



The Journey Continues

2022-2023 Edition



Greater St. Albert Catholic Schools'
Ongoing Commitment to Truth and Reconciliation

Artwork by: Heaven Makokis, Vincent J. Maloney Junior High School

**Greater St. Albert
Catholic Schools**





Land Acknowledgement

We honour the spirit of the land, the land that has sustained us all since time immemorial. We acknowledge that we are gathering on Treaty 6 territory, meeting grounds and gathering place of the Cree, Saulteaux, Blackfoot, Dene and Nakota Sioux, and the homeland of the Métis people of Alberta. We acknowledge, honour, and respect the many First Nations, Métis and Inuit whose footsteps have marked these lands for centuries. Together we call upon all peoples to build a stronger understanding of those who dwell on this land we call home. The recognition of our collective histories on this land is a meaningful act of reconciliation. We honour those who walk with us - we are all Treaty People.

Inside cover artwork by: Danica Elliott, Morinville Community High School

Table of Contents

4	Chapter One: Indigenization Fostering Deeper Connections Between Indigenous Ways of Knowing and Curriculum 2021-2022	35	Data Results - First Nations, Métis and Inuit Students
5	Remembering Edna Arcand	36	Administrative Procedure 163: Smudging & Pipe Ceremonies
6	Curriculum Leads 2021-2022	37	National Day for Truth and Reconciliation
8	Notorious Cree Performance - GSACRD Voice	43	Ribbon Skirts - Sister Alphonse Academy
9	Peace Garden - Bertha Kennedy Catholic Elementary School	44	Métis Week
10	Legacy Project - St. Kateri Tekakwitha Academy	48	James Jones, Notorious Cree - Hoop Dancer - Vincent J. Maloney Catholic Junior High School
11	National Day For Truth And Reconciliation	50	Sacred Heart Church - St Gabriel Education Centre
12	Legacy School - École Secondaire St. Albert Catholic High School	51	Wâhkôhtowin Club - Bertha Kennedy Catholic School
14	Indigenous Art Walk - Richard S. Fowler Catholic Junior High School	52	Indigenous Learning - École Marie Poburan
15	House System - École Father Jan	53	Alexander First Nation Education Centre Visit - St. Kateri Tekakwitha Academy
17	Reconciliation In School Library - Neil M. Ross Catholic School	54	Mother Earth Children's Charter School - St. Gabriel Education Centre
19	Indigenous Student Art Contest Winners	55	Staff Professional Development - Legal School
20	Staff Professional Development - Legal School	56	Stories of Our Journey Toward Reconciliation - École Father Jan
21	Indigenous Games With Terry Lakey	57	Indigenous Peoples Map - Greater St. Albert Catholic Schools
22	Visit Of Elders - Morinville Community High School	58	Legacy Art Unveiling - St. Kateri Tekakwitha Academy
23	Holy Family Catholic School	59	13 Moons - École Secondaire Sainte Marguerite d'Youville
25	Alexander First Nation Education Celebration	61	Seven Grandfather Teachings and Awards - Vincent J. Maloney Catholic Junior High School
26	Inculturated Mass - June 21, 2022	62	Pow Wow at Alexander First Nation
27	National Indigenous Peoples Day - June 21, 2022	63	Curt Young - Bertha Kennedy Catholic School
32	Norma Spicer - Métis Knowledge Keeper	64	Wase Saba Experiences - Holy Family Catholic School
32	Honouring Spirit: Indigenous Student Awards	65	Student Retreat Day - St. Kateri Tekakwitha Academy
33	Chapter Two: Walking Together – Moving Toward Meaningful Reconciliation 2022-2023	66	National Indigenous Peoples Day - June 21, 2023
34	Update on Division Three-Year Education Assurance Plan 2023-2026		



Indigenization

*Fostering Deeper Connections Between
Indigenous Ways of Knowing and Curriculum*

2021-2022

REMEMBERING EDNA ARCAND



It was with great sadness that we announce the loss of Edna Arcand, beloved Elder, in November of 2021. Edna was an Elder in Alexander First Nation who devoted many hours in our Division to working together with our staff to enact the Truth and Reconciliation Commission's ninety-four Calls to Action. A former Director of Education of Alexander First Nation, Edna offered advice and shared her

teachings with our Board of Trustees and school and division leaders on topics such as curriculum and resource development, classroom and school practices, and on policies and protocols. Edna believed in the importance of education and the vital role schools play in affecting attitudes, and behaviours with regard to understanding the cultural and historical significance of First Nations, Métis and Inuit peoples. In 2019, Edna was recognized by the College of Alberta School Superintendents for "Contributing to knowledge mobilization in Alberta about Truth and Reconciliation". Her contributions improved the education for Alberta students, specifically those in Greater St. Albert Catholic Schools.

Served as a valued member of the following committees:

- First Nations, Métis and Inuit Leadership Committee
- First Nations, Métis and Inuit Advisory Committee
- Curriculum Leads Committee

Provided sage leadership, advice and knowledge in the areas of:

- **Literacy**—Profound positive impact on teachers' understanding of Indigenous histories, perspectives, and literature. She said the purpose of storytelling is **"to teach a lesson about history - how we came to be and how we live today."**

- **Board Policy and Administrative Policy** — Influenced Board Policy (19) Acknowledging Territories of Indigenous Communities within Division Events and Administrative Procedure 350 Student Discipline Framework especially pertaining to Restorative Discipline and Administrative Procedure 470 Smokefree Environments: Appendix Smudging/Pipe Ceremonies.

Instrumental in building and creating:

- **Blanket Exercise Kits** — Worked in collaboration with elders, escapios, knowledge keepers and division staff to develop local Treaty 6 Blanket Exercise kits and led the training for our Division and other local school divisions.
- **Artifact Kits for schools** — Emphasized the importance of further connections between Catholicity and Indigenous spirituality and cultural beliefs and practices. Oversaw the creation of kits and the importance of each item.
- **Division Indigenous Literacy Kit** — Consulted with teachers and divisions staff in the selection of Indigenous book titles to ensure that they met the teachings our Elder sought to impart to our students. The literature kit became provincially recognized and referenced.



CURRICULUM LEADS 2021-2022



In the 2021-2022 school year, Greater St. Albert Catholic Schools partnered with Etienna Moostoos-Lafferty, Indigenous Education Coach with Evergreen Catholic Schools, to support curriculum leads in mobilizing knowledge and understanding about First Nations, Métis and Inuit ways of being and knowing. Etienna's extensive and diverse teaching experience and her work curating resources at the provincial level, were assets in supporting teachers in their foundational knowledge journey.

In February, Etienna guided participants in the exploration of the Truth and Reconciliation Commission of Canada Calls to Action,

specifically the eleven that are centered on education. Lead teachers considered what each of the Calls to Action mean at the division level, school level, and personally. Next, participants revisited Standard 5 in the Teaching Quality Standard and highlighted key words and phrases that were interesting or evoked a reaction. To close the activity, Etienna asked curriculum leads to identify their level of confidence in each of the indicators in Standard 5 by selecting one of three options: seed (limited knowledge), sprout (adequate) or tree (proficient). In addition, they were presented with a list of concepts/topics and tasked with selecting three that would continue their foundational knowledge journey. Overall, teachers expressed interest in learning more about land-based education and resources that accurately reflect the history and contemporary issues and contributions of First Nations, Métis and Inuit.





Seed Sprout Tree



A. Understanding the historical, social, economic, and political implications of:

- o **Treaties** and agreements with First Nations;
- o **Legislation** and agreements negotiated with Métis;
- o And **residential school** and their legacy.

SEED

B. Supporting student achievement by engaging in **collaborative, whole school approaches to capacity building** in First Nations, Métis and Inuit education.

SPROUT

C. Using the **programs of study** to provide opportunities for all students to develop a knowledge of, and respect for, the **histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts** of First Nations, Métis and Inuit.

SPROUT

D. Supporting the learning experiences of all students by using **resources that accurately reflect** and demonstrate the strength and diversity of First Nations, Métis and Inuit.

SEED

In May, Etienna led a session on land-based education at the Healing Garden in St. Albert. Participants learned about the many ways in which First Nations peoples use sacred medicines for ceremonial, healing, and purification purposes. Four traditional medicines were examined: sage, sweetgrass, rat root, and tobacco and the role some had in Indigenous ceremony. Teachers also participated in a smudge and reflected on how ceremonial practices in the Indigenous communities are similar to the spiritual rituals in the Catholic faith. To close the day, Etienna made connections between the land and contemporary education by giving insight to the many ways in which teachers can engage students in land-based education across grades and disciplines: learning on the land, from the land, about the land and with the land.

In June, Etienna focused on Indigenous Pedagogy. Participants explored three concepts that are central to Indigenous teaching: land, language, and community. Teachers also explored the microconcepts connected to these principles (e.g., water, landscapes, elders, etc.) and the means in which to teach them including stories, artifacts, song, etc. In the session she led with curriculum leads, Etienna made connections between landscape and stories by inviting participants to select rocks with symbols and assume the role of storyteller. The storyteller arranges the rocks in a particular order and uses the symbols to tell a story. The “Story Stones” activity teaches students and teachers the significance of Indigenous oral history.



NOTORIOUS CREE PERFORMANCE - GSACRD VOICE

Throughout the summer, our Mental Health Capacity Building Initiative from Alberta Health Services (known as GSACRD Voice), hosted weekly events in the communities of Morinville and Legal that promoted growth, resiliency, and positive mental health. Each Friday was a 'Party in the Park', where the communities were invited to engage in a fun activity for a few hours that allowed our youth and families to discover, grow, create, and play all while increasing their positive mental health.

On August 27th, their last day of summer programming, GSACRD Voice was honoured to host and have James Jones - known as Notorious Cree - perform and speak.

James is a men's fancy Powwow dancer and among the top three world hoop dancers who also plays the flute and hand drum. Notorious Cree blends traditional, modern, and contemporary arts mixed with comedy to showcase a high-energy performance. James has been able to share his passion, talent, and knowledge with an expansive audience through social media. With over 3 million followers, James has spread knowledge and awareness of Indigenous culture through dance, stories, and music. James has performed across Europe, China, Australia, and North America. He has performed at the Vancouver Olympics, the Juno Awards, Pan Am Games, Coachella Music Festival, and many more notable events.

It was an honour to witness the talent of James Jones and Darrell Brertton Jr (also a champion Fancy Dancer) and have them lead us in song and teach us about their beautiful culture through dance and spoken word.



Our GSACRD Voice team with Notorious Cree: Lauren Chow, Monique Brown, Darrell Brertton Jr, James Jones (Notorious Cree), Caitlin Josey, and Brittany Kindzierski



PEACE GARDEN - BERTHA KENNEDY CATHOLIC ELEMENTARY SCHOOL

The Bertha Kennedy Peace Garden was created to show support and commitment to Truth and Reconciliation. The Peace Garden is part of a larger outdoor space where students can gather and is the anchor that connects the orchard and vegetable garden. They hope to develop awareness, respect and appreciation of the vital role they all have in being stewards of the natural world, as well as a respect and appreciation of the Indigenous culture within their school community. The design consists of four trees planted in the four directions of the medicine wheel; each tree connected by shrubs. All trees and shrubs are indigenous to our land. Students and staff had the honour and privilege to welcome Hazel McKennitt (Indigenous Knowledge Keeper) and Archie Arcand (Métis Elder) to smudge the Peace Garden, and later they welcomed Father Ed McSheffrey, OMI, to bless the garden.

LEGACY PROJECT - ST. KATERI TEKAKWITHA ACADEMY

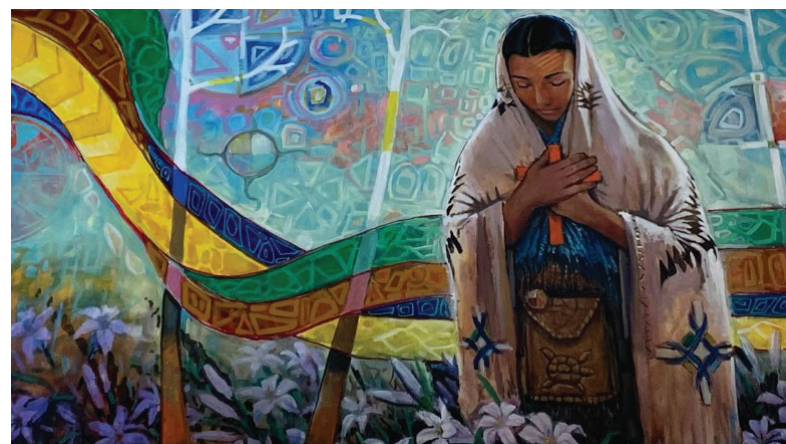


In March 2021, the Board of Trustees approved funding for the St. Kateri Tekakwitha Academy (SKTA) Capital project to allow for a visual identity enhancement project that honoured the namesake of the school, local Indigenous culture and celebrated the rich Catholic heritage in the community of Morinville. According to Cheryl LaBuick, Principal of SKTA, "The goal is to permeate our space with inspirational pieces that reflect who we are at St. Kateri."

The first project "St. Kateri - Devotee of the Cross" by Lewis Lavoie was installed in the school in September 2021. Mr. Lavoie described his artwork and the inspiration behind his vision as follows:

St. Kateri's devotion, love, purity and holiness. The blue in the background ... St. Kateri was known to have worn a blue shawl, however symbolically I want to show her in light coloured clothing, almost like a mohawk wedding dress, to signify her purity and devotion to Jesus. She's pressing the cross tightly to her heart depicting her longing to be one with her Saviour.

Her desire to identify with the Lord's suffering made her an instrument



to heal those that are suffering. The three lines on her forehead are symbolic of the scars on her face which she had from smallpox. The sash or purse has a turtle symbolizing the turtle tribe her father was the chief of and there is a medicine wheel on her purse as well. The school logo is embedded into the clothing. Much of the design in the clothing is based on typical Mohawk/Algonquin wear.

The lilies are two fold, one is to refer to Saint Kateri's name which means lilies of the mohawk, second this is referencing Matthew 6:28, where I suppose Saint Kateri is putting her full trust that God will provide for her, in a time when a young girl would trust marriage for their security. She is a Saint that gave fully her body, mind and soul to Jesus. Thus in return she was one of the more useful instruments in God's arsenal.

The Legacy Project will continue in 2022-2023 and the staff and students at SKTA are thrilled to work with First Nations artists - Jason Carter, Mackenzie Brown, and Arsene Arcand, who are excited to create artwork and continue the project of Indigenous art that reflects St. Kateri Tekakwitha Academy.



NATIONAL DAY FOR TRUTH AND RECONCILIATION

September 30, 2021, was the first day officially recognized by the federal government as National Day for Truth and Reconciliation. While this day was not mandated by our provincial government, GSACRD's Board of Trustees voted unanimously at the August 30, 2021 board meeting to recognize it as a solemn day of remembrance, where students and staff would not attend school. GSACRD was an early adopter and this paved the way for some of our neighbouring boards to also recognize September 30th in this way. On this day of September 30, 2021, we are encouraged to listen with open ears to the stories of survivors and their families and remember those who are no longer with us. We keep them in our hearts, on this day and always. It is an opportunity for us to come together in the spirit of reconciliation and hope for generations of children to come.

Our schools showed respect and remembrance by having liturgies and commemorative on September 29, 2021.



LEGACY SCHOOL - ÉCOLE SECONDAIRE ST. ALBERT CATHOLIC HIGH SCHOOL



The Gord Downie and Chanie Wenjack Fund (DWF) was created by two families coming together to make change, uphold Chanie and Gord's legacies, and create a pathway on the journey towards reconciliation.

During the summer of 2021, Claire Borle, a grade 12 student at École Secondaire St. Albert Catholic High School (SACHS), completed the DWF Youth Ambassador Program - a four week online internship available to Indigenous and non-Indigenous youth across Canada. These Youth Ambassadors were challenged to create a reconciliACTION project that moves reconciliation forward in their school community.

Upon completion of this internship, Claire approached the school administrators and spoke to them about how impactful this experience had been in connecting to her Métis roots and hoped

that SACHS would become a Legacy School. As a result of Claire's influence, SACHS registered with the program and is now a Legacy School. This means that SACHS is associated with DWF Legacy Program to engage, empower and connect students to further reconciliation through awareness, education and action.

The students participated in a number of activities to further reconciliation including reviewing the Truth and Reconciliation Commission's 94 Calls to Action and giving suggestions on how to embody and live reconciliation in the hallways of SACHS. As well, under Claire's leadership, the school is now fundraising to have Mackenzie Brown, a renowned Cree artist from Sturgeon Lake Cree Nation, create a mural in the school that Claire hopes will "promote reconciliation and respect by reminding those who see it of the Indigenous history of our city, and promote cultural understanding, education and connections through art."

Claire Borle - Youth Ambassador



My name is Claire Borle, and I'm a grade 12 student here at SACHS. This summer I completed the Gord Downie and Chanie Wenjack Fund (DWF) Youth Ambassador Program, which is a four week paid internship, completed online, available to Indigenous and non-Indigenous youth across Canada. I wanted to participate in this program both because I am Métis and wanted to learn more about

Métis culture, and because I wanted to be a better ally to other Indigenous people (DWF includes First Nations, Métis and Inuit people in the umbrella term Indigenous). Throughout my life, I have often felt as if I wasn't "Indigenous enough" to include myself in Indigenous conversations, and while I want to acknowledge my privilege as a primarily white or white-passing person, I am also trying to reconnect to Métis culture and experiences.

Through this program, specifically, I learned so much, including about land acknowledgements, cultural competencies, the Truth and Reconciliation Commission's 94 Calls to Action, treaties, land-based learning, diversity, equity and inclusion in the workplace, what it means to be two-spirit (which is an Indigenous-specific umbrella term for a person with both a male and female spirit in the LGBTQ+ community), cultural appropriation, making bannock, Indigenous dance and art, and perhaps most importantly, reconciliation. To me, reconciliation means seeking to learn and understand Indigenous perspectives and history in order to behave in a more just and compassionate way in the future.

Building off this, Youth Ambassadors were challenged to create a reconciliACTION project, or a meaningful action that moves reconciliation forward, that they could complete in their school or communities. For my project, I am organizing the creation of a mural here at our school that will promote reconciliation and respect by reminding those who see it of the Indigenous history of our city, and promote cultural understanding, education and connections through art.

INDIGENOUS ART WALK - RICHARD S. FOWLER CATHOLIC JUNIOR HIGH SCHOOL



Ms. Barbara Meyer and Mr. Brent Kieser, staff at Richard S. Fowler Catholic Junior High School (RSF), worked tirelessly with the Alberta Foundation for the Arts and the Art Gallery of Alberta to bring an exhibit of Indigenous art focused around the topic of Turtle Island to RSF.

The exhibit, *Turtle Island*, which is part of the Arts Travelling Exhibition Program (Trex), featured the work of three Indigenous artists (Aguenus - Angela Hall, Brandon Atkinson and Jessica Desmoulin) who bear witness to the importance of the Woodland style of art in their works.

The Woodland School of Art, developed by First Nation artist Norval Morrisseau, has influenced Indigenous artists throughout Canada since the 1960s. The exhibition, *Turtle Island*, bears witness to this as this style is expressed in the drawings and paintings of three contemporary Indigenous artists from central Alberta.

In December 2021, students and staff were able to study and analyze the art through activities such as an art scavenger hunt for students to have opportunities to interact with the art. They were asked to find various items (i.e. Four Directional Symbol) in the artwork and they then had to identify the title of the artwork, name of the artist, and finally give their impression of the piece of art. Students were able to learn about a variety of Indigenous art and symbols while learning more about Turtle Island.





HOUSE SYSTEM - ÉCOLE FATHER JAN

École Father Jan, a Catholic French Immersion Elementary, has introduced a house system into their school. The house system promotes a welcoming, engaging, and inclusive school community and culture. A house system essentially separates the students and staff into four "sub-units," named after the symbols of the Gospels: Angel, Ox, Eagle, and Lion. The houses are equipped with their spirit colours, based on the medicine wheel. École Father Jan has intentionally designed this program to incorporate their Catholic faith, First Nations, Métis and Inuit teachings, academic initiatives, social justice/service projects, extracurricular activities, and positive behaviour supports. Every single event or teaching they do falls within the structure. The school has also dedicated an entire classroom, the House Room,

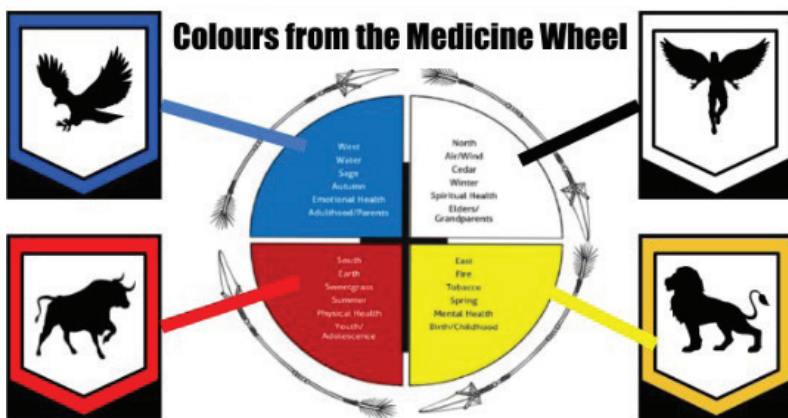
where appropriate educational resources can be found that are aligned with the seasonal teachings of the school.

When this program started, students who were in kindergarten to grade 6 and staff were placed into the "houses" based on the characteristics of the gospel associated with that house. At the beginning of every year, they now have a sorting ceremony for kindergarten students. In this ceremony, the kindergarten students draw a house at random from the sorting box and join their new house. Prior to the COVID-19 pandemic, all the students would meet in the gym with their houses to welcome new members at the sorting ceremony. The kindergarten class now does a special sorting



ceremony in the House Room where their principal, Mr. Holstein, puts on an excellent display with candles and lights to ensure they still have a positive experience.

École Father Jan was trying to find new ways to adapt their programming to increase engagement and a sense of belonging with their students and families. A committee was formed to increase school spirit and create a school of which students, parents, staff, administrators, and the wider school communities can be proud. This is where incorporating a house system into their school was suggested. After conversing with the administration at Albert Lacombe School, who has been using the house system already, the École Father Jan team soon realized how beneficial this system might be for their community.



The Principal, Evan Holstein, has been a crucial part of implementing this system, and he has seen a positive change with his students and staff. Students collect points through engagement in activities such as reading challenges, social justice projects of collecting donations, intramural activities, theme days, and speaking French. Students also earn points and awards by demonstrating their core values of peace, respect, and responsibility. Each student's points contribute to their overall house score; the house with the highest score at the end of the year wins the House Cup! The house system encourages and fosters friendships and positive relationships through community and friendly competition with students of other grade levels. This inspires leadership and mentorship opportunities for all to learn and grow.





RECONCILIATION IN SCHOOL LIBRARY - NEIL M. ROSS CATHOLIC SCHOOL

Over the past number of years, Neil M. Ross Catholic School (NMR) staff led by the school librarian, Jen Quinn, analyzed their library collection, and set out a plan to improve their library to be more diverse and inclusive. They worked on creating a library collection that was more reflective of the global community and listened to feedback from Billie-Jo Grant, GSACRD Indigenous Consultant, and other members of the Indigenous Community on what material should be included and how they would like it represented.

The current system of cataloging resources in a library is the Dewey Decimal System that was created in 1873 by Melville Dewey. Although it was an amazing feat to organize information, this system does not reflect today's standards of diversity and inclusion. Librarians from around the world, including Jen Quinn at NMR, have begun the multi-step process of reconciliation in their libraries to eliminate bias and lack of representation.

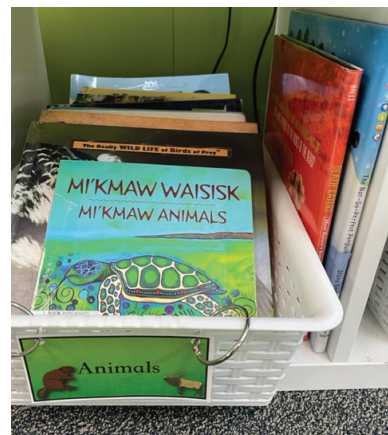
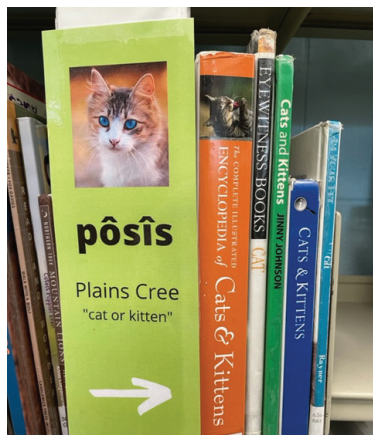


In 2019, Jen completed the process of genre-fying the fiction chapter books. The next year, 2020, she started the process of reorganizing the picture books into front facing, simple subject matters. This allowed the school to incorporate highlighted sections, such as Indigenous books, into the mainstream collection. These actions resulted in an organization system that is easy for students to understand and access while increasing circulation of diverse books.

This year, Jen tackled the Non-Fiction Dewey Decimal section. The Métis Art and Culture which was located in the 900's, Geography and History, and not with other cultures in the 300's, Social Sciences was moved to a subject bin including all of their culture resources. A subject area for First Peoples was created and the First Nations, Métis and Inuit information was re-organized into a more logical and natural location. As well, she organized resources into front facing, popular, and simple subject bins.

According to Jen Quinn, "This is an ongoing project and we do not have all the answers so we are researching and asking for community input as we go. We are having open, age appropriate discussions with our classes from K-6 about what we are doing and why. It is important that our students, perhaps not understand the whole process, but understand it is ok to re-evaluate information, realize it may be wrong and/or offensive and then work on it to make it better."

Over the next school year, NMR staff will continue to analyze, create, and move sections. Jen Quinn wrote, "As we grow and learn as individuals, as our school follows its journey towards reconciliation, our collection will begin to become the diverse and inclusive vision we hope for. Forever improving, expanding and changing as we listen and collaborate, moving forward, building a better world one book at a time."



INDIGENOUS STUDENT ART CONTEST WINNERS

This year, the Division held a contest inviting submissions of Indigenous-themed art from First Nations, Métis and Inuit students in Kindergarten through Grade 12. As Greater St. Albert Catholic Schools continues on its journey toward meaningful reconciliation within the First Nations, Métis and Inuit communities, the contest provided an opportunity for GSACRD Indigenous students to use their talents to celebrate their Indigenous heritage. Many great submissions were received and we extend a special "Thank You" to all the students who submitted their art work for consideration. The Division's First Nations, Métis and Inuit Leadership Committee selected a winner for each category in which submissions were received. On April 11, 2022, the winners were announced and recognized by the Board of Trustees. The work of these young artists will be used in various ways, some of which might be greeting cards, posters, social media posts including the covers of this booklet.



Congratulations to the following winners:



K-3 Full Colour Art - Wolfert Saunders (HFCS)



4-6 Full Colour Art – Shanaya Campbell (SKTA)



7-9 Full Colour Art - Heaven Makokis (VJM)



10-12 Full Colour Art - Merrick Lewis (MCHS)



4-6 Black and White Art - Emily Trithart (SKTA)

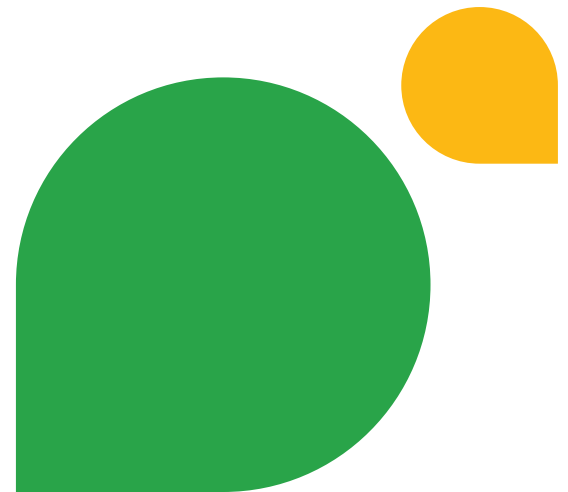


7-9 Black and White Art - Danica Elliott (MCHS)



STAFF PROFESSIONAL DEVELOPMENT - LEGAL SCHOOL

During several professional development sessions, staff at Legal School worked on developing an understanding of key terms so that they could apply foundational knowledge about First Nations, Métis and Inuit. Staff expanding and developing their foundational knowledge benefits all Legal students. In April, the Legal staff spent the day at Métis Crossing, where they focused on Indigenous prayers, making connections with land, spending time learning with knowledge keeper, Elder Lily Rose, touring the Bison paddocks, and learning about the history of the Métis Settlement on Riverlot 10. They walked through the past, present and future along the North Saskatchewan River. The Woods, Plains and White Bison on the land are the first there since 1860. The chance to spend time together and learn more about the Métis culture is essential to expand their foundational knowledge as they move forward with Truth and Reconciliation.



INDIGENOUS GAMES WITH TERRY LAKEY

Terry Lakey from First Nations, Métis and Inuit Learning Services at Red Deer Public School Division visited a number of GSACRD schools over the past year to introduce students to traditional Indigenous games. During these sessions students learned about the history and purpose of these games and the ideas of respect while playing these games (respect themselves, respect their opponents and respect equipment). The games are divided into “games of chance” and “games of dexterity” and students participated in games such as bone pull, bone balance, sling ball, sticks in fist, and leg wrestle. Many thanks to Terry for expanding our students knowledge of Indigenous culture and continuing the conversation of reconciliation at our schools.





VISIT OF ELDERS - MORINVILLE COMMUNITY HIGH SCHOOL

With the schedule of high school exams, students at Morinville Community High School (MCHS) are not able to formally acknowledge and schedule activities at school for National Indigenous Peoples Day on June 21. So, staff at MCHS arranged to have two Elders visit and speak with students during the week of May 24 to enlighten students on the importance of reconciliation and National Indigenous Peoples Day. Jesslyn Schiller, a grade 12 Cree student at MCHS, worked with the school staff to arrange for her grandparents, Armand and Rita

Arcand, Elders from Kipohtakaw, to come in and share their culture with the school community. Armand did a smudge with students and staff in the gym and went over some of the medicines that Indigenous people use and why. Rita talked about her experiences going to residential school and how we all need to heal together and not repeat mistakes of the past. It was a very powerful day for the school community, and left a lasting impression with all those in attendance.

HOLY FAMILY CATHOLIC SCHOOL

For the renaming of Vital Grandin Catholic School, a committee was formed with the task of recommending at least three names, in order of preference, with rationale, to the Board of Trustees. The committee, consisting of the four Trustees from the St. Albert Ward, school administration, two parents, the local parish priest, and the Superintendent, first met on August 31, 2021, and proposed five names to be presented to the community for consultation and input, as per Policy 18. Students, parents, and staff were surveyed and were able to offer comments and feedback on the names. In addition to having First Nation representation on the committee (parent), the Superintendent consulted with several representatives from local Indigenous communities for additional feedback. Following community consultation, the committee met again on September 13, 2021. At this meeting, the Superintendent provided a review of the survey and consultation feedback that was received from the community. The committee, after discussion, decided on three names to be proposed to the Board of Trustees for consideration. Those names, in order of preference were:

- Holy Family Catholic School;
- Our Lady of Reconciliation Catholic School; and
- Christ the King Catholic School.



At the September 27, 2022 regular meeting of the Board of Trustees, Chair Radford, initiated discussion and asked trustees to speak to the recommended names and express their voting preference. The Board of Trustees approved the renaming of Vital Grandin Catholic School to Holy Family Catholic School effective immediately. The rationale for choosing Holy Family Catholic School was as follows:

- This name had the most support from stakeholders;
- The school community –students, staff, and parents/guardians – consider themselves to be a family; and
- The name also honours the parish that serves the school, and Policy 18 indicates that “consideration shall be given to the local Parish name if not previously selected.” The Holy Family of Jesus, Mary, and Joseph serve as a model that we should strive to emulate in our daily lives.

On Wednesday, June 1, 2022, our Division officially celebrated the renaming of Vital Grandin Catholic School to Holy Family Catholic

School. In attendance were Father Curtis Berube, OMI, from Holy Family Catholic Parish, the Honourable Marie Renaud, MLA St. Albert, Councillor Shelley Biermanski, Deputy Mayor St. Albert, Board Chair Joe Becigneul, GSACRD Board of Trustees, and Dr. Clint Moroziuk, GSACRD Superintendent among several other members of the GSACRD community. The school community also enjoyed performances by Jerome Chabot, Métis fiddler and Dallas Arcand, World Champion Hoop Dancer.

Much to the excitement of all in attendance, the new school logo was unveiled. The new logo represents a strong sense of community, belonging, and inclusion for all students in an environment that fosters the Catholic faith and service to others. The use of the G symbol in the logo represents the team spirit of the Holy Family Grizzlies. Students are proud to be Holy Family Grizzlies and the incorporation of this element of the school culture helps tie in the rich history of the Holy Family community while moving forward into the future.



ALEXANDER FIRST NATION EDUCATION CELEBRATION

Kipohtakaw

June 6, 2022 marked a very important day for Alexander First Nation Education as they celebrated 40 years of local control of education, and 30 years in their Kipohtakaw Education Centre. Members of Greater St. Albert Catholic Schools Learning Leadership Team were honoured to attend as guests. The celebration was fulsome and included an opportunity to tour the school, and listen to many presentations by local elders, council members, students and staff members. There was also an unveiling of a mural mosaic by Lewis Lavoie to commemorate the occasion.

Through the presentation we learned about the history of Alexander First Nation, and the hard work that resulted in gaining local control over their own education. As partners in education, we recognize that this independence and finally the construction of the Kipohtakaw Education Centre 30 years ago, did not come without struggle and perseverance.

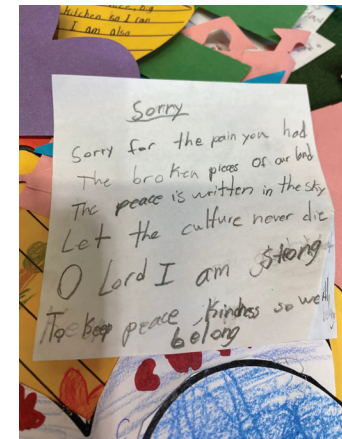


Since achieving control of its own education, Alexander First Nation has experienced many successes. Among these are increased attendance rates, close relationships with community elders, instruction in Cree and traditional cultural practices. The 'new' Kipohtakaw School, which welcomed students in fall of 1992, has continued the goal of self-governed education in Alexander First Nation.

INCULTURATED MASS - JUNE 21, 2022

On June 21, 2022, to mark the significance of National Indigenous Peoples Day, GSACRD hosted an inculturated liturgy at St. Albert Catholic Parish. In attendance were Elder Fernie Marty from Papachase First Nation, Métis singer Marlene Poitras, Fathers Mark Blom, OMI, and Jesu Susai, OMI, from Sacred Heart Parish of the First Peoples, representation from our Board of Trustees, as well as many staff and students from throughout the division.

We were delighted to honour and celebrate Indigenous members of our community through the lens of our Catholic faith. Our students had the opportunity to share prayers and intentions collected from their respective schools. These profound and heartfelt prayers were a confirmation of the work that we are doing in the area of Truth and Reconciliation. After two years of COVID-19 restrictions, it was additionally meaningful to share this event in person.





NATIONAL INDIGENOUS PEOPLES DAY - JUNE 21, 2022

National Indigenous Peoples Day is part of National Indigenous History Month. This June, our students unite to honour the rich heritage, diverse cultures, and many outstanding achievements of

First Nations, Métis and Inuit people in Canada. On June 21, 2022, we take time to celebrate this important day and to highlight the historical contributions of First Nations, Métis and Inuit Peoples.

National Indigenous Peoples Day - Bertha Kennedy Catholic Elementary School

For National Indigenous Peoples' Day, staff and students learned how to play Indigenous games with Terry Lakey, learned about the final Grandfather Teaching - Truth, created beautiful Inuit themed art, and had our Peace and Vegetable Gardens smudged by knowledge keeper, Hazel McKenitt.



National Indigenous Peoples Day - École Father Jan

Several EFJ classes attended the Division-wide Inculturated Mass, which entwined the Gospel with Indigenous culture. Classes also participated in a variety of other activities to engage students further into the teachings of the Indigenous Peoples.



National Indigenous Peoples Day - École Georges H. Primeau Middle School

Staff and students at GHP School celebrated Indigenous families and culture. Everyone had a chance to participate in a number of activities including: creating feather art, making bannock with jam, watching performance of traditional dancers, participating in smudging ceremony and listening to stories shared by kookums.



National Indigenous Peoples Day - École Marie Poburan

EMP school community celebrated and learned about Indigenous traditions and contributions. Many parent volunteers helped by leading our groups and making bannock for the students. Students wore orange and appreciated what this special day had to offer.



National Indigenous Peoples Day - Holy Family Catholic Elementary School

To honour National Indigenous Peoples Day, the students studied *The Elders are Watching* by Roy Henry Vickers, created west coast/Haida art, participated in the Inculturated Mass, and learned 6 different Indigenous games.



National Indigenous Peoples Day - Legal School

Miss Marcie was busy helping prepare for activities for National Indigenous Peoples Day, she made bannock for snacks and made beautiful ribbon skirts for the staff. The Legal Titans Staff were honoured to wear the Ribbon Skirts and shirts created by Miss Marcie and blessed to have the Languedoc family as part of our National Indigenous Peoples Day activities and our school community.



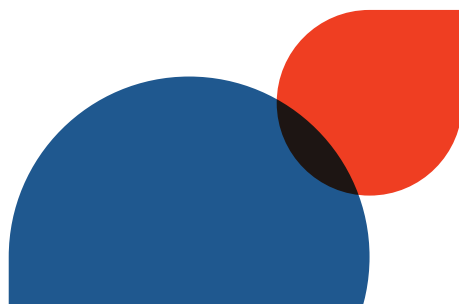
National Indigenous Peoples Day - St. Kateri Tekakwitha Academy

At SKTA, they celebrated National Indigenous People's Day in many ways! They started their day with prayer and participated in Inuit games, created beautiful artwork and wove bracelets with cross grade buddies. The staff and students also enjoyed a beautiful Métis Jig Dance from one of their very own parents! What a great way to celebrate culture and community.



National Indigenous Peoples Day - Vincent J. Maloney Catholic Junior High School

Students and staff at VJM, celebrated National Indigenous Peoples Day with reflecting and learning at the Healing Gardens on Founder's Walk, playing Indigenous games, and watching the film *Kayak to Klemtu*.





NORMA SPICER - MÉTIS KNOWLEDGE KEEPER

At our Board Meeting on June 27, 2022, we were delighted to introduce Elder Norma Spicer to the GSACRD community. Elder Norma is a Métis knowledge keeper who has graciously agreed to work with the Division in an advisory capacity. Elder Norma will attend our First Nations, Métis and Inuit Leadership Meetings and share her wisdom and guidance with us. Strong in her Catholic faith, Elder Norma brings with her a wealth of knowledge from her work with the University of Alberta and the Métis Nation of Alberta.

HONOURING SPIRIT: INDIGENOUS STUDENT AWARDS

We were honoured to have Elder Norma present to provide a blessing to students who were nominated for Honouring the Spirit: Indigenous Student Awards. These awards are intended to recognize First Nations, Métis and Inuit students who model strength and commitment in the pursuit of their personal education paths and embrace their own gifts, strengths and potential while celebrating the ways of their people. Each year we are proud to honour deserving students from within our community.



This year we were pleased to recognize the following students:

- **Brynn Trook**
Métis, Grade 3, Sister Alphonse Academy
- **Blake Dubac**
Métis, Grade 5, Bertha Kennedy Catholic Elementary School
- **Kylie Trook**
Métis, Grade 5, Sister Alphonse Academy
- **Jesiah Favel**
Cree, Grade 6, École Georges H. Primeau Middle School
- **Kristoff Baniak**
First Nations, Grade 12, École Secondaire St. Albert Catholic High School
- **Claire Borle**
Métis, Grade 12, École Secondaire St. Albert Catholic High School
- **Alexa Gupta**
Métis, Grade 12, École Secondaire St. Albert Catholic High School

A high-angle photograph of a group of diverse children sitting in a circle on a light-colored floor. They are all looking down at a small white rectangular sign placed in the center of the circle. Their hands are resting on the sign. The entire image is overlaid with a semi-transparent orange filter. A solid blue vertical bar is located on the far left edge of the page.

Walking Together

Moving Toward Meaningful Reconciliation

2022-2023

UPDATE ON DIVISION THREE-YEAR EDUCATION ASSURANCE PLAN 2023-2026

This year, in an effort to live the example set by the Papal visit of July 2022, we worked to change one of the goals in our Three-Year Education Assurance Plan 2023-26. As a division, we felt that it was important to clearly articulate that all efforts made in the Division that further Truth and Reconciliation are truly a reflection of our faith. As Catholics, it is our duty to seek truth and to respond to that truth in a pastoral and compassionate way. Additionally, it is incumbent upon us to recognize the role of the Church in

the residential school system, and accept responsibility for the harms that it caused. Further to that it is important to work to rebuild relationships with Indigenous members of the community, especially those who have been negatively impacted and continue to experience residual effects of the traumas endured.

We are proud of the direction of our division, and believe that through this work we are in turn growing in our relationship with Jesus.

Update on Division Assurance Plan 2023-26

Increase the understanding for both students (7-12) and parents of the connections between Catholic faith and Indigenous beliefs.

Question: (My child) (I) (Students) learn(s) about connections between Catholic faith and Indigenous beliefs and practices.



As Catholics, due to the historic role of the Church in the residential school system, we bear an additional responsibility to pursue reconciliatory actions within our schools. We prioritize teaching and learning of foundational knowledge of First Nations, Métis and Inuit in an effort to foster healing and growth within our school communities.

Question: (My child) (I) (Students) have opportunities to participate in reconciliation activities that teach about First Nations, Métis and Inuit culture and traditions to further reconciliation.

DATA RESULTS - FIRST NATIONS, MÉTIS AND INUIT STUDENTS

Greater St. Albert Catholic Schools has been working to achieve parity between First Nations, Métis and Inuit students and non-Indigenous students in many areas of the Alberta Education Assurance Measures. While First Nations, Métis and Inuit students in GSACRD historically achieve higher levels of success than First Nations, Métis and Inuit students throughout the province in areas such as acceptable standard on Provincial Achievement Tests and Diploma exams and high school completion rates, there was still some disparity between Indigenous students in the Division

and the overall population. Over the years we have focused on closing this achievement gap, and in 2022 we were able to say that First Nations, Métis and Inuit students surpassed the general population in the Standard of Excellence for Diploma exams. While we recognize that there is still a lot of work to be done to achieve parity in our division, we are encouraged to see that we are able to provide an environment where all students can thrive and learn, and that we are addressing some of the issues that created disparity in achievement results.

Performance Measures (Results in Percentages) Diploma Exams Spring 2022		
Measures	GSACRD	Alberta
Diploma Acceptable Standard: Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	82.1	75.2
Diploma Acceptable Standard: Overall percentage of self-identified First Nations, Métis, and Inuit students who achieved the acceptable standard on diploma examinations (overall results).	77.5	68.7
Diploma Standard of Excellence: Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	19.4	18.2
Diploma Standard of Excellence: Overall percentage of self-identified First Nations, Métis, and Inuit students who achieved the standard of excellence on diploma examinations (overall results).	20.0	8.5

ADMINISTRATIVE PROCEDURE FOR SMUDGING & PIPE CEREMONIES - GREATER ST. ALBERT CATHOLIC SCHOOLS

Smudging and pipe ceremonies are beautiful traditions practiced by many Indigenous groups. As a division, we have begun learning about these rituals and have engaged in inviting Indigenous Elders into our schools to engage in smudging and/or pipe ceremonies. As this has become a more common practice, we looked to have some guidelines upon which smudging and/or pipe ceremonies would be done in a safe and respectful manner. Initially, we had some safety guidelines for smudging and pipe ceremonies outlined in our *Administrative Procedure 470 Smoke-Free Environment*. Recognizing that smudging and pipe ceremonies are held in very high regard, it seemed inadequate to house the guidelines within another administrative procedure, which focused primarily on ensuring the safety of the event. This prompted the creation of a new administrative procedure specifically dedicated to smudging and pipe ceremonies. Now, *Administrative Procedure 163: Smudging & Pipe Ceremonies*, provides division employees guidance and

clarity on how to initiate and host smudging or pipe ceremonies in their schools in a respectful manner that follows protocols and upholds the importance of these sacred rituals. In addition to this, the administrative procedure serves as a learning tool for those who might be less familiar with smudging and pipe ceremonies, to ensure that as we become more familiar with these rituals, never lose sight of their significance and importance. In consultation with GSACRD staff and Indigenous partners, we worked to ensure that *Administrative Procedure 163: Smudging & Pipe Ceremonies* was reflective of current practices for school divisions and that it offered clear knowledge of how to initiate a smudge or pipe ceremony in our schools. It is our hope that with this, school administrators will continue to facilitate primarily smudging, but at times pipe ceremonies, to ensure that all students and staff are able to experience the rich history and culture of Indigenous partners in our community.

NEW!

Administrative Procedure 163

SMUDGING / PIPE CEREMONIES

Background

Greater St. Albert Catholic Schools encourages initiatives and supports cultural practices that actively align with the [Truth and Reconciliation Commission of Canada's 94 Calls to Action](#) (2015), the [United Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#) and the [Alberta Teaching Quality Standards](#). In the spirit of reconciliation and to foster an atmosphere of respect, understanding and inclusivity, the Division recognizes the importance of smudging for many Indigenous Peoples and permits the practice of smudging in Division schools, following the procedures outlined below.



NATIONAL DAY FOR TRUTH AND RECONCILIATION

While Greater St. Albert Catholic Schools and sites were closed on September 30 for the National Day for Truth and Reconciliation, staff and students observed Orange Shirt Day on September 29 by

honouring all the children who never returned home from residential schools and survivors, their families, and communities.



National Day for Truth and Reconciliation - Bertha Kennedy Catholic School

The Bertha Kennedy community came together in a spirit of reconciliation and hope because every child matters. They had many activities around the school including attending an assembly, writing messages of hope on the sidewalk and learning about the importance of National Day for Truth and Reconciliation.



National Day for Truth and Reconciliation - École Georges H. Primeau Middle School

Staff and students at École Georges H. Primeau Middle School embraced the opportunity to grow their foundational knowledge, grow strength in their voices as one, and demonstrate their commitment to truth and reconciliation. Students worked in classes to analyze a section of the 94 Calls to Action with the focus that reconciliation is an action, and that they must actively participate in helping the community heal and develop better relationships. Part of that responsibility is sharing new knowledge with others. Students shared their new knowledge by putting a word or phrase that stood out to them on a rock to add to the school's display case.

National Day for Truth and Reconciliation - École Secondaire Ste Marguerite d'Youville

Students and staff took the time as a school community to remember Indigenous peoples who suffered through the injustices of residential schools and acknowledged the grievous wrongs done. As a school, they are committed to the work of healing and reconciliation.



National Day for Truth and Reconciliation - École Secondaire St. Albert Catholic High School

On National Day for Truth and Reconciliation, Skyhawks wore orange to honour the children who survived residential schools, and remember those that did not come home.





National Day for Truth and Reconciliation - Holy Family Catholic School

The “Wonderful Ones” learned about the National Day for Truth and Reconciliation and use art to represent their learning. The Division Chaplain, The Doug, joined the Holy Family school community for their Truth and Reconciliation liturgy.



National Day for Truth and Reconciliation - Legal School

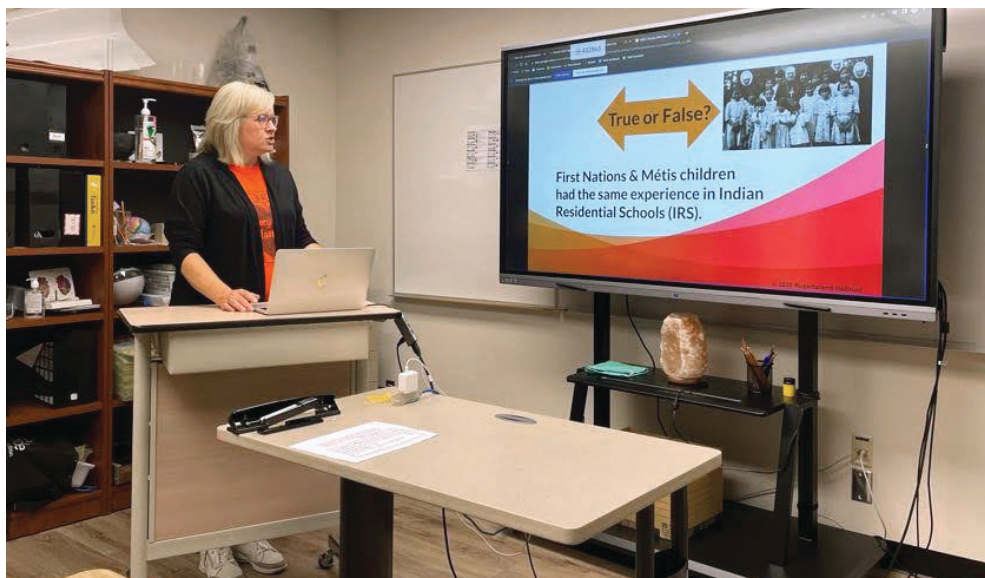
As part of Orange Shirt Day and Truth and Reconciliation activities, the students and staff wrote messages of remembrance for the children of residential schools and placed them on the fence surrounding the school. The theme of “remember the children” was part of the litany of prayers on this day.





National Day for Truth and Reconciliation - Neil M. Ross Catholic School

Neil M. Ross staff and students spent the week in prayer for Indigenous peoples who have all been affected by residential schools. From a school-wide liturgy, to a sharing circle talking about the blanket exercise, listening to Indigenous music, practicing their hand at Indigenous art, and of course wearing orange, it was truly a wonderful learning experience for everyone.



National Day for Truth and Reconciliation - St. Gabriel Education Centre

St. Gabriel Education Centre (SGEC) staff and students recognized National Day for Truth and Reconciliation by wearing orange and learning specifically about the Métis peoples' experiences in residential schools.

National Day for Truth and Reconciliation - St. Kateri Tekakwitha Academy

The staff and students at St. Kateri Tekakwitha Academy spent the day making bannock, carving soap stone, and making art.





RIBBON SKIRTS - SISTER ALPHONSE ACADEMY

Ribbon Skirts were proudly worn this year by the staff at Sister Alphonse Academy to show their solidarity with Indigenous peoples on Orange Shirt Day, Red Dress Day, and National Indigenous Peoples Day. Students were taught how Ribbon Skirts came to be and the significance of these skirts in Indigenous culture. The students then had the opportunity to ask questions about when Ribbon Skirts are worn, how long it takes to make them, what the colors represent, etc. The staff at Sister Alphonse Academy were truly honoured to walk together as a collective group and to participate in meaningful Truth and Reconciliation opportunities.

MÉTIS WEEK - NOVEMBER 2022

Métis Week was a time where Division staff and students dedicated their learning to a better understanding of Métis culture, history, and the struggles that Métis people have faced and overcome over the years. To begin the week off in a meaningful way, we asked Métis Elder and Knowledge Keeper, Norma Spicer, to write a prayer to be shared with all staff and students in the Division. The following prayer shared words of wisdom and insights into both the hurts of the past, but also the hope for the future. The Métis culture is steeped in Catholic traditions, and this prayer highlights the importance placed on the Holy Father's apology to Indigenous Canadians. We are grateful for this prayer of blessing on all our learners, as we learn from the past and move into a relationship that is built on trust, peace, hope and love; which are cornerstones of our shared faith.

Greater St. Albert School Board - Métis Week Prayer for Learners 2022

In the name of the Father, the Son and the Holy Ghost.

Heavenly Father,

We are grateful that Pope Francis' visit reinforced our Catholic communities and schools' commitment, to teaching our learners about Métis people.

We are thankful that the Pope's "pen-i-ten-shul pilgrimage", seeks to restore trust, and apologize for church programs, that had denied their history, language and culture.

We ask for your blessings as we dedicate Métis Week, to commemorate the sacrifice of their ancestors, and honour their leader Louis Riel, and those who fought to preserve their rights and freedoms. These were things worth fighting for.

Heavenly Father, You have always understood that Métis people's beliefs, focus deeply on the teachings of the Catholic faith blended with their connection to nature, the land and all its living creatures, that foster harmony with mankind, and the wondrous world, You've entrusted to our keeping.

We take time to remember Louis Riel, not only as a leader but as one of the first Métis poets, whose devotion and love of God, inspired him to write such beautiful poems and prayers.

We commemorate Riel and his people, for their sacrifice, and to remember what Canada did to them. It must not be forgotten, hidden or denied.

Dear Lord, let this be a time to learn, about how their spiritual beliefs, and their ways of living and being, gave them the strength and resilience, to persevere through times of struggle and strife.

Let it also be a time, for our learners to hear, the true history of Métis people; for in these truths and teachings, we learn about their meaningful contributions, in the making of our great nation.

May the warmth of Your Spirit enfold our learners, for they are the ones who will take us into a better and fairer tomorrow, that embraces Your love for all mankind.

For all these gifts and blessings, we offer this prayer to You, through St. Joseph of Nazareth, patron saint of the Métis people, chosen by them, for his special commitment to the poor and afflicted.

We place our trust in You, now and forever.
Amen.

In the name of the Father, the Son and the Holy Ghost.

Métis Week - École Father Jan

École Father Jan Jaguars were proud to celebrate Métis Week. This week was an important opportunity to celebrate culture, history, and the Métis people. With wonderful displays of artifacts related to the Métis people of Canada from Arts and Heritage St. Albert, the House Room was transformed into a Mini Musée Héritage Museum. As well, Mme Klemmer's class had the opportunity to join others from the community for the raising of the Métis Flag at St. Albert Place. They sang together, watched traditional performances and took time to learn more about the Métis Culture.



Métis Week - École Georges H. Primeau Middle School

In November, all students of École Georges H. Primeau Middle School celebrated Métis week by learning about Métis culture, the many uses of the Métis sash and learning to fingerweave to make a sayncheur flayshii (Métis sash). Later in November, the school community did an in-depth exploration of *A Métis Experience in Indian Residential Schools and Indian Day Schools*. (Rupertsland Resources)



Métis Week - École Marie Poburan

At École Marie Poburan, students participated in targeted activities every day of Métis week. Activities included learning about Métis protocol and the different medicines; spending time with a local Métis student who taught students how to jig and play Métis games; learning something new each day about Métis culture and history; learning the Métis anthem and other songs about their culture; studying Métis art; and learning phrases in Michif. By the end of the week we could introduce ourselves and ask each other how we are doing in Michif! Teachers and students were fully engaged and enjoyed all the activities and learning they experienced.



Métis Week - École Notre Dame Elementary School

Staff and students at École Notre Dame Elementary School welcomed Jerome Chabot and Allie Parry into the school for Métis week activities. In Nature Kindergarten class, the students made Métis beaded flowers and woven bracelets. In Grade 3, the students read *A Métis Christmas: Thelma's Gift* and created Dot Art flowers.



Métis Week - Legal School

Mrs. Feltham shared a Fur Trader's Game that her grandchild received from the Métis Nation of Alberta. The school used this resource to learn more about the materials that the Métis fur traders would have traded beaver pelts for and some of the items they would have used to celebrate their heritage and culture (fiddles, Red River cart, beaded flowers). Mrs. Kleparchuk explained how the Métis would have exchanged these items after they left Métis Settlement and travelled the North Saskatchewan River.



The grade 2/3 class then went to the gym and had to work together to gather beavers from different dams around the gym - making sure they didn't collect too many at once. The students learned so much and said it was lots of fun to work together and complete the challenge of gathering all the items. What an engaging way to explain the life of the Métis Fur Traders and their culture!





**JAMES JONES, NOTORIOUS CREE - HOOP DANCER -
VINCENT J. MALONEY CATHOLIC JUNIOR HIGH SCHOOL**

Hosting Indigenous hoop dancer, influencer and athlete James Jones (A.K.A Notorious Cree) at Vincent J. Maloney Catholic Junior High School was a transformative step towards fostering truth and reconciliation initiatives within our school division. The visit provided a unique opportunity for students to engage with Indigenous culture, history, and traditions firsthand. James Jones' mesmerizing hoop dancing performances

captivated the students, allowing them to witness the beauty and artistry of this ancient Indigenous practice. By immersing themselves in the rhythm, movement, and storytelling conveyed through hoop dancing, students gained a deeper appreciation for the rich cultural heritage of Indigenous peoples.

The engagement of students school-wide was central to this visit. The day's Phys Ed classes were "Pow Wow Fitness" where students could actively participate in fitness using choreography found across the North American powwow trail. They learned basic Indigenous dance movements, created their own symbolic choreography, and explored the cultural significance behind each step. The students also learned some basic words in Cree, highlighting that language preservation goes hand in hand with cultural identity. This hands-on experience deepened their connection to Indigenous culture, and fostered empathy, respect, and appreciation for Indigenous perspectives.

By hosting James Jones, our school division actively contributed to truth and reconciliation efforts. This experience not only educated students about Indigenous traditions but also challenged stereotypes and promoted the understanding that Indigenous voices are integral to our shared history and collective future. Ultimately, this visit helped create a more inclusive and equitable learning environment, nurturing the next generation of compassionate and informed citizens committed to building bridges of understanding between all cultures.





SACRED HEART CHURCH - ST. GABRIEL EDUCATION CENTRE

Students from St Gabriel Education Centre (SGEC) have committed to supporting Sacred Heart Church of the First Peoples food pantry this year. Sacred Heart provides lunches and food items for people who make their homes in Edmonton's downtown core, many of whom are part of Indigenous communities. In March, as part of their Lenten Service in Action project, staff and students of SGEC travelled to Sacred Heart Church to bring donations and to help make lunches for the community. SGEC's students made over 200

lunches with the food they had brought and left several hundred dollars in gift cards to help further food pantry program. Father Mark of Sacred Heart Church of the First Peoples, also shared the importance of this program they run for the inner city and presented an informative lesson on the effects of colonialism on Indigenous communities. The students of SGEC were humbled by the experience and felt a sense of pride in being able to help their community.



WÂHKÔHTOWIN CLUB - BERTHA KENNEDY CATHOLIC SCHOOL

During this school year at Bertha Kennedy, the Wâhkôhtowin Club met every Tuesday at lunch. All students from Grades 1-6 were invited to participate. Some of the activities included:

- Sharing circles
- Smudging
- Baking
- Indigenous games and art
- Music, language, books, and art activities

This club was a wonderful opportunity for both students and staff to expand their knowledge and learning of Indigenous culture.





INDIGENOUS LEARNING - ÉCOLE MARIE POBURAN

Indigenous Literature

At École Marie Poburan, Indigenous literature was woven into literacy blocks. These stories and activities were not just done to honour Orange Shirt Day. Some were done during the year based on the season or a calendar event. Activities included virtual reading and lessons with an Indigenous author, class discussions, journal writing, art, and learning common words in Michif, Cree, and Blackfoot.

Indigenous Inspired Art

Students created Indigenous-inspired art learning about the culture, the artist, and techniques. Artists such as Ted Harrison and Norval Morriseau were featured. Students learned the difference between Inunnguaq and Inukshuk.

Wāhkōhtowin - Faith Wall & Monthly Activities

Each month, two classes of different grade levels collaborated to determine a month-long theme and created a corresponding lesson and activity that connects our faith to social justice, and/or Indigenous education. The theme and activity were shared with the other teachers whose class was paired up with another grade level for the year. This pairing was fondly coined as our "buddy groups". Buddy groups arranged a time to meet and experience the lesson and activity together. Since beginning the buddy groups and monthly themed lessons and activities, our sense of community has been strengthened and new relationships have developed between the older and younger students.





ALEXANDER FIRST NATION EDUCATION CENTRE VISIT - ST. KATERI TEKAKWITHA ACADEMY

St. Kateri staff as part of their Faith Retreat Day, held Eucharistic mass for the first time in the school chapel followed by a visit to Alexander First Nation Education Centre. This day gave staff time to reflect on what hope means, and spend time at Alexander

First Nation Education Centre where they were blessed to meet with the Alexander staff - sharing stories, learning and building relationships, touring the school, and culminating the morning by breaking bread together.





MOTHER EARTH CHILDREN'S CHARTER SCHOOL - ST. GABRIEL EDUCATION CENTRE

In April, St. Gabriel Education Centre staff spent the day with Mother Earth Children's Charter School learning about Indigenous education. The staff and students specifically focused on the different perspectives between traditional colonial education and Indigenous education. We learned how toys and games were used to teach children skills they need as adults, education on the land, and the importance of recognizing cultural differences in education. We ended our day with the students showing us their shelters and learning archery. It was a great day and we learned a lot. Thanks to Mother Earth Charter School.



STAFF PROFESSIONAL DEVELOPMENT - LEGAL SCHOOL

The school faith goal encompasses making meaningful connections between Catholic faith and Indigenous ways of knowing, being, and doing. It is important to the Legal staff that they have opportunities to grow in their faith while also learning about these connections to Indigenous ways.

During a Professional Development Day in April, the staff of Legal School attended mass at St. Albert Parish and then they had the opportunity to spend the day with Knowledge Holder, Celina Loyer, and the staff from Musée Heritage Museum.

The Legal School team spent time at the Healing Garden and the garden at the River Lots near the grain elevators, toured the houses at the St. Albert Grain Elevator Park, and ended the day with a weaving activity of the Métis sash. The staff of Legal school plans to bring this knowledge back to their school to continue to create connections for our students as they continue their learning of Métis culture.

We are grateful to Billie-Jo Grant, Indigenous Consultant at Greater St. Albert Catholic Schools, who worked behind the scenes to plan such a meaningful day full of connections and learning for the school staff.



STORIES OF OUR JOURNEY TOWARD RECONCILIATION - ÉCOLE FATHER JAN

This year at École Father Jan (EFJ), the staff and students had 3 main focuses: Treaty Number 6 knowledge, Seven Sacred Teachings, and Moon Teachings.

The staff began the year with a professional development session focused on knowledge about Treaty 6. They learned about the term, its meaning and significance, and then worked collaboratively to find ways to engage EFJ students with this teaching throughout the year.

Throughout the school year, the seven sacred teachings were covered and every 6 weeks, they focused on one teaching. The teaching would be explained at the school wide assembly and then explored by classes. EFJ staff then used the teaching of the month as a positive behavior support and celebrated students who demonstrated that teaching.

Finally, EFJ staff and students utilized Etienna Moostoos-Lafferty's videos to discover the moon teachings from the region. Each month, the students would watch Etienna's videos and then use it as an invitation to get out on the land near the school to discover the changes happening all around them. A display board of the moons on turtle's back supported this teaching and showed students the numerous connections.

This year at EFJ, they have seen tremendous growth by students and staff and they look forward to continuing to journey toward reconciliation.





INDIGENOUS PEOPLE'S ATLAS OF CANADA

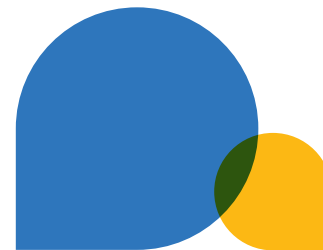


THIS GYM SIZE RESOURCE WAS
USED TO ASSIST US AND OUR
STUDENTS IN UNDERSTANDING THE
PAST, PRESENT AND FUTURE OF
INDIGENOUS PEOPLES IN CANADA.



INDIGENOUS PEOPLES MAP – GREATER ST. ALBERT CATHOLIC SCHOOLS

This year, students at Albert Lacombe Catholic School, Bertha Kennedy Catholic School, École Father Jan, and Holy Family Catholic School had the unique opportunity to learn about Indigenous education through an interactive map of Canada. Unique in scale and markings, the map offers a diverse and multi-layered way for students to explore the Indigenous People of Canada without provincial or territorial barriers. During this time, several schools collaborated using this resource; allowing students to explore and interact with Indigenous Peoples of Canada's past and present history.





LEGACY ART UNVEILING - ST. KATERI TEKAWITHA ACADEMY

On April 26, 2023, the St. Kateri Tekawitha Academy community had an unforgettable and fantastic evening where they unveiled their legacy project artwork, showcased their school, and featured student artwork. The event included a student artwork sale and an art auction with pieces from local artists. All proceeds from this event supported the "Water First" project, which provides clean water to Indigenous communities in Canada. Thanks to the generosity of those in attendance, St. Kateri Tekawitha Academy raised \$3181 for this worthy charity.



Showcase : Evening

St. Kateri Tekawitha Academy Legacy Art Unveiling

Program	Apr. 26, 6:30 pm <small>*art auction opens at 6:00 pm</small>
Welcome and Introductions	• Lisa Giacobbo and Sherry Gagne
Opening Prayer	• Father Trini Pinca
School Blessing	• Rita and Armand Arcand
Greetings from the Town of Morinville	• Mayor, Simon Boersma
Greetings from Sturgeon County	• Deputy Mayor, Dan Derouin
Trustee Remarks	• Board Chair, Joe Becigneul
Superintendent's Remarks	• Dr. Clint Moroziuk
School Council Chair	• Chris Postill
Legacy Unveiling	• Lisa Giacobbo and Cheryl LaBuick
Overview of Art Auction	• Dakota Boddez

ST. KATERI
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Greater St. Albert
Catholic Schools

IN SUPPORT OF

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13 MOONS – ÉCOLE SECONDAIRE STE MARGUERITE D'YOUVILLE

Greater St. Albert Catholic Schools is proud to announce the completion of the Indigenous 13 Moons Mural Project at École Secondaire Sainte Marguerite d'Youville. Teacher Laurie Petersen and Educational Assistant Pat Karl spearheaded this initiative in collaboration with Indigenous Artist Penelope Moon Walker, engaging seven talented students from Grade 7 and Grade 9 in a transformative artistic journey.

The Indigenous 13 Moons Mural Project aimed to provide a space for identifying Indigenous students to reconnect with their cultural heritage, fostering an authentic and inclusive educational environment. Recognizing the importance of diverse perspectives in shaping young minds, this project sought to go beyond the historical European influences typically found in schools, creating room for alternative models and voices to thrive.

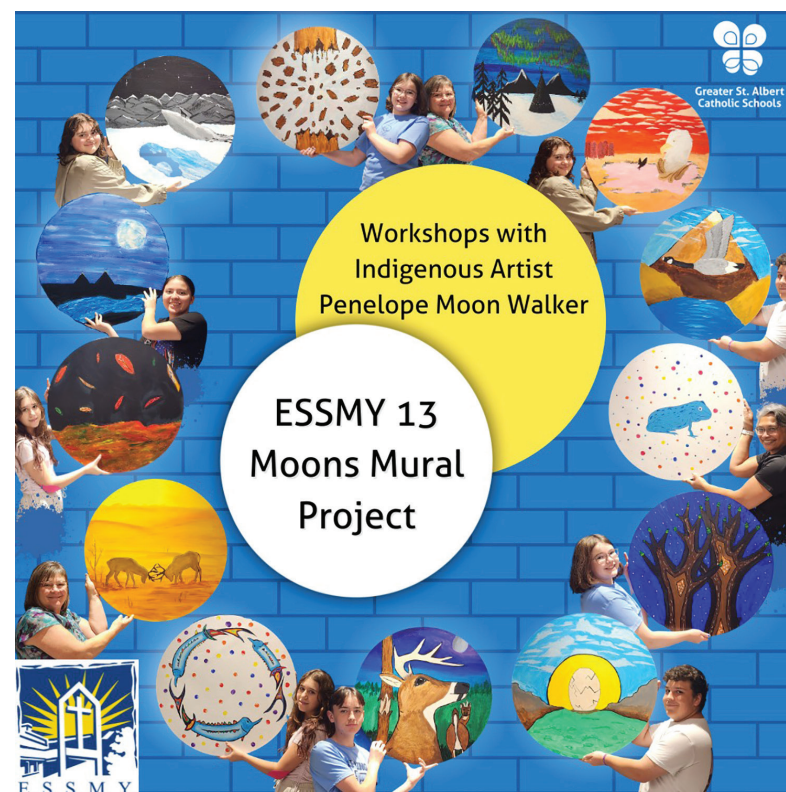
Penelope Moon Walker, a renowned Indigenous Artist, played a pivotal role in guiding the students through their artistic exploration. Born in Campbell River, BC, Penelope was adopted by a non-Indigenous family during the “sixties scoop.” Her journey of self-discovery led her to reconnect with her biological family from the Kwakwaka’wakw Nation of Cape Mudge in 2018. Penelope built new relationships through her artwork and infused healing energies into her creations, utilizing her profound connection with nature and her Indigenous heritage. Drawing upon her profound knowledge and passion for Indigenous culture, Penelope shared insights about the 13 Moons that hold immense significance in Indigenous traditions. She also offered advice, sketches, and techniques to enhance the student’s creative processes, encouraging their artistic growth and self-expression.

Teacher Laurie Petersen expressed the project’s motivation: “We wanted to create a space for our Indigenous students to connect with their culture.” Petersen emphasized the significance of an authentic presence and the need to strengthen community connections, adding, “It was crucial to offer an authentic voice within our school, which European perspectives have historically influenced. We believe in the importance of diverse models and voices in education.”

The Indigenous 13 Moons Mural Project students shared their enthusiasm and gratitude for the experience. Grade 9 student Ronan Brady, one of the participants, remarked, “It was accessible for everyone, and I think there should be more opportunities to explore different cultures in a non-traditional education setting.” Eva Morrison, a Métis identifying Grade 7 student, expressed appreciation for the opportunity to connect with her culture and hopes that there will be more projects in the future. Students also highlighted the value of receiving personalized guidance from

Penelope Moon Walker, which deepened their understanding of art and encouraged them to continue pursuing their artistic endeavours.

The Greater St. Albert Catholic Schools community commends the dedication of Teacher Laurie Petersen, Educational Assistant Pat Karl, and Indigenous Artist Penelope Moon Walker for their exceptional contributions to the Indigenous 13 Moons Mural Project. This collaborative effort has empowered students to explore their cultural heritage and fostered a greater appreciation for Indigenous traditions and perspectives within the school.



SEVEN GRANDFATHER TEACHINGS and AWARDS - VINCENT J. MALONEY CATHOLIC JUNIOR HIGH SCHOOL

Vincent J. Maloney (VJM) initiated a powerful endeavor to incorporate the Seven Grandfather Teachings into our school values. Each month, we focused on a specific teaching and emphasized its significance through various activities and discussions. Students who were witnessed demonstrating the values of the monthly teaching were nominated for an award, acknowledging and celebrating their embodiment of these virtues. The awards were then presented during our Pep Rallies, to further enhance school spirit, engagement, and community.

By integrating the Seven Grandfather Teachings into our VJM family, we foster a deep understanding of Indigenous culture and values. Students learn about the teachings of love, respect, bravery, honesty, humility, wisdom, and truth, and how these principles can shape their interactions and decisions. This initiative goes beyond mere academic knowledge, allowing students to actively practice and live out these values in their interactions with peers, teachers, and the wider community.

It is worth noting that the Seven Grandfather Teachings align closely with the values upheld in the Catholic faith. By highlighting the similarities between the Grandfather Teachings and our Catholic faith, we bridge cultural and spiritual understandings, fostering a sense of unity and shared values among our diverse student body. This initiative not only cultivates understanding and respect for Indigenous cultures but also strengthens the moral compass of our students, instilling in them the values of compassion, integrity, and understanding.

Incorporating the Seven Grandfather Teachings into our school community values is a powerful step towards creating a harmonious and inclusive educational environment. By actively living out these

teachings, our students learn the importance of treating others with respect, kindness, and empathy. As a result, our school community becomes a place where individuals are valued, differences are celebrated, and everyone is united in a shared commitment to fostering a culture of understanding and mutual respect.





POW WOW AT ALEXANDER FIRST NATION

On May 26, 2023, several of our Senior Leadership Team were invited to attend a Pow Wow at Alexander First Nation. During our visit we were warmly welcomed by our partners in education, Jody Kootenay and Verna Arcand in the Kipohtakaw Education Centre. We were honoured to witness the beautiful dancers and drumming and to learn about the school and the community.





CURT YOUNG - BERTHA KENNEDY CATHOLIC SCHOOL

It was an exciting day at Bertha Kennedy as our school welcomed special guest Curt Young, a multi award winning artist, performer, and songwriter, to celebrate National Indigenous History Month. Curt Young, shared his life experiences and Indigenous heritage through music (hand drumming, guitar, and flute), dance, and storytelling. The students and staff enjoyed the day with Curt, learning and connecting to Indigenous culture.





WASE SABA EXPERIENCES - HOLY FAMILY CATHOLIC SCHOOL

Holy Family Catholic School was provided with a valuable chance to expand its foundational understanding of Indigenous culture and history. Collaborating with Sissy Thiessen Kootenayoo from Wase Saba Experiences, staff and students delved into smudging, powwows, drumming, and regalia. Students were instructed in

the fundamental intertribal dance steps and educated on how to engage in powwow dances with reverence. As a culminating activity, they were given the opportunity to partake in a grand collective round dance, fostering a sense of unity and inclusivity.



STUDENT RETREAT DAY - ST. KATERI TEKAKWITHA ACADEMY

The St. Kateri student retreat day was a huge hit! We started the day with a liturgy in our gym led by GSACRD Religious Education Consultant, Mr. Loiselle. Everyone then headed to Cardiff Park where we engaged in a blessing and smudge with Elder Armand Arcand before having lunch and spending the afternoon playing outdoor games. It was a day of faith, fun and friendship and memories that will last forever!



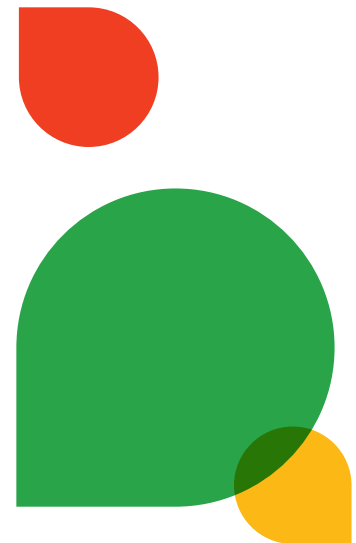


NATIONAL INDIGENOUS PEOPLES DAY - JUNE 21, 2023

June 21 marks National Indigenous Peoples Day in Canada, an occasion to acknowledge and celebrate the profound history, heritage, strength, and varied identities of First Nations, Métis and Inuit communities.

National Indigenous Peoples Day - Bertha Kennedy Catholic School

Bertha Kennedy students and staff welcomed Karyn Gagnon, a trainer, and facilitator of traditional Indigenous games, with the International Indigenous Games Society, to help them learn about and play Indigenous games. She also taught the Bertha Kennedy community a couple of Cree words! Hiy-Hiy Karyn.





National Indigenous Peoples Day - École Father Jan

The Jaguars participated in various activities with an Indigenous map that was set up in their gym. There were activities about climate change, animal migration, geography and other topics that affect Indigenous cultures in Canada. The Grade 4 to 6 students also had a presentation by Canadian Indigenous author, David Robertson, that was made possible by the University of Alberta.

National Indigenous Peoples Day - École Georges H. Primeau Middle School

National Indigenous Day was a busy one at École Georges H. Primeau! They had the honor to welcome Elder Corolla Cunningham and Elder Lloyd Quinn, along with their daughter Shani Gwin who spoke to the students from their hearts about how we all have the responsibility to elevate everyone with kindness and to connect with everyone, despite our differences. They shared their family history; where their family originated from and how they gained ownership of their land through Scrip. Students were able to experience a smudge, connect through a round dance and win prizes in a Red River jig

competition. Students took part in different stations throughout the day; Presenters from Musée Heritage led us on a learning journey with First Nations people - learning how and why the Indigenous people depended on the buffalo for their livelihood; Inuit - learning how the Inuit people thrive in one of the world's most challenging environment; Métis - learning how Métis people played important roles in the development of Western Canada. They also taught us about animal tufting and how to tuft. On this day, students broke bread together by sharing bannock and playing Indigenous games.

National Indigenous Peoples Day - École Secondaire Ste Marguerite d'Youville

École Secondaire Ste Marguerite d'Youville students started National Indigenous Peoples Day with a Cree prayer followed by watching the film, "Birth of a Family". Students also learned about the meaning of smudging and were able to participate in a smudge. Indigenous games and bannock making followed in the afternoon.





National Indigenous Peoples Day - Holy Family Catholic School

Holy Family Catholic School started the day with a school-wide liturgy to commemorate National Indigenous Peoples Day, collectively praying for and paying tribute to Indigenous peoples. Afterwards, students engaged in various activities to deepen their understanding of and celebrate Indigenous culture. The afternoon was dedicated to participating in Indigenous games, providing the school community with an opportunity to appreciate and enjoy the richness of the culture.

National Indigenous Peoples Day - J.J. Nearing Catholic School

Elder Hazel McKennit spent the morning teaching the grade 6 students the history and traditions of her Indigenous culture. She then taught them how to make bannock, which they baked and shared with each JJ Nearing student.





National Indigenous Peoples Day - Legal School and St. Kateri Tekakwitha Academy

Legal School and St. Kateri Tekakwitha Academy joined Father Trini at St. Emile Catholic Church to celebrate National Indigenous Peoples Day. The students and staff then went to Legal School to partake in activities to mark this day. They learned Indigenous games, created crafts, connected their faith, and built their foundational knowledge. Delicious stew and bannock, made by amazing parents, was serve for lunch.



National Indigenous Peoples Day - Neil M. Ross Catholic School

Dallas Arcand joined our school today on National Indigenous Peoples Day and gave us the privilege to learn more about his Cree culture. He played his Mother Earth song on his iron wood flute, performed a rap with his drum, taught us about the history of

hoop dancing, and then demonstrated hoop dancing with 13 hoops! What an opportunity to learn more about the rich and diverse cultures, experiences and histories of Indigenous peoples.



**National Indigenous Peoples Day -
Richard S. Fowler Catholic Junior High School**

Richard S. Fowler staff and students were able to learn more about the many wonderful traditions of Indigenous peoples and their powerful history here in St. Albert. Thank you to the Musée Héritage Museum for the informative tour and connections.





Inside cover artwork by: Danica Elliott, Morinville Community High School



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