

Colleen McFadden is a Physiotherapist who has been offering her services to children and their families of the Elsipogtog Community for the last 10 years. Initially, she worked for the ExtraMural Program as the KentNorth community physiotherapist for school-aged kids and provided services for children with physical needs, either at school or at home with their families. Since 2019, she has been hired as the Elsipogtog Community School's Physiotherapist on a part-time basis, offering individualized gross motor assessments (running, jumping, balance, coordination, aiming & catching, etc.), manual therapy and exercise program prescription for the school's rehabilitation assistant or for families to work on from home.







### **Mélodie Richard**

Rehab Assistant

Mélodie, 1 of 3 Rehabilitation Assistants here at Elsipogtog Community School. Mélodie works closely with the rehabilitation team and provides both occupational and physiotherapy to students. Her passion to help youth achieve their goals began when she worked as a Behavioural Interventionist, she then was able to transfer her skills by taking on the role of an Educational Assistant at the school. In 2020, when the COVID pandemic hit, she took this as an opportunity to advance her education and completed her Rehabilitation Assistant certificate. Being in the role of Rehabilitation Assistant is rewarding as it allows her to help kids achieve their own successes!

When not at school, you can find Mélodie spending quality time with family, reading a book, chasing waterfalls, crafting or camping!



### **Samantha Sanipass**

Rehab Assistant

Samantha is a rehabilitation assistant at Elsipogtog Community School, where she helps deliver Occupational Therapy and Physiotherapy services to the students. She is passionate about aiding children in their growth and overcoming challenges. Samantha studied at Eastern College and is currently training to become a Shamanic Practitioner, expanding her abilities to heal and support individuals on a holistic level.

Her dedication to making a positive impact on the lives of the children she serves is evident in her commitment to her profession and continuous personal growth.



### **Maureen Redmond**

Literacy Lead

Maureen, from Miramichi, New Brunswick, earned a BA in History and Psychology, along with a BEd in Elementary Education from St. Thomas University. She began teaching in Elsipogtog in 1985, instructing Grade 1 for 23 years before transitioning to kindergarten and then Grade 2. Since 2014, she has served as the Literacy Lead for Grades K to 3, expanding her role to include coordinating Guided Reading for Grades 1 to 4 and overseeing the Reading Support program for students from 1 to 8.

With a 37-year tenure at Elsipogtog Community School, Maureen's passion for literacy shines through, as she fosters a love for reading and provides children with rich literary experiences.



### **Rilla Scully**

Literacy Lead

No information given







### **Tanya Solomon**

K-3 Math Lead

Tanya loves working with children from her community. She has been working with children for many years, starting at the Headstart Program, where her Aunt Charlotte was her biggest influence to further her learning, then at Elsipogtog Day Care, finally settling in at Elsipogtog Community School.

In 2013 she received her Bachelor of Education, from UNB. She has worked in Resource, supply teaching, teaching in Kindergarten, Nursery and now is the Kindergarten to Grade Three Math Lead.

Tanya has two beautiful children, three amazing grandchildren and a supportive, loving husband.



### **Danny Scully**

4-8 Math Lead

No information given



### **Melissa LeBlanc**

Resource Teacher

Melissa has been teaching for over 16 years, first in the classroom and then in the areas of Resource, Literacy, and Kindergarten Mentor. She has taught high school, middle, and elementary school.

She loves a challenge and uses personalization of lessons or sessions, coupled with a child's learning style, and a trauma-informed approach, so the students are not only learning, but they are learning based on their interests and learning style.



### **Beverly Harrison**

Resource Teacher

Bev has been teaching at Elsipogtog Community School for 31 years. After achieving a Masters of Education in 2021, she accepted the job of Resource Teacher. In this role, she facilitates IEP meetings, writes education plans, and works with groups of students to enhance their learning.

Additionally, she trains educational assistants in guided reading methods, ensuring they can provide the best services possible to the students they work with. Bev collaborates with teachers and provides interventions in both literacy and math for students in Grades K-4.





## Mi'kmaq Immersion & Education

Culture and language have been essential components of Elsipogtog Community School. All of our students participate in culture and language learning. Our K4 Nursery program is done in complete Mi'kmaq immersion. Students receive all their instruction, Mi'kmaq. Kindergarten and grade 1 students spent one-third of their day in intensive Mi'kmaq. In addition, the students in grades 2-8 received specific culture and language learning during their specialty block. Finally, culture and language learning have also been implemented into daily everyday classroom life within the school.

Our language program is focused on oral language learning, play base, and outdoor on-the-land learning. We are constantly creating ways to practice the oral language, which supports our Mi'kmaq immersions program and it is highly encouraged throughout the school. We also have a mutual respect for both Mi'kmaq writing orthography: Father Pacific & Francis Smith.

The language team and language educators have been working and learning from educators from Listuguj; through this networking, we have implemented outdoor education and on-the-land learning. We have developed several outdoor classrooms around the school.

Some of the other events & daily activities that we do at the school are:

- Seven Sacred Teachings
- Monthly Parent Day for Nursery.
- Daily/Weekly Elder Visits
- Traditional Tuesday
- TRC Event
- MMIW Event
- Wilderness Camp
- Heritage Fair
- Mawiomi
- Create Interactive Mi'kmaq Talking Posters





The Elsipogtog Community School received the Canadian Heritage Language & Culture grant. Three hundred sixty-four students benefit from the project.

The participants' language proficiency level was specified at the start and end of the project. Here are the results:

Level of Language Proficiency in Interpersonal Communication	Number of participants at the <u>start</u> of the activity	Number of participants at the <u>end</u> of the activity
<b>No Proficiency:</b> I have no knowledge or knowledge of only a few simple memorized words.	39	
<b>Novice Low:</b> I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.	155	39
<b>Novice Mid:</b> I can communicate on familiar topics using a variety of words and phrases that I have practiced and memorized.	170	270
<b>Novice High:</b> I can provide/share information about familiar topics using phrases and simple sentences, sometimes using memorized language.		55
<b>Intermediate Low:</b> I can take part in conversations on familiar topics using simple sentences.		
<b>Intermediate Mid:</b> I can participate in conversations on familiar topics using sentences and series of sentences.		
<b>Intermediate High:</b> I can participate with ease and confidence in conversations on familiar topics.		
<b>Advanced Low:</b> I can participate in conversations about familiar topics that go beyond my everyday life.		
<b>Advanced Mid:</b> I can express myself fully not only on familiar topics but also on some concrete social and professional topics.		
<b>Advanced High:</b> I can express myself freely and spontaneously, and for the most part accurately, on concrete topics and on most complex issues.		





# STEAM Education

Science, Technology, Engineering, Art and Mathematics (STEAM) educational opportunities are integral for all students at Elsipogtog Community School. Students from Kindergarten to Grade 8 attend classes in our Art Studio and Science Lab, while Middle School students also participate in classes in our Tech Lab. Inquiry-based learning, engineering and design and outdoor learning opportunities are collaboratively planned by our STEAM educators and classroom teachers for all students. Additionally, classroom teachers are supported by our STEAM and Technology Team as they incorporate STEAM activities in each classroom and participate in the Power Play program whereby students ideate, create and market a product at our School Power Play Market.





# Project Highlights

## Grades 5 - 8 Heritage Art Exhibition

In the Art Studio Grade 5- 8 students undertook a project to learn about culturally significant art, artists and legends. Students each created an art piece that was displayed during Heritage Week at our school. Grade 5 students learned 3 different Mi'kmaq legends and created a mixed media artwork on their personal favorite. Grade 6 students created coiled baskets with yarn and sweetgrass. Grade 7 students learned about Mi'kmaq hieroglyphs and the work of Alan Syliboy to create carved foam stamps. Grade 8 students learned about the Mi'kmaq Double Curve and with the help of our tech team created their own double curve designs that were placed on individual t-shirts.



## Creative Climate Education Youth Group

A Group of 4 Grade 7 students designed and implemented a climate education project for our Kindergarten students called "Seeds of Reading". The group invited Elder Donna Augustine to share her teachings about caring for our environment with the focus of helping them learn about where our food comes from with our Kinder Students. Each kinder student was given a book of their own and pumpkin seeds, soil and a pot and encouraged to care for their seeds with their families at home. Students were also encouraged to read their book to their seeds as they grew.





## Grade 3 Cross-Curricular Habitat Project

In a cross-curricular, multidisciplinary project, students combined research, writing, art and science as they learned about important animals in NB and about the habitats in which they live. Initially students researched and wrote about their chosen animal in class. In the Art Studio students created their animals in clay. Finally in the SciLab students learned about habitats and collaboratively created habitats for their animals in a design and build project.



## EECOM 2023 Education Conference Workshop

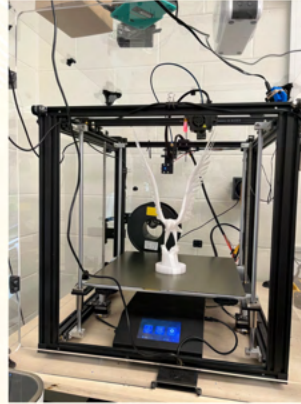
Our Art and Science Educators along with our Grade 7 Climate Action Leaders hosted educators and professionals from across NB as a workshop in the EECOM Education conference in February of 2023. Students shared their Creative Climate Project with participants and led a tour of our school. While our Educators led a discussion about the Fluid Indoor/Outdoor learning spaces in our school, toured our outdoor classrooms on snowshoes and shared a mindfulness art activity with participants.





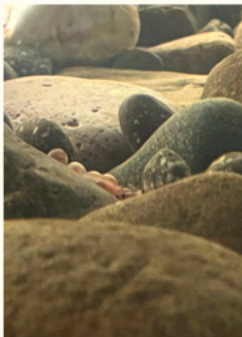
## 3D Printing & Design

In the Tech Lab, grade 7 and 8 students learned how to use the program TinkerCad and how to use our 3D Printers whereby they designed and printed their own creations.



## Grade 2 Fish Friends Salmon Collaboration

In the SciLab Grade 2 Students enjoyed learning about the life cycle of Salmon when we partnered with Fish Friends in their salmon project. We welcomed and cared for over 300 Salmon Eggs from March to June. Students practiced observation and questioning skills as they watched the eggs hatch into alevin and grow into fry. Our fish friends were eventually released back into the river at the Atlantic Salmon Museum where students also learned about stewardship and environmental protection.





## Wolves Den Alt-Site

The Wolves Den is an alternative school site for children with complex needs and exceptionalities. Many of our children, for various reasons, experience symptoms of neurodevelopmental disorders. Several of our children have been diagnosed with ADHD, Autism, etc. They are prone to outbursts, impulsive behaviours and hyper-emotional episodes.


Children with such complex needs require educators with various specialty credentials. The lead person must have years of experience working with children who require a great deal of emotional support, and it must be someone who can work without a set curriculum in demanding circumstances. In this job, a team concept is paramount. It is incredibly beneficial for adult educators or support workers to possess similar traits as the leader. The education side of their skills can be learned. Hence, it is optional to have people with a vast portfolio. Still, showing compassion, empathy, love for children, and a strong sense of loyalty and connectivity to the children is essential. These children must know they are forgiven for their behaviours and that their behaviours are simply a symptom of their internal struggles. We as educators must provide strategies to help these children navigate their environments, learn social skills, self-care, regulation of emotions, and the ability to communicate internal anguish to someone who will listen. It is also our endeavour to have our students reach their full academic potential, working to the best of their ability levels with a support network, utilizing teaching techniques that may be unique but effective at delivering quality education. Students must understand metacognition, learn how they learn, and discover their learning intelligence out of Gardner's list of nine. This helps the adults prepare outcomes that suit the individual's learning style, ensuring maximum success for each child to their ability levels.

All children can learn and be contributing members of society. It is our responsibility to provide them with the tools, support and scaffolding they may require to arrive at their destinations in life.





# Summer Camps



Elsipogtog Community School hosts diverse summer camps in July, catering to various age groups and interests and ensuring education and well-being. All participants are provided with a packed lunch and snacks throughout each camp. These are the following camps offered by the school:

## ***Literacy and Numeracy Camps***

The Literacy and Numeracy Camp runs during the first three weeks of July. This camp focuses on literacy and numeracy activities that help combat summer learning loss. Research has shown that without summer camps, children experience a loss in skills gained during the regular school year. This camp has high enrollment; this year, we had 38 students, and last year we had 19. In 2016, we had 48 students attend. This camp is geared towards grades 3, 4 and 5 but has taken kids from middle school and as young as grade 1. This camp has been running continuously since 2015.

## ***Bumblebees Summer Camp***

The Bumblebees Summer Camp runs for two weeks. This camp targets children in Kindergarten who may need some extra lessons based on assessments given during the school year. The enrollment is usually 10-12 students. The camp focuses on fostering a supportive learning environment, offering tailored activities and educational resources to address each child's specific needs and enhance their academic growth.

## ***School Readiness Camp***

The School Readiness Camp focuses on young children entering the school for the first time. The kids are usually 3-4 years of age. The focus is skill development, but it also prepares kids to get acquainted with the school setting. Kids engage in activities that promote participation and fun in school. During the School Readiness Camp, children develop essential skills and foster a sense of curiosity and enthusiasm for learning through interactive and enjoyable activities designed to create a positive foundation for their educational journey.

## ***Summer Welding Camp***

In partnership with Mount Allison University and the Department of Education and Early Childhood Development, Elsipogtog built a Trades Center that services Bonar Law High School students in trade skills in the afternoons for kids who want to take courses. The Elsipogtog Community School runs a summer welding camp for middle school students. Enrollment is usually 10-12 students. The teacher is a certified welder and works closely with the Canadian Welding Foundation. The summer camp is called "Mind Over Metal".



## ***Mi'kmaq Immersion***

The Elsipogtog Community School's immersive 2-week camp, targeting 4-5-year-olds, uniquely incorporates conversational Mi'kmaq, providing a culturally rich and linguistically engaging experience. In collaboration with the Department of Education and Early Childhood Development, this initiative aims to preserve and promote the Mi'kmaq language and traditions, fostering a solid cultural identity. The camp serves 10-12 students.

## ***Fun in the Sun Camp***

The Fun in the Sun camp was the first to target education loss due to COVID-19. A one-week camp that served 10-12 kids.





# School Staff



Melissa Googoo-Dedam ..... Principal  
 Marina Milliea ..... Vice-Principal  
 Schyler Campbell ..... Vice-Principal  
 Vera Augustine ..... Administrative Assistant  
 Loretta Hebert ..... Administrative Assistant

Debbie Maund ..... Special Service Coordinator/  
 Speech-Language Pathologist  
 Wendy Sock ..... Educational Assistant Coordinator/  
 Resource Coordinator  
 Crystal O'Neil ..... Health & Wellness/  
 Family School Liason

Cynthia Francis ..... Grade 8 Teacher  
 Trey Lewis ..... Grade 8 Teacher  
 Amanda Johnson ..... Grade 7 Teacher  
 Krista Johnston ..... Grade 7 Teacher  
 Courtney McIntyre ..... Grade 6 Teacher  
 Micah Carruthers ..... Grade 6 Teacher  
 Julie Cummins ..... Grade 5 Teacher  
 Elizabeth Augustine ..... Grade 5 Teacher  
 Jenna Warman ..... Grade 4 Teacher  
 Precious De Asis ..... Grade 4 Teacher  
 Lani Sock ..... Grade 4 Teacher  
 Lindsay Warren ..... Grade 3 Teacher  
 Nicole Robichaud ..... Grade 3 Teacher  
 Tatum Sanipass ..... Grade 3 Teacher  
 Beatrice Francis ..... Grade 2 Teacher  
 Robyn Barlow ..... Grade 2 Teacher  
 Shyla Augustine ..... Grade 2 Teacher  
 Elaine Sullivan ..... Grade 2 Teacher  
 Kachina Augustine ..... Grade 1 Teacher  
 Lisa Doucette ..... Grade 1 Teacher  
 Megan Tozer ..... Kindergarten Teacher  
 Rose Morris ..... Kindergarten Teacher  
 Sudnie Smith ..... Kindergarten Teacher  
 Carla Augustine ..... Nursery Teacher  
 Karen Clair ..... Nursery Teacher  
 Mary Milliea ..... Nursery Teacher

Joanne Adourian ..... Science Lead/Teacher  
 Carrie Roberts ..... Art Lead/Teacher  
 Cole Macdonald ..... Phys.Ed Teacher  
 Colin Robichaud ..... Gym Helper  
 Talli Warren ..... Gym Helper

Serena Sock ..... Language Lead/Teacher  
 Cathy Sock ..... Language Immersion Teacher  
 Oasoeg Milliea ..... Language Immersion Teacher  
 Geralyn Denny ..... Language/Culture Teacher  
 Marion Sanipass ..... Language/Culture Teacher  
 Lenore Augustine ..... Language/Culture Helper

Aerial Peter-Paul ..... Resource  
 Danielle Cormier ..... Resource  
 Germaine Augustine ..... Resource  
 Monica Roach ..... Resource  
 Melissa LeBlanc ..... Resource Teacher  
 Beverly Harrison ..... Resource Teacher/  
 Health & Wellness

Camden Milliea ..... Behaviour Interventionist  
 Vanessa Googoo-Dedam ..... Behaviour Interventionist  
 Lorena Joseph ..... ASD Lead  
 Eustacia Bradstreet ..... Guidance Counsellor  
 Nicole Hebert ..... Psychologist  
 Doug MacDonald ..... Educational Psychologist  
 Mylene Savoie ..... Speech-Language Pathologist  
 Laurie Terris ..... Occupational Therapist  
 Colleen McFadden ..... Physiotherapist  
 Melodie Richard ..... Rehab Assistant  
 Samantha Sanipass ..... Rehab Assistant

Jeremy Graham ..... Facility Manager  
 Jerron Augustine ..... Tech Lead  
 Marcus Augustine ..... Tech Support  
 Attila Augustine ..... Student Tech Worker





Kevin Scully ..... Alt-Site Teacher (Wolves Den)  
 Angelica Owen ..... Alt-Site Support Staff  
 Kody Francis ..... Alt-Site Support Staff

Amanda Bernard ..... Educational Assistant  
 Angel Milliea ..... Educational Assistant  
 Angie Augustine ..... Educational Assistant  
 Anna Daigle ..... Educational Assistant  
 Audrey Levi ..... Educational Assistant  
 Bailey Sock ..... Educational Assistant  
 Bianka Metti ..... Educational Assistant  
 Ceanna Augustine ..... Educational Assistant  
 Charlene Roberts ..... Educational Assistant  
 Cheryl Joseph ..... Educational Assistant  
 Christa Augustine ..... Educational Assistant  
 Christine Lynds ..... Educational Assistant  
 Colleen MacAuley ..... Educational Assistant  
 Colleen Roberts ..... Educational Assistant  
 Dara Joseph ..... Educational Assistant  
 Dayna Milliea ..... Educational Assistant  
 Denise Daigle ..... Educational Assistant  
 Flora Levi ..... Educational Assistant  
 Grace Denney ..... Educational Assistant  
 Hayden Augustine ..... Educational Assistant  
 Heidi Peter-Paul ..... Educational Assistant  
 Jeni Sock ..... Educational Assistant  
 Jody Roberts ..... Educational Assistant  
 Jordan Joseph ..... Educational Assistant  
 Kateria Augustine ..... Educational Assistant  
 Katie Agnew ..... Educational Assistant  
 Kim Fearon ..... Educational Assistant  
 Kiya Milliea ..... Educational Assistant  
 Krista Fillmore ..... Educational Assistant  
 Krystal Sock ..... Educational Assistant  
 Lacey Ferguson ..... Educational Assistant  
 Lacia Augustine ..... Educational Assistant  
 McKenzie Sock ..... Educational Assistant  
 Merle Peter-Paul ..... Educational Assistant  
 Nadie Cormier ..... Educational Assistant  
 Nicole Johnson ..... Educational Assistant  
 Nina Joseph ..... Educational Assistant  
 Noella Clair ..... Educational Assistant  
 Parker Campbell ..... Educational Assistant  
 Priscilla Levi ..... Educational Assistant

Renee Milliea ..... Educational Assistant  
 Rodney Warmen ..... Educational Assistant  
 Sally Copage ..... Educational Assistant  
 Sarah McDermott ..... Educational Assistant  
 Shayleen Ginnish ..... Educational Assistant  
 Shoconi Metallic ..... Educational Assistant  
 Soloya Brown ..... Educational Assistant  
 Teela Milliea ..... Educational Assistant  
 Tina Dedam ..... Educational Assistant  
 Tory Wry ..... Educational Assistant  
 Trina Milliea ..... Educational Assistant  
 Troy Ryan ..... Educational Assistant  
 Troy Scarling ..... Educational Assistant  
 Trudy Sock ..... Educational Assistant  
 Vickie Flanagan ..... Educational Assistant  
 Whitney Cail ..... Educational Assistant  
 Yvonne King ..... Educational Assistant  
 Zabrina Augustine ..... Educational Assistant

Cherie Cail ..... Cafeteria Staff  
 Lori Simon ..... Cafeteria Staff

Barbara Daigle ..... Custodian  
 Derek Dennis ..... Custodian  
 Perry Comeau ..... Custodian  
 Preston Labobe ..... Custodian  
 Scott Daigle ..... Custodian





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# Student Data & Highlights





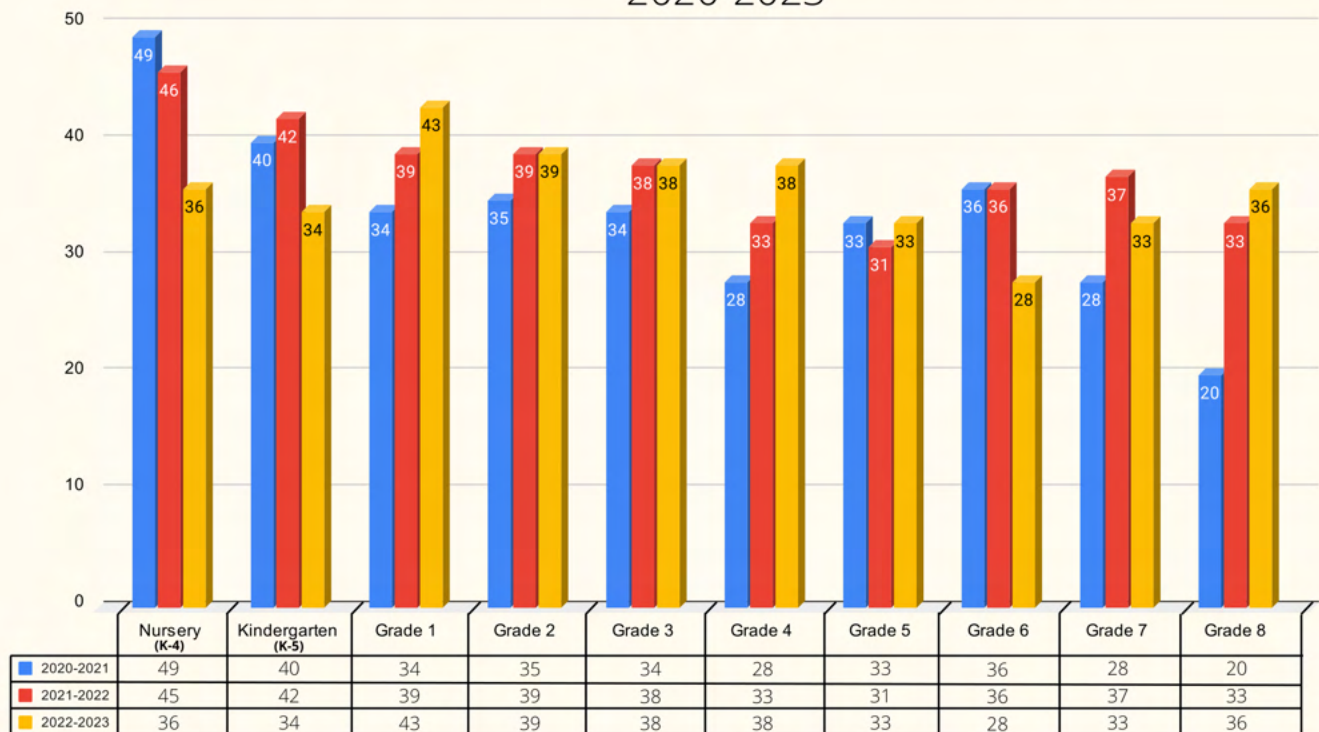
# Student Data/Statistics

Student data and statistics at Elsipogtog Community School are collected and recorded using the Dadavan - Outcomes Student Information System, a purpose-built data management system founded by an indigenous partnered-based organization in Nova Scotia.

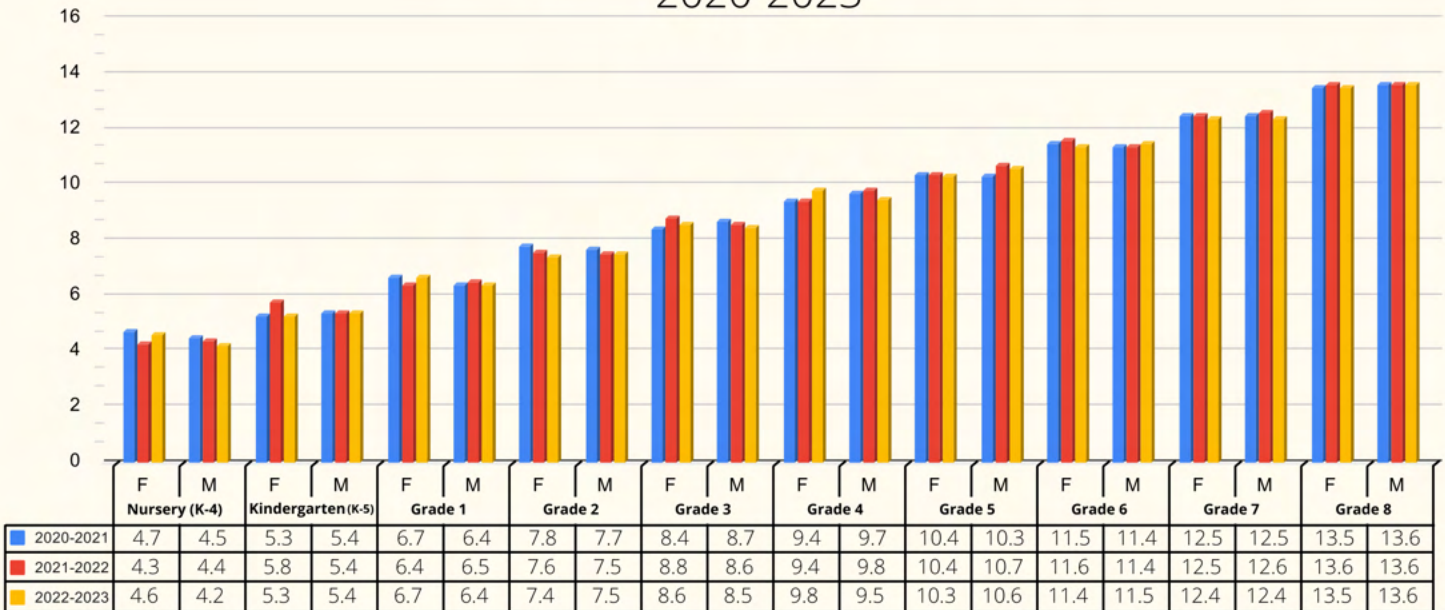
The following graphs/reports were generated by data that was recorded in the Student Information System.

The Nominal Roll report shows the total amount students enrolled at the Elsipogtog Community School by each grade. It also shows that the student population is increasing year over year.

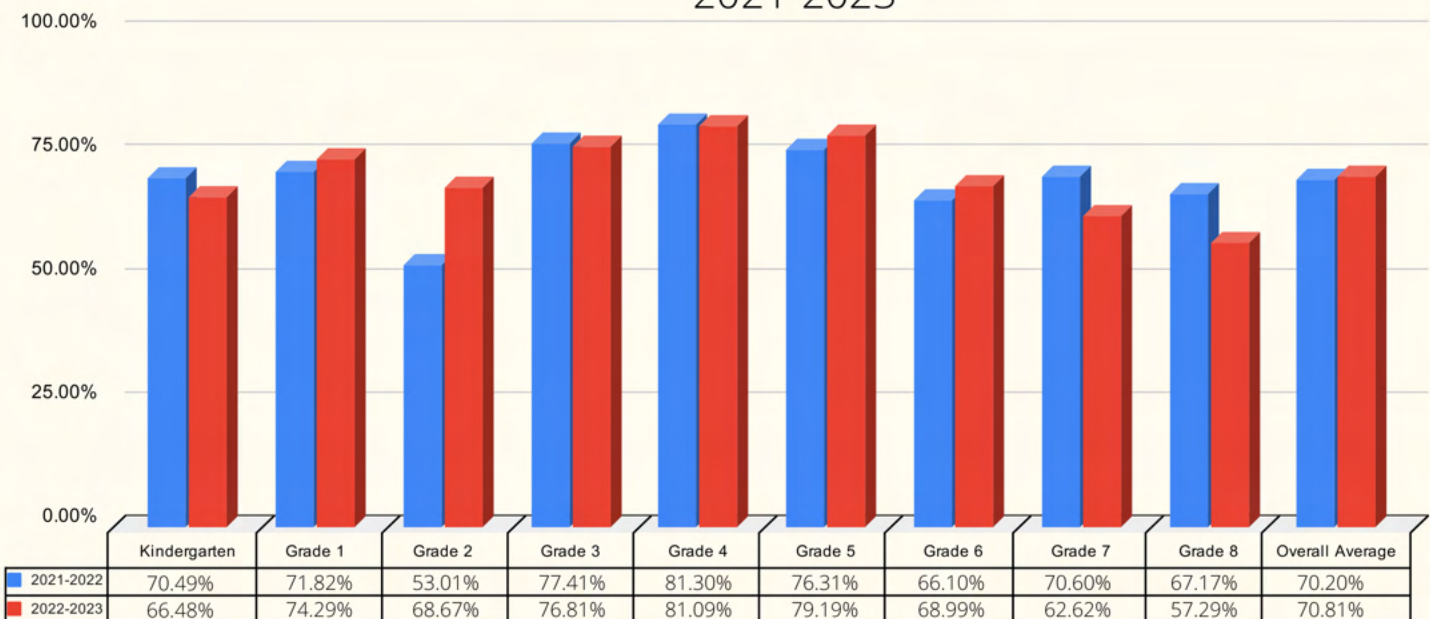
Nominal Roll - Elsipogtog Community School, 2020-2023



## Average Age of Grade by Gender, 2020-2023



## Grade Attendance Average, 2021-2023

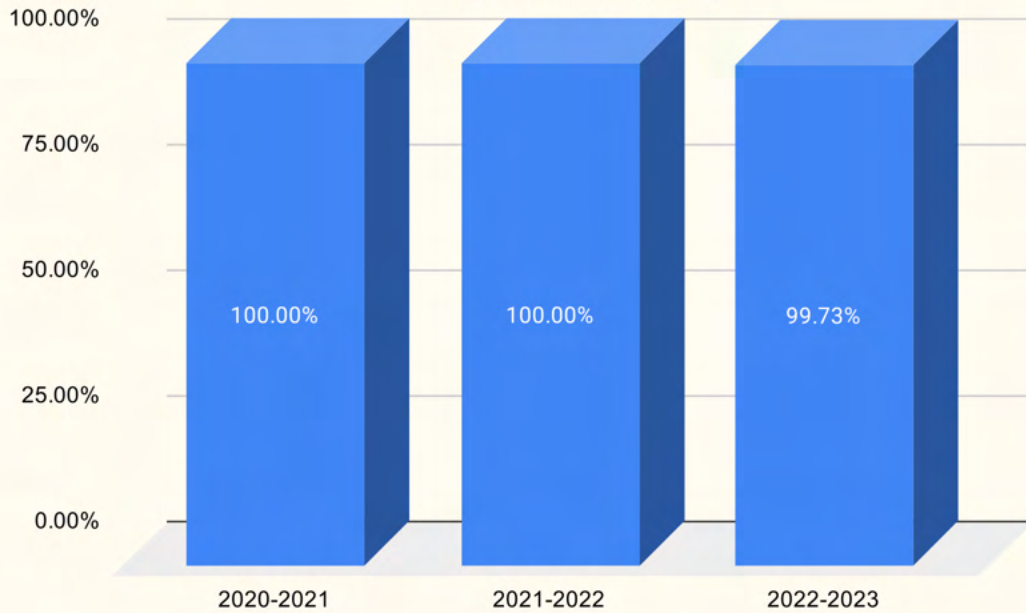


\*Due to the COVID-19 outbreaks, Student Attendance for the school year 2020-2021 was not recorded. A significant portion of the school year was spent virtually, with at-home learning.

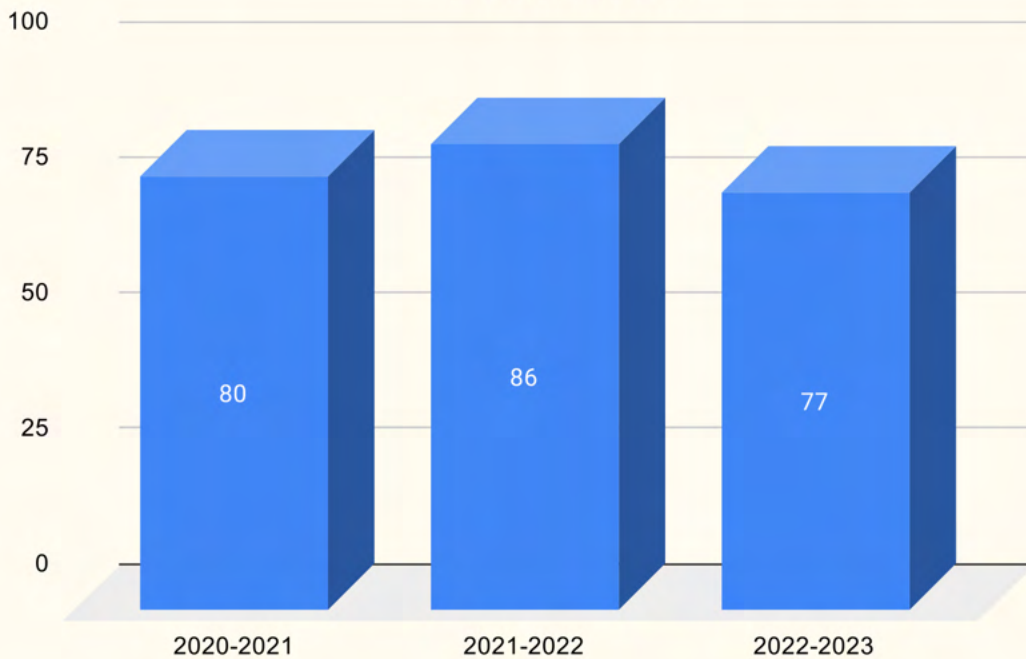




## Retention Rate, 2020-2023



## Total Number of Students with IEP (Individualized Education Plan), 2020-2023



# Student Wellness Survey Data

In May 2023, we took the initiative to conduct a 16-question student wellness survey for grades 4 through 8, an essential undertaking. The primary purpose of this survey was to gather comprehensive data and insights into our students' well-being and overall health.

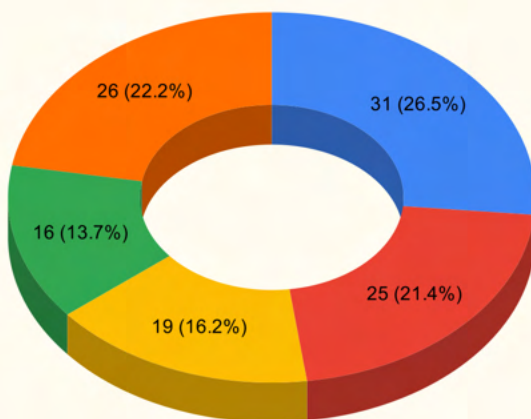
A total of 117 students aged 9-14 participated in the survey, providing us with a representative sample of the student population. The survey encompassed various aspects of student wellness, including physical health, mental well-being, emotional resilience, and overall satisfaction with their educational experience.

This data aimed to identify any prevalent challenges or concerns affecting our students' well-being, allowing us to gain valuable insights into issues such as stress, anxiety, peer relationships, and academic pressure. We will continuously develop targeted interventions and support systems to address our students' specific needs effectively.

The following graphs are created with data samples collected from the survey.

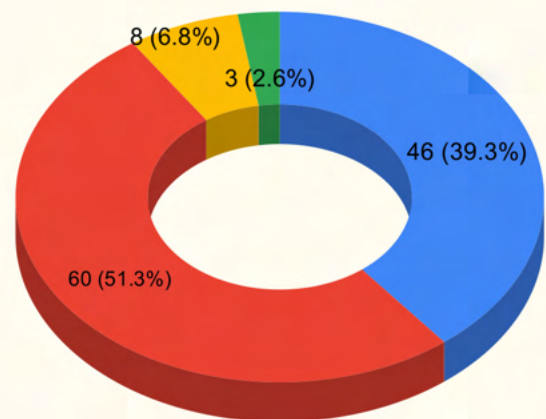
## Participant Overview

Grade



Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
31	24	19	16	26
Students	Students	Students	Students	Students

Gender



Female	Male	Prefer not to say	Non-Binary
46	60	8	3
Students	Students	Students	Students

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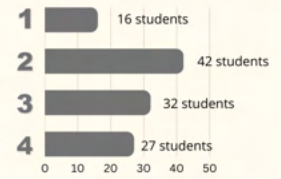
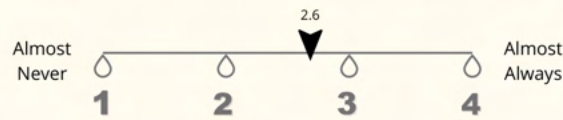
# Student Wellness Survey Data

## Average Student Rating per Sample Question

Total # of Student Answers per Option

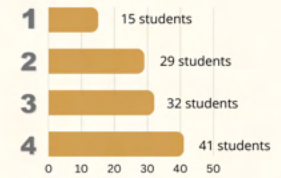
**Question 1**

*"I get excited about new things in class."*



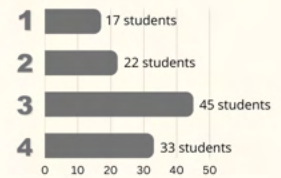
**Question 2**

*"I feel like I belong at school."*



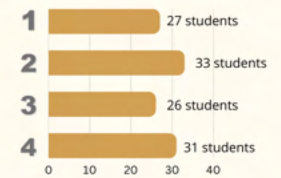
**Question 3**

*"I feel like the things I do at school are important."*



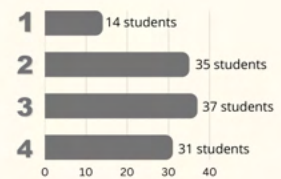
**Question 4**

*"I feel excited about going to classes."*



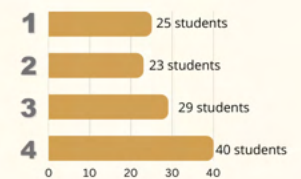
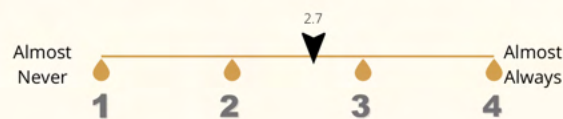
**Question 5**

*"I am really interested in the things I am doing at school."*



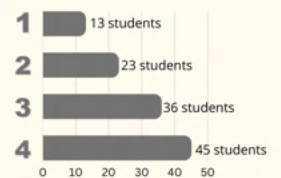
**Question 6**

*"I can really be myself at school."*



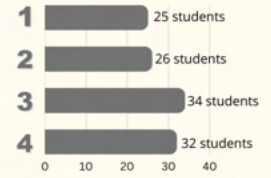
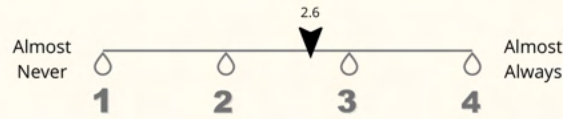
**Question 7**

*"I think school matters and should be taken seriously."*



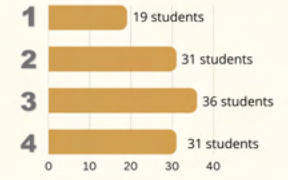
### Question 8

*"I enjoy working on class projects and assignments."*



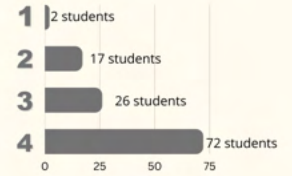
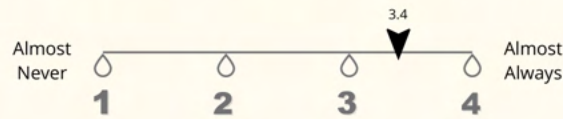
### Question 9

*"I feel like people at school care about me."*



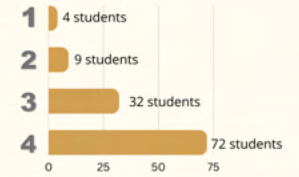
### Question 10

*"I feel it is important to do well in my classes."*



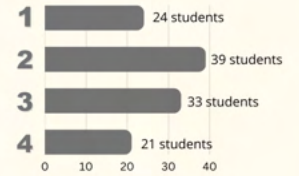
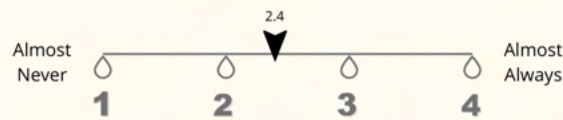
### Question 11

*"I try my best on my class assignments."*



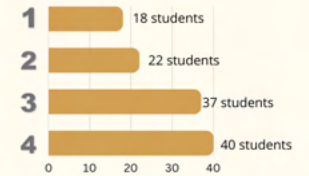
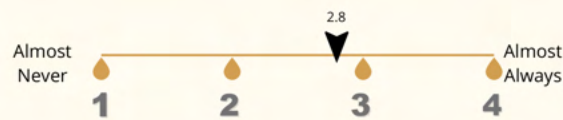
### Question 12

*"I feel happy when I am working and learning at school."*



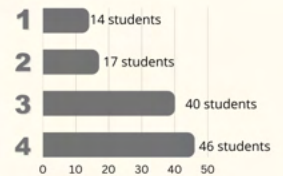
### Question 13

*"I am treated with respect at my school."*



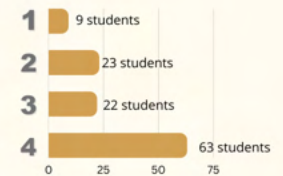
### Question 14

*"I believe the things I learn at school will help me in my life."*



### Question 15

*"I feel like people at school respect my culture & identity."*





# Student Academic Data



Academic data at Elsipogtog Community School is facilitated under the guidance of our Literacy Leads, Math Leads, and Resource staff, with the help of all the teachers. Academic data is submitted and recorded at the end of three different terms throughout the school year; the terms go as follows:

- Beginning of Year (B.O.Y.) data, which is submitted at the end of October;
- Middle of Year (M.O.Y.) data, which is submitted at the end of March;
- End of Year (E.O.Y.) data, which is submitted at the end of June.

Teachers are able to test their students with up-to-date testing methods provided by the Anglophone-North provincial school district.

Academic data consists of these three categories:

- **Reading**
- **Writing**
- **Numeracy**

An overview of each category will be presented.

## Reading Data Overview:

Reading Data at Elsipogtog Community School is measured using the Benchmark Running Records assessment, provided by the Anglophone North Provincial School District, to assess student level of reading and comprehension. A student's reading level is recorded through Guided reading sessions conducted by either the Resource Team, Literacy Leads, or the Teacher.

The following table shows the student reading level benchmark targets for each grade level at the end of each term.



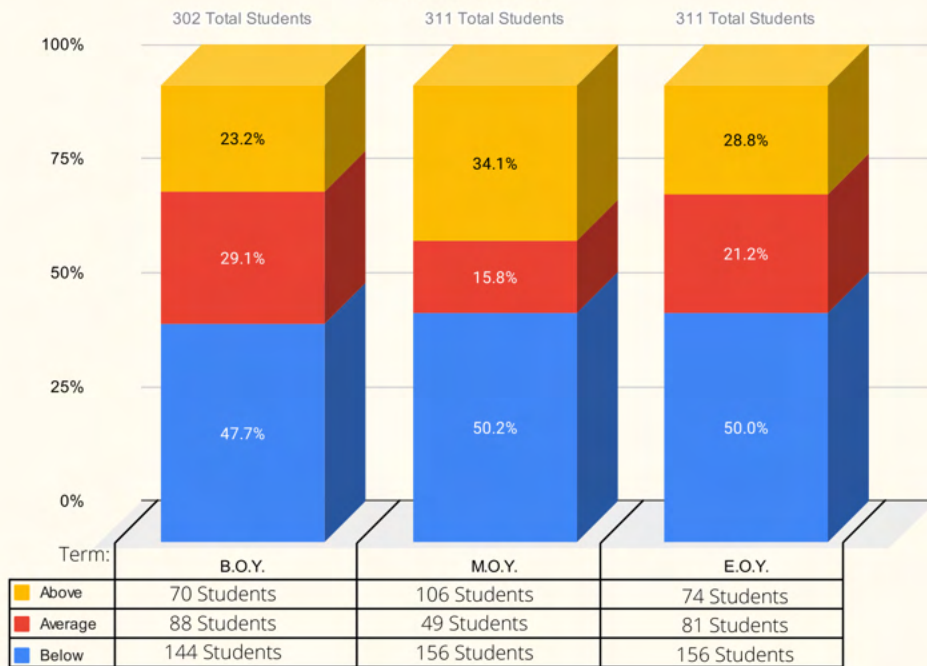
Grade Level	Beginning of Year Benchmark Target	Middle of Year Benchmark Target	End of Year Benchmark Target
K	PRE-A	A-B	B-C
1	C-D	E-F	G-H
2	H-I	J-K	K-L
3	L-M	M-N	N-O
4	O-P	P-Q	Q-R
5	R-S	S	S-T
6	T-U	U	U-V
7	V-W	W	W-X
8	X-Y	Y	Y-Z

Student reading ability is based on their current reading level at the end of each academic term, compared with the term’s benchmark target for their grade level. It can be recorded at these three stages:

- Above** - If the student has a reading level above the benchmark target for the term.
- Average** - If the student has a reading level that meets the benchmark target for the term.
- Below** - If the student has a reading level below the benchmark target for the term.

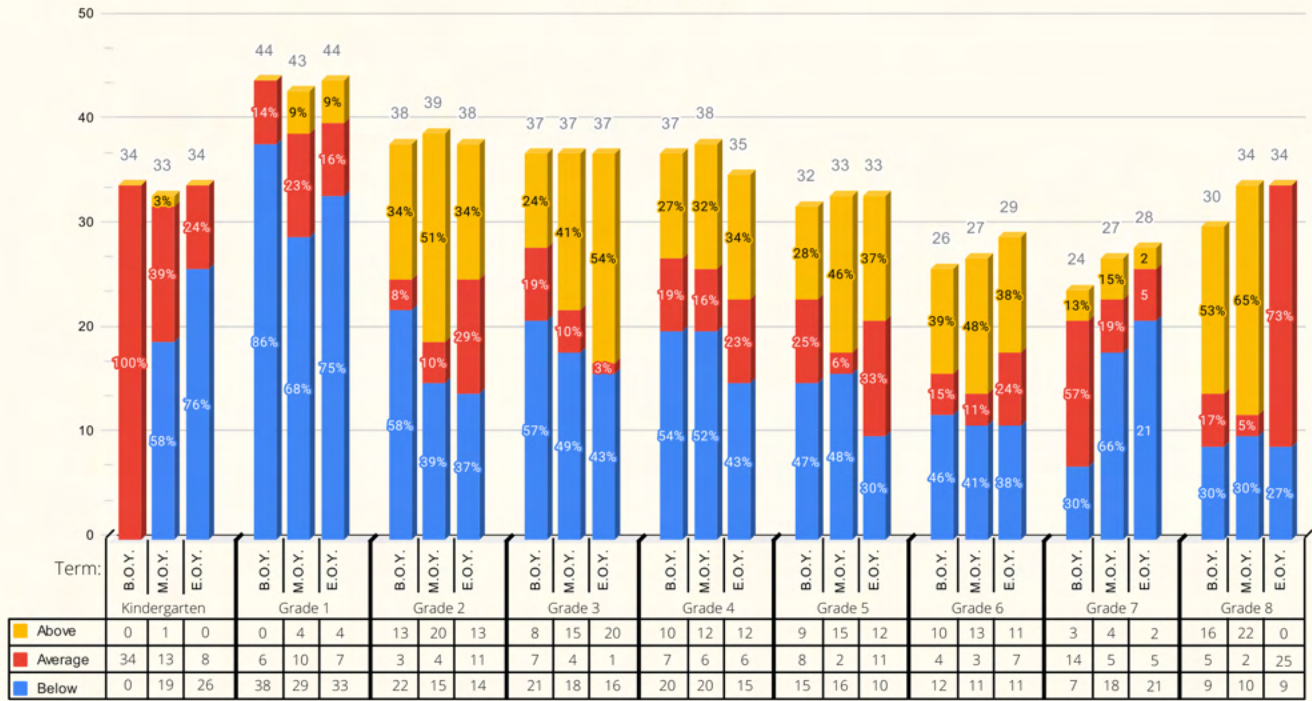
The following graphs show students’ standing in meeting the benchmark targets of each term:

### School Overview of Student Standing in Meeting Benchmark Targets, by Term 2022-2023





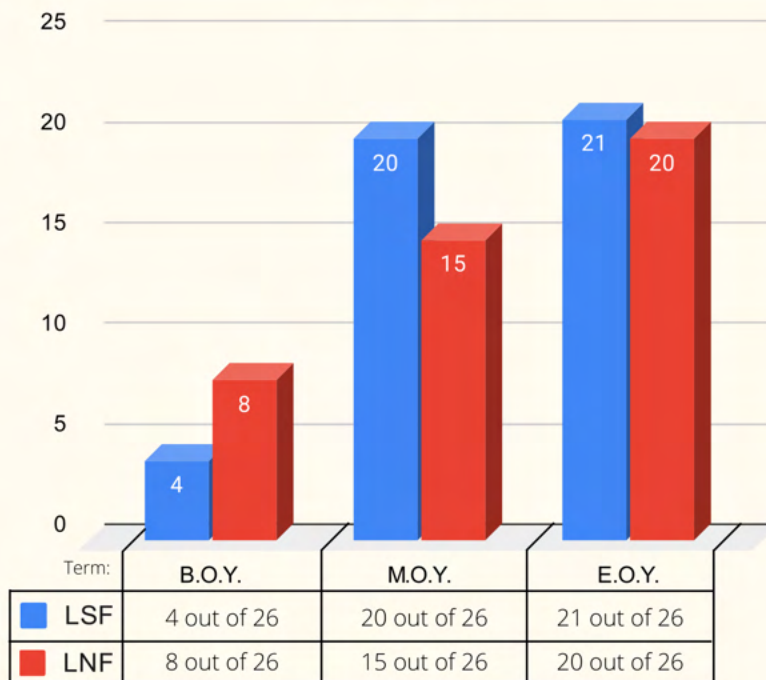
# Overview of Student Standing in Meeting Benchmark Targets per each Grade, by Term 2022-2023



At the Kindergarten level, student fluency in letter sounds (**LSF**) and letter names (**LNF**) is also tested. This is done using the *Lively Letters™* program testing resources.

The following graph shows this data, as tested during the three terms:

## Average # of Fluent LS and LN of Kindergarten, by Term 2022-2023



# Writing Data Overview:

Writing Data at Elsipogtog Community School is measured using the writing rubrics provided by the Anglophone North Provincial School District to assess student level of writing. The teachers will conduct three writing sessions during the three academic terms, and the student's work will be evaluated by the teacher using the Provincial Writing Rubric, with the guidance of the Literacy Leads.

**\*To Note:** The school administration, writing leads and resource team are currently in the works, transitioning to a new writing grading standard, provided by the provincial school district, in order to display student growth in their writing ability throughout the year more visibly. The new grading standard has these stages, **1 2 3+ 4 4+ .**

Student writing ability can be assessed and recorded at either of these three stages (with the current writing grading standard):

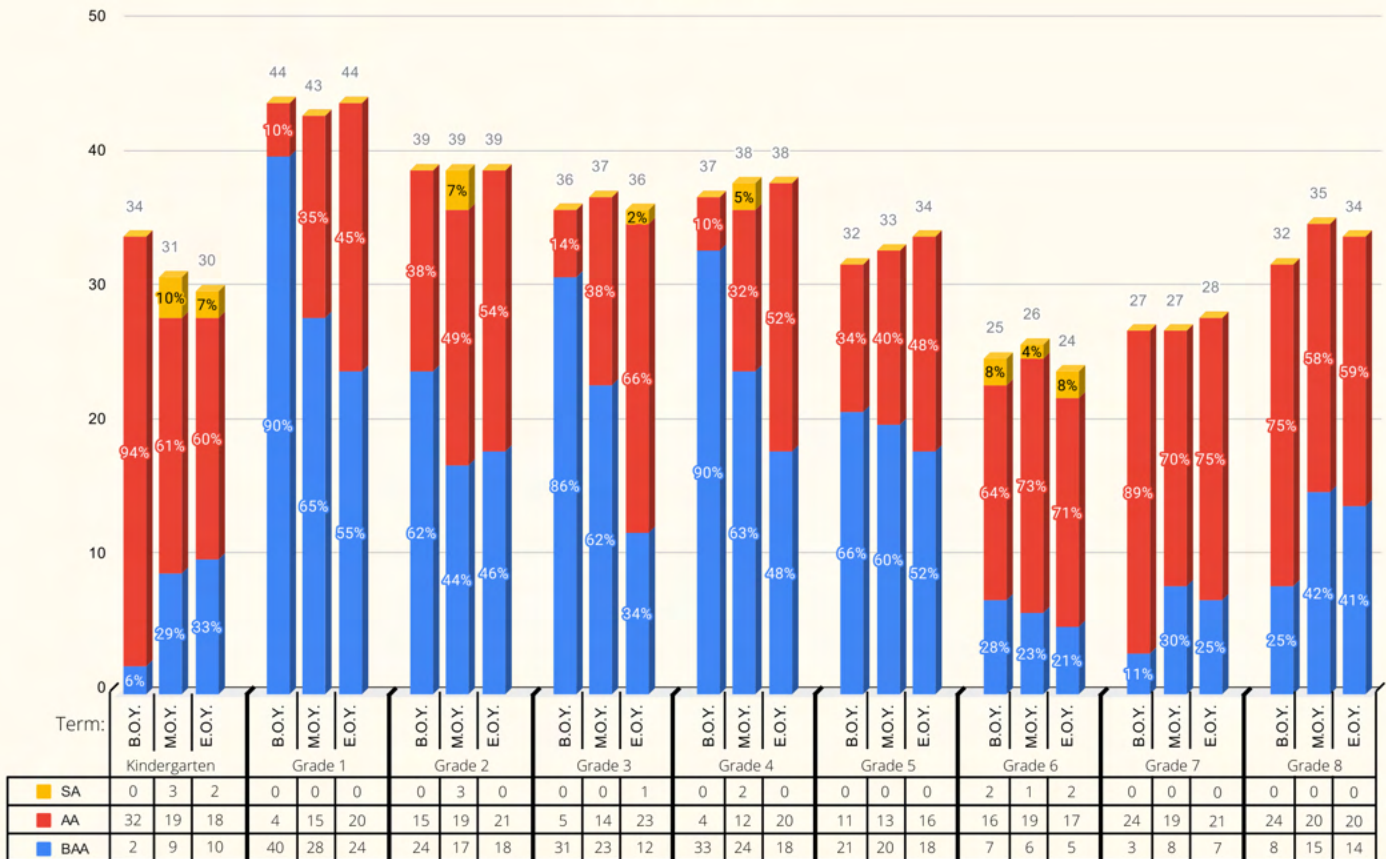
**SA** - Strong Achievement

**AA** - Appropriate Achievement

**BAA** - Below Appropriate Achievement

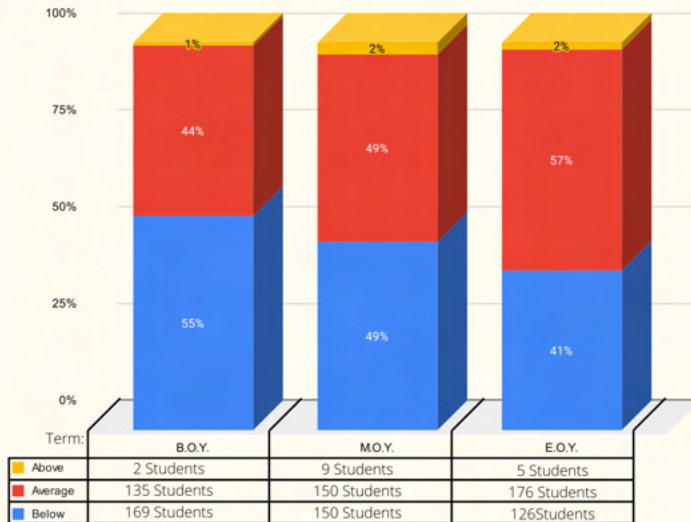
The following graph shows this data, as tested during each academic term:

Overview of Student Writing Ability of Each Stage per Grade, by Term  
2022-2023





## Student Writing Standing of School, by Term 2022-2023



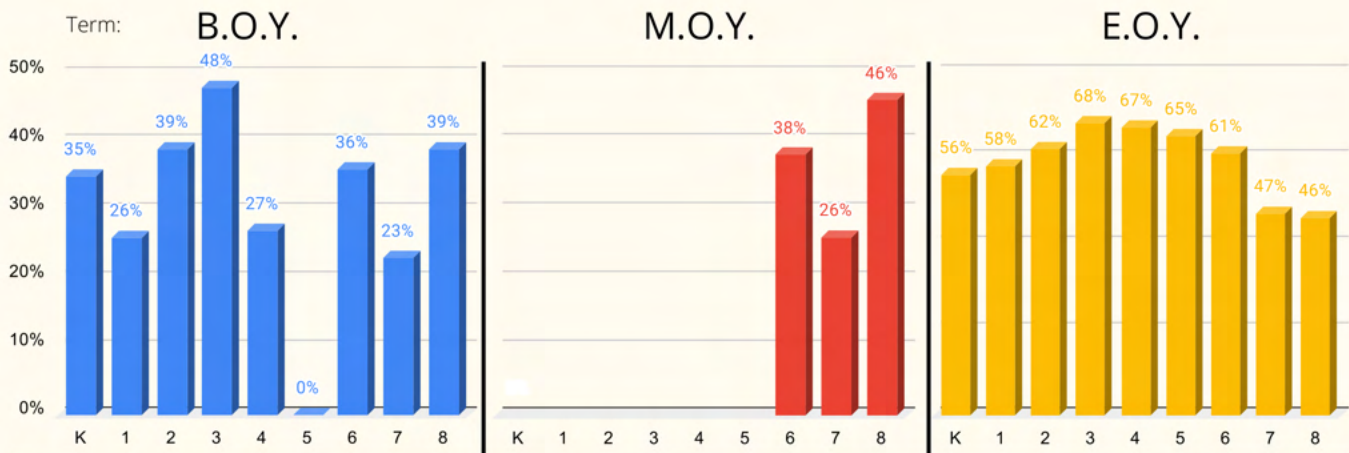
## Numeracy Data Overview:

Numeracy Data at Elsipogtog Community School is measured using the Key Math Score assessments provided by the Anglophone North Provincial School District to assess student levels of mathematical thinking, understanding, and problem-solving. A student’s level of math is recorded during math pull-out sessions, conducted by the Math Leads.

Students can be tested at a math level where they feel comfortable (e.g. a grade 8 student is tested at grade 4 level math), so students who choose to do so are recorded within the appropriate grade level of their preferred testing.

The following graphs show this data:

### Overview of Average Math Score per each Grade, by Term 2022-2023

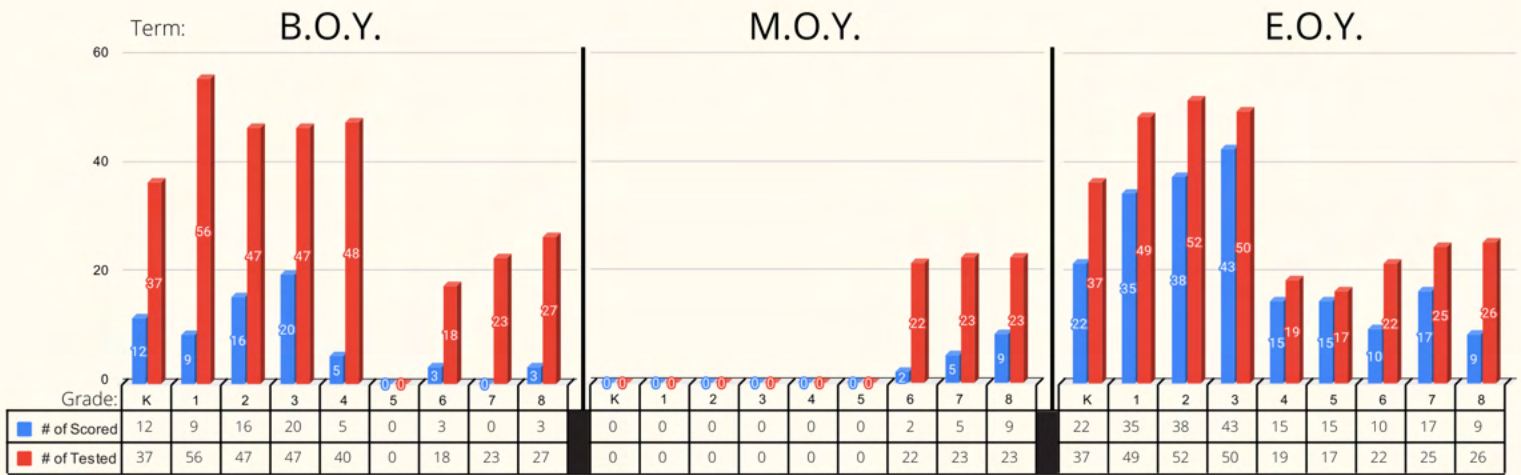


**\*To Note:** The entirety of Grade 5 chose to be tested at a Grade 4 level, or lower. This is due the disruption of learning in years prior, due to COVID-19.

**\*To Note:** Grades K-5 math data is only recorded at two terms: B.O.Y. and E.O.Y.



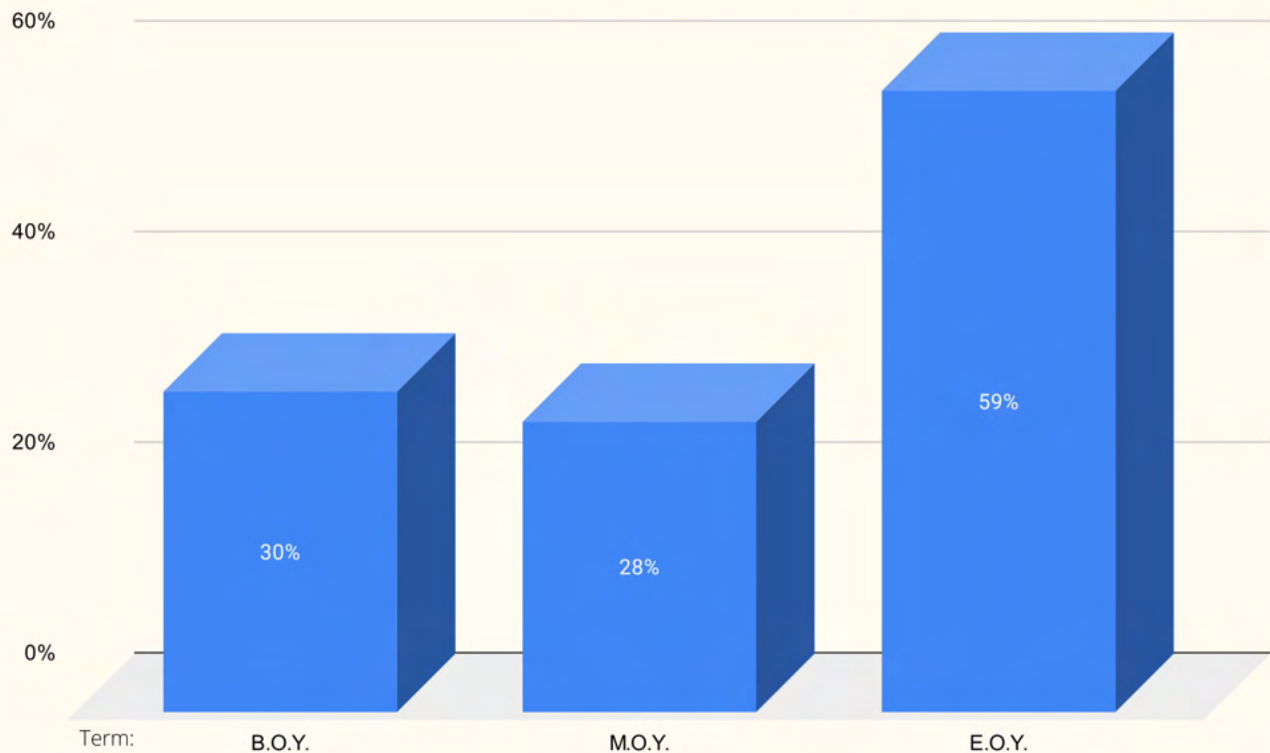
## Total # of Students who Scored 50% or More, out of the Total # of Students Tested, by Term 2022-2023



**\*To Note:** The entirety of Grade 5 chose to be tested at a Grade 4 level, or lower. This is due the disruption of learning in years prior, due to COVID-19.

**\*To Note:** Grades K-5 math data is only recorded at two terms: B.O.Y. and E.O.Y.

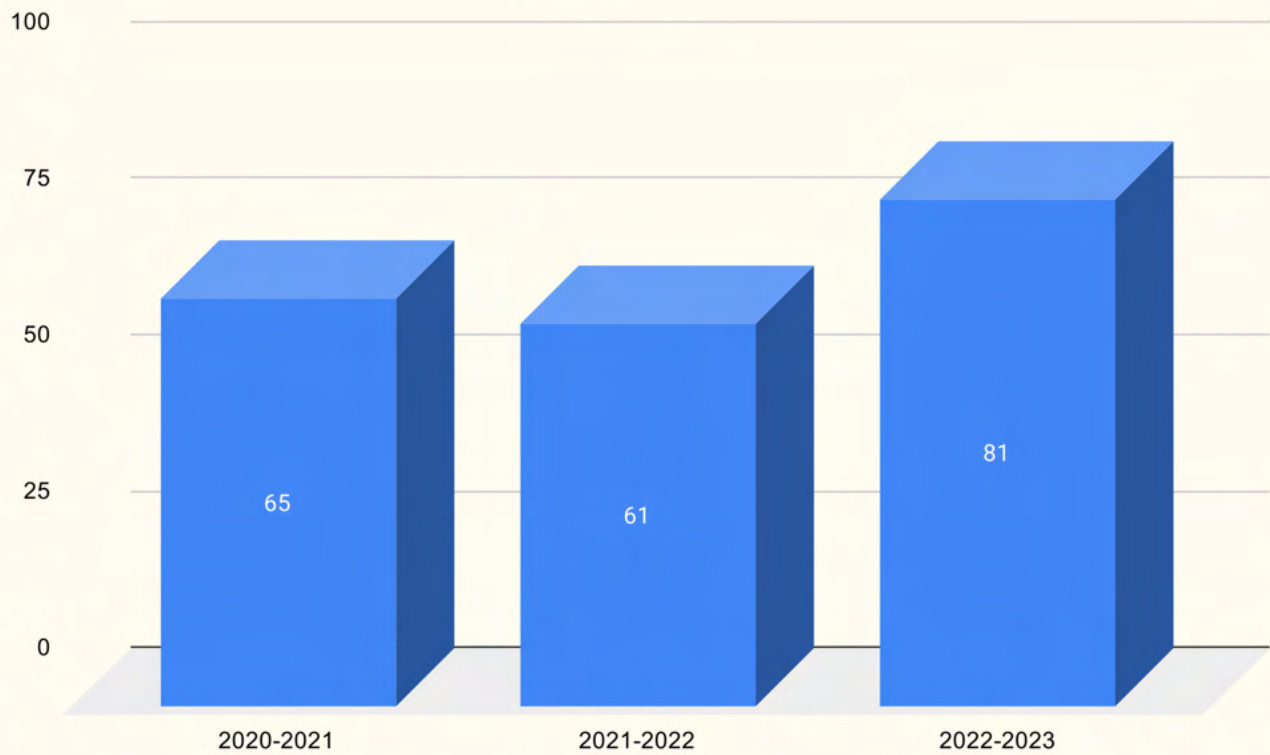
## Overall Average Math Score of School, by Term 2022-2023





# Post-Secondary Data

Total Number of Students Enrolled in a Post-Secondary Program, 2020-2023



2020-2021  
School Year

## % of Students Enrolled per Institution

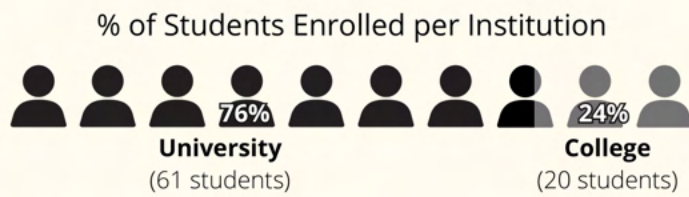


65 Total  
Enrolled Students

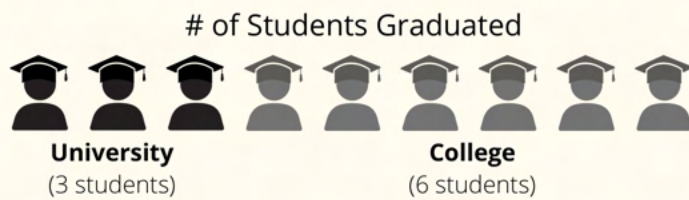
## # of Students Graduated



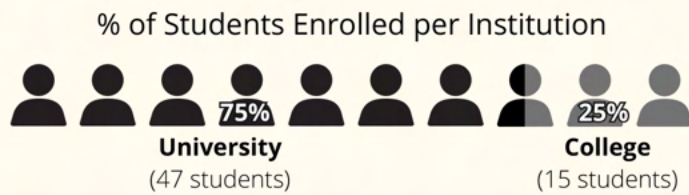
2021-2022  
School Year



62 Total  
Enrolled Students



2022-2023  
School Year



81 Total  
Enrolled Students





# Highlights



## Construction of the New Community School



The new Elsipogtog First Nation Community School, a replacement for the old school (past its lifecycle at over 40 years old), accommodates Pre-K to Grade 8 students. The new school's design draws inspiration from the Mi'kmaq culture and the local environment, featuring elements like large windows, high ceilings, custom tree-like columns, and the Mi'kmaq Medicine Wheel colours and directions in the design motifs. One of the building's most defining features is its semi-circular layout; kindergarten students begin their educational journey in the east pod, and as they grow, they gradually move westward until their graduation as mature students in the west pod, reflecting the movement of the seasons and natural sunlight through the building each day. With its innovative design, the Elsipogtog First Nation Community School is uniquely positioned to bring people together in new ways and unlock new possibilities.



## Elsipogtog Community School Time Capsule

At the start of the school year in the brand new school, students took on the task of creating stories, drawings, paintings and memorabilia for a time capsule that will be placed in the school. It will be sealed for 25 years and will be opened in September 2046.

*"Behind this wall is a message to the future, the milestone memories of our students of Elsipogtog School. This precious memory they want to share with the future generations was placed in September 2021 with the intention to open in 25 years, which will be the year 2046. Please cherish the past, present, and future."*

**"Pantaato Tapoisgaag Tje Naan Tesipongeg"**

"Open in 25 Years"

**"Oelaaliag ag Gesaloleg"**

"Thank you and we love you"





# Grand Opening of New Community School

The official grand opening celebration for the new Elsipogtog Community school was held on June 21, 2021, which was also National Indigenous Peoples Day. We started the day off by having Elder Donna Augustine do an opening prayer, followed by our Sistema Orchestra group performing the Mi'kmaq Honour Song, remarks by our principal Melissa Googoo-Dedam, the awarding of the ACEC-NB/AFIC-NB 2022 Power of Collaboration Award to Director Ivan Augustine, and representatives from R.V. Andersons Associates, Taylor Architecture Group, Foulem Construction and Colliers Project Leaders. We also had a special guest speaker, former NHL player Jordin Tootoo give a few remarks and a Q&A session. In the end, we had a closer Mawiomi Pow-wow celebration which everyone was invited.

We also had a CBC article written about the grand opening celebration, which can be found here:

<https://www.cbc.ca/news/canada/new-brunswick/elsipogtog-first-nation-community-school-opening-1.6496584>

Here is the link to see the live event and a news article covering the event.

<https://m.facebook.com/groups/elsipogtogschool/permalink/3258884447691111/?mibextid=qC1gEa>





## Community Elders and Migitjoos (Grandmother) Visits

Several respected elders from our community visit the school to share many stories, traditional Mi'kmaq ways, and sacred teachings with students in our classrooms. These elders collaborate with our teachers to incorporate Mi'kmaq teachings into the curriculum, including the use of talking circles. They also provide hands-on activities for students, such as teaching them how to craft traditional talking sticks and the art of making traditional bread, known as Lu'skinik, with the guidance of Migitjoos.



## Traditional Tuesday

Every Tuesday at Elsipogtog Community School, students and staff celebrate cultural identity by participating in Traditional Tuesday, where everyone can wear their traditional attire, not just a ribbon skirt/shirt, for Mi'kmaq culture.







Students in Grade 8 in Mrs. Francis's Class took the initiative to create their own traditional wear.



## Orange Shirt Day



We honour our ancestors and residential school survivors every year by celebrating Orange Shirt Day.

**Every Child Matters!**



### Traditional Tuesday

Every Tuesday, let's wear our Traditional Clothing! Speak our mother tongue. Let's wear our Ribbon Skirts, Ribbon Shirts, Beaded Earrings, Moccasins, Mukluks, chokers, and even wear your hair in a braid.

Let's make our traditional Mi'kmaw Clothing normal again!





# Orange Shirt Day Celebration



For this year's Orange Shirt Day Celebration, students created posters to honour our ancestors and the survivors of residential schools. We also had an assembly in the Gym where every student wore an Orange Shirt, and Elder Donna Augustine, Elder Marilyn Ingraham, and Elder Friend spoke to the students and shared stories. Afterwards, everyone participated in a march towards the Band Office, where the Community was celebrating to honour our ancestors and residential school survivors.



# Kraft Hockeyville Celebrations

In an exciting turn of events, Elsipogtog emerged victorious in the prestigious Canada's Kraft Hockeyville contest in 2021. This remarkable achievement brought immense pride and joy to the entire community. The following year, the students, staff, and community members united in celebration, commemorating this remarkable win. As part of the festivities, they had the incredible opportunity to attend a thrilling preseason NHL game featuring the iconic Montreal Canadiens and Ottawa Senators. This experience not only solidified their love for the sport but also served as a testament to the resilience, passion, and unity of the Elsipogtog community.

For more information, check out the CBC news article: [:https://www.cbc.ca/news/canada/new-brunswick/elsipogtog-rink-fire-hockeyville-1.6610355](https://www.cbc.ca/news/canada/new-brunswick/elsipogtog-rink-fire-hockeyville-1.6610355)





## Powerplay Market

As an administrator at Elsipogtog Community School, they prioritized community partnerships to enhance student and teacher capabilities. They fostered a three-year collaboration with PowerPlay Young Entrepreneurs, an experiential learning project empowering students to lead their education through business ventures. PowerPlay's engaging approach aligned with the school's vision. They worked closely with co-founder Bill Roche to customize solutions.

Initially, they identified barriers and crafted tailored solutions. Starting with one class, they witnessed remarkable student engagement and achievement improvements, notably a fully engaged grade six math class. Empowering teachers, they provided PowerPlay information sessions and professional development opportunities, allowing educators to choose involvement. Two waves of PowerPlay were implemented: the first spanned grades 4 to 6, while the second was led by grade 7 teachers. Younger teachers initiated a group project where grade 3 classes created bilingual picture books about their culture within PowerPlay.

Continuously evolving, they collaborated on the documentary "Pathway to Success" with PowerPlay. They recently partnered with JEDI to teach grade 7 students proposal writing and grant applications. Each student secured a \$50.00 grant for their PowerPlay project.

The link to the documentary is: <https://vimeo.com/833493147?share=copy>. The password is: **innovation**.

This letter was written by the PowerPlay Young Entrepreneurs Coordinator, Rick Hayward, addressed to our Director of Education:

“

*Hi Ivan,  
Last July I had made the decision to finally fully retire. Then, in September, I was asked by Dean Mutch and Bill Roche if I would consider being a PowerPlay community coordinator. I decided to make a commitment to do that, part-time, until December 23rd. Then, in a large part due to Elsipogtog School, I decided to extend that commitment to this Friday, March 31st. And now, as I prepare to retire again, I am so thankful to have positively responded to that request because it provided me with an opportunity I will always cherish - working with staff and students at Elsipogtog School.*

*I still remember the first time I walked through the doors of the school. I was immediately struck by what I saw - the cleanliness of the large spacious entrance, the wide hallways, bright natural light, beautiful color, and intricate displays of beautiful indigenous crafts. But I wasn't just in awe of the stunning building I had entered, I was also impressed by the friendly welcome I immediately received. That warm greeting that was offered to me by Loretta and Vera has continued to be extended to me every time I enter the school.*

*Then I had the privilege of meeting Micah and Jenna, whom I had supervised as a student teacher, and their colleagues in the Grade 4, 5, 6 Pod. I immediately knew how fortunate I was going to be to have the opportunity to work with each of them. By being set up at the centre of this pod, it didn't take long for me to meet almost every student in those classes. It seemed like each one stopped to not only ask who I was and what I was doing there, but also to welcome me to their school.*

*What really stands out to me is the pride everyone - administrators, teachers, students, custodians, administrative assistants, support staff, and cafeteria staff - has for your school. Melissa and Marina lead by example. Their pride and deep concern for their staff and students is readily transmitted to everyone who has the privilege of working with them. The teachers are exemplary. The support I saw students provide each other is to be commended. The custodians are so proud of their work, and they should be! I witnessed support staff handle the challenges of their everyday responsibilities with a calmness and concern that is to be applauded. The cafeteria staff always have a delicious warm meal ready for anyone and everyone.*

*I was telling Melissa and Marina the other day that when I now step out of my car in the Elsipogtog School parking lot, I immediately feel a sense of serenity knowing that another interesting, fulfilling day awaits me. Ivan, I know you must share in the pride that pervades your school. It reflects the high value your community places on the education of your youth. They are so fortunate to have such a wonderful network of support to guide them into their future. I am so grateful to also have been guided into my retirement after having experienced that same network of support at Elsipogtog School.*

*With deep gratitude,*

*Rick Hayward  
PowerPlay Community Coordinator*

”





# Sistema Orchestra Group

The Sistema Orchestra Group consisted of 30 students who are given the opportunity by the Sistema NB program, the inspiration and freedom of learning any instrument of their liking.

Swan Serna, the Sistem Centre Director for Elsipogtog, had this to say:



*In September 2022, Sistema NB Elsipogtog Centre transitioned from operating as a noon program to an after-school program with a total of 18 children divided in two groups.*

*The returner group transitioned from noon to the after-school program, meanwhile the beginner students started participating at the after-school program immediately.*

*The progress made by beginners has demonstrated the great advantages of being able to participate more hours per day in the practice of music. This was confirmed at the end of the school year when the beginner students played a music repertoire that is only three months behind the repertoire played by returners (who have been playing the violin for two years) at the final concert.*

*We have observed positive changes among the children when it comes to concentration, coordination, memory, leadership, perseverance and behaviour.*

*We are incorporating drums and singing during our daily activities, as well as a First Nation's repertoire like the Honor Song and the Mohawk Love Song.*

*Along the year, we performed three concerts where there was a big participation from parents and the community.*

*On April 2023, Ella Augustine violinist from the returners group, participated at the Greater Moncton Music Festival where she earned the First Prize in her category as well as she earned a participation at the Festival Gala. This is the first Mi'kmaq girl that has participated in the history of the Greater Moncton Festival as well as in the Gala.*

*On June 12, 2023, the children were invited to Mount Allison University to watch a rehearsal of the New Brunswick Youth Orchestra. At the end of the rehearsal, the children were invited to play two pieces with this orchestra. This is the first time that a Sistema NB orchestra plays a side by side with the New Brunswick Youth Orchestra.*

*Thank you very much for all your support. We are looking forward for another year plenty of music and beauty*

Swan Serna  
Centre Director, Elsipogtog  
Sistema



## Traditional Christmas Concert

We decided to celebrate Christmas traditionally for our first Christmas in the new school. We decorated with Traditional Christmas decorations. Our students performed Christmas carols in Mi'kmaq and told traditional tales for our very first Christmas Concert.

**"Weli Nuelewink"**  
**"Oeli Noeleoimig"**  
**"Merry Christmas"**







## Elsipogtog Hawks Parade

Following their triumphant victory in the senior A hockey championship, the Elsipogtog Hawks were graciously invited to our school to partake in a joyous celebration alongside our students and staff. To commemorate this special occasion, a friendly game of ball hockey was organized, allowing our students to engage with and learn from these skilled athletes. As the game ensued, the atmosphere was filled with excitement and camaraderie, fostering a sense of unity and pride within our school community. Additionally, a heartfelt prayer was offered, expressing gratitude for the team's accomplishments and wishing them continued success in their future endeavors. This memorable event served as a source of inspiration for our students, encouraging them to pursue their dreams with dedication and determination.

## Outdoor Classrooms

At Elsipogtog Community School, we prioritize a unique and immersive approach to education by embracing the concept of learning on the land. As part of this commitment, we have established outdoor classrooms that are strategically located in the beautiful woods surrounding our school. These classrooms provide our students with a remarkable opportunity to engage with nature while gaining valuable knowledge. By stepping outside the traditional four walls, our students can explore and learn in an environment that fosters curiosity, collaboration, and a deep connection with the natural world. Through our outdoor classrooms, we aim to cultivate a love for learning that extends beyond textbooks and into the wonders of the great outdoors.





## Pride Flag Raising Ceremony

Our school's Pride flag-raising ceremony was initiated by the student pride group, driven by their passion for more LGBTQ+ events. Principal Melissa Googoo Dedam made it a community-wide celebration, inviting a respected elder and the community chief. The event began with Elder Donna Augustine smudging the flag, signifying our commitment to the 2SLGBTQIA+ community.

Donna, Chief Arren Sock, Principal Melissa, and pride group leaders led a school-wide friendship song, uniting students, staff, and community members. It emphasized celebrating diversity and promoting inclusivity.

The assembly, open to all classes from Kindergarten to Grade 8, encouraged inclusion discussions to foster empathy and acceptance. It emphasized the importance of embracing everyone and promoting a safe environment.

The ceremony concluded with the Pride flag proudly flying outside, symbolizing our dedication to equality and inclusivity. It celebrated the 2SLGBTQIA+ community and inspired hope for a more inclusive future.

This ceremony marked a vital step in creating an inclusive school community, encouraging dialogue, understanding, and diversity celebration. We hope it continues to promote empathy and empower students to advocate for inclusivity and equality.



## Middle School Masquerade Ball



Hosting a masquerade ball for our middle school students was an exciting and highly anticipated event, as it marked the first dance since the COVID-19 pandemic and was a great way to kick off summer break. The planning committee, comprised of teachers, administrators, and parent volunteers, worked diligently to ensure all necessary safety measures were in place.

The masquerade theme added an element of mystery and fun to the event. Students were encouraged to wear elegant attire and creatively designed masks, allowing them to express their individuality.

The gymnasium was beautifully transformed into a magical setting, with twinkling lights, draped fabrics, and an enchanting dance floor. The decorations were carefully chosen to create an ambiance that transported the students into a world of elegance and glamour. The planning committee also arranged for a professional DJ.



The masquerade ball was a huge success, offering students a chance to socialize, have fun, and regain a sense of normalcy after a challenging period. Witnessing the joy and excitement on their faces as they danced and made lasting memories was heartwarming. Its success fills us with hope for more future opportunities to celebrate and create cherished memories together.



## Staff Attending the World Indigenous Peoples Conference on Education (WIPCE)



The World Indigenous Peoples' Conference on Education is the largest and most diverse Indigenous education forum in the world. In September 2022, a team of educators and administrators from EFNEA, in conjunction with Anglophone School District North, joined representatives from across the globe as they met in Tarndanya (Adelaide), the home of the Kurna Nation of South Australia, to share successes and strategies for culturally grounded education.

Additionally, EFNEA educators Katrina Clair, Vanessa Googoo and Joanne Adourian contributed a virtual presentation, *Understanding Trauma and How it Affects Learning*, to the 2022 WIPCE program.





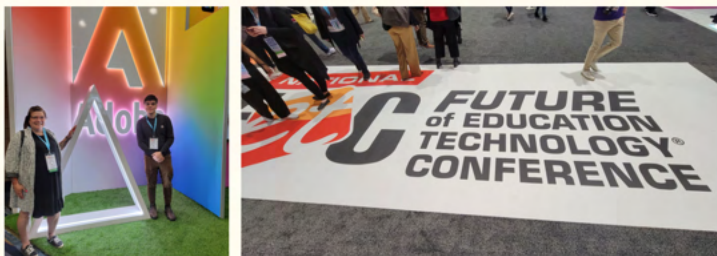
## Staff Attending the Future of Education Technology Conference (FETC)



In January 2023, a delegation of 10 educators and tech leads from EFNEA had the privilege of attending the prestigious Future of Education Technology Conference (FETC) in New Orleans, Louisiana. Recognized as one of the leading K-12 education technology events nationwide, this conference provided a unique opportunity for attendees to gain insights directly from renowned ed tech experts and successful practitioners through an extensive range of workshops and hands-on sessions.

Motivated by the knowledge acquired at the conference, the EFNEA delegation embarked on a transformative initiative to enhance technology-based education at Elsipogtog CSchool. With a strong focus on preserving and integrating Mi'kmaq teachings, they sought to leverage technology in innovative ways to enrich the learning experience for their students.

By combining their newly acquired expertise from the conference with traditional Mi'kmaq knowledge, the educators and tech leads aimed to create a harmonious blend of modern educational technology and cultural teachings. This initiative aimed to empower students with the tools and skills needed to navigate the digital landscape while maintaining a strong connection to their Mi'kmaq heritage.



## Staff Attending the Take Me Outside Outdoor Learning Conference



A team of EFNEA Educators, GERALYN DENNY, Carrie Roberts and Joanne Adourian, facilitated a workshop, Ta'Teli Npitekek Wsitqamu Nature Bugs: Exploring the Little to Understand the Big, at the Inaugural Take Me Outside Learning Conference in Banff, Alberta.

They joined educators from across Canada at this unique conference that was held almost entirely outdoors. In their workshop, they guided educators through an abbreviated version of their Ta'Teli Npitekek Wsitqamu cross-curricular unit that is a collaboration between our Language and Culture, Art and Science Educators, inspired by the teachings of Elder Albert Marshall and the concept of Etuaptmuk or Two-Eye Seeing.

"Two-Eyed Seeing refers to learning to see from one eye with the strengths of Indigenous ways of knowing and from the other eye with the strengths of Western ways of knowing and to using both of these eyes together" (Bartlett, Marshall, & Marshall, 2012, p. 335).

## Elsipogtog Staff Attending the Atlantic Native Teachers Education Conference (ANTEC)







All education staff from Elsipogtog First Nation had the opportunity to attend the 2023 Atlantic Native Teachers Education Conference (ANTEC) in Eskasoni First Nation, N.S.

This conference marked the first gathering since the pre-Covid era and served as a valuable platform for indigenous educators from across Atlantic Canada to come together. ANTEC provided a space for professional development and a focused discussion on indigenous education.



Elsipogtog was announced as the host community for ANTEC 2025.



## Visit from Indigenous Services Canada

Three Indigenous Services Canada (ISC) representatives visited our school in February 2023. Two reps were from the Ottawa head office, and one was from the regional office in Amherst, N.S. Their visit was to meet with the special services team the Elsipogtog Community School is renowned for. They were very impressed with the support the community of Elsipogtog has for its students.



## Visit from Members of other First Nation Communities

There are First Nation Communities in Northern Ontario that have heard of and come to visit the Elsipogtog Community School and the Elsipogtog community. The photo below shows a group from Tamagami First Nation, Northwestern Ontario. They visited in March 2023.





We also had visits from Independent First Nations (IFN), Independent Iroquois and Allied Indians (IAIA), a group from Sioux Lookout and Big Trout Lake. The First Nations with Schools Collective (FNWSC) invited the Elsipogtog Education Authority to a Zoom conference with 42 FN participants in June 2023. Many First Nation communities and organizations from Northwestern Ontario have visited Elsipogtog since October 2022 to learn about our Education Agreement and the school's special services to support students and teachers. These reciprocal visits and collaborative efforts have fostered a rich exchange of ideas and practices in Indigenous education, promoting unity and shared learning among diverse First Nations communities. The Elsipogtog Education Authority's commitment to transparency and knowledge-sharing strengthens the bonds of cooperation, laying the foundation for sustainable educational development across Indigenous communities.

## Visit from New Brunswick's Minister of Education

In May 2023, Hon. Bill Hogan, the Minister of Education for New Brunswick, along with two deputy Ministers of Education, paid a visit to the Elsipogtog Community School and the Elsipogtog Community. The purpose of the visit was to witness the unique special services provided by the school to children and engage with the dedicated special services team. Impressed by the school's service delivery model, Minister Hogan specifically sought to observe the school's design firsthand. During his visit, The Minister admired the Elsipogtog Community School's commitment to fostering an innovative and effective educational environment.

## Congratulations To All Elsipogtog Community School Graduates 2023



**Nursery Class of 2023**



**Kindergarten Class of 2023**



**Grade 8 Class of 2023**







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# Financial Annual Report





# Financial Annual Report



## **Elsipogtog First Nation - Education Authority Financial Annual Report - Fiscal Year 2023 Executive Summary**

We are pleased to discuss the Financial Annual Report for the Elsipogtog First Nation - Education Authority for the fiscal year 2023. This report highlights our financial performance, accomplishments, and future plans. We are proud to announce that we have received an unqualified audit opinion, affirming our commitment to financial transparency and accountability. Furthermore, the audit was delivered on time, demonstrating efficient financial management practices.

### **Financial Performance**

During the fiscal year 2023, the Elsipogtog First Nation - Education Authority achieved significant milestones in financial stability and sustainability. Here are some key highlights:

#### 1. Revenue Generation:

- Revenue from government grants and funding accounted for the majority of our income, supporting the enhancement and development of educational programs.

#### 2. Expenditure Management:

- Strict control over expenditures resulted in an efficient allocation of resources.
- Investments were made in infrastructure upgrades, technology advancements, and staff professional development.

#### 3. Reserves and Surplus:

- Building on our prudent financial practices, we successfully maintained healthy reserves and surplus to ensure the long-term sustainability of our educational programs.

### **Accomplishments and Initiatives**

The Elsipogtog First Nation - Education Authority continued to pursue excellence in education and community engagement throughout the fiscal year 2023. Some noteworthy accomplishments include:

#### 1. Academic Achievement:

- Implemented innovative teaching methods and curriculum enhancements, resulting in improved student outcomes and academic performance.
- Expanded extracurricular activities and cultural programs to foster holistic development among students.



## 2. Infrastructure Development:

- Renovated existing programs and created new educational programs to provide a conducive learning environment for students.
- Upgraded technology infrastructure, enabling enhanced digital learning experiences.

## 3. Community Partnerships:

- Strengthened relationships with local communities, parents, and stakeholders to foster collaboration and ensure educational programs meet the needs of students.

## Future Plans

Looking ahead, the Elsipogtog First Nation - Education Authority is committed to funding and pursuing strategic initiatives that prioritize educational excellence, holistic development, and community engagement. Some key areas of focus include:

### 1. Continued Curriculum Enhancement:

- Aligning curriculum with evolving industry demands and emerging technologies to equip students with relevant skills for future success.
- Promoting language and cultural preservation and integration within the curriculum to celebrate and honour the Mi'kmaq Language and Culture.

### 2. Professional Development:

- Investing in continuous training and development for our educators to enhance instructional practices and support student achievement.

### 3. Infrastructure Upgrades:

- Expanding infrastructure to accommodate growing student populations and ensure modern learning environments.
- Implementing sustainable and eco-friendly practices in facility construction and management.

## Conclusion

The Elsipogtog First Nation - Education Authority's financial annual report for the fiscal year 2023 showcases our commitment to financial transparency, efficient management, and academic excellence. With an unqualified audit opinion and timely delivery of the audit, we have demonstrated our dedication to sound financial practices. We are well-positioned to continue delivering high-quality education and fostering community partnerships that enrich the lives of our students.







**Elsipogtog First Nation - Education Authority**

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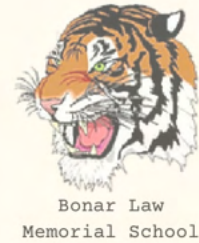
Email: [elsipogtogeducation@efnbo.ca](mailto:elsipogtogeducation@efnbo.ca)

Website: <https://efnea.ca>



# Partners

The Elsipogtog First Nation - Education Authority works with and alongside various organizations.





Ekipogtog First Nation Education Authority

**E F N E A**

Annual Report 2022-2023

Produced by









*Emsit Nogemag | Msit No'kmaq | All My Relations*