



MEMORANDUM

June 20, 2023

Regular Board Meeting

TO	Board of Trustees
FROM	Shauna Boyce, Superintendent
ORIGINATOR	Scott Johnston, Associate Superintendent
RESOURCE	Shaye Patras, Division Principal, Numeracy and Achievement Dean Bernard, Division Principal, Indigenous and Northern Relations Geri Wu, Indigenous Education Facilitator
GOVERNANCE POLICY	Board Policy 1: Division Foundational Statements Board Policy 2: Role of the Board Board Policy 12: Role of the Superintendent
ADDITIONAL REFERENCE	BP 1: Vision, Foundational Statements BP 2: Education Planning and Programming
SUBJECT	INDIGENOUS EDUCATION REPORT

PURPOSE

For information. No recommendation required.

BACKGROUND

The Board of Trustees upholds the Mission for Parkland School Division (PSD) to “assure supportive learning environments, meaningful experiences and healthy relationships that create opportunities to develop resilience, to gain diversity in perspectives and to achieve enduring success.”

Stakeholders, and in particular the Indigenous communities connected to PSD, gain trust and confidence when we are attending to developing a strong relationship between the Division and the Indigenous communities that results in increased academic achievement and a greater sense of belonging for our students.

Stakeholders also gain trust and confidence when our staff are actively attending to strategies to reduce the First Nation, Métis and Inuit achievement gap, to promote positive relationships with Indigenous students and to promote increased attendance rates.

This report is in support of the Division’s Mission and is provided with respect to the Board’s Annual Work Plan.

REPORT SUMMARY

Staff, students, parents and community stakeholder partners are called on to acknowledge the historical significance and contributions of Indigenous People and their cultures within the context of education. The Superintendent recognizes the need for all staff to take appropriate action to bridge and to build our relationships with First Nation communities.

This Indigenous Education Report highlights the actions, intentions and shared responsibility of all staff members, that are considered from the dual perspectives of looking back at our successes and challenges, and of looking forward; planning and responding for continual improvement.

Our primary responsibilities toward healing are twofold:

- To ensure that all students learn about the history and legacy of residential schools, along with the robust history of First Nations, Métis and Inuit peoples of Canada; and
- To enable all First Nations, Métis and Inuit students to achieve success, in a welcoming, supportive and safe school culture, without exception.

This Indigenous Education Report provides an overview of results, and recognizes specific events and achievements throughout the year.

Administration would be pleased to respond to any questions.

SJ:kz



Instructional Services: Indigenous Education Report

June, 2023

Presented to the Board of Trustees, June 20, 2023

Scott Johnston, Associate Superintendent, Education and System Services

Resources: Shaye Patras, Division Principal, Numeracy and Achievement

Dean Bernard, Division Principal, Indigenous and Northern Relations

Geri Wu, Indigenous Education Facilitator

Our Students Possess the confidence, resilience, insight and skills required to thrive in, and positively impact, the world.

BACKGROUND

With an identified Priority of “Indigenous Perspectives and Ways of Knowing” in Parkland School Division, staff are committed to building relationships with the Indigenous communities and partners connected to Parkland School Division. This serves as an essential first step to better understand how we can serve the Indigenous students of PSD, and their families, as we strive to create the conditions necessary for successful learning experiences for all, and to create an authentic sense of belonging and community within our schools.

The Superintendent recognizes the continued work required by Division leaders, School Administration, Teachers and all staff within PSD to create empathetic, responsive and welcoming environments within all Parkland School Division Schools as one way in which we can continue to build enduring relationships with neighbouring First Nation communities. By actively engaging with Indigenous communities and partners, Parkland staff can gain a deeper understanding of the unique needs, perspectives and cultural backgrounds of the First Nations, Metis and Inuit students that we serve. This understanding can help inform the development and implementation of educational programs, policies and practices that are sensitive to, and respectful of Indigenous Ways of Knowing and Learning.

Within the context of looking forward to success, the 2022-23 Education Plan for Parkland School Division identified the Trend of “Embracing Equity”. As such, it this plan states that:

In order to work toward the elimination of all forms of bias and racism within the Division, the Board and Superintendent promote and expect that staff attend to the Mission of Parkland School Division; specifically, by:

- Providing supportive learning environments;
- Providing meaningful experiences;
- Promoting healthy relationships;
- Creating opportunities to develop resilience; and
- Gaining diversity in perspectives.

Additionally, Element 5: PSD Staff Develop and Apply Indigenous Foundational Knowledge states that:

All staff demonstrate an understanding of Indigenous perspectives and allocate resources in order to support Indigenous students' success and well-being.

Finally, within that Element the Avenues for Development are outlined as follows:

School leaders and staff will:

- Attend to Indigenous Ways of Knowing through specialized resources, such as through staff use of the Pebbles Series, to develop foundational knowledge;
- Implement and develop Indigenous language classes as a method for students to connect with Indigenous culture and identity;

- *Develop relationships with Indigenous community members, and increase their role as educators in the school-setting, such as through the development of an Elder-in-Residence program;*
- *Develop students' opportunity to experience Indigenous Knowledge Systems in schools, including: connection to land, language, Elders and relationships;*
- *Develop students' experiences with Indigenous ways of knowing through art, symbols, ceremony, story and song – and therefore raise the visibility of Indigenous culture in schools;*
- *Collaborate to develop grade level resources to embed Indigenous ways of knowing and foundational knowledge into teacher practice;*
- *Develop students' experiences with character education programs that are based on the Seven Grandfather Teachings; and*
- *Identify a lead teacher at each site to participate in Divisional collaboration around meeting the needs of Indigenous students.*

Demographics and Data

Parkland School Division continues to see the percentage of students identifying as First Nations, Métis and Inuit increase year over year, as outlined in the table below.

Demographics		
	2021-2022	2022-2023
Métis	490 (39.29%)	501 (36.81%)
Status First Nations	356 (28.55%)	362 (26.60%)
Non-Status First Nations	234 (18.77%)	233 (17.12%)
Federally Funded First Nations	138 (11.07%)	237 (17.41%)
Inuit	29 (2.33%)	28 (2.06%)
Total	1,247	1,361

Parkland School Division has seen a slight increase in the year Completion Rate from 61.3% to 62.3%. This increase also represents an increase from our previous 3-year average and exceeds the provincial average. Additionally, the 2021-22 school year saw a slight decrease in the dropout rate from 2.7% to 2.5%.

Of note is the significant decrease in the Returning rate in 2021-22 from 46.2% to 13.1%. This will be an area for further monitoring and exploration.

High School Completion rates, and High School Drop-Out rates are lagging indicators, and results are reported in the subsequent year.

Measure	Parkland School Division (FNMI)			Alberta (FNMI)		
	Current Result	Previous Year Result	Previous 3 Year Average	Current Result	Previous Year Result	Previous 3 Year Average
3-year High School Completion	62.3	61.3	60.4	59.5	62.0	59.1
5-year High School Completion	73.6	68.1	71.5	68.0	68.1	67.0

	Parkland School Division (FNMI):				
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
	%	%	%	%	%
Drop Out Rate	2.8	4.5	5.9	2.7	2.5
Returning Rate	36.8	25.5	20.7	46.2	13.1

	Alberta (FNMI):				
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
	%	%	%	%	%
Drop Out Rate	4.8	5.4	5.5	5.0	4.9
Returning Rate	23.5	22.7	21.0	19.1	18.2

Indigenous Ways of Knowing in Parkland School Division

With new members joining the Instructional Services team for the 2022-23 school year, much work was undertaken to support our work in the realm of Indigenous Ways of Knowing within Parkland School Division.

Division Principal of Indigenous and Northern Relations, Mr. Dean Bernard, Division Principal of Numeracy and Indigenous Education, Mr. Shaye Patras and Indigenous Education Facilitator, Mrs. Geri Wu collaborated to drive this work forward in several ways, some of which are highlighted below.

Building Relationships with neighbouring Indigenous Communities and Partners

Indigenous Facilitator Wu began the work of building trusting relationships with neighbouring Indigenous communities and partners at the onset of the school year. Ongoing collaboration with Elders Violet Poitras, Phillip Campiou and MaryAnne Stepien enabled Parkland School Division to make further progress with the Elders in Residence Program that had been previously established. Through this program, Facilitator Wu was able to improve ongoing support, guidance and wisdom offered to four schools (Forest Green School, Duffield School, Stony Plain Central School and Memorial Composite High School) Notably, the Elders were available to all Parkland Schools upon request.

Division Principal Patras and Facilitator Wu attended a collaborative meeting with Paul First Nation, in January 2023, accompanied by Elder Violet Poitras. This meeting served as an excellent opportunity to share some of the work being undertaken within Parkland School Division to support Indigenous learners as well as to hear from the elected leaders of that community.

Indigenous Kinship Advisory Committee

An Indigenous Kinship Advisory Committee continued to develop throughout the year. While this committee had been informally established in the previous year, work to ensure equity of access to membership on this committee as well as to establish a more structured schedule and intentional purpose was required. Elders Violet Poitras, Phillip Campiou and Maryanne Stepien provide guidance with the ongoing work of this committee. A feast was held, with an invitation to all families who could potentially be interested in learning more about the work of this committee.

Notably, all families of students who identified as First Nation, Metis, Inuit and Non-Status were invited to this feast. 35 people participated and shared in the teaching and learning. Individual conversations occurred and an initial committee membership was derived. The committee will meet again in the 2023-2024 school year to determine the terms of reference.

Collaborative Planning with all Parkland Schools

Instructional Services Staff met with all school administrative teams to support expanded staff competency with *Indigenous Ways of Knowing*. During school-based meetings, schools shared their plans and goals for the year, seeking input, feedback and facilitation. Some of the initiatives discussed and actioned are outlined briefly below.

Harvesting the Healing Garden

Elder Phillip Campiou, and Forest Green staff and students, harvested plants in the fall of 2022. Indigenous teachings ensued and the tobacco seeds were kept in order to be planted in the spring. The cycle continued with Elder Phillip Campiou joining Forest Green staff and students on June 9th to plant this year's seeds and plants.

Smudge Teachings

Elder Phillip Campiou was brought in to Muir Lake School and Greystone Centennial Middle School to give smudge teachings to male students who showed leadership and *oskâpewis* (helper) qualities within their respective schools. Students facilitate the smudge ceremony, continuing each Monday morning at each school.

Music and Drumming

Spruce Grove Composite High School Music Teacher Ms. Anderson and traditional drummer Mr. Shane Redstar collaborated to promote Indigenous music understanding. The work focused on mixing contemporary music with traditional drumming. Students continued to practice throughout Spring, and Mr. Redstar and his daughter Shaneya performed with SGCHS students at their concert in June.

Sidewalk Painting Project

Teacher leaders at Prescott sought an authentic voice, and creative leadership for a sidewalk painting project. The vision in consideration will be to paint two rainbow walks with one centered around Indigenous ways of knowing. Elder Ed Lavalee, a recognized two-spirited individual, is the catalyst for the grassroots initiative called *Edmonton 2 Spirit Society*. Pre-planning and collaboration with Ed Lavalee is now concluded, and the artwork is set to begin in June.

Accessing Elders in Schools

Blueberry School and High Park School requested that Elders come in and visit with their students on a regular/scheduled basis. Elder Violet Poitras and Elder MaryAnne Stepien continued throughout the year to visit these schools monthly. Students and staff reported this to be a rewarding experience for all involved.

Character Development Program

The creation of a school-wide character development based on Indigenous ways of knowing and being for Ecole Broxton Park School began in the fall of 2022. École Broxton Park School completed the 7 Grandfather teachings, culminating in a desire to continue this work. Facilitator Wu worked with the school in utilizing the resource "Medicine Wheel Workbook: Finding Your Healthy Balance" by Carrie Armstrong. École Broxton Park School administration are completing an "EBPS Indigenous Education Holistic Learning Framework".

Water Teachings at Hasse Lake

Elder Maryanne Stepien joined the grade 4 and 5 class for a day at Hasse Lake. Elder Maryanne Stepien and Facilitator Wu provided teachings around water, and its significance and importance in our lives. Students placed tobacco as a gift/intention into the water.

Fostering a Sense of Belonging for All

While the Inuit student population in Parkland School Division may be small, ensuring these students and families feel a sense of belonging is essential. In recognition of the importance of learning about Inuit Culture, Facilitator Wu shared learning insights with schools. Knowledge Keeper Inuksuk M. Inuksuk joined Elder Violet Poitras and Métis Elder Maryanne Stepien in attendance at an evening of teaching, at Memorial Composite High School, hosted for Indigenous graduates and parents. Participants deemed the evening to be successful and the students and parents expressed that they enjoyed learning from all three worldviews.

Stony Language Pilot Program

A member of the Paul First Nation Community, Ms. Katerina Rain, now facilitates Stony language classes for PSD. Stony language classes exist in recognition of the value that language has on culture, and these language lessons provide a great opportunity for our students. Additionally, language instruction was identified by members of the Paul First Nation Chief and Council as a high priority for their students who attend Parkland Schools. This program is currently in place at Stony Plain Central School as a pilot program for students in Kindergarten, Grade 4 and Grade 6. The program is set to be evaluated, upon its completion, in mid-June, to determine future steps.

Curriculum and Culture

Throughout the 2022-23 school year Instructional Services supported various initiatives. Schools continue to move forward in their learning journey, from focusing exclusively on the celebration of isolated cultural events such as Orange Shirt Day and National Day of Truth and Reconciliation, towards embedding Indigenous Foundational Knowledge into daily routines, school events and curriculum. Some of the highlights are briefly outlined below.

November is busy with National Indigenous Veterans Day, Remembrance Day and Metis Week. Having staff and students recognize and honor November 8th, was an important step towards growing appreciation and acknowledging the sacrifice made by Indigenous veterans.

Did you know?

- ❑ The First Nations, Métis and Inuit in Canada have a long and proud tradition of military service.
- ❑ The Late Charles Checker Tompkins of Alberta translated sensitive radio messages into Cree so they could not be understood if they were intercepted by the enemy. He was a code-talker.
- ❑ National Aboriginal Veterans Day' began in Winnipeg in 1994 when Indigenous veterans were not recognized in Remembrance Day activities. It is now celebrated in many communities across Canada.



Parkland Village hosted Indigenous Veteran Jocely Eastman (Métis) as a part of their celebration.



To celebrate and honor Métis week, Instructional Services worked collaboratively with Metis Elder Maryanne Stepien to ensure that the content shared was authentic and correct. Sample activities are included below:

Sample daily activity - Grades 4 – 6

~Red River Cart~

For a fantastic google slide presentation on the Red River Cart click the cart.

 Class discussion on

- ★ Facts about the cart.
- ★ 1 thing you didn't know and 1 that you learned.

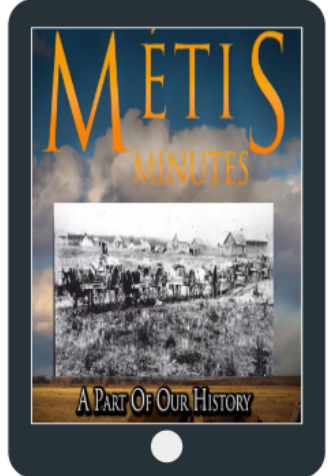
 In your journal answer the following:

- ★ What was the cart made out of and why was this important?
- ★ What were all the uses of the cart?
- ★ The major cart trails of the past are now what for today?



Sample daily activity – Grades 10-12


~Red River Cart & History~

1. 

Click on the device to learn more on the Red River cart

2. Take a look and read through the Métis Nation of Alberta link, titled:

- ★ [History](#)

 Class discussion on the following:

- ★ What technologies were created that helped support the fur trade?
- ★ How did our major highway routes get established?
- ★ Explain the relationship between the Métis and the fur trade.

Dig Deep/Think big question:

- ★ What was the result of economic ventures moving into the west?

PSD Facilitated activities included Smudge and sharing circle teachings for grade 7s at Greystone, storytelling and guided sharing circles for kindergarten, grades 3 and grade 6 at High Park and at Connections for Learning. Instructional Services facilitated teachings and beading lessons to 7, 8, 9 option classes at Graminia.



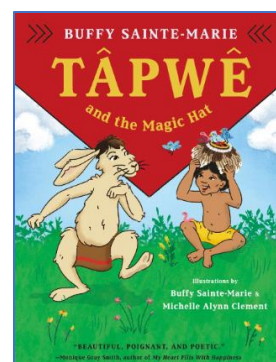
Resources and Curriculum Support

During the 2022-2023 school year, teachers required additional support due to the development and release of the new English Literature and Language Arts curricula, and Mathematics curricula in Kindergarten to grade three. Specifically, teachers required support in understanding the Knowledge, Understanding, Skills, and Procedures (KUSPs) within the newly released curricula.

With the addition of some explicit First Nations, Métis and Inuit outcomes, Indigenous Education Facilitator Wu assisted the Instructional Services Facilitators in Literacy and Numeracy as they presented the new curriculum to staff. Instructional Services examined each explicit KUSP, simplified an understanding of it, and shared the Indigenous worldview that is encompassed within it. Indigenous Facilitator Wu shared First Nations, Métis and Inuit resources (books, websites, articles) that addressed the content in an authentic way. Instructional Services worked to generate resources where none previously existed, or were not developmentally appropriate.

Millgrove Facilitation

Through a collaborative effort between Facilitator Wu and grade 3 teachers at Millgrove School, the creation and implementation of a complete novel study unit with an Indigenous focus was created. This novel study was based on Buffy Sainte-Marie's book *Tâpwê and the Magic Hat*. The book provides many opportunities for students to learn and experience a First Nation worldview at a level that they would understand and connect with. The students are experiencing both the ELAL curriculum as well as the Indigenous ways of knowing and being that flow throughout the story. Feedback from teachers piloting the novel study has been positive and reflective.



"The concept of the trickster was very intriguing to the students--they have many predictions about what trouble Wâpos might cause in future chapters! The mix of drawing and written reflections in the chapter activities has been really accessible for my class. A few of my reluctant writers can rely mostly on their drawing in these reflections, and the class is enthusiastic about working on these activities." ~ Millgrove Teacher

Professional Development Sessions

Parkland School Division offered a number of sessions for staff this year. Facilitator Wu guided participants through *Walking Together*, an Alberta Education Teacher Resource, in addition to sharing the importance of building relationships and how that is done through protocol.

Sessions included a focus on the importance of including Indigenous worldview and how valuing different worldviews in the classrooms helps us support student success by becoming more responsive to the diverse perspectives, ideas, humor, and experiences of the First Nations, Métis, and Inuit students that we serve.

A session, titled Colonialism, Indigenous Trauma and Healing, focused on promoting school counselors' understanding of the unique form of trauma that has resulted from colonization and what steps can be taken to incorporate Indigenous healing philosophies so that we can move beyond trauma.

With respect to their lived experience, Elder MaryAnne Stepien and Facilitator Wu presented a session on *Experiences with the 60s Scoop: Impacts, Resiliency and Healing*. A second session included special guest Andrea Jackson from Saddle Lake who shared her personal story and lived experience of MMIWG.

Knowledge Keeper Dwight Paul shared the history and contemporary issues surrounding Treaty and the struggles that First Nations face. Dwight kept the audience captivated and engaged with his wealth of wisdom, participants were encouraged to consider how best to move forward with *reconcili-action*.

Starting each PD session in ceremony is a meaningful and important practice, particularly when dealing with heavy topics. Beginning in a good way, such as with a smudge, an honor song, or a blessing, sets a positive and respectful tone for the session ahead and was an important part of each session. These ceremonial practices help create a sacred space and honor the diversity and cultural traditions of the participants.

At the end of each session, a sharing circle enables participants to reflect on the material covered and share their thoughts, feelings, or questions from their hearts. This practice created a safe and inclusive space for open dialogue, encouraged active participation, and fostered a sense of community and support among the participants. Sharing in this way promotes empathy, understanding, and mutual respect, as everyone's perspectives and experiences are valued and acknowledged. Overall, the combination of beginning each PD session with a ceremony and concluding with a sharing circle helps to cultivate a positive and inclusive learning environment, especially when dealing with challenging topics. It emphasizes the importance of cultural and emotional well-being and encourages meaningful engagement and collaboration among participants.

Elder Phillip Campiou



Elder MaryAnn Stepien



Elder Violet Poitras



MCHS AAC/Indigenous Ed Proposal

During the 2022-23 school year, Memorial Composite High School (MCHS) worked collaboratively with Connections for Learning to establish a responsive program, supporting Indigenous students, within their school. The Program is the "Indigenous Focused Academic Achievement Centre" (IFAAC).

This program comes as a result of feedback from Indigenous high school students who report a variety of challenges that they face as they transition into MCHS. Some of the challenges shared by students included the lack of Indigenous peers within their classes and the lack of cultural familiarity within their classrooms.

As a means to address these, and other challenges facing Indigenous learners, the IFAAC program attempts to create a flexible learning environment which can accommodate multiple grade levels of students working simultaneously on a variety of subjects. While this program was originally intended to serve MCHS and CFL Indigenous high school students, other students within MCHS have recognized this opportunity and have accessed this learning space throughout the year.

Amongst the many benefits of this program are:

- The flexibility to be able to attend this program during the school day without leaving campus;
- The accessibility through smaller class sizes;
- The opportunity to have a blended program of mainstream classes with module-based learning; and
- The availability of full time, Indigenous teachers to support students.

While still in the early stages, students anecdotally report a strong support for this program. Being able to build relationships with their teachers, passing courses and receiving credits that they otherwise may not have been successful in, having a flexible and culturally sensitive learning environment and receiving the academic support they need are just a few of the reasons that students are benefitting from this program.

Looking forward to next year, the program is exploring the opportunity for land-based learning and further infusing Indigenous perspectives into the learning environment and programs of our students.

Athabasca Delta Community School

In accordance with our commitment to fostering *Indigenous Ways of Knowing and Perspectives* within Parkland School Division, we are proud to share the progress made by Athabasca Delta Community School in the 2022-23 school year. The school has taken various actions to promote cultural understanding, preserve traditions, and enhance educational experiences for students, particularly focusing on the teachings of the Metis, Dene, and Cree nations. By engaging Elders, incorporating Indigenous languages, and implementing land-based learning opportunities, the school successfully advanced these essential action items.

Engaging with Elders:

Recognizing the importance of Elders' wisdom and guidance, Athabasca Delta Community School actively involved local Elders in promoting Indigenous Ways of Knowing. Elders were invited to the school to share their knowledge and expertise, specifically in the areas of moose meat carving and smoking. Their teachings have not only enriched students' understanding of traditional practices but also fostered a deep appreciation for cultural heritage. Additionally, the Elders conducted smudging ceremonies to cleanse and purify the school, creating a respectful and inclusive environment.



Teaching of Protocols:

To ensure that students have a comprehensive understanding of cultural protocols, the school prioritized the teachings of all three nations: Métis, Dene, and Cree. Elders played a pivotal role in educating students about these protocols, emphasizing the significance of cultural traditions and the proper ways of engaging with them. This approach has instilled respect and reverence among students, enabling them to interact with Indigenous knowledge in a meaningful and authentic manner.

Incorporation of Cree and Dene Words:

Athabasca Delta Community School embraced the use of Cree and Dene words within the classroom for educational purposes. By integrating these languages into everyday learning experiences, students are exposed to diverse linguistic perspectives and gain a deeper understanding of Indigenous cultures. Implementing a "Cree and Dene Word of the Week" initiative further reinforces the importance of language revitalization and encourages students to appreciate the richness of Indigenous linguistic heritage.

Land-Based Learning and Cultural Enrichment:

Recognizing the profound connection between Indigenous cultures and the land, Athabasca Delta Community School implemented various land-based learning options. Students engage in activities that deepen their understanding of the Cree and Dene traditions, including exploring the natural environment, participating in traditional practices, and learning about sustainable land management. Furthermore, the school



acknowledges the importance of land in daily life by beginning each morning with the National Anthem sung in Cree, followed by a land acknowledgment.

Expanded Educational Opportunities:

Athabasca Delta Community School ensures that all students have access to Indigenous Language learning opportunities. As part of the curriculum, students are provided with five weekly classes where they can choose to learn either Cree or Dene. This initiative not only promotes language acquisition but also fosters cultural awareness and appreciation. Furthermore, Wednesdays are dedicated to learning about Metis culture through jigging sessions, which celebrate and showcase the rich traditions of the Metis community.

Celebrating Culture and Language:

The school has adorned its walls with numerous display boards that celebrate the culture and language of Fort Chipewyan. These displays serve as a visual reminder of the vibrant Indigenous heritage within the community and create an inclusive learning environment that validates and appreciates diverse cultural perspectives.

Athabasca Delta Community School demonstrated dedication and progress in advancing Indigenous Ways of Knowing and Perspectives within the Parkland School Division. Through the engagement of Elders, incorporation of Cree and Dene languages, implementation of land-based learning options, and various cultural enrichment initiatives, the school has created an environment that respects, preserves, and celebrates the traditions and knowledge of the Metis, Dene, and Cree nations. These efforts serve as a testament to Parkland School Division's commitment to reconciliation and the holistic education of all students.

Looking Forward: 2023-2024

Kinship Advisory Committee

While we are excited about the work that has been done thus far in consulting Elders and forming an inclusive membership for the Indigenous Advisory Committee, much work remains to be done. We look forward to our first formal meeting in September 2023 and to the rich dialogue and work to be undertaken by this group next year.

Indigenous Peoples Atlas of Canada



As we continue to move forward in our work towards better understanding and embedding Indigenous Ways of Knowing into our schools and classrooms, we are excited to be able to use the Indigenous Peoples Atlas of Canada as a means to do so.

This Floor Map measures 11 meters x 8 meters and provides an avenue to assist teachers in “understanding the past, present and future of Indigenous Peoples of Canada.”

Topics such as Climate Change, Connection to the Land, Indigenous Governance, Housing, Human Rights, Indigenous Languages, Movement of People, Notable People, Original Place Names, Residential Schools, Seasonal Cycles and Migration Patterns, Symbols, Trade Routes and Traplines and Treaties, Land Disputes, Agreements and Rights are amongst the many areas to be explored through this resource.

Artist in Residence

Several Parkland Schools are exploring the possibility of engaging an Indigenous Artist-in-Residence for the 2023-2024 school year. Métis artist Angie Hall comes with a wealth of knowledge and experience, you can see her work at the Bearclaw gallery as well as on the banners situated down main street Stony Plain. We are excited about the opportunities this may present to our students and schools in the upcoming school year.