

**Date:** September 23, 2024 **Agenda Item:** 8.1

**To:** Board of Trustees

**From:** Shawna Warren, Superintendent

**Originator(s):** Jonathan Konrad, Deputy Superintendent, Education Services  
Shannon Requa, Director, Education Planning  
Maxine Hildebrandt, Coordinator, Indigenous Education

**Subject:** **Indigenous Student Success**

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## **Background:**

### **National Truth and Reconciliation Week, Orange Shirt Day and Supporting Activities:**

From September 23rd to 27th, all Sturgeon Public School (SPS) students will have the opportunity to engage in activities which acknowledge the histories, impact and truth of residential schools, and honour the survivors, their families and communities.

- Division-wide daily activity guides created for elementary and secondary teachers. Includes vetted and linked resources and is intended as minimum expectations.
- Many sites are planning school-based activities in addition to the division curated activities.
- Orange Shirt Day will be acknowledged throughout SPS on September 27th.
- Permanent Tipi remains in place at Sturgeon Composite High School and has been extremely well received. A wide variety of learning experiences, as well as cultural teachings have transpired there. With support from Helen Arcand, two Tipis have been donated to the Division - intended for Four Winds and Camilla schools. Along with the Tipi at the Frank Robinson Education Centre, these additional Tipi's will be erected in spring and will stand for National Indigenous Peoples Month.

### **Strategic Planning For 2024-2025**

The Division continues to focus on multiple research informed targets to support Indigenous Student Success and system improvement. Beyond academic achievement and attendance, the Division strives to create learning opportunities where Indigenous students see themselves and their culture represented in empowered learning and are meaningfully part of safe and healthy communities. Interesting opportunities for leadership and student voice create space for students to engage with their learning, culture and school communities.

By focusing on strength-based intercultural exchange, all students are exposed to foundational knowledge, Indigenous worldview, truth and history. As the Division continues

to prioritize and build community connections, all students benefit from intergenerational teaching, experiential and land-based learning and local and diverse Indigenous wisdom, language and culture. The Division continues to make concerted effort to strengthen relationships with Alexander First Nation and Kipohtakaw Education Center (KEC), seeking opportunities for reciprocal connections. We also continue to foster a relationship with Elder Adam North Peigan, President of the Legacy of Hope Foundation.

Many of the key strategies outlined for the upcoming year represent a continuation of groundwork initiated last year.

## Goals, Strategies and Measures of Success for 2024/2025:

### **Goal 1: Enhancing Local Community Partnerships and Intergenerational Connections**

Strategy. Establish and strengthen partnerships with local Indigenous community members, Elders, and Knowledge Keepers to promote cultural exchange, support learning experiences, and deepen connections between schools and Indigenous communities.

Measurable Data:

- Number of partnerships and collaborations formed with local Indigenous community members.
- Number of meaningful connections with Elders and Knowledge Keepers.
- Participation rates in cultural events and workshops.
- Regular meetings between KEC, Camilla and Sturgeon Composite High School.
- Evidence of contributions to KEC/Alexander First Nation.

### **Goal 2: Strengthening Community and Family Engagement**

Strategy: Create opportunities for Indigenous families to engage with schools through events, advisory committees, and collaborative initiatives, fostering a supportive environment for Indigenous student success.

Measurable Data:

- Number of opportunities for support for schools interested in engaging with parent and family nights and programming.
- Continuation of Indigenous Parent Advisory Committee.
- Collaborative initiatives and partnerships with local organizations and research projects. The Division is currently exploring a joint project with Kipohtakaw Education Center and a research team out of the University of Calgary.

### **Goal 3: Promoting Indigenous Student Academic Success and Graduation**

Strategy: Improve academic achievement, attendance, and graduation rates among Indigenous students by providing culturally responsive and supportive educational environments.

Measurable Data:

- Improved academic performance, attendance, and graduation rates among Indigenous students.
- Positive feedback from Indigenous students, families, and community members through survey data and conversation.

### **Goal 4: Fostering Safe, Representative, Healthy School Communities:**

Strategy: Create school environments that reflect Indigenous culture, values, and perspectives, ensuring that Indigenous students feel represented, safe, and cared for.

Measurable Data:

- Evidence of Indigenous representation, art and literature in schools.
- Feedback from Indigenous students including representation in learning within a safe and caring environment.
- Number of times lead team members support school teams in weaving Indigenous Pedagogy and world view throughout learning experiences.

### **Goal 5: Driving Systemic Change Through Professional Development**

Strategy: Implement systemic changes that embed Indigenous history, culture, and ways of knowing into school practices through targeted professional development for teachers and staff.

Measurable Data:

- Number of professional development activities focusing on Teacher Quality Standard (TQS) and Leadership Quality Standard (LQS) 5; training teachers and staff on Indigenous history, culture, and ways of knowing.
- Number of staff participating in additional optional PD offerings
- Survey feedback from PD offerings.
- Creation of school based structures ensuring Call to Action Cohort leads share information and learning with school teams.
- Practice changes related to Indigenous education.

## **Status & Relationship to Superintendent Leadership Quality Standard (SLQS):**

This report aligns with the [SLQS](#) in the following way:

<b>COMPETENCY:</b>	(1) Building Effective Relationships
<b>INDICATORS:</b>	c. building and sustaining relationships with First Nations, Métis, and Inuit parents/guardians, Elders, local leaders, and community members; and f. facilitating the meaningful participation of members of the school community and local community in decision-making
<b>COMPETENCY:</b>	(3) Visionary Leadership
<b>INDICATORS:</b>	c. promoting in the school community a common understanding of and support for the school authority's goals, priorities and strategic initiatives.
<b>COMPETENCY:</b>	(4) Leading Learning
<b>INDICATORS:</b>	b. providing learning opportunities, based on research informed principles of effective teaching, learning and leadership, to support building the capacity of all members of the school community to fulfill their educational roles; and e. ensuring that staff have access to resources, programs and expertise to support them in meeting their professional responsibilities and in addressing the learning needs of all students.
<b>COMPETENCY:</b>	(5) Ensuring First Nations, Métis, and Inuit Education for All Students
<b>INDICATORS:</b>	a. supporting staff in accessing the professional learning and capacity building needed to meet the learning needs of First Nations, Métis, Inuit and all other students; b. engaging and collaborating with neighbouring First Nations and Métis leaders, organizations and communities to optimize learning success and development of First Nations, Métis, Inuit and all other students; d. aligning school authority resources and building organizational capacity to support First Nations, Métis and Inuit student achievement; and e. pursuing opportunities and engaging in practices to facilitate reconciliation within the school community.
<b>COMPETENCY:</b>	(6) School Authority Operations and Resources
<b>INDICATORS:</b>	f. respecting cultural diversity and appreciating differing perspectives expressed in the school community.

<b>COMPETENCY:</b>	(7) Supporting Effective Governance
<b>INDICATORS:</b>	i. facilitating collaboration among the board, staff and First Nations, Métis and Inuit leaders, organizations and communities to establish strategic policy directions in support of First Nations, Métis and Inuit student achievement and development.

### **Governance Implications:**

#### Education Act

Diversity and respect

16(1) All courses or programs of study and instructional materials used in a school must reflect the diverse nature and heritage of society in Alberta, promote understanding and respect for others and honour and respect the common values and beliefs of Albertans.

Board responsibilities

33(1) A board, as a partner in education, has the responsibility to

- (d) ensure that each student enrolled in a school operated by the board and each staff member employed by the board is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging,

#### Policy 110: Welcoming Inclusive, Safe and Healthy Environments

The Board believes in the importance of, and is committed to, establishing, and maintaining a welcoming, inclusive, equitable, safe, and healthy environment that respects diversity and fosters a sense of belonging.

The Board believes that all members of the school community, including students, staff members, and community members, have the right to learn, work and volunteer in environments that respect: equity, diversity, inclusion, and human rights. Such environments create the conditions where everyone can prosper.

The Board believes all members of the school community deserve opportunities to connect to their culture. Sturgeon Public School Division celebrates the diversity of our students and communities and is committed to collaborating with community and cultural leaders to build and promote cultural connections.

#### Policy 225: Role of the Board

Safe, Caring, Respectful and Healthy Environments

The Board shall ensure that each student enrolled in a school operated by the Board and each staff member employed by the Board is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging [Education Act s. 33(1)(d)]. Specifically, the Board:

15. Develop culturally appropriate protocols to guide the Division.

16. Establish plans for collaborative work between the Division and First Nations.

Administration is prepared to respond to questions at the September 23, 2024, Public Board meeting.

**Attachment(s):**

1. Truth & Reconciliation Week (Elementary)
2. Truth & Reconciliation Week (Secondary)

# TRUTH & RECONCILIATION WEEK 2024



## Elementary Division



**Reminder: Show Your Support! Wear Your Orange Shirt on Friday, September 27th!**

MON

### Read Aloud

A story on the topic of Orange Shirt Day

### Engage through Story



See [suggested reading list](#) for selection of recommended books

TUE

### Watch Interview

[Students Interview Phyllis Webstad](#) - Youtube



### Reflection Activity

Ask students to create their own question they would like to ask Phyllis Webstad about her experience

WED

### Class Discussion



### Caring through Collaboration

- Students will draw and colour a picture which conveys a positive message (i.e. I matter, you matter, every child matters).
- Once students have completed their pictures, email the pictures to another class within the school division.
- Hopefully there will be many positive messages flowing throughout the Sturgeon School Division

THU

### Watch & Listen

[Bringing Back the Buffalo](#) - Youtube

### Buffalo Project for Reconciliation



FRI

### Buffalo Project

Follow-Up Assignment for the Buffalo Project

### Fostering New Friendships

Students will create a buffalo collage comprising positive messages for students of Pelican Lake First Nations School in Saskatchewan



More ideas for week-long activities are available on the [National Centre for Truth and Reconciliation website](#)

# TRUTH & RECONCILIATION WEEK 2024



## Secondary Division



**Reminder: Show Your Support! Wear Your Orange Shirt on Friday, September 27th!**

MON

### Determine Prior Knowledge



### Open Discussion

- Ask students if they know why Sept. 30th is known as National Truth and Reconciliation Day or why we wear orange shirts on that day?
- Compile answers on the whiteboard or Smartboard. Ask students if they have any questions they wonder about?
- [Watch a video on Phyllis Webstad](#) telling her story about her experience and how her story inspired a whole movement

TUE

### Watch Interview

[Reflections on Truth & Reconciliation with Honourable Murray Sinclair](#) - Youtube

### Reflection Activity

- Learn more about Indian Residential Schools and why they were created.
- Watch the video featuring [Senator Murray Sinclair](#) reflecting on the creation of these schools and their impact on Indigenous students who attended them.
- Complete the [follow-up activity](#) after watching video.

WED

### Contemplate Indigenous Art

Featuring  
Lawrence Paul  
Yuxweluptun



### Interpretive Activity

[Reflect on Indigenous Art](#)

THU

### Watch & Listen

[Bringing Back the Buffalo](#) - Youtube

### Buffalo Project for Reconciliation

Read [more](#) about how Loko Koa and Tearfund organizations are helping Indigenous groups



FRI

### Buffalo Project Reconciliation Activity

### Fostering New Friendships

Students will create a buffalo collage comprising positive messages for secondary students of Pelican Lake First Nations School in Saskatchewan



More ideas for week-long activities are available on the [National Centre for Truth and Reconciliation website](#)



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Truth and Reconciliation  
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