Anglophone North
School District



Inspire Success.
Every learner. Every step.

A Multi-Year Plan for District Improvement 2025-2028

Executive Document

https://asdn.nbed.ca/

Fall 2026 Update



PJILA'SI.

The Anglophone School District North would like to acknowledge, respect, and remind that we are situated in Mi'kma'ki, the unceded, unsurrendered territory of the Mi'kmaq people. The Mi'kmaq who welcomed English and French speaking settlers and taught them how to survive in their territory based on their relationship with the land, nature, and mankind that continues to this day. The Mi'kmaq Nations, who have inhabited this land since time immemorial, signed Treaties of Peace and Friendship with the British Crown beginning in 1725, which were upheld by the Government of Canada in the Constitution Act of 1982. These treaties did not deal with the surrender of land but established rules for ongoing coexistence and partnership between nations. We commit to ongoing relationships of peace and mutual respect as we strive to live up to the ideals of true reconciliation.

Shaylee Condo
MVHS

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Message from the Superintendent



As Superintendent of Anglophone North School District, I am continually inspired by the strength that comes from being a close-knit, community-centered district. There is power in being small—our schools reflect a sense of familiarity, comfort, and connectedness that allows us to truly know and support one another. This foundation enables us to build meaningful relationships and foster environments where every learner feels seen, valued, and supported.

While we embrace the richness of growing diversity across our district, we remain deeply committed to honoring and preserving the traditional practices and teachings of the Mi'kmaq people. Their enduring presence and contributions continue to shape our collective identity and guide our efforts toward reconciliation and inclusive education.

Together, we move forward—grounded in tradition, strengthened by community, and united in our vision to inspire success, every learner, every step!

Dean Mutch
Superintendent

District Improvement Plan Leadership Group



Back Row (L-R): Meredith Caissie, Colin Brewster, Craig Caldwell, Matthew Sweezey, Bill McGinn, Krista Cabel
Front Row (L-R): Kimberley Cripps, Marlene Noel, Dean Mutch, Stewart Stanger, Melanie Cortes

Our Vision, Mission, and Values

Our Vision

What we aspire to do.

Inspire success. Every learner. Every step.

When we say learners, we mean everyone. Our students, our teachers, our school and district support staff and leadership – we are all learners, and this plan commits to inspiring success in all of you, every step of the way. Success will be achieved through accountability and alignment of practices.

Our Mission

How we will do it.

ASD-N is committed to building a collaborative, data-driven network of educators dedicated to each learner's success and future readiness through practices that are equitable, evidence-based, and engaging.



Our Values

What we believe.

Through meaningful engagement with a cross-section of stakeholders and rights-holders, these four core values emerged most prominently:

- Commitment to Learner Success 01
- Equity 02
- Collaboration 03
- Engagement 04

What was our process for determining mission and vision?
Data collected through surveys (114 participants) and face-to-face consultations (120 participants) with students, educators, administrators, district leadership, and First Nations communities inspired and/or gave feedback on our values, vision, and mission.

Strategic Priorities At-A-Glance

The strategic priorities provide a clear and focused framework for achieving our district's vision and mission. They guide decision-making, resource allocation, and action planning to ensure the greatest impact on learner success and well-being. Developed in collaboration with stakeholders and rightsholders, these priorities ensure that all district goals align with our shared values and long-term aspirations.

We are:

strengthening teaching and learning across all learning areas by supporting educators with clear goals, proven strategies, and better tools—so every learner gets what they need to grow, succeed, and feel confident.

We are:

building stronger schools by supporting teachers, leaders, and families through collaboration, mentorship, and smart use of tools—so every learner feels confident, supported, and ready to succeed from Kindergarten to graduation.



We are:

improving learner wellness and safety by supporting educators, counselors, and support teams—so all learners feel included, active, and prepared for life, school, and future careers.

We are:

making Truth and Reconciliation a guiding principle across our District and part of everything we do

We are:

making schools more inclusive, welcoming, and culturally responsive—so every learner feels safe, seen, and supported, and all students can thrive in environments that respect identity, language, and community.

Truth and Reconciliation as a Guiding Principle

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

1. Developing and implementing Kindergarten to Grade Twelve curriculum and learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools.
2. Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history.
3. Building student capacity for intercultural understanding, empathy, and mutual respect.
4. Identifying teacher-training needs relating to the above.





Peter Watson
NSER

Essential Practices

01 **Commitment to Learn**

02 **Be a Good Ally**

03 **Create Culturally Safe Space**

04 **Fostering Respect and Understanding**

"Education got us into this mess, and education will get us out."
–Hon. Murray Sinclair

Achievement

Assessment, Evaluation, and Reporting

Goal: **If** a system-wide strategic plan for aligning instruction, assessment, evaluation, and reporting, **then** educators will confidently use a balanced approach to formative and summative assessment driven by the learning targets, **so that** reporting is accurate and ensures learners' needs are addressed throughout the learning process.

Strategies:

- PL calendar with role-specific AER (Assessment, Evaluation, Reporting) learning
- Expansion of Formative Assessment PL Series
- Engage all K-12 schools in "Report Card Roadshow" PL session.
- Provide administrators with "report card of the report card" bi-annually.
- All new teachers to complete introductory PL on AER.
- Development of common assessments for K-8 Numeracy Phases
- Movement toward school-wide and district-wide common assessments, including implementation of district benchmark assessments in numeracy and literacy at key grade levels.
- Creation of district-level exemplars for writing K-8
- AER PL plan for SACs and AER goals included in SAC work plans.
- District calibration protocol for high school exams.
- Development of tools to capture observations and conversations.
- Monitoring alignment of provincial and district assessments with report card marks.

How we will know we are making progress:

By June 2028,

- all schools will have participated in District-led AER PL.
- three targets on the student perception survey related to learning targets and formative assessment, will increase by 5% per year.

implementation will determine the baseline.

	Program Block	2025	2026	2027	2028
# of schools who have participated in District-led AER PL.	------	19	27	29	29
% of SAC workplans devoted to assessment and evaluation	-----				
% of District PL devoted to AER	-----				
Student Perception Survey Data					
The purpose of the lesson was clear to me. (most/all of my classes)	6-8	60.5%	65.6%	69%	72%
	9-12	59.5%	61.5%	65%	68%
The teacher checked at least once to make sure I understood. (most/all of my classes)	6-8	49.6%	53.1%	56%	59%
	9-12	41.5%	47.2%	50%	53%
I got feedback from the teacher that helped me to improve what I was working on. (most/all of my classes)	6-8	44.6%	51.2%	54%	59%
	9-12	40.6%	45.2%	50%	55%

Achievement
English Literacy

Goal 1: If we provide targeted, evidence-based professional learning, resources, and tools aligned with the science of reading across K–9, **then** educators will implement consistent, skill-based reading instruction responsive to student data, **so that** all learners build strong foundational reading skills and gaps are closed across grade levels.

Strategies:

- Use of Universal Reading Screeners (3–9) to drive tiered interventions.

K–2: Strengthening Early Reading Foundations

- Required PL for all new K–2 teachers (D2L modules, BBOR, EGLA, UFLI).
- Ongoing literacy support through PLCs and virtual/in-person sessions.
- Focus on phonemic awareness, phonics, and language comprehension.

Grades 3–5: Skill-Based Reading Shift

- Transition from levelled texts to skill-based text sets.
- Targeted PL in small-group reading, morphology, and science of reading.
- PL aligned with phonics, phonemic awareness, and science of reading practices and the introduction of 3-5 EGLA.

Grades 6–9: Tier 1-3 Intervention

- Word study, decoding strategies, and the science of reading for the middle years.
- Introduction of Dibels and Word Connections for middle school.

Grade 8–9 Transition

- Transition sessions between Gr. 8–9 ELA teachers.

How we will know we are making progress:

By June 2028,

- learners will complete all EGLA measures and achieve with Skills Mastered (Green-Success) by the end of Grade 2 will increase (PLOP and % of growth to be determined once data received from EECD).
- 66% of Grade 4 learners will achieve Appropriate or Above on the Grade 4 English Reading Assessment.
- 82% of Grade 6 learners will achieve Appropriate or Above on the Grade 6 English Reading Assessment.
- 86% of Grade 9 learners will achieve Appropriate or Above on the ELPA.
- all 9-12 schools will have a literacy transition plan with their feeder schools.

	Program Block	2025	2026	2027	2028
Grade 2 - % of EGLA Skills Mastered	K-2	-----	-----		
Success Rate - Grade 4 English Reading Assessment	3-5	59.0%	60.4%	63%	66%
Success Rate - Grade 6 English Reading Assessment	6-8	79.6%	74.1	78%	82%
Success Rate - ELPA	9-12	75.9%	78.4%	82%	86%
9-12 schools with a literacy transition plan.	6-12	1	2	3	5

Achievement

English Literacy

Goal 2: If we provide targeted, differentiated professional learning and evidence-based resources focused on sentence structure, organization, and conventions, **then** educators will deliver consistent, high-quality writing instruction across Grades K–9, **so that** learner writing outcomes will improve, as measured by common benchmarks and smoother transitions from middle to high school.

Strategies:

Professional Learning and Instructional Support

- Ongoing, differentiated PL focused on Organization, Sentence Structure, and Conventions.
- Emphasis on explicit writing instruction in Grades 5–8.
- Word Study PL (6–8) to support writing and reading goals.
- ASTs and leads support data use, instruction, and intervention in K–8.

Resources & Assessment

- Grades 3–8 Writing Bundles with pre/post assessments.
- Continue Grade 8 writing benchmark. Grade 5 writing benchmark launch in 2026.
- "Writing Bundles" to be given to all teachers – bundles include evidence-based tools from ThinkSRSD, Writing Revolution, and The Writing Strategies Book.

Transitions & Alignment

- Gr. 8–9 ELA transition plan includes data sharing, vertical PLCs, and outcome alignment.
- Strengthen FI–English writing alignment in middle years.

How we will know we are making progress:

By June 2028

- the success rate for the Grade 8 and 5 will be 50%.
- we will increase the success rate in the trait of organization to 47% in Grade 8 and 38% in Grade 5.
- we will increase the success rate in the trait of sentence fluency to 40% in Grade 8 and 36% in Grade 5.
- we will increase the success rate in the trait of conventions to 31% in Grade 8 and 45% in Grade 5.
- we will increase the FI success rate to 56% in Grade 8 and 51 % in Grade 5.

	PB	2025	2026	2027	2028
District Writing Benchmark Success Rate – Overall	5		40%	45%	50%
	8	40.6%	38.6%	45%	50%
District Writing Benchmark Success Rate – Organization	5		31%	34%	38%
	8	31.1%	39.5%	43%	47%
District Writing Benchmark Success Rate – Sentence Fluency	5		30%	33%	36%
	8	32.8%	32.6%	37%	40%
District Writing Benchmark Success Rate – Conventions	5		37%	41%	45%
	8	25.1%	25.7%	28%	31%
District Writing Benchmark FI learner Success Rate	5		42.5%	47%	51%
	8	33.8%	46.5%	51%	56%

Achievement

French Literacy

Goal: If we provide targeted professional learning on aligned instructional and assessment practices in middle school French Immersion Language Arts (FILA), **then** educators will apply consistent, evidence-based approaches to literacy instruction across the district, **so that** learners demonstrate increased confidence, motivation, and achievement in literacy, as measured by district benchmark assessments and reduction of withdrawal rates in Grades 7–10.

Strategies:

- Creation of network of FILA educators (Grades 6–9).
- End of year reading benchmarks for Grade 8 FI.
- Beginning of year reading screener for Grade 6 FI.
- Common exam creation for Grade 9 FI.
- PL for teachers related to the benchmark assessments, instructional alignment, common exams, writing, and RTI.
- Enhancement of the French Immersion Withdrawal process so all stakeholders—including families, learners, administrators, teachers, and ESS—can collaboratively determine the best approach for the learner, leading to more informed, supportive, and learner-centered outcomes.
- Building Bridges: Promoting Success in French Immersion – A PL and collaboration project for high schools and their middle level feeder FI programs.

How we will know we are making progress:

By June 2028,

- the differential between Grade 8 report card success rates and district benchmark success rates will be reduced to within 10%.
- we will increase the District FILA Middle School Entry Reading Benchmark success rate to 50%.
- we will increase the Grade 8 District FILA Reading Benchmark success rate to 75%.
- we will increase the Grade 8 District FILA Reading Benchmark success rate in the skills of inferencing to 70% and evaluative to 30%. *
- Grade 9–10 retention FI retention rates will increase to 90%.
- 11 9–12 high schools and their FI feeder middle schools will have participated in the Building Bridges: Promoting Success in French Immersion PL.

	PB	2025	2026	2027	2028
Report Card Differential for Grade 8	------	30.6%	13%	11%	10%
District FILA Middle School Entry Reading Benchmark	6	37%	40%	45%	50%
District FILA Reading Benchmark – Overall Success Rate	8	78%	66%	70%	75%
District FILA Reading Benchmark – Inferencing	8	65%	63%	66%	70%
District FILA Reading Benchmark – Evaluative	8	52%	18%	25%	30%
Grade 9-10 FI Retention Rates	------	69.6%	89%	90%	90%
# of schools who have participated in Building Bridges PL	------	6	11	11	------

*implementation dip due to a change in the platform for this measure. This also affected the overall success rate on the assessment in 2026.

Achievement

Scientific Literacy

Goal: **If** we provide targeted professional learning, mentorship, and collaborative planning time focused on high-yield instructional practices in Grades 3-9 science, **then** teachers will increase their confidence and understanding of the Holistic Curriculum and deliver more impactful and aligned learning experiences, **so that** learners will demonstrate improved scientific literacy.

*Currently, at the Grades 3-9 level in ASD-N, there are a minimal number of teachers with a formal science background.

Strategies:

- Targeted PL focused on collaborative planning and high-yield instructional practices.
- Offer tiered PL (introductory, intermediate, advanced) to meet teachers at different experience levels.
- Develop virtual and/or face-to-face PLCs for science specialty areas, including the Middle School PLC
- Creation of Grades 3-9 resource bundles (lesson plans, activities) connected to Holistic Curriculum Skill Descriptors and Achievement Indicators.
- Creation of a Co-Pilot Agent for Science Teachers to support with developing lesson plans, assessment, and resources.
- Provide hands-on materials, lab kits, and virtual tools to support experimentation.
- Highlight and integrate local contexts, Indigenous ways of knowing, outdoor learning, and literacy.
- Collect teacher feedback on instructional challenges.
- Collect student feedback on engagement and perceived relevance of science learning.

How we will know we are making progress:

By June 2027, a Co-Pilot Agent will be created for science teachers.

By June 2028,

- the success rate on the Grade 4 Provincial Scientific Literacy Assessment will increase to 87%.
- the success rate on the Grade 6 Provincial Scientific Literacy Assessment will increase to 80%.
- the success rate on the Grade 8 Provincial Scientific Literacy Assessment will increase to 81%.

implementation will determine a baseline.

	2025	2026	2027	2028
% of growth in teacher confidence in the subject area				
Success Rate - Grade 4 Provincial Scientific Literacy Assessment	80.2%	79.2%	83%	87%
Success Rate - Grade 6 Provincial Scientific Literacy Assessment	78.8%	73%	77%	80%
Success Rate - Grade 8 Provincial Scientific Literacy Assessment	82.3%	73.4%	77%	81%

Achievement

Numeracy

Goal 1: If K–5 teachers are supported with high-quality, curriculum-aligned professional learning, planning tools, and research-based resources—and school leaders actively support and sustain these efforts, **then** teachers will build the confidence and capacity to deliver effective, aligned math instruction across classrooms, **so that** learners experience deeper, more coherent math learning that leads to greater engagement, stronger reasoning skills, and improved academic achievement.

Strategies:

- Use survey date to provide targeted professional learning and resources to classroom teachers and ASTs.
- Develop comprehensive K–5 curriculum maps and corresponding achievement indicator snapshot documents to guide instructional planning, pacing, and assessment.
- Support school-based Professional Learning Communities (PLCs) through district assistance.
- Realign K–5 learning benchmarks to reflect the updated holistic curriculum.
- Promote the intentional use of district-created benchmarks and practice assessments.
- Ensure consistent and timely communication with school leaders regarding research-based best practices in elementary mathematics instruction to support instructional consistency and effectiveness.
- Begin focus on system-wide math fact retrieval practices.
- Facilitate the system-wide roll-out of the MathUp resource for K-5.

How we will know we are making progress:

By June 2028,

- the success rate on the Grade 5 Provincial Math Assessment will increase to 60%.
- the number of PL opportunities provided to K-5 teachers within a given year will increase to 105.
- the number of schools provided with communication, resources, and PL for math fact retrieval practices will increase to 24.

implementation will determine baseline.

	2025	2026	2027	2028
# of PL opportunities provided to K-5 teachers		87	95	105
Success Rate – Grade 5 Provincial Math Assessment	51.3%	52.5%	55%	60%
# of schools provided with communication, resources, and PL for math fact retrieval practices		0	4	24
% of growth of rate of math fact retrieval				

Achievement

Numeracy

Goal 2: If district benchmark data is systematically analyzed to identify and prioritize high-impact areas for instructional improvement, **then** district- and school-level supports can be strategically aligned to address these areas, **so that** professional learning and resource allocation lead to more coherent and measurable growth in numeracy achievement across classrooms.

Strategies:

- Analyze benchmark assessment results at the item and concept level to identify common areas of difficulty and provide each school with actionable data summaries.
- Develop curriculum-aligned focus guides that connect frequently missed concepts to specific outcomes and recommend effective instructional strategies.
- Facilitate targeted professional learning sessions that address key misconceptions revealed by the data, using student work and evidence-based practices.
- Provide instructional toolkits that include ready-to-use tasks, visuals, math routines, and resources aligned to areas of greatest need.
- Lead collaborative data discussions at the school or grade level where teachers analyze benchmark results and co-plan responsive instruction.
- Offer in-class support through coaching, model lessons, and observation-feedback cycles to assist with the implementation of targeted strategies.

How we will know we are making progress:

By June 2028,

- the success rate on the Grade 6 and Grade 8 benchmark will reach 50%.
- the success rate on the Grade 7 Provincial Math Assessment will increase to 63%.

implementation will determine baseline.

	2025	2026	2027	2028
Success Rate - Grade 6 District Year-end Benchmark	33.3%	41%	45%	50%
Success Rate - Grade 8 District Year-end Benchmark	52.8%	42%	46%	50%
% of 6-8 teachers surveyed who report using the benchmark data to inform their school and/or classroom planning				
Success Rate - Grade 7 Provincial Math Assessment	49.3%	51.8%	57%	63%

Achievement

Diverse Learning Needs

Goal: If we ensure that Personalized Learning Plans (PLPs) are prioritized and supported, **then** learners will receive more targeted support and guidance aligned to their individual goals and needs, **so that** individualized learner success is enhanced and aligned with school-wide priorities in differentiated instruction and improved student outcomes.

Strategies:

- Provide professional learning on effective PLP development, implementation, and monitoring.
- Encourage EST-R mentorship and collaboration with classroom teachers during the development of PLPs.
- Share exemplars of high-quality PLPs to ensure consistency and clarity across the district.
- Ensure PLPs are directly linked to classroom differentiation strategies.
- Have school leaders periodically review PLPs to ensure alignment with district standards and priorities.
- Monthly EST-R calls to review and update all EST-Rs.
- Targeted PL on best practices for PLP development
- Hiring of a retired EST-R to mentor new EST-Rs
- Annual audits of PLPs by DESS to measure goal completion and achievement rates.
- Data review by the school leadership team and instructional staff.
- Action plans adjusted yearly based on audit findings.

How we will know we are making progress:

By June 2028,

- 61% of District audited PLPs will have appropriate justification summaries.

	2025	2026	2027	2028
% of PLPs with appropriate justification summaries	46%	50%	56%	61%





Collaboration

Professional Learning Communities

Goal: **If** school and district leaders intentionally establish and support high-functioning Professional Learning Communities (PLCs) that focus on collaborative planning, data-driven decision-making, and shared responsibility for learning, **then** educators will engage in ongoing, structured collaboration that promotes reflective practice, continuous improvement, and the alignment of instruction with learner needs, **so that** learner achievement increases, instructional consistency improves, and a culture of collective efficacy is cultivated across learning communities.

Strategies:

- Refine and quantify the ASD-N PLC Continuum (shared framework for effective PLCs).
- Gradually scale the PLC Cohort Pilot by adding schools annually, ensuring that all schools receive comprehensive training, resources, and support by June 2028.
    - Areas of focus for Cohort PL: PLC structures and framework, data-informed collaboration and instruction, managing resisters, common assessments, shifting mindsets of meeting/collaboration time, curriculum mapping, RTI, leading a PLC.
- Continue to incorporate a PLC module in the Leaders and Learning Academy.
- Develop administrator PLCs and communities of practice that focus on instructional leadership.
- Create district-wide virtual networks of educators in specialty areas (i.e. skilled trades, high school sciences, EAL, high school FI)
- Creation of a PLC SharePoint with resource bundles to support schools.

How we will know we are making progress:

By June 2028,

- 15 ASD-N schools will have participated in a PLC Cohort.
- the Right/Tight measures on the PLC Continuum Tool will increase to 45% for schools who have participated in the PLC cohort.
- district-wide virtual PLCs exist for 70% of specialty areas of instruction.
- four collaboration measures on the Teacher Perception Survey will increase by at least 5% per year.

	2025	2026	2027	2028
# of schools who have participated in a PLC cohort	4	11	12	15
% of Right/Tight measures on PLC Continuum Tool		37.5%	41%	45%
# of District-Wide PLCs by specialty subject area	20%	30%	50%	70%
Teacher Perception Survey Data				
PLC time is included in my weekly schedule (either during or after the hours of instruction) - % agree	51.2%	61.5%	65%	68%
I collaborate with educators in my school to plan for effective and engaging instruction. - % agree	78.3%	75.7%	79%	83%
I collaborate with educators in my school to plan for effective assessment strategies. - % agree	73.4%	71.9%	75%	79%
I am involved in long-term instructional planning with colleagues. - % agree	54.3%	52.9%	56%	58%

Collaboration

Recruitment and Retention

Goal 1: If we implement a multi-tiered district mentorship program to support early career teachers (ECTs), **then** we will see growth in ECT capacity and self-efficacy in instructional and assessment practices, relationship-building, and classroom management, **so that** ECTs are confident in their roles and want to stay in the profession, and learner achievement is positively impacted.

Strategies:

Multi-Tiered Mentorship Approach – ECT Mentorship Program – Two Early Career Teacher Leads will oversee this work:

- **Orientation**
  - One day of orientation prior to August start date – led by the ECT leads and district leadership
- **Induction:**
  - First six weeks – all teachers in their first year will be supported by a retired teacher mentor for the first six weeks of teaching.
- **Embedded Support:**
  - From the six week mark to the end of the school year – After the first six weeks, support for first year teachers will transition to an embedded mentor within their school. Funding to support release time/resources.
- **Targeted Support:**
  - Early Career Teacher Leads, DCIs, SACs, and leads – funding to support release time for ECTs to work one on one with leads/SACs if needed.

How we will know we are making progress:

By June 2026,

- all first year ECTs will have participated in the ECT Mentorship Program.

By June 2028,

- the retention rate of beginning teachers in the ECT Mentorship Program will be 96%

implementation will determine the baseline.

	2025	2026	2027	2028
Retention rate of beginning teachers in the ECT Mentorship Program		96%	Maintain	
% growth on ECT Perception Survey				

Collaboration

Recruitment and Retention

Goal 2: **If** the district intentionally builds the capacity of school leaders through targeted professional learning, coaching, and opportunities for collaborative leadership, **then** instructional leaders will more effectively support high-quality teaching and learning through feedback, data-informed decision-making, and instructional guidance, **so that** instructional practices improve across classrooms, learner outcomes increase, and a strong culture of instructional excellence is cultivated district-wide.

Strategies:

- **Embed intentional professional learning opportunities** within principal and vice-principal meetings throughout the school year to support leadership growth and instructional effectiveness.
- **Establish and support communities of practice** among school leaders to foster collaboration, reflective dialogue, and shared leadership development.
- **Mentorship Programs for new administrators** through ASD-N and NB Lead
- **Actively promote participation in provincial leadership development programs,** such as NB Lead, to expand leadership capacity across the district.
- **Continue the implementation of the Leaders in Learning Academy** to strengthen curriculum leadership at both the school and district levels.
- **Identify and recruit SPRs** who have not yet completed Leadership Development or the Leaders in Learning Academy, ensuring enrollment in one of these programs by June 2028.
- **Prioritize the walkthrough and evaluation process** among all administrators.

How we will know we are making progress:

By June 2028,

- 70% of principals have participated in NB Lead PL opportunities.
- 100% of administrators have participated in a community of practice within ASD-N.
- 50% of SPRs will have completed the Leadership Development Program or Leaders in Learning Academy.
- three Instructional Leadership measures on the Teacher Perception Survey will increase by at least 5% per year.

implementation will determine the baseline.

	2025	2026	2027	2028
% of principals who have participated in NB Lead PL opportunities	52%	57%	72%	85%
% of new principals (3 years or less) who have participated in the mentorship program				
% of administrators who have participated in a community of practice within ASDN	0%	0%	50%	100%
% of SPRs who have completed Leadership Development or Leaders in Learning Academy	28%	32%	40%	50%
Teacher Perception Survey Data				
At least one of my school administrators frequently visits my classroom to observe the learning-% agree	72.0%	68.9%	72%	76%
School leaders provide feedback to assist me to improve my practice and to reinforce my strengths -% agree	70.2%	68.7%	72%	75%
I receive a formal performance evaluation on a predetermined cycle. This includes observations and conferencing using a structured format - % agree	48.0%	45.2%	47%	50%

Collaboration

Transition to School

Goal 1: **If** schools implement structured transition experiences following Kindergarten registration that include at least three intentional opportunities for new Kindergarten learners and their families to engage with the school community, **then** families and children will have multiple, meaningful interactions with the school environment, staff, and support networks well before the first day of school, **so that** students enter Kindergarten feeling more comfortable, confident, and connected, and families feel supported and engaged as partners in their child's educational journey.

Goal 2: **If** we build communities of practice between Kindergarten teachers and Early Childhood Educators, **then** there will be shared expectations, stronger alignment of practices, and a continuum of learning that respects multiple ways of knowing, **so that** we leverage learner autonomy and social-emotional development through a responsive transition process.

Strategies:

- **Implement structured transition experiences** following Kindergarten registration that include at least three intentional opportunities for new Kindergarten learners and their families to engage with the school community:
  - Early November: community partners and specialists to be invited to school event (District to develop list of partners and specialists for principals)
  - November – January:
    - EYE-DA and ASQSE
    - Second welcome event at the school – can involve teachers working with learners and families on skills through play (i.e. fine motor, oral language, etc.)
  - Spring: On My Way to K (OMWTK) with a tour of the school and meet ups with key staff to enhance familiarization with environment. Removal of the use of Bracken.
  - Summer: Personalized outreach from homeroom teachers to welcome learners and strengthen home-school relationships before the school year begins (i.e. summer postcard)
- **Create a Professional Learning Community of Kindergarten and ELC educators** to build a shared understanding of early learning goals, instructional practices, and social-emotional development of learners. Focus on the following areas for professional learning: learning environment, challenging behaviours, and interactions with families. Integrate release time for visits to Kindergarten and ECE spaces.

How we will know we are making progress:

By June 2028,

- three elementary schools will be engaged in PLCS with Early Learning and Childcare Facilities.
- 95% of participants in the PLC cohort will indicate positive growth on the perception survey.
- reduction to 20% differential between participation in EYE-DA and OMYTK.

	2025	2026	2027	2028
# of elementary schools engaged in PLCs with ELCs	0	1	2	3
% of growth on PLC cohort perception survey question		86%	90%	95%
% differential between participation in EYE-DA and OMYTK	37%	27.7%	25%	20%
% of growth on parent welcome survey				

implementation will determine baseline.

Collaboration

Digital Integration and AI

Goal 1: If the district provides professional learning through a school leadership lens, **then** school leaders will have the support to effectively integrate technology in their schools, **so that** educators and learners are better supported in leveraging technology to enhance instruction.

Goal 2: If the district implements a comprehensive AI integration strategy with ethical guidelines, targeted professional development, and supportive resources, **then** staff and learners will build competencies and use AI tools effectively and responsibly, **so that** teaching, learning, and working are enhanced across school communities.

Strategies:

- Expand the Leading Innovative Schools project to include AI leadership.
- Administrators of Innovative Schools will complete the Compass Document to identify strengths and needs in the area of digital integration.
- Engage in classroom-level action research centered on iPad use.
- Leverage the provincial Digital Integration Framework through professional learning sessions.
- Create a long-term professional learning plan to support the implementation of School AI, ASD-N AI guardrails, the achievement indicators and SharePoint site.
- Updating and communication of ASD-Ns "Our Vision for AI in Schools" document
- Creation of District-Level AI PLC
- Strategic Plan for collaboration between subject areas and technology team for implementation of AI achievement indicators and professional learning.

How we will know we are making progress:

By June 2028,

- the Leading Innovation Series will be expanded to 15 schools and include AI Leadership.
- 45 teachers will have completed Challenge-Based Learning PL.
- nine ASD-N Apple Teachers will have conducted action research in their classrooms.
- 250 teachers will have engaged in at least one District-led AI professional learning session.
- six subject area teams will offer one or more professional learning sessions within a calendar year on the topic of AI in their subject area.

	2025	2026	2027	2028
# of schools in the Leading Innovation Schools Project	5	9	10	15
# of teachers who have completed Challenge-Based Learning PL	15	24	35	45
# of Apple Teachers who have conducted action research	2	8	7	9
# of teachers who have engaged in at least one District-led AI PL session	93	263	275	290
# of subject areas that offer one or more professional learning sessions in AI	1	4	5	7

Equity

Culturally Responsive Education

Goal : If we support schools in embedding culturally responsive practices into their School Improvement Plans, and establish professional learning communities focused on inclusive pedagogy, **then** educators will have increased capacity, collaboration, and clarity in implementing culturally responsive approaches, **so that** learners and staff will experience more inclusive, affirming school environments—reflected in improved perception data and greater system-wide consistency in culturally responsive practice.

Strategies:

- Establish and sustain new or expanded Professional Learning Communities (PLCs) across the district that focus on culturally responsive and inclusive pedagogy to support ongoing educator growth and collaboration.
- Provide professional learning for school leaders and staff on culturally responsive pedagogy, anti-bias education, and equity-focused school improvement planning.
- Develop a culturally responsive planning tool or template for schools to use when embedding equity goals into School Improvement Plans, ensuring alignment with the district's Framework for Success

How we will know we are making progress:

By June 2028,

- 70% of teachers will agree with the following statement on the Teacher Perception Survey: There is a clear process at this school for addressing racism, discrimination, and stereotypes.
- 83% of teachers will agree with the following statement on the Teacher Perception Survey: I know how to recognize and address racism, discrimination, and stereotypes.
- 55 teachers will have participated in the CLIS course

implementation will determine baseline.

	2025	2026	2027	2028
% agreement on the following indicator on the Teacher Perception Survey: There is a clear process at this school for addressing racism, discrimination, and stereotypes. – % agree	63.2%	64.2%	67%	70%
% agreement on the following indicator on the Teacher Perception Survey: I know how to recognize and address racism, discrimination, and stereotypes.	74.7%	75.1%	79%	83%
# of teachers who have completed CLIS course	40	47	50	55
# of teachers who have participated in district-led PL on CRE				

Equity

First Nations Education

Goal 1: If we build staff capacity in trauma-informed, culturally responsive practices, strengthen relationships with learners and families through consistent Elder engagement, and elevate learner voice in learning, **then** learners will experience increased emotional safety, cultural connection, and engagement, **so that** Indigenous learners will feel a stronger sense of belonging, identity, empowerment, and academic success.

Strategies:

- Provide ongoing support, resources, and mentorship to First Nation Champions in each school.
- Continue to Support NEAT Committees at each school, while recruiting other high schools.
- Provide teachers with procured resources focused on Indigenous history, culture & perspectives, including relevant lessons and activities for each resource.
- Develop a First Nation Education SharePoint for teachers to access relevant, updated resources.
- Expand our PL Menu: Begin to develop and offer relevant professional learning focused on Social Justice, Inquiry, Treaty Education, Reconciliation, Indigenous Ways of knowing, doing & being & other aspects from the Wabanaki Framework.
- Create a community-based survey for parents and guardians.
- Encourage classroom co-teaching models with Elders, Knowledge Keepers & Language Carriers.
- Develop an action plan on creating an ASD-N Wabanaki Committee.

How we will know we are making progress:

By June 2028,

- 50% of participating Indigenous learners will report "Quite a Bit or A lot" on the following question on the Youth Check-In Survey: At my school we learned things that make me proud of my race/ethnicity/ culture/heritage.
- 83% of participating Indigenous learners will report "Agree or Strongly Agree" on the following question on the Youth Check-In Survey: At my school, I have opportunities to take part in activities that are important to my race, ethnicity, culture and heritage.
- 90% of participating Indigenous learners will report "Agree or Strongly Agree" on the following question on the Youth-Check-In Survey: At my school, I feel that staff members respect and value my race, ethnicity, culture and heritage.

*Participants in the Youth Check-In Survey are Grades 6-12 only. Total number of participants in 2026 = 428.

	2025	2026	2027	2028
% of Indigenous learners who report "Quite a Bit or A lot" on the following question on the Youth Check-In Survey: At my school we learned things that make me proud of my race/ethnicity/ culture/heritage.	44%	40%	45%	50%
% of Indigenous learners who report "Agree or Strongly Agree" on the following question on the Youth Check-In Survey: At my school, I have opportunities to take part in activities that are important to my race, ethnicity, culture and heritage.	76%	75%	79%	83%
% of Indigenous learners who report "Agree or Strongly Agree" on the following question on the Youth-Check-In Survey: At my school, I feel that staff members respect and value my race, ethnicity, culture and heritage.	77%	83%	87%	90%

Equity

First Nations Education

Goal 2: If we ensure that every school adopts key reconciliation actions—raising the Grand Council flag, using the Spirit Bear program, meaningfully hosting Elders, and implementing the Wabanaki Curriculum Framework— **then** we will create culturally safe, inclusive, and empowering learning environments for all students, especially Indigenous learners, **so that** every learner can engage in meaningful Truth and Reconciliation learning that honours the rights, voices, and histories of Wabanaki communities.

Strategies:

- Hire an Elder-in-Residence for ASD-N.
- Maintain and grow Mi'kmaq Language Initiatives.
- Maintain and grow the Spirit Bear program with intentional scheduling and classroom integration.
- Maintain and grow the Elders in the Schools program with intentional scheduling and classroom integration.
- Facilitate and expand access to the Blanket Exercise to all school staff and classrooms.
- Maintain and grow the number of schools requesting and raising the Mi'kmaq Grand Council Flag.
- Maintain and grow the number of schools that using meaningful land acknowledgement statements.
- Provide professional learning for staff about TRC
- Purchase the Indigenous Map
- Facilitate and expand access to the Indigenous Map.

How we will know we are making progress:

By June 2028

- 20 schools will have raised the Grand Council flag.
- we will average 195 Elders in Schools visits per year.
- 20 schools will have participated in the Spirit Bear program.
- 90% of Grades 4-5 learners and 93% of Grades 6-8 learners will respond "Yes" to the following measure on the Student Perception Survey: Have you learned about First Nation (ex: Culture, history, traditions) in your classroom in the last year?
- # of ASD-N staff who have participated in Truth and Reconciliation PL will increase to 430.

	PB	2025	2026	2027	2028
Number of schools to raise the Grand Council flag	-----	14	16	18	20
# of Elders in Schools visits per year	-----	144	189	190	195
# of staff who have participated in Truth and Reconciliation PL per year	____		353	385	430
# of schools who participate in Spirit Bear program	_____	14	16	18	20
% of Grades 6-12 learners and % of Grades 4-5 learners will respond "Yes" to the following measure on the Student Perception Survey: Have you learned about First Nation (ex: Culture, history, traditions) in your classroom in the last year?	4-5	77.9%	70%	77%	85%
	6-12	81.4%	79%	83%	87%

Equity

Multilingual Language Learners

Goal: **If** we engage school and district personnel—teachers, administrators, guidance, resource, and support staff—in targeted professional learning on supporting multilingual learners, build collaborative structures that include EAL in planning and decision-making, and consistently monitor student progress using CEFR levels, **then** we will foster shared responsibility, increase staff confidence and capacity, and ensure consistent, responsive instruction for multilingual learners across schools, **so that** multilingual learners will experience improved language acquisition and academic achievement, supported by a system that is equitable, inclusive, and aligned to their needs.

Strategies:

- Ensure accurate CEFR reporting by training and supporting EST-EALs and EST-Rs in non-EST-EAL schools to complete CEFR assessments at three intervals throughout the year and update the district CEFR workbook for all MLLs above Tier 1.
- Expand and integrate EAL professional learning by actively promoting provincial and independent opportunities such as the CLIS course, English Language Teaching series, TESOL certification, and conferences, establishing a baseline of participation, and tracking growth annually. This will include piloting the creation of a framework or continuum of success for what a strong linguistically and culturally responsive program looks like, developed in collaboration with a district cohort of varied stakeholders.
- Strengthen consistency in CEFR interpretation and build teacher confidence by establishing clear reporting expectations, reinforcing accountability, and offering calibration/moderation professional learning across schools.
- Align district ELPA practices for B2+ learners by standardizing how B2 status is determined, exemptions are applied, and participation is tracked to ensure all eligible MLLs write the ELPA, while providing targeted academic language support to position them for success.

How we will know we are making progress:

By June 2028,

- the number of teachers confident in using the CEFR will increase to 43.5%.
- the success rate on the ELPA of MLLs B2 or higher will be 95%.
- 40% of MLLs in schools with EST-EAL support will progress by ≥ 0.5 CEFR band. *
- 83% of schools will have participated in a District-led EAL PL opportunity.
- 48% of teachers will feel they have the resources and supports they need for teaching students who are learning EAL while learning content.

■ implementation will determine baseline.

	2025	2026	2027	2028
% of teachers who feel confident using the CEFR	32.6%	35.9%	39.5%	43.5%
Success rate of MLLs B2 or higher on ELPA	62%	95.5%	Maintain	
% of high schools meeting the district standard for foundational EAL programming based on identified need				
% of MLLs in schools with EST-EAL support will progress by ≥0.5 CEFR band	10%	5.7%	30%	40%
% schools who have participated in District-led EAL PL opportunities	55%	69%	76%	83%
% of teachers who feel they have the resources and supports they need for teaching students who are learning EAL while learning content	----	40.3%	44%	48%

*Implementation dip noted – goal changed from 1 CEFR band to 0.5 CEFR band.

Equity

Policy 713 Alignment

Goal: If we establish safe, welcoming, inclusive, and affirming school environments for all learners, families, and allies who identify or are perceived, as 2SLGBTQIA+ as aligned with Policy 713, **then** learners and families who identify, or are perceived, as 2SLGBTQIA+ will experience increased visibility, support, and connection within their school communities, **so that** learner and staff well-being, equity, and academic achievement are strengthened across the district.

Strategies:

- Designate and train a staff advocate in every school to act as a visible, informed point of contact for 2SLGBTQIA+ learners and families. Ensure this role is clearly communicated within the school community.
- Annual school-level reporting on the designation of 2SLGBTQIA+ advocates and related implementation of Policy 713.
- Provide targeted professional learning for school staff focused on inclusive practices, identity-affirming language, understanding gender and sexual diversity, and the requirements of Policy 713.
- Establish or strengthen GSAs and affinity groups.

How we will know we are making progress:

By June 2028,

- 28 schools will have a designated and trained staff advocate for 2SLGBTQIA+ learners and families.
- 30% of middle and high schools will have GSAs or affinity groups.

 implementation will determine baseline due to delayed availability of EECD module. Module was made available in May 2026.

	2025	2026	2027	2028
% of educators who have received PL offerings on Policy 713 or related content				
# of schools with designated and trained staff advocate for 2SLGBTQIA+ learners and families	8	28	Maintain	
% of schools with learner-led initiatives or affinity groups	11%	17%	20%	30%

Equity

Alternative Learning Environments

Goal: If we establish a cohesive and responsive framework for alternative learning environments and sites, **then** we will improve system alignment of instructional and behavioural supports, **so that** all learners in alternative settings experience greater equity, engagement, and success.

Strategies:

- Continuation of the position of Coordinator of Alternative Education.
- Continuation of the virtual teacher positions.
- Creation of a SharePoint site for NorthPath to house resources and provide supports for implementation.
- Creation of a Community of Practice for APL and PLE teachers.
- Ongoing communication through weekly updates with the Community of Practice.
- Collaboration with school-based ESSTs to support alignment.
- Creation and implementation of Fidelity of APL Framework Tool.
- Implementation of the APL Student Voice Survey.
- Determine professional learning needed to support implementation of framework (i.e. culturally responsive teaching, social-emotional learning, PBIS, online learning environments, etc.).

How we will know we are making progress:

By June 2026, we completed the Alternative Learning Environments Framework.
By June 2028,

- 93% of students will indicate "yes" to "Do you feel like you belong in your alternative placement?".
- 100% of students in an alternative placement are on the appropriate plan.

implementation will determine baseline.

	2025	2026	2027	2028
% of students in an alternative placement on the appropriate plan		47.7%	90%	100%
% of APL and PLE students utilizing ASD-N NorthPath virtual courses				
% of students who indicate "yes" to "do you feel like you belong in your alternative placement?"		85%	89%	93%
% of 3 and above on the Fidelity of APL Framework Tool				

Safety and Well-Being

Positive Behavioural Intervention and Supports (PBIS)

Goal: **If** we implement Positive Behavioral Interventions and Supports (PBIS) consistently across all schools, increase the presence and engagement of School Social Workers, and strengthen collaboration among Education Support Services (ESS) teams, **then** we will reduce behavioral incidents and improve student perceptions of safety, belonging, and well-being, **so that** all learners experience more inclusive, supportive, and safe school environments—leading to increased engagement, more instructional time, and improved outcomes in both behavior and overall student wellness.

Strategies:

- **Strengthen PBIS Implementation:**
  - Monthly analysis of behavioral incident reports using district data systems.
  - Continue to increase the number of schools implementing PBIS.
  - Provide targeted professional learning for administrators of PBIS schools.
  - School-level PBIS implementation fidelity checks conducted twice per year.
  - Promote consistent use of positive reinforcement systems and clear expectations across all classrooms and common areas.
- Review of trends and action planning by district behavior support teams and school leadership.
- Annual administration and analysis of the Youth Check-In Survey across all schools.
- Review and address category-specific trends and areas requiring targeted intervention.
- Ongoing collaboration between PBIS leads, Social Workers, and ESS teams to respond to data and adjust supports accordingly.

How we will know we are making progress:

By June 2028,

- behavioural incident reports will be reduced by 10% per year.
- 50% of middle and high schools will achieve a School Relatedness Index of 5 or higher on the Youth Check-In Survey.
- 65% of schools in ASD-N will be implementing PBIS.

	2025	2026	2027	2028
average # of behavioural incidents per month	428	481	437	400
% improvement on Youth Check-In Survey	1%	2%	25%	50%
% of schools implementing PBIS	20%	54%	60%	65%

Safety and Well-Being

Counsellor Aligned Framework

Goal: **If** school counsellor workloads are reviewed and realigned to reflect the New Brunswick School Counselling Framework—ensuring balance across assigned duties, caseloads, and time allocation, **then** counsellors will be better positioned to deliver proactive, comprehensive, and learner-centered support in academic, personal/social, and career development domains, **so that** learner well-being, school climate, and overall educational outcomes are strengthened across the district.

Strategies:

- Leverage the New Brunswick Counselling Framework to balance the workloads of school counsellors for the benefit of learners.
- Annual workload review for each school counsellor using a standardized tool based on the New Brunswick School Counselling Framework.
- District leadership team analysis of caseloads, time spent on guidance-related duties, and non-counselling tasks.
- Support school-level action plans developed as needed to adjust workloads and improve alignment.

How we will know we are making progress:

implementation will determine baseline.

	2025	2026	2027	2028
% of EST-SCs aligning and tracking their work through the New Brunswick Counselling Framework				
# of district-led professional learning opportunities provided in response to needs identified through implementation of the New Brunswick Counselling Framework				





Outdoor Learning in ASD-N

Safety and Well-Being

Physical Literacy

Goal: If we provide K–5 physical education educators—especially non-specialists—with targeted professional learning, planning support, and a formative assessment tool for physical literacy, **then** teachers will implement more effective and engaging movement-based lessons, **so that** learners will develop stronger physical literacy and overall health, including improved movement competence, confidence, motivation, and participation in physical activity both in and beyond the classroom.

Strategies:

- Provide targeted professional learning for K–5 physical education teachers on physical literacy foundations, inclusive practices, and fundamental movement skills.
- Provide professional learning on the Physical Literacy Assessment for Youth (PLAYBuilder) to help educators monitor and support learner growth.
- Communication and resources through SharePoint and Teams.
- Maintain centralized resource hub with ready-to-use lesson plans, video demonstrations, and assessment supports that are accessible across all schools.
- Gather and analyze student outcome data (e.g., participation, assessment results, engagement surveys) to inform ongoing instructional adjustments and professional learning needs.

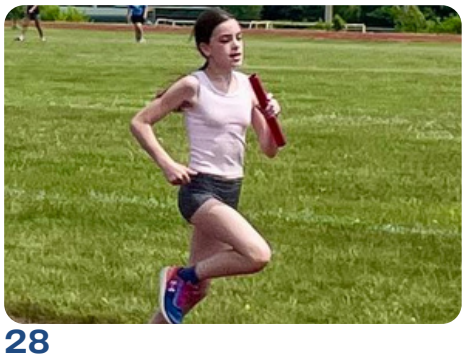
How we will know we are making progress:

By June 2028,

- the PLAYBuilder assessment tool will be implemented in 80% of K–5 physical education classrooms.
- the number of teachers who have engaged in professional learning on PLAYBuilder will increase to 35.

Implementation will determine baseline. Implementation had to be moved ahead by one year as the PLAYBuilder licensing was not purchased by EECD until late June, 2026.

	2025	2026	2027	2028
% of K-5 physical education classrooms using PLAYBuilder assessment tool	25%	25%	60%	80%
# of teachers who have received professional learning on PLAYBuilder	10	20	30	35
% of Grade 5 learners who have achieved Competent or Above in all indicators of PLAYBuilder assessment tool				







Track and Field Day – ASD-N

Safety and Well-Being

Skilled Trades

Goal: **If** we provide targeted professional learning and structured mentorship and collaborative opportunities for skilled trades teachers, **then** we will improve consistency in instructional, assessment, and safety practices across skilled trades classrooms, **so that** learners engage in safe, high-quality, and well-aligned environments that strengthen skill development and career readiness.

Strategies:

- Develop a district-wide professional learning plan focused on instructional best practices for skilled trades, including lesson design, differentiation, and safety protocols.
- Create a virtual professional learning community (PLC) for high school skilled trades educators (culinary/fashion tech. and shop), which will meet every two months.
- Pair new or less-experienced skilled trades teachers with veteran instructors through a mentorship program.
- Collaborate with the Directors of Schools to ensure school prioritization of a monthly safety checklist to be completed by teachers and submitted to school administration. Creation of a one-page document to support messaging.
- Communicate the Responsibilities of Stakeholders document from EECD.
- Develop and implement common assessment tools and rubrics for core competencies through face-to-face professional learning sessions and an AI Agent developed for this purpose.

How we will know we are making progress:

By June 2028,

- 65% of skilled trades teachers trained on the common assessment tools.
- 100% of skilled trades teachers will participate in a virtual PLC.
- we will provide and maintain at least ten professional learning sessions to skilled trades teachers each year.
- at least 50% of skilled trades teachers will partipate in virtual or in-person PLCs.

	2025	2026	2027	2028
# of PL sessions attended by ASD-N skilled trades teachers within a calendar year		10		
% of skilled trades teachers trained on the common assessment tools	0%	0%	40%	65%
% of skilled trades teachers participating in a virtual or in-person PLC		2%	25%	50%



Safety and Well-Being

Attendance

Goal: If the district strengthens its attendance framework through clear protocols, monitoring, and community collaboration, **then** schools can respond more consistently to absenteeism, **so that** learners are more engaged, supported, and set up for success.

Strategies:

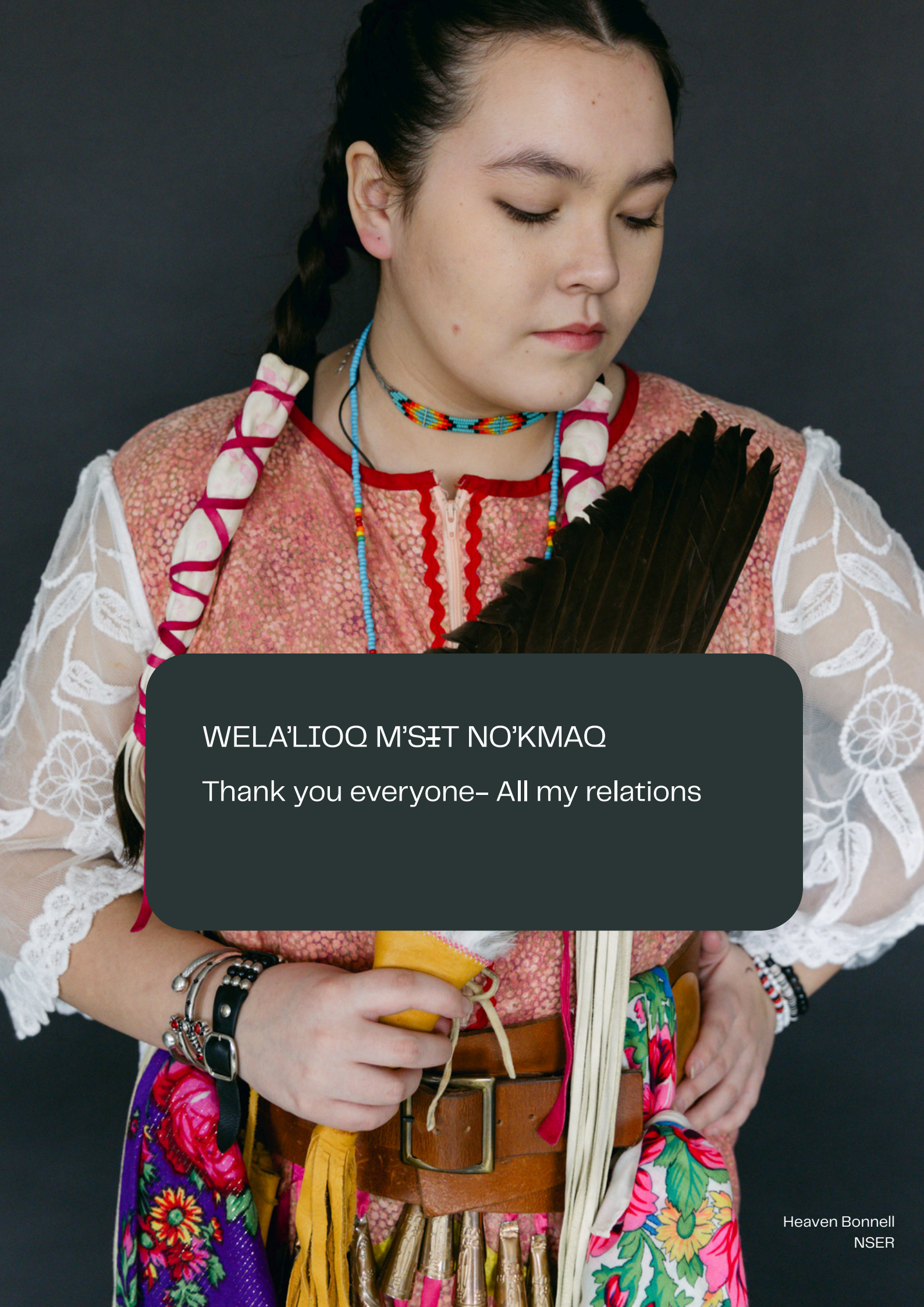
- Maintain the District Attendance Protocol and align with the Provincial Student Attendance Long Term Recommendation.
- District will provide one day per month to school administrators to focus on the monitoring of students absenteeism.
- Schools are expected to capture attendance plans in PowerSchool.
- Collaborate with First Nations communities to support the use of interventions from community programs and services that could assist in engaging learners and families with schools.
- At the high school level, exam incentives tied to attendance will be implemented district wide.
- At the K-8 level, report card alignment will provide clarity....capturing learning....NA
- DESS will provide a framework for schools to guide tiered response to excessive absenteeism, including behaviour plans, partial day plans, and retention.
- Leverage School Social Workers to support students with chronic absenteeism.
- A District committee will be created to monitor the measures and report progress to school and district leadership.

How we will know we are making progress:

By June 2028,

- the absenteeism rate will be reduced to 7.6% in K-8 and 8.2% in 9-12.
- the chronic absenteeism rate will be reduced to 26.7%.

	2025	2026	2027	2028
K-8 absenteeism rate	9.4%	9.4%	8.5%	7.6%
9-12 absenteeism rate	10.5%	10.1%	9.1%	8.2%
K-8 chronic absenteeism rate	33%	33%	29.7%	26.7%
9-12 chronic absenteeism rate	35.6%	33%	29.7%	26.7%



WELA’LIOQ M’SꟾT NO’KMAQ

Thank you everyone– All my relations

Heaven Bonnell
NSER