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PROTOCOL FOR IAP SCHOOL NARRATIVE
March 12, 2009

Finished Product

Researchers should provide the following:

1. School Narrative
2. Index of Documents

You do not need to provide a Severing Index.

Send electronic versions of the Narrative and Index of Documents to your SRA (cc: IAP SRA) for approval.

The SRA will send it to ATIP for severing recommendations and redacting. The full version will be retained for NRA file.

The redacted version will then be sent by SRA to DOJ (in BC) for her approval.

Approved Narratives and severed documents will then be forwarded to the Resolution Manager by SRA.

General Rules

The School Narrative will be provided to all parties, including claimants who may be representing themselves. As such, please keep language plain and avoid footnoting where possible. For instance, instead of the terms "Crown" or "DIAND," use "the government." Also, in order to protect the privacy of NRA researchers, do not include your name in the Narrative.

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s.16(2)(c)

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All Incident Reports that involve the school should be included, with the exception of duplicates and variants. However, if a document appears in both the IRC and the School Collection, use the School Collection's Docid# number. Make a note of any correlations between School Docid#s, IRC Docid#s, and Incident #s in your research notes. If there are a number of documents you think could be omitted, consult your SRA.

Do not include illegible or duplicate documents.

Do not use information from Crown Personnel Files.

How to Save Your Work

Please save all work on Narratives, including drafts, to [redacted] ADR - in the relevant folder for your school. Files should be saved as follows:

School Narrative: [School Name] IRS IAP Narrative yyyy mm dd.wpd
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If a ADR/GFR/litigation Narrative has not already been produced for your school, you will have to review the whole school collection, as well as the related school documents in the District Collection, Incident Report Collection and the Other Party Collection. Follow the IAP Narrative template to determine the order of the sections, the names of the sections, and what information should be included.

Flag any translations that will need to be done, and contact designated IAP translator, who will translate the document(s) asap.

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Documents Potentially Deemed Privileged

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with DOJ that none of these documents have privilege associated with them. Any documents like an A&D form or a QR can be used freely - there should not be any issues of privilege associated with these. Use of Other Party documents remains unchanged; do not alert anyone to the lack of Crown numbers on these. Your SRA will provide any unreviewed documents to DOJ so that they can be reviewed for privilege before they are sent out in IAP.

Assembling the Binder of Documents

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SECTIONS
Name of School and Variants

Provide a list demonstrating variations in the school name over time. Please note that this section is

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Provide open and closing dates of school's operation under Federal jurisdiction.

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This section is meant to provide an overview of significant dates relating to the school. This includes the opening dates of the school, added grades, day schools, joint-school programs, closing dates of the residences and school, final disposition of the school and the land on which it stood, noteworthy events like the school having been burned down and subsequently rebuilt, etc. Cite all documents in square brackets.

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Include all information delineating the evolution in management of the school over time by Church and Federal Government, or by Province or Band where applicable. If managed by band include any evidence of criteria for Third Party Notice: hiring of an alleged perpetrator by Band; documented unambiguous evidence of knowledge of abuse by Band; and formal agreement by Band to indemnify the Crown. Cite all documents in square brackets.

School Buildings

This section is meant to capture information relevant to buildings, including their construction, demolition, and any changes in use and dates of ownership. Include date of original building, major renovations, additions, other buildings which are part of the IRS complex and final disposition. Additionally, you can include information linking the IRS to an associated Day School where applicable. Cite all documents in square brackets.

Land

Use this section to provide information on changes in ownership and use of land, dates turned over to management by band, final disposition of school land, location on or off reserve, dates of change of school location, name of closest town, and Treaty number if applicable. If the school falls under Treaty land, the Treaty number/areas for Alberta are: **Treaty 6** - Blue Quills, Edmonton, Ermineskin, St. Albert; **Treaty 7** - Crowfoot, St. Paul□s, St. Mary□s, Morley, Old Sun, Sacred Heart, St. Cyprian, Sarcee; **Treaty 8** - Assumption, St. Martin□s, St. John□s, Holy Angels, Fort Vermillion, Grouard, Joussard, Sturgeon Lake, St. Andrew□s ("Alberta Indian Residential Schools," Resource Data Division, Alberta Environmental Protection, 1996). Cite all documents in square brackets.

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Review all Graphic documents and choose those relevant to the DR Narrative, including layout of land, layout of buildings on school property, blueprints and/or sketches of plans of buildings, photos of school, or anything that you feel is relevant to understanding the physical nature of the school.

Do not include plans or photos of poor quality. Do not include more than one of the same plan or photo, or plans/photos that provide the same basic information. Do not include electrical, sewage, heat, or other plans of this type unless they provide information about the structure or layout of the school which is not available from other sources.

Once you have chosen the relevant Graphic documents, create a list in a table as below. Include Docid# Number, Date in text format, and a brief description of the document. Undated documents should be assigned a circa date if known, but be sure that the dates assigned in this table match those in the Index of Documents.

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XXX-004119	July 19, 1948	Plan of School, including residence, classrooms, and outbuildings
XXX-002552	Undated - circa 1956	Sketch of Dormitory, classrooms, church, hospital and staff residences

General Enrolment Statistics Over Time

Supporting documents for Enrollment Statistics are not cited in the DR Narrative but do need to be tracked in the school databases. If you are using Quarterly/Enrollment Returns to demonstrate these statistics, pick any one month and use the same month/year over the years of school operation where documentation is available. These numbers can reasonably be considered estimates. Provide this information in the form of a table as below.

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1900	41 children in residence
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Students from Other Reserves

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Provide a list of other reserves from which pupils were drawn. If there were any alterations in admittance policy regarding students from other reserves, give the dates of these changes. There is no need to cite documents for this section.

As an introduction to your list, please state the following:

> Students from, at least, the following bands attended [School Name] IRS:

And as a concluding caveat to your list, please state the following:

> There may be alternate ways of spelling these band names.

Religious Groups

List the names of the diocesan groups, oblates, brothers, nuns present at the school over time. Cite sample documents in square brackets by item number.

Written Agreements

List all Written Agreements relevant to your school, including: 1911 Agreement; 1962 Indianescom Agreement; 1969 Federal Employment of Staff; post-1969 Service Contracts and Chaplaincy Agreements. Cite all documents in square brackets.

Documents Referring to School Incidents

Try to keep language in this section neutral.

Provide information for any convictions of which you are aware. Do not do extra research for this, just provide any convictions you are already aware of or have come across during the normal course of research. Provide the best document available to establish the conviction. This may be a court document or a current newspaper report. If possible provide a document that would be available to the public. If you need assistance in finding a document, contact your SRA. A list of convicted perpetrators is being compiled for Alberta and British Columbia.

Include Incident Report Collection documents, regardless of date or person involved. If a document appears in both the IRC and the School Collection, use the School Collection's Docid# number. Make a note of any correlations between School Docid#s, IRC Docid#s, and Incident #s in your research notes.

All documents from the Incident Report Collection can be used, including Other Party and E, F, and G series documents, as long as the source is known. Please advise your SRA of any such

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documents, so that permission can be obtained if necessary.

If you find no convictions, write:

To date, we are unaware of any convictions for abuse at [NAME OF SCHOOL] IRS or of any convicted abusers present at the school.

If you find information about convictions, include that information here. Information regarding individuals who have been convicted is public, so they can be named in the narrative.

If there is record of a person being charged, but no subsequent record of conviction, do not make reference to the individual by name, use a descriptive term and include the following:

To date we have not been able to determine if this person was convicted of this charge.

Then list chronologically within the sections, any suggestions of abuse, comprising all known identifiable complaints and/or allegations received by government officials and all available information regarding the follow-up and outcome.

Instead of using personal names or staff positions in this section, use descriptive terms such as "female student," "male student," or "staff member." If using a direct quote place the descriptive term in square brackets in lieu of that person's name or position.

Additional Information

This section can include information about major events in the school's history such as fires or health crises or any other information not captured under the existing categories that you consider relevant. Keep this section concise and cite all documents in square brackets.

Principals/Administrators

Provide a list of principals and administrators, including anyone who acted in that capacity. You do not need to cite any documents for this section but remember to track these in the databases. Provide this information in a table as below.

Name	Position	Tenure Dates
F.E. Kempling	Acting Principal	October 1960
John Andrews	Principal/Administrator	July 1962 to August 1973
K.W. Johnson	Vice Principal	July 1962 to March 1966

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List documents in chronological order. If there is a cover letter with attachments, sort by the cover date. Reference the date in text format. If including a document that is not dated, refer to either as "undated" or provide a circa date, if available. Cite all documents by Docid#, not Crown number.

Keep the description as brief as possible (eg. Letter, Memorandum, Map, Inspection Report).

Do not reference the extracted pages in this index.

Docid#	Date	Description
XXX-004974	September 5, 1929	Memorandum
XXX-081602	October 17, 1935	Letter
XXX-05538A	January 28, 1940	Map

DRAFT

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Instead of using personal names or staff positions in this section, use descriptive terms such as "female student," "male student," or "staff member." If using a direct quote place the descriptive term in square brackets in lieu of that person's name or position.

Additional Information

This section can include information about major events in the school's history such as fires or health crises or any other information not captured under the existing categories that you consider relevant. Keep this section concise and cite all documents in square brackets.

Principals/Administrators

Provide a list of principals and administrators, including anyone who acted in that capacity. You do not need to cite any documents for this section but remember to track these in the databases. Provide this information in a table as below.

Name	Position	Tenure Dates
F.E. Kempling	Acting Principal	October 1960
John Andrews	Principal/Administrator	July 1962 to August 1973
K.W. Johnson	Vice Principal	July 1962 to March 1966

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Index of Documents

This index will be provided to all parties.
List documents in chronological order. If there is a cover letter with attachments, sort by the cover date. Reference the date in text format. If including a document that is not dated, refer to either as "undated" or provide a circa date, if available. Cite all documents by Docid#, not Crown number.

Keep the description as brief as possible (eg. Letter, Memorandum, Map, Inspection Report).

Docid#	Date	Description	Page ##
XXX-004974	September 5, 1929	Memorandum	1
XXX-081602	October 17, 1935	Letter	2, 3
XXX-05538A	January 28, 1940	Map	1

DRAFT

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PROTOCOL FOR IAP SCHOOL NARRATIVE
July 08, 2009

Finished Product

Researchers should provide the following:

1. School Narrative
2. Index of Documents

Send electronic versions of the Narrative and Index of Documents to your SRA (cc: IAP SRA) for approval.

The IAP SRA will send it to ATIP for severing recommendations and redacting. The full version will be retained for NRA file.

The redacted version will then be sent by SRA to DOJ (in BC) for its approval.

Approved Narratives and severed documents will then be forwarded to the Resolution Manager by SRA.

General Rules

The School Narrative will be provided to all parties, including claimants who may be representing themselves. As such, please keep language plain and avoid footnoting where possible. For instance, instead of the terms "Crown" or "DIAND," use "the government." Also, in order to protect the privacy of NRA researchers, do not include your name in the Narrative.

IAP School Narratives will be generated once. Therefore, information from the history of the school should not be limited to dates in which individual claimants or POIs were present.

Cite documents by Docid# number, not by Crown number. Do not reference extracted page numbers in the Narrative ~~or Index of Documents~~.

Follow the IAP Tracking Protocol to track the review and use of all documents in Summation. Variants of documents do not need to be included unless there are significant variations. If the variation adds to the knowledge base regarding the school, give both versions.

Avoid interpreting or commenting on the documents in the School Narrative. Simply state what the document is and leave it up to the reader to interpret.

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Provide only the minimum number of documents to present the basic facts. It is not necessary to use every document that backs a statement unless by themselves they don't give enough information. In some cases, a bundle of documents demonstrating a chain of correspondence is necessary to make a point clear. However, if two or more documents give the same information, include only one.

As a rule, photographs of individuals are considered personal information and will be severed from all documents. With this in mind, do not include documents that present only photographs of people. The exception to this is if you have a photo with people that also show an area of the school not visible in other photos - in this case the photo will not be severed. Documents that combine textual information along with some photographs are fine; these will be severed accordingly.

All Incident Reports that involve the school should be included, with the exception of duplicates and variants. However, if a document appears in both the IRC and the School Collection, use the School Collection's Docid# number. Make a note of any correlations between School Docid#s, IRC Docid#s, and Incident #s in your research notes. If there are a number of documents you think could be omitted, consult your SRA.

Do not include illegible or duplicate documents.

Do not use information from Crown Personnel Files.

How to Save Your Work

Please save all work on Narratives, including drafts, to [redacted] ADR - in the relevant folder for your school. Files should be saved as follows:

School Narrative: [School Name] IRS IAP Narrative yyyy mm dd.wpd
Index of Documents: [School Name] IRS IAP Narrative Index yyyy mm dd.wpd

Steps in Narrative Production

You may find it useful to look at other IAP or ADR Narratives that have been produced. These are saved at the pathway noted in "How to Save Your Work." Please be aware, however, that there will be some variation between Narratives according to the documents available in each school collection.

When putting together a School Narrative, it is necessary to look at the documents to decide what to include. If there already is an existing ADR, General Factual Response (GFR) or Narrative for litigation, please take a look at these documents to refine the report. If no new documents have

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been received since the ADR/GFR/litigation Narrative was prepared, there is no need to search the school collection again. In that case, you can simply cull the relevant documents from the existing report, tracking all those you cite in the database.
If you are updating an existing IAP narrative, please ensure that the original version is saved in the Superseded folder.

If an ADR/GFR/litigation Narrative has not already been produced for your school, you will have to review the whole school collection, as well as the related school documents in the District Collection, Incident Report Collection and the Other Party Collection. Follow the IAP Narrative template to determine the order of the sections, the names of the sections, and what information should be included.

Flag any translations that will need to be done, and contact designated IAP translator, who will translate the document(s) asap.

You may find it useful to leave Crown Numbers alongside their corresponding Docid# Numbers in the IAP Narrative until research is complete. Having both numbers available when looking at physical documents, creating lists, and in IAP tracking may prove helpful since your documents, Narrative and Index of Documents will be extensive. This version can be saved in a folder you create called "Notes and Drafts" (. ADR - in the relevant folder for your school). Please ensure, however, that the final version of your Narrative and Index of Documents contains only Docid#s.

When you have completed your Narrative, make sure that all documents cited in the Index are in the Narrative and vice versa.

Other Party Documents

When using Other Party documents, footnote your citation indicating to which collection the prefix refers. You can find a regional list of Other Party Item Number prefixes, that we have permission to use, and their corresponding collections in the prefixes - IAP permissions 2009 01 28.xls document located at Searching Collections – all regions.

Please footnote only the first instance of this prefix indicating the source of the documents bearing those types of document numbers.

Documents Potentially Deemed Privileged

If you come across documents without a Crown number that you would like to use in your report, please contact SRA and provide a copy of the documents to him/her. This will allow us to confirm with DOJ that none of these documents have privilege associated with them. Any documents like

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an A&D form or a QR can be used freely - there should not be any issues of privilege associated with these. Use of Other Party documents remains unchanged; do not alert anyone to the lack of Crown numbers on these. Your SRA will provide any unreviewed documents to DOJ so that they can be reviewed for privilege before they are sent out in IAP.

Assembling the Electronic Binder of Documents

Please note that it is no longer required to prepare a physical binder with hard copies of documents for IAP School Narratives. After the IAP School Narrative document has been completed, the researcher needs to send a notification e-mail to the IAP SRA (currently Anna) who will arrange a preparation of a PDF package.

Note to researchers preparing the PDF package for the IAP School Narrative:

All documents are to be ordered chronologically in the electronic binder. If there is a cover letter with attachments, sort by the cover date.

For longer documents (over three pages long) you may consider extracting the relevant page(s), unless needed as a clear demonstration of environment or atmosphere at the school. In such a case also include the first page to add at least some degree of context.

Documents should be separated by a paper separator within a PDF package of documents.

Oversize Documents

If oversize documents such as school plans are requested by an adjudicator, the following instructions to be followed. To create an oversize copy, print out the document from Summation, cut the sections so that they can be aligned easily, and then tape together the sections to make one large document. Place a sticker with the Docid# number over the Crown number. Provide these to a Copy Team Supervisor to have copies made. Request 2 oversize copies and 2 8 x 11 versions of each document. If necessary, discuss a time line for this copying with your SRA. However, do allow as much time as possible for the oversize copies to be made.

If the document also contains pages of text relevant to the IAP Narrative, attach the letter-size copy to the oversized documents to be provided to adjudicators and the Resolution Manager.

SECTIONS
Name of School and Variants

Provide a list demonstrating variations in the school name over time. Please note that this section is meant to capture legitimate variants, not typos. Cite sample documents in square brackets by item

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number verifying name and variants (one document per variant is suitable).

Years during which the school was operated solely or in part by the Federal Government as a residence for school age students.
Provide open and closing dates of school's operation under Federal jurisdiction.
Chronological History

This section is meant to provide an overview of significant dates relating to the school. This includes the opening dates of the school, added grades, day schools, joint-school programs, closing dates of the residences and school, final disposition of the school and the land on which it stood, noteworthy events like the school having been burned down and subsequently rebuilt, etc. Cite all documents in square brackets.

Management of School

Include all information delineating the evolution in management of the school over time by Church and Federal Government, or by Province or Band where applicable. If managed by band include any evidence of criteria for Third Party Notice: hiring of an alleged perpetrator by Band; documented unambiguous evidence of knowledge of abuse by Band; and formal agreement by Band to indemnify the Crown. Cite all documents in square brackets.

School Buildings

This section is meant to capture information relevant to buildings, including their construction, demolition, and any changes in use and dates of ownership. Include date of original building, major renovations, additions, other buildings which are part of the IRS complex and final disposition. Additionally, you can include information linking the IRS to an associated Day School where applicable. Cite all documents in square brackets.

Land

Use this section to provide information on changes in ownership and use of land, dates turned over to management by band, final disposition of school land, location on or off reserve, dates of change of school location, name of closest town, and Treaty number if applicable. If the school falls under Treaty land, the Treaty number/areas for Alberta are: **Treaty 6** - Blue Quills, Edmonton, Ermineskin, St. Albert; **Treaty 7** - Crowfoot, St. Paul□s, St. Mary□s, Morley, Old Sun, Sacred Heart, St. Cyprian, Sarcee; **Treaty 8** - Assumption, St. Martin□s, St. John□s, Holy Angels, Fort Vermillion, Grouard, Joussard, Sturgeon Lake, St. Andrew□s ("Alberta Indian Residential Schools," Resource Data Division, Alberta Environmental Protection, 1996). Cite all documents in square brackets.

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Photos, Plans and Other Media

Review all Graphic documents and choose those relevant to the DR Narrative, including layout of land, layout of buildings on school property, blueprints and/or sketches of plans of buildings, photos of school, or anything that you feel is relevant to understanding the physical nature of the school.

Do not include plans or photos of poor quality. Do not include more than one of the same plan or photo, or plans/photos that provide the same basic information. Do not include electrical, sewage, heat, or other plans of this type unless they provide information about the structure or layout of the school which is not available from other sources.

Once you have chosen the relevant Graphic documents, create a list in a table as below. Include Docid# Number, Date in text format, and a brief description of the document. Undated documents should be assigned a circa date if known, but be sure that the dates assigned in this table match those in the Index of Documents.

Docid#	Date	Description
XXX-020550	Undated	Sketch Map of Mission Lots
XXX-004119	July 19, 1948	Plan of School, including residence, classrooms, and outbuildings
XXX-002552	Undated - circa 1956	Sketch of Dormitory, classrooms, church, hospital and staff residences

General Enrolment Statistics Over Time

Supporting documents for Enrollment Statistics are not cited in the DR Narrative but do need to be tracked in the school databases. If you are using Quarterly/Enrollment Returns to demonstrate these statistics, pick any one month and use the same month/year over the years of school operation where documentation is available. These numbers can reasonably be considered estimates. Provide this information in the form of a table as below.

Year	Number of Students
1900	41 children in residence
1901	35 children in residence
1904	48 children in residence

Students from Other Reserves

Provide a list of other reserves from which pupils were drawn. If there were any alterations in

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admittance policy regarding students from other reserves, give the dates of these changes. There is no need to cite documents for this section.

As an introduction to your list, please state the following:

> Students from, at least, the following bands attended [School Name] IRS:

And as a concluding caveat to your list, please state the following:

> There may be alternate ways of spelling these band names.

Religious Groups

List the names of the diocesan groups, oblates, brothers, nuns present at the school over time. Cite sample documents in square brackets by item number.

Written Agreements

List all Written Agreements relevant to your school, including: 1911 Agreement; 1962 Indianescom Agreement; 1969 Federal Employment of Staff; post-1969 Service Contracts and Chaplaincy Agreements. Cite all documents in square brackets.

Documents Referring to School Incidents

Try to keep language in this section neutral.

Provide information for any convictions of which you are aware. Do not do extra research for this, just provide any convictions you are already aware of or have come across during the normal course of research. Provide the best document available to establish the conviction. This may be a court document or a current newspaper report. If possible provide a document that would be available to the public. If you need assistance in finding a document, contact your SRA. A list of convicted perpetrators is being compiled for Alberta and British Columbia.

Include Incident Report Collection documents, regardless of date or person involved. If a document appears in both the IRC and the School Collection, use the School Collection's Docid# number. Make a note of any correlations between School Docid#s, IRC Docid#s, and Incident #s in your research notes.

All documents from the Incident Report Collection can be used, including Other Party and E, F, and G series documents, as long as the source is known. Please advise your SRA of any such documents, so that permission can be obtained if necessary.

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If you find no convictions, write:

To date, we are unaware of any convictions for abuse at [NAME OF SCHOOL] IRS or of any convicted abusers present at the school.

If you find information about convictions, include that information here. Information regarding individuals who have been convicted is public, so they can be named in the narrative.

If there is record of a person being charged, but no subsequent record of conviction, do not make reference to the individual by name, use a descriptive term and include the following:

To date we have not been able to determine if this person was convicted of this charge.

Then list chronologically within the sections, any suggestions of abuse, comprising all known identifiable complaints and/or allegations received by government officials and all available information regarding the follow-up and outcome.

Instead of using personal names or staff positions in this section, use descriptive terms such as "female student," "male student," or "staff member." If using a direct quote place the descriptive term in square brackets in lieu of that person's name or position.

Additional Information

This section can include information about major events in the school's history such as fires or health crises or any other information not captured under the existing categories that you consider relevant. Keep this section concise and cite all documents in square brackets.

Principals/Administrators

Provide a list of principals and administrators, including anyone who acted in that capacity. You do not need to cite any documents for this section but remember to track these in the databases. Provide this information in a table as below.

Name	Position	Tenure Dates
F.E. Kempling	Acting Principal	October 1960
John Andrews	Principal/Administrator	July 1962 to August 1973
K.W. Johnson	Vice Principal	July 1962 to March 1966

Index of Documents

IAP School Narrative Protocol – Revised March 12, 2009 by perelygina

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This index will be provided to all parties.
List documents in chronological order. If there is a cover letter with attachments, sort by the cover date. Reference the date in text format. If including a document that is not dated, refer to either as "undated" or provide a circa date, if available. Cite all documents by Docid#, not Crown number.

Keep the description as brief as possible (eg. Letter, Memorandum, Map, Inspection Report).

Docid#	Date	Description	Page ##
XXX-004974	September 5, 1929	Memorandum	1
XXX-081602	October 17, 1935	Letter	2, 3
XXX-05538A	January 28, 1940	Map	1

VI. DOCUMENT REVIEW AND DATABASE TRACKING – IAP NARRATIVES

General guidelines:

- Cull/refine the documents cited in existing GFRs [General Factual Responses] or ADR Narratives or litigation Narratives, and review additional documents that were not considered in those previous research products.
- Track only those documents you have reviewed and considered for the IAP Narrative. Do not put any tracking tags in documents you did not review (i.e., the ones previously considered and not included in existing GFRs, ADR Narratives or litigation Narratives.)
- Within your IAP Narrative Research Notes, have a clearly identified section that gives information on document review and tracking you have done for the IAP Narrative. Include in this section information that includes, but is not limited to, the following points:
  - Record the collections reviewed and/or search sets constructed to identify documents for review.
  - If culling an existing GFR or Narrative, record which documents were previously reviewed to create that GFR or Narrative to help ensure you do not re-review documents unnecessarily. In some cases every document previously reviewed will have a tracking tag, and you will be able to identify and record that tag in the IAP Narrative Research Notes to show how you eliminated those documents from IAP Narrative research. However, be aware that past research products may not have tracked every individual document reviewed – instead, research notes for those products may say something like "reviewed litigation collection up to 3rd supplemental" or "reviewed 300 and 400 Series" or "reviewed

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UC OP collection" or "reviewed up to #22222". You will need to record in the IAP Research Notes the documents/collections previously reviewed to show how you eliminated those documents from current IAP Narrative research. Note: if you are unsure which documents were previously reviewed to produce GFRs, DR Narratives or litigation Narratives, discuss the issue with your SRA.

o Record the specific tracking tags used in IAP Narrative document review. (Note: having these recorded in the Research Notes allows you to 'copy and paste' the specific tag into a database record to ensure uniformity of the tracking tag). If IAP Narrative tracking tags currently in use are not the same as those in this protocol, take the following steps:

- Ensure the tracking tags for "cited" IAP Narrative documents match this protocol. All documents cited in an IAP Narrative should have "cited" tracking that matches this protocol so there is transparency across schools. This may mean manually revising an existing tag to bring it into line with the current protocol. If you have any questions or concerns, discuss the situation with your SRA.
- Ensure the tracking tags for "info condensed" IAP Narrative documents match this protocol. All documents from which information is condensed for the IAP Narrative should have "info condensed" tracking that matches this protocol so there is transparency across schools. This may mean manually revising an existing tag to bring it into line with the current protocol. If you have any questions or concerns, discuss the situation with your SRA.
- If existing tracking tags for "reviewed and deemed not relevant" and/or "reviewed and considered possibly relevant but no final decision made" and/or "reviewed but not the right school" IAP Narrative documents do not match this protocol, but the tags are understandable and transparent, do not change them. However:
- 1) Record these variant tracking tags in IAP Research Notes and explain exactly what they mean (i.e., your "rules" of the tags).
- 2) If the variant tracking tags are not in the field identified in this protocol (the Resref field), identify the search set to retrieve the records containing these tags. In the future we may choose to move these variant tracking tags to the Resref field.
- 3) Stop using the variant tracking tags and start using the standardized IAP Narrative document review tracking tags/fields outlined in this protocol. Record in your research notes the date you change over to these research tags. **Note:** If you feel this will not work for your IAP Narrative, discuss the situation with your SRA - there is flexibility on this point.
- 4) Keep details of tracking/tagging situations in your Research Notes so entries in the database records are as transparent as possible. Keep in mind that while one purpose of the tracking tags is to help cull new documents now, in the future researchers will use the tracking tags and Research Notes to understand how the IAP Narrative was constructed and make updates.

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How to track documents reviewed for an IAP Narrative

Documents **Cited** by Document Number in an IAP Narrative – Track in the **"DocCollection"** field in the National database.

Tracking tag:
Schoolname [Otherschoolname] – cited in IAP Narrative

"Rules" of this Tracking Tag:
SchoolName [OtherSchoolName] - Cited in IAP Narrative - use this code to indicate the document was cited by number in the IAP Narrative.

Documents **Reviewed** for the IAP Narrative – Track in the **"Resref"** field in the National database.

There are four possible tracking tags:

SchoolName [OtherSchoolName] - IAP Narrative - Rev'd - N/R - month year

SchoolName [OtherSchoolName] - IAP Narrative - Rev'd - Rel - month year

SchoolName [OtherSchoolName] - IAP Narrative - Info Condensed for IAP Narrative [section] - month year

SchoolName [OtherSchoolName] - IAP Narrative – Rev'd – Not School – month year

"Rules" of these Tracking Tags:
SchoolName [OtherSchoolName] - IAP Narrative - Rev'd - N/R - month year - use this code when the document will not be considered further for inclusion in the IAP School Narrative, but has been deemed **N**on- **R**elevant. The document may not meet the criteria for inclusion because of content, it may be a lesser variant, the researcher may know there are "better' documents in the collection, or there may be some other reason the researcher eliminated it during review.
Example: **Edmonton IRS – IAP Narrative – Rev'd – N/R – July 2009**

SchoolName [OtherSchoolName] - IAP Narrative - Rev'd - REL - month year - use this code when the document will be considered for inclusion in the IAP Narrative, because it is **Rel**evant, but a final decision on its inclusion has not been made.

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Note: every "Cited" document will also have a "REL" tag in ResRef, but not all "REL" documents are cited. The "REL" tag is a way for researchers to create a "short list" during review they can then go back to choose the best documents for citation.
Example: **Edmonton IRS – IAP Narrative – Rev'd – REL – July 2009**

SchoolName [OtherSchoolName] - IAP Narrative - Info Condensed for IAP Narrative [section] - month year – use this code to indicate information from the document was included in the IAP Narrative, although the document itself is not cited by number in the IAP Narrative. For example, enrolment statistics might be compiled from various Inspection Reports, Quarterly Returns, Letters, Memorandums or Principal's Monthly Reports, but those documents would not be cited individually in the IAP Narrative in the Enrolment Statistics section. Instead, the researcher should use this code to indicate the document is a source of information, rather than directly cited in the IAP Narrative. The [section] should record the heading of the IAP Narrative in which the information appears. IAP Narrative Research Notes should record details about how the info from the documents was used. Below are some examples of sections:
SchoolName [OtherSchoolName] - IAP Narrative - Info Condensed for IAP Narrative [Students from Other Reserves] - July 2009
SchoolName [OtherSchoolName] - IAP Narrative - Info Condensed for IAP Narrative [Enrolment Statistics] - July 2009
SchoolName [OtherSchoolName] - IAP Narrative - Info Condensed for IAP Narrative [Principal/Administrator] - July 2009

SchoolName [OtherSchoolName] - IAP Narrative – Rev'd – Not School – month year – use this code when you review the document, but determine the school referenced in the document is not your school. An example of this would be a document where the "School" field contains the name "St. Mary's" with no province or other school name. This document would be reviewed in the course of research for the Blood IRS [St. Mary's] IAP Narrative. However, on review it is clear the document references St. Mary's IRS in BC, not Blood IRS [St. Mary's] in Alberta. The document would then be tagged: **Blood IRS [St. Mary's] - IAP Narrative – Rev'd – Not School – July 2009**

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PROTOCOL FOR IAP SCHOOL NARRATIVE
July 08, 2009

Finished Product

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If an ADR/GFR/litigation Narrative has not already been produced for your school, you will have to review the whole school collection, as well as the related school documents in the District Collection, Incident Report Collection and the Other Party Collection. Follow the IAP Narrative template to determine the order of the sections, the names of the sections, and what information should be included.

Flag any translations that will need to be done, and contact designated IAP translator, who will translate the document(s) asap.

You may find it useful to leave Crown Numbers alongside their corresponding Docid# Numbers in the IAP Narrative until research is complete. Having both numbers available when looking at physical documents, creating lists, and in IAP tracking may prove helpful since your documents, Narrative and Index of Documents will be extensive. This version can be saved in a folder you create called "Notes and Drafts" (. ADR - in the relevant folder for your school). Please ensure, however, that the final version of your Narrative and Index of Documents contains only Docid#s.

When you have completed your Narrative, make sure that all documents cited in the Index are in the Narrative and vice versa.

Other Party Documents

When using Other Party documents, footnote your citation indicating to which collection the prefix refers. You can find a regional list of Other Party Item Number prefixes, that we have permission to use, and their corresponding collections in the prefixes - IAP permissions 2009 01 28.xls document located at Searching Collections – all regions.

Please footnote only the first instance of this prefix indicating the source of the documents bearing those types of document numbers.

Documents Potentially Deemed Privileged

If you come across documents without a Crown number that you would like to use in your report, please contact SRA and provide a copy of the documents to him/her. This will allow us to confirm with DOJ that none of these documents have privilege associated with them. Any documents like

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an A&D form or a QR can be used freely - there should not be any issues of privilege associated with these. Use of Other Party documents remains unchanged; do not alert anyone to the lack of Crown numbers on these. Your SRA will provide any unreviewed documents to DOJ so that they can be reviewed for privilege before they are sent out in IAP.

Assembling the Electronic Binder of Documents

Please note that it is no longer required to prepare a physical binder with hard copies of documents for IAP School Narratives. After the IAP School Narrative document has been completed, the researcher needs to send a notification e-mail to the IAP SRA (currently Anna) who will arrange a preparation of a PDF package.

Note to researchers preparing the PDF package for the IAP School Narrative:

All documents are to be ordered chronologically in the electronic binder. If there is a cover letter with attachments, sort by the cover date.

For longer documents (over three pages long) you may consider extracting the relevant page(s), unless needed as a clear demonstration of environment or atmosphere at the school. In such a case also include the first page to add at least some degree of context.

Documents should be separated by a paper separator within a PDF package of documents.

Oversize Documents

If oversize documents such as school plans are requested by an adjudicator, the following instructions to be followed. To create an oversize copy, print out the document from Summation, cut the sections so that they can be aligned easily, and then tape together the sections to make one large document. Place a sticker with the Docid# number over the Crown number. Provide these to a Copy Team Supervisor to have copies made. Request 2 oversize copies and 2 8 x 11 versions of each document. If necessary, discuss a time line for this copying with your SRA. However, do allow as much time as possible for the oversize copies to be made.

If the document also contains pages of text relevant to the IAP Narrative, attach the letter-size copy to the oversized documents to be provided to adjudicators and the Resolution Manager.

SECTIONS
Name of School and Variants

Provide a list demonstrating variations in the school name over time. Please note that this section is meant to capture legitimate variants, not typos. Cite sample documents in square brackets by item

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number verifying name and variants (one document per variant is suitable).

Years during which the school was operated solely or in part by the Federal Government as a residence for school age students.
Provide open and closing dates of school's operation under Federal jurisdiction.
Chronological History

This section is meant to provide an overview of significant dates relating to the school. This includes the opening dates of the school, added grades, day schools, joint-school programs, closing dates of the residences and school, final disposition of the school and the land on which it stood, noteworthy events like the school having been burned down and subsequently rebuilt, etc. Cite all documents in square brackets.

Management of School

Include all information delineating the evolution in management of the school over time by Church and Federal Government, or by Province or Band where applicable. If managed by band include any evidence of criteria for Third Party Notice: hiring of an alleged perpetrator by Band; documented unambiguous evidence of knowledge of abuse by Band; and formal agreement by Band to indemnify the Crown. Cite all documents in square brackets.

School Buildings

This section is meant to capture information relevant to buildings, including their construction, demolition, and any changes in use and dates of ownership. Include date of original building, major renovations, additions, other buildings which are part of the IRS complex and final disposition. Additionally, you can include information linking the IRS to an associated Day School where applicable. Cite all documents in square brackets.

Land

Use this section to provide information on changes in ownership and use of land, dates turned over to management by band, final disposition of school land, location on or off reserve, dates of change of school location, name of closest town, and Treaty number if applicable. If the school falls under Treaty land, the Treaty number/areas for Alberta are: **Treaty 6** - Blue Quills, Edmonton, Ermineskin, St. Albert; **Treaty 7** - Crowfoot, St. Paul□s, St. Mary□s, Morley, Old Sun, Sacred Heart, St. Cyprian, Sarcee; **Treaty 8** - Assumption, St. Martin□s, St. John□s, Holy Angels, Fort Vermillion, Grouard, Joussard, Sturgeon Lake, St. Andrew□s ("Alberta Indian Residential Schools," Resource Data Division, Alberta Environmental Protection, 1996). Cite all documents in square brackets.

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Photos, Plans and Other Media

Review all Graphic documents and choose those relevant to the DR Narrative, including layout of land, layout of buildings on school property, blueprints and/or sketches of plans of buildings, photos of school, or anything that you feel is relevant to understanding the physical nature of the school.

Do not include plans or photos of poor quality. Do not include more than one of the same plan or photo, or plans/photos that provide the same basic information. Do not include electrical, sewage, heat, or other plans of this type unless they provide information about the structure or layout of the school which is not available from other sources.

Once you have chosen the relevant Graphic documents, create a list in a table as below. Include Docid# Number, Date in text format, and a brief description of the document. Undated documents should be assigned a circa date if known, but be sure that the dates assigned in this table match those in the Index of Documents.

Docid#	Date	Description
XXX-020550	Undated	Sketch Map of Mission Lots
XXX-004119	July 19, 1948	Plan of School, including residence, classrooms, and outbuildings
XXX-002552	Undated - circa 1956	Sketch of Dormitory, classrooms, church, hospital and staff residences

General Enrolment Statistics Over Time

Supporting documents for Enrollment Statistics are not cited in the DR Narrative but do need to be tracked in the school databases. If you are using Quarterly/Enrollment Returns to demonstrate these statistics, pick any one month and use the same month/year over the years of school operation where documentation is available. These numbers can reasonably be considered estimates. Provide this information in the form of a table as below.

Year	Number of Students
1900	41 children in residence
1901	35 children in residence
1904	48 children in residence

Students from Other Reserves

Provide a list of other reserves from which pupils were drawn. If there were any alterations in

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admittance policy regarding students from other reserves, give the dates of these changes. There is no need to cite documents for this section.

As an introduction to your list, please state the following:

> Students from, at least, the following bands attended [School Name] IRS:

And as a concluding caveat to your list, please state the following:

> There may be alternate ways of spelling these band names.

Religious Groups

List the names of the diocesan groups, oblates, brothers, nuns present at the school over time. Cite sample documents in square brackets by item number.

Written Agreements

List all Written Agreements relevant to your school, including: 1911 Agreement; 1962 Indianescom Agreement; 1969 Federal Employment of Staff; post-1969 Service Contracts and Chaplaincy Agreements. Cite all documents in square brackets.

Documents Referring to School Incidents

Try to keep language in this section neutral.

Provide information for any convictions of which you are aware. Do not do extra research for this, just provide any convictions you are already aware of or have come across during the normal course of research. Provide the best document available to establish the conviction. This may be a court document or a current newspaper report. If possible provide a document that would be available to the public. If you need assistance in finding a document, contact your SRA. A list of convicted perpetrators is being compiled for Alberta and British Columbia.

Include Incident Report Collection documents, regardless of date or person involved. If a document appears in both the IRC and the School Collection, use the School Collection's Docid# number. Make a note of any correlations between School Docid#s, IRC Docid#s, and Incident #s in your research notes.

All documents from the Incident Report Collection can be used, including Other Party and E, F, and G series documents, as long as the source is known. Please advise your SRA of any such documents, so that permission can be obtained if necessary.

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If you find no convictions, write:

To date, we are unaware of any convictions for abuse at [NAME OF SCHOOL] IRS or of any convicted abusers present at the school.

If you find information about convictions, include that information here. Information regarding individuals who have been convicted is public, so they can be named in the narrative.

If there is record of a person being charged, but no subsequent record of conviction, do not make reference to the individual by name, use a descriptive term and include the following:

To date we have not been able to determine if this person was convicted of this charge.

Then list chronologically within the sections, any suggestions of abuse, comprising all known identifiable complaints and/or allegations received by government officials and all available information regarding the follow-up and outcome.

Instead of using personal names or staff positions in this section, use descriptive terms such as "female student," "male student," or "staff member." If using a direct quote place the descriptive term in square brackets in lieu of that person's name or position.

Additional Information

This section can include information about major events in the school's history such as fires or health crises or any other information not captured under the existing categories that you consider relevant. Keep this section concise and cite all documents in square brackets.

Principals/Administrators

Provide a list of principals and administrators, including anyone who acted in that capacity. You do not need to cite any documents for this section but remember to track these in the databases. Provide this information in a table as below.

Name	Position	Tenure Dates
F.E. Kempling	Acting Principal	October 1960
John Andrews	Principal/Administrator	July 1962 to August 1973
K.W. Johnson	Vice Principal	July 1962 to March 1966

Index of Documents

IAP School Narrative Protocol – Revised March 12, 2009 by perelygina

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This index will be provided to all parties.
List documents in chronological order. If there is a cover letter with attachments, sort by the cover date. Reference the date in text format. If including a document that is not dated, refer to either as "undated" or provide a circa date, if available. Cite all documents by Docid#, not Crown number.

Keep the description as brief as possible (eg. Letter, Memorandum, Map, Inspection Report).

Docid#	Date	Description	Page ##
XXX-004974	September 5, 1929	Memorandum	1
XXX-081602	October 17, 1935	Letter	2, 3
XXX-05538A	January 28, 1940	Map	1

DRAFT

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Last updated August 17, 2011

[Insert Full Official IRS Name as appears in the Summary]
IAP School Narrative

NAME IN THE SETTLEMENT AGREEMENT (Schedule E/F)

- *Full name of the IRS as it appears in on the official Settlement Agreement web site list found at: http://residentialschoolsettlement.ca/schools.html*

OTHER NAMES KNOWN AS (AKAs)

- *Variations of what the IRS may have been called at different times as confirmed by historical records. Please include date ranges (state "Approximately" if not confirmed by records) for each different name. If known, include data range for when the official name cited on the above web site was used.*

LOCATION

- *State the commonly known location of the IRS. If there were different locations at different periods, include approximate dates. For example, Blue Quills IRS moved from its original location at Lac la Biche*:
  - *Lac la Biche (1893 -1898)*
  - *Saddle Lake Indian Reserve (1898-1931)*
  - *St. Paul (1931 till closing)*

PROVINCE/TERRITORY

- *Full name (no abbreviations) of the province or territory currently associated with the IRS. Confirm with information on http://residentialschoolsettlement.ca/schools.html*

OPERATING DATES AS AN INDIAN RESIDENTIAL SCHOOL

These dates represent the time during which the Government of Canada was responsible for the operation of the Indian Residential School, excluding any periods of closure.

August 1, 1898 to June 30, 1990
Interim Closure: June 30, 1976 to September 1, 1977 (due to expiry of operating agreement)

OPERATING DATES CONTEXT

- *This context is meant to be a plain language text to briefly describe the time periods during which the Government of Canada was responsible for the operation of the institution as an Indian residential school, including periods of time when the institution was closed or was not functioning as an Indian residential school.*
- *Here is an example of the context narrative drafted for Blue Quills:*

Residents were admitted as of August 1, 1898. The Blue Quills Student Residence agreement terminated as of June 30, 1976, which closed the residence over the 1976-1977 school year. Students lived on the Saddle Lake reserve in private homes and were bussed to the school daily during this time. Residence services were re-activated for the following 1977-78 school year. The IRS closed in June 1990. Currently, the building houses the Blue Quills First Nations College.

RELIGIOUS AFFILIATION

- *If supported date ranges are available for different religious orders then* ANNEX A
  dates.

Roman Catholic

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- Oblates of Mary Immaculate [OMI]
- Sisters Charity - Grey Nuns

CHRONOLOGICAL HISTORY OF THE INDIAN RESIDENTIAL SCHOOL

This section shows the history of Indian Residential School within the scope of the operating dates, including:

- *Repeat operating dates citing supporting documents.*
- *Include only major events [opening date, any interim closures (eg. due to fire), closing date, etc]*
- *As part of the chronology, include brief information on when the education of residents was separated from the IRS. See "School/Education" section for details on years and grades attended.*
- *the dates various religious organizations administered the Indian residential school, when the federal government took over, if other third party organizations also administered the Indian residential school, including identification of operating agreements*
- *transition of the institution from IRS, to Residence to Day School, etc. Ensure that appropriate terminology is used and avoid misleading reader.*

Here is a sample (fictional) chronology history:

Date	Event	Document Reference
September 14, 1899	Fictional Industrial Boarding School opened at Bruce Lake by the Oblates of Mary Immaculate and Sisters of the Child Jesus.	Crown collection, #XYZ
December 17, 1920 to October 1, 1921	Interim closure due to low enrollment numbers	Web site: www.irshistory.ca/history.html
September 1, 1930	Institution formally renamed as Fictional Indian Residential School	Crown collection, #XYZ
February 23, 1940	Grey Nuns take over from the Sisters of the Child Jesus	Church collection, XYZ
October 11, 1962	Documents begin referring to institution as Fictional Student Residence. Residents in grades 9 and above are bused to local public school.	Crown collection, #XYZ
July 1, 1969	Xyz Tribal Council takes over administration of the student residence.	Crown collection, #XYZ
June 30, 1984	Fictional Student Residence closes and institution no longer recognized as an Indian residential school.	Crown collection, #XYZ

EDUCATION OF STUDENTS

- *Purpose is to factually describe the education of students who attended the IRS, including the grades that were taught and when, whether day pupils also attended classes at the IRS, when students started to attend local public schools.*
- *Include charts with citations showing:* **ANNEX A**
  - *Grades taught at the IRS each year*
  - *Grades taught at other schools each year*
- *Include information on schools attended by residents*
  - *Basic info on where school was located, who ran it [provincial, federal, church, etc].*

Grades taught at the Indian residential school

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School Years	Grades offered	Document Reference
Sept 1899 to June 1907	Farm and domestic classes	Crown collection XYZ
Sept 1907 to June 1952	1 to 8	Crown collection XYZ
Sept 1952 to October 1962	1 to 6; older residents attended higher grades at local public schools	Crown collection XYZ
October 1962 to June 1984	No classes available to residents at the Indian residential school	Crown collection XYZ

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Last updated August 17, 2011

Other Schools Attended by Residents

School Years	Name of School	Location	Administration	Grades	Document
Sept 1952 to Oct 1962	Horton High School	Horton, AB	Northlands School District, Alberta Ministry of Education	10 to 12	
Sept 1952 to Oct 1962	Riverview Junior High	Horton, AB		7 to 9	
October 1962 to June 1984					

GENERAL ENROLLMENT STATISTICS OVER TIME

- *Provide number of residents living at the Indian residential schools for various date ranges. If unknown, estimate and identify as such*

School Years	Number of Residents	If applicable, day scholars	Document Reference
1899 to 1910	64 (estimate)	23 (estimate)	N/A
1911 to 1952	average 108	average 45	Crown collection XYZ
1952 to 1984	95 (estimate)	0	N/A

SPECIAL PROGRAMS

- *Section listing extra curricular activities, sports and programs.*

School Years	Special Programs Offered	Document Reference
Sept 1899 to June 1907	School Marching Band	Crown collection XYZ
Sept 1907 to June 1952	Drama club, choir, hockey	Crown collection XYZ
Sept 1952 to October 1962	Army cadets	Crown collection XYZ
October 1962 to June 1984	4H, soccer, softball, boxing	Crown collection XYZ

INDIAN RESIDENTIAL SCHOOL BUILDINGS AND GROUNDS

- Provide chronology of significant changes in buildings. [New dorm built, new classroom added, major renovation, etc.] Do not include minor renovations or detailed descriptions of layout.

Date	Event	Document Reference
September 14, 1899	Boys residence of Fictional Industrial Boarding School opened.	Crown collection, #XYZ
November 18, 1903	Girls' dormitory opened.	
April 27, 1911	Fire destroyed Boys residence	

PHOTOS, PLANS AND LAYOUT

- *In this section, include documents that show the layout or the grounds, as well as good-quality photos of the exterior or interior, and documents that provide detailed word descriptions of layout/grounds. Do not include newspaper articles that do not address layout, poor-quality photos, illegible plans, or documents that provide brief/general descriptions of layout/grounds.*

Date	Description	Document Reference

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DOCUMENTS REFERRING TO SCHOOL INCIDENTS

If there are no convictions relating to incidents involving the Indian residential school, write:

To date, we are unaware of any convictions for abuse at [NAME OF SCHOOL] or of any convicted abusers present at the school.

If you find information about convictions, include that information here.

If there is record of a person being charged, but no subsequent record of conviction, do not make reference to the individual by name, use a descriptive term and include the following:

To date we have not been able to determine if this person was convicted of this charge.

The following suggestions of abuse, listed chronologically, comprise all known identifiable complaints and/or allegations received by government officials and all available information regarding the follow-up and outcome.

Incidents (Sexual)

Incidents (Physical)

Incidents (Student on Student)

ADDITIONAL INFORMATION

Needs to be further defined through discussion.

- *Include information about major events. (Eg. Include epidemics, but not individual cases of illnesses or individual deaths.)*
- *Do not include extensive detail.*

PRINCIPALS/ADMINISTRATORS

- *Include only principals/administrators at the IRS. Do not include information about principals at school(s) attended by residents.*

Name	Position	Tenure Dates

Narrative Completed: mmmm dd, yyyy
Narrative Updated: mmmm dd, yyyy

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Indian and Northern Affairs Canada
Affaires indiennes et du Nord Canada

IAP NARRATIVES UPDATE PROJECT PLAN

National Research and Analysis Directorate,
Settlement Agreement Operations

DRAFT FOR INTERNAL DISCUSSION

February 22, 2011

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Indian and Northern Affairs Canada | Affaires indiennes et du Nord Canada

IAP NARRATIVES UPDATE PROJECT

PURPOSE

- To complete and update 136 IAP Narratives to ensure the following:
  - Adherence to approved operating dates
  - Meet client's current and future requirements
  - Concise, objective, and factually based summaries of school operation and administrative history
  - Provision of all supporting documentation to be made readily available pursuant to the Privacy Act
  - National standardization

PROPOSED TIMELINES

- Project Start Date: **February 11, 2011**
- Project Completion Date: **December 30, 2011**

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BACKGROUND

- IAP Narratives are updated and repurposed reports and document collections originally researched in support of previous departmental requirements (ie., Litigation and ADR).
- National IAP Narratives Working Group is the vehicle to coordinate the client consultation process to confirm and meet requirements.

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CONSIDERATIONS

- IAP Adjudication Secretariat would like to publish the IAP Narratives on their website for claimants and Adjudicators.
- TRC has requested copies of IAP Narratives.
- Documents must be readily available, but are subject to privacy implications and must be reviewed prior to release.
- Legal implications may require consultation with DoJ to confirm current and future requirements regarding use and release of information in reports and collections (public consumption vs. internal government process).

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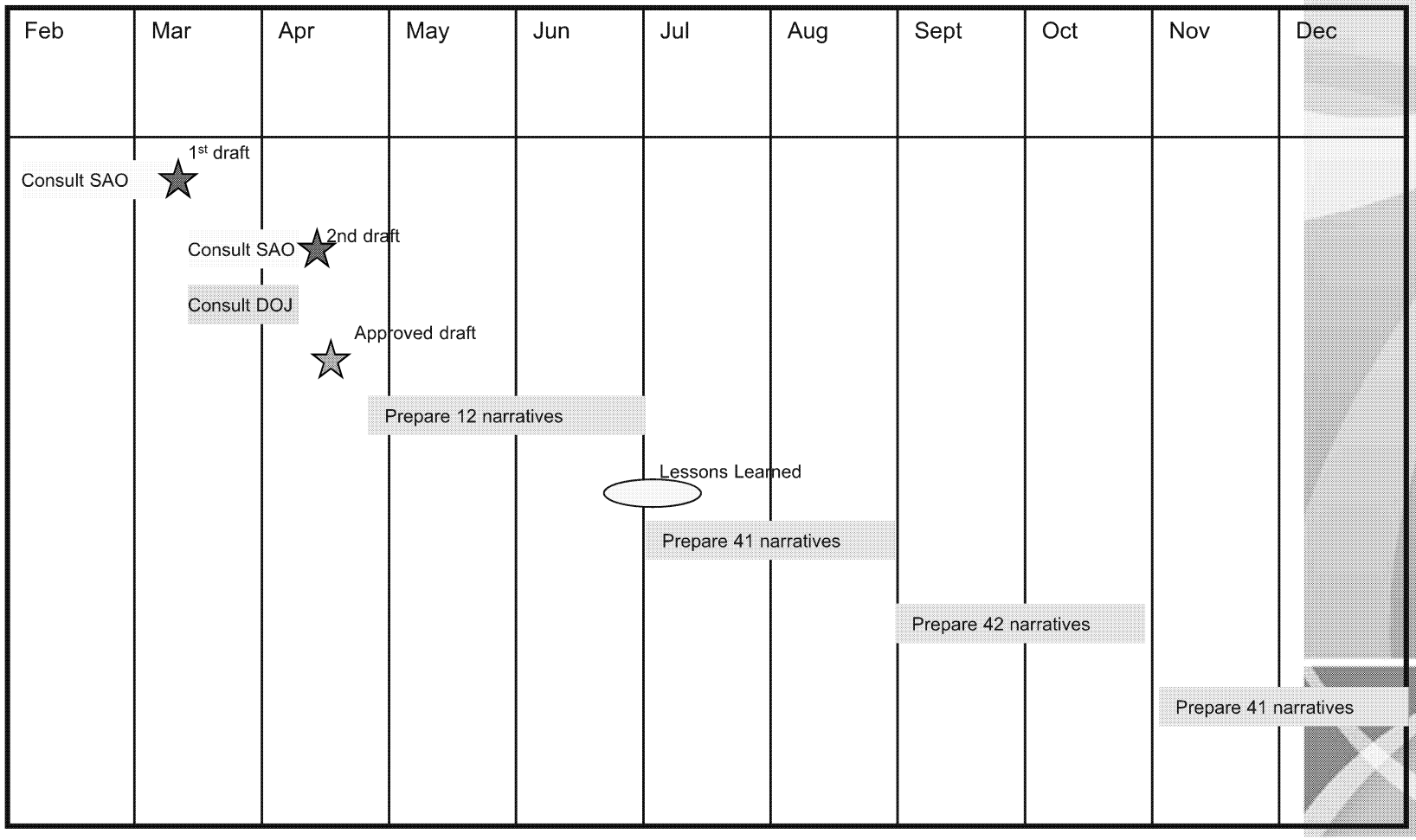
TIMELINES OVERVIEW



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TIMELINES

PHASE ONE – Consultation and Development

- Start Date: **February 11, 2011**
- Deadline for Completion: **April 22, 2011**

TASK	RESPONSIBLE PARTIES	DEADLINE	STATUS
Identify 6-7 priority schools for each region	Resolution East Resolution West	Feb 11, 2011	**Completed**
Consultation to finalize Resolution East and West requirements	NRA Resolution East Resolution West	Mar 15, 2011	*In progress*
Creation of Draft 1 IAP template and sample	NRA	Mar 21, 2011	*In progress*
Review of template and sample; Submission of Change Requests to NRA	Resolution East Resolution West	Apr 1, 2011	----
Creation of Draft 2 IAP template and sample	NRA	Apr 8, 2011	----
Consultation with DoJ – Purpose and Headers	NRA DoJ	Apr 8, 2011	----
Consultations to revise Final Draft template if required; Final Approval of template	NRA - Director Resolution East - Director Resolution West - Director	Apr 15, 2011	----
Creation of Research Plan	NRA	Apr 15, 2011	*In progress*
Creation of training materials and protocols; Project Orientation	NRA	Apr 22, 2011	----

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TIMELINES

PHASE TWO – Implementation

- Start Date: **April 25, 2011**
- Deadline For Pilot, 12 Priority Schools: **June 30, 2011**
- Deadline for Completion of 136 Narratives: **December 30, 2011**

- **Narrative project will include the following:**
  - Development of a Research Plan
  - Archival Research – File Review and Analysis
  - Fact Checking of Existing Content
  - Narrative Report Writing
  - Redaction of Document Collections
  - Quality Control
  - Final Product Approval – Research Managers, Ottawa/Vancouver
  - Final Product Consultation – Client Delegate, 2 Week Period/Report (FOR INTERNAL DISCUSSION)

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TIMELINES

SUBMISSION OF DELIVERABLES

- A bi-monthly schedule, with the following delivery dates*:
  - June 30, 2011 – 12 Narratives
  - August 31, 2011 – 41 Narratives
  - October 31, 2011 – 42 Narratives
  - December 30, 2011 – 41 Narratives
- Start with 12 priority IAP Narratives. Proceed with remaining 124 Narratives. Subject to additional prioritization by client – top twenty schools nationally per remaining 3 delivery periods to be identified during consultation period.
- Final deliverables to include IAP Narrative Report and redacted document collection.

**To promote a consistent flow of completed products to the client, a bi-monthly delivery schedule accounts for time delays related to redaction requirements.*

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TIMELINES

PHASE THREE – Lessons Learned

- Review of Pilot: **July 1 – 15, 2011**
- Internal consultation with project staff and research consultants to examine best practices.
- External consultations with client to review deliverables and best practices.
- Assess accuracy of Research Plan assumptions, including the following:
  - Timelines
  - Level of Effort
  - Researcher Skill Complement Best Suited to Project
  - Number of Resources
- Adjust internal priorities and project plan as required.

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RESOURCE REQUIREMENTS

- In order to complete this project by December 30, 2011, a minimum number of dedicated FTEs (Staff and Research Consultants) will be required:
  - 2 EC-05s (Section Heads, IAP and Article 12) to jointly plan and monitor implementation and delivery (Part time requirement only).
  - 2 EC-04s (1 in Ottawa; 1 in Vancouver) to direct work of consultants in day-to-day administration of plan, troubleshoot and quality control.
  - 18 research consultants (9 in Ottawa; 9 in Vancouver) to conduct research, update narratives, complete quality control (Skill and experience profile aligned to project).
  - Additional resource requirements for redaction to be determined on a case by case basis dependent on the number of new records requiring redaction or usage of records redacted prior to September 2007.

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RISKS AND MITIGATION

RISKS	MITIGATION STRATEGY
Client's (Resolution East and West) final requirements are not identified	▪National Working Group established ▪Consultation process defined
Ensuring appropriate resources are allocated for project while meeting requirements under other work streams (ie. CEP Surge following Notice Plan)	▪Lessons Learned reviewed following Pilot Schools; Review Research Plan assumptions ▪Consultations with client ▪Research Managers assign additional resources to project ▪Extend timelines
No current capacity for redaction of narratives at Research East	▪Planned training sessions for early Q1, 2011-2012
Limited capacity for redaction of narratives at Research West; Currently high intake of IAP claim redaction requirements	▪Consultations with client ▪Research Manager assigns additional resources to project on as needed basis
Potential delays in delivery of final product	▪Establish proper tracking systems ▪Research Plan to include communication strategy ▪Best Practices (Internal/External) to flag greater than anticipated level of effort and time ▪Notifying NRA Management when milestones are not met

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Angela Tayler - Re: narrative work

From: Angela Tayler
To: Behnaz Tehrani-Ami
Date: 12/3/2014 9:22 AM
Subject: Re: narrative work

s.16(2)(c)

Hi Behnaz,

I focused my search on the following areas on the drive to locate the narratives

I played around a bit looking in other areas but the above areas were the only places where I found any information. Let me know if you think there is another specific area that I have overlooked.

Here are my findings.

1). **Lac la Biche (Notre Dame des Victoires)**

The only reference I could find to this narrative is that it was sent to the TRC (as you indicated Misbah retrieved the narrative from the TRC DB) but I could not actually locate the narrative on the drive.

The only reference I found to it is in the following document: List of Narratives - TRC National db - 02 Oct 14
Located at:

2). **Sarcee (St. Barnabas)**

Narrative dated 2006 04 06 located at:

There is a document list for this narrative, but there is no PDF document package. There are no document pdfs in the folder.

The same document is located at:

There is a document package titled **Sarcee Boarding School - 2009 09 22** however it only includes a few documents cited in the narrative. It is located at:

There is no IAP narrative at the above location

3). **St. Joseph's (High River, Dunbow)**

There is a draft entitled **St. Joseph's DR Narrative - Draft 2006** located at:

There is no document list or document package in the folder.

Updated versions of the above narrative (dated 2010, 2013 and in progress 2014) can be found at:

There is no document list or document package in this folder.

4). **St. Augustine's (Smoky River)**

There is a **DR Narrative dated 2006 02 20** - located at:

There is a document list, but there is no document package.

Document disclosed pursuant to the Access to the Information Act
Document divulgué en vertu de la Loi sous l'accès à l'information
s. 16(2)(c)

There is an **IAP Narrative dated 2008 11 26** and **IAP Narrative Update dated 2009 04 08** located at:

There is an index of documents but there is no document package

The St. Augustine's (Smoky River) IRS - IAP Narrative Update - 2009 04 08 is also located at:

5). **Lesser Slave Lake (St. Peter)**

General Factual Response 2004-02-17

Located at:

A PDF of the factual response is also found the folder:

DR Narrative dated 2006 02 28 located at:

There is a document list in this folder, however there is no PDF Document package.

Let me know if further information is required,

Thanks,
Angela

>>> Behnaz Tehrani-Ami 12/2/2014 10:49 AM >>>
Hi Angela,
I don't have any to assign for QC right now but there is one potential project on the horizon that I would like to ask you for help. On the "in-circulation" narrative list we received from ResWest, 8 schools were identified with "no narratives". A copy of the other 68 'in-use' narratives, together with their redacted documents, were collected to be disclosed in a database accessible by other parties.

This week, ResWest indicated that they wanted the 2008/2009 versions of the narratives that NRA created for Shingle Point (NWT), Harbour Lake (NU) and Ingloolik (NU). We are in the process of pulling those together, with their redacted packages.

ResWest has also indicated that they may ask us for narratives for the other 5 schools that say 'no narratives': Lac La Biche, Lesser Slave Lake, St. Joseph's, St. Augustine, Sarcee. In anticipation of this request, can you search the and see what versions of narratives we have for these 5 schools and whether document lists and redacted packages have been put together. YOu can send you response to me in an email.

Thank you,
Behnaz

s.16(2)(c)

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Lac la Biche (Notre Dame des Victoires) Indian Residential School
IAP School Narrative

NAME IN THE SETTLEMENT AGREEMENT (Schedule E/F)

Lac la Biche (Notre Dame des Victoire)

OTHER NAMES KNOWN AS (AKAs)

1893 to 1898	Lac la Biche Boarding School [BQL-001574] [LLB-600003]
At least 1893	Industrial School of Lac la Biche [BQL-001527]

LOCATION

The IRS was located on the west shore of the lake at the Lac La Biche Roman Catholic Mission. [BQL-001527] [LLB-600003]

PROVINCE/TERRITORY

Alberta

OPERATING DATES AS AN INDIAN RESIDENTIAL SCHOOL

These dates represent the time during which the Government of Canada was responsible for the operation of the Indian Residential School, excluding any periods of closure.

September 1, 1893 to June 30, 1898

OPERATING DATES CONTEXT

The federal government began funding the Lac la Biche (Notre Dames des Victoire) IRS as a residential school in 1893. [GDC-006563][BQL-001527] The IRS ceased operating at the Lac la Biche site in 1898, and the staff and students were moved to a new location on the Blue Quills Reserve. The IRS at the new location was called the Blue Quills Boarding School. It is described as "situated about 6 miles south-west of Saddle Lake, one mile north of the Saskatchewan River, on the Edmonton road." [LLB-600003] [LLB-600004] [BQL-007314]

RELIGIOUS AFFILIATION

Roman Catholic Church

1893 to 1898	Sisters of Charity (Grey Nuns) [redacted] [LLB-600005]
1893 to 1898	Oblates of Mary Immaculate [BQL-001527] [LLB-600003]

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CHRONOLOGICAL HISTORY OF THE INDIAN RESIDENTIAL SCHOOL

Date	Event	Document Reference
1893	The federal government began funding the Lac la Biche (Notre Dames des Victoire) IRS as a residential school in 1893.	GDC-006563 BQL-001527
1898	The IRS ceased operating at the Lac la Biche site in 1898, and the staff and students were moved to a new location on the Blue Quills Reserve. The IRS at the new location was called the Blue Quills Boarding School. It is described as "situated about 6 miles south-west of Saddle Lake, one mile north of the Saskatchewan River, on the Edmonton road."	LLB-600003 LLB-600004 BQL-007314

EDUCATION OF STUDENTS

Grades taught at the Indian residential school

School Years	Grades offered	Document Reference
1893 to 1898	No information found	

Other Schools Attended by Residents

School Years	Name of School	Location	Administration	Grades	Document
1893-1898	No information found				

GENERAL ENROLLMENT STATISTICS OVER TIME

School Years	Number of Residents	If applicable, day scholars	Document Reference
1893-1898	No information found	No information found	

SPECIAL PROGRAMS

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School Years	Special Programs Offered	Document Reference
1893-1898	No information found	

INDIAN RESIDENTIAL SCHOOL BUILDINGS AND GROUNDS

Date	Event	Document Reference
1893-1898	No information found	

PHOTOS, PLANS AND LAYOUT

Date	Description	Document Reference
1893-1898	No information found	

DOCUMENTS REFERRING TO SCHOOL INCIDENTS

To date, we are unaware of any convictions for abuse at the Lac la Biche (Notre Dame des Victoire) IRS or of any convicted abusers present at the school.

ADDITIONAL INFORMATION

No information found

PRINCIPALS/ADMINISTRATORS

Name	Position	Tenure Dates
Sister Briault	Teacher/Principal	At least 1893
Sister Dougherty	Teacher/Principal	At least 1894
Rev. H. Grandin	Teacher/Principal	At least 1895-1898

Narrative Update: August 17, 2011
Narrative Completed: September 26, 2012

DRAFT

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From: **Alice Edwards**
Sent: **2/20/2008 5:44:23 PM**
To: **HUANGB@irsr-rqpi.gc.ca**
CC:
BCC:
Subject: **Re: Fwd: St Peter's (Lesser Slave Lake) School Narrative**

Hi Bobby,

We don't have a finalized version of the St. Peter's narrative. A decision was made that we would only send narratives for the school with the highest level of claimed compensable abuse in cases where schools were named that didn't have narratives complete yet.

If there is specific information that the adjudicator needs for St. Peter's, we would be happy to search for it.

Thanks.
Alice

>>> Bobby Huang 2/20/2008 11:16 AM >>>
Hi Alice,

Is there a finalized version of the St. Peter's (Lesser Slave Lake) School Narrative that I could forward to the AS? An adjudicator would like to review it.

Thanks!

Bobby

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Sheri Meding - Re: Lesser Slave Lake (St. Peter)

From: Sheri Meding s.21(1)(a)
To: Behnaz Tehrani-Ami
Date: 12/11/2014 5:30 PM
Subject: Re: Lesser Slave Lake (St. Peter)

Hi Behnaz,

As per your instructions, I did not review the 2004 GFR for LSL (St. Peter's) IRS.

I was unable to locate any research products for IAP, however, inside the Final Research Products ADR folder for St. Peter's IRS is a folder titled: "St. Peter's (Lesser Slave Lake) IRS IAP Narrative 2008 02 25". This folder is empty, and as there is no PSR for this IRS I was unable to follow-up with anyone about the potential of there being an IAP Narrative for this school. There does not appear to be a folder for Lesser Slave Lake (St. Peter's) IRS in the IAP Narratives 2012 folder.

I can confirm there is a final version of the ADR Narrative dated Feb 28, 2006, which has 40 cited documents. I have reviewed the database tracking against the documents cited in the narrative and can confirm all documents cited in the report are tracked correctly in the database. The docid#s cited in the narrative do not correspond with the docid#s in the National Database. There is no tracking in the resref field for the data cited in the Enrolment Statistics and Principals/Administrators section of the report. (for the Narrative Tracking Project I have been advised to add this tracking for IAP, but I am unclear whether this instruction also applies for ADR narratives).

I have reviewed the content of the ADR 2006 narrative, and there are potential issues for sharing under IAP or disclosure to the TRC.

Possibly the same issue as with St. Augustine's IRS, as there was a period of operation without Federal IRS grant. This information is presented in the ADR 2006 narrative, but it could be presented in a way that more clearly emphasizes that from 1908 - 1914 the school was not a Federal IRS. It is a matter of phrasing; I would recommend revision to clearly indicate that it was declassified as a Federally funded IRS, then in January 1915 it was re-established by the Department as a Federal IRS with per capita grant, but then is noted in correspondence dated 1922 that "no grant was received, as the school was for half-breed children." I am left feeling unclear about the actual period of IRS operation.

[redacted]

Most of the cited documents are Crown school collection (PTR). [redacted]

Please advise if anything further is required.

Kind regards,
Sheri

>>> Behnaz Tehrani-Ami 12/8/2014 7:46 AM >>>
Hi Sheri,

It appears that we only have one version of a narrative for the above school: a **Feb 28 2006** version. s.16(2)(c) [redacted]

Can you have a look and confirm this is the only narrative. You don't need to look at the GFR version from 2004.
Also, can you confirm whether the tracking is up to date?
Also, can you assess to see whether there would be any issues in sharing this narrative under IAP? I don't think this has yet been shared with TRC, so could you also assess if there are any issues with disclosing this one to TRC.

thanks,
Behnaz

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St. Peter's [Lesser Slave Lake] IRS
School DR Narrative
02 28 2006

This School DR Narrative summarizes documents that provide an over-view of the history and administration of the school.

NAME OF SCHOOL AND VARIANTS

c. 1900	St. Peter's Protestant Boarding School [Item# 00009[1]]
1896	Lesser Slave Lake Church of England Boarding School [Item# 00008]
	St. Peter's School [Item# 00053]
1900	Church of England Lesser Slave Lake Boarding School [Item# 00012]
1903	Anglican Mission at Lesser Slave Lake [Item# 00022]
1908	Lesser Slave Lake Church of England Boarding School [Item# 00040A]
	Lesser Slave Lake Boarding School [Item# 00048]
1910	English Church Mission School, Lesser Slave Lake [Item# 00003]
	Lesser Slave Lake Day School [Item# 00034A]
1915	St. Peter's Indian Boarding School [Item# 00002]
1921	St. Peter's Lesser Slave Lake [Item# 00076]
1924	Lesser Slave Lake Residential School [Item# 00020]
1931	St. Peter's Indian Residential School [Item# 00018]

CHRONOLOGICAL HISTORY

1894 Earliest reference to St. Peter's Mission school being in operation. [Item# 00071]

c.1896 Reference to original log school building having been built. [Item# 00018]

1900 The Principal asks for an increase in the per capita grant, in part to accommodate a number of non-treaty pupils. [Item# 00013]

1908 Due to a lack of treaty children attending the school, St. Peter's was declassified as a Boarding school in 1908 and was classified as a Day School, though boarders continued to attend the school. [Item# 00052; Item# 00038] Beginning in 1909 St. Peter's was allocated the maximum Day School grant to subsidize day pupils in attendance.[Item# 00049]

1909 Though the school was receiving Day School grants at this time, treaty Indians were attending and boarding at the school. [Item# 00004]

1915 Effective January 1, 1915, the school was reestablished as a boarding school due to the increase in the number of treaty children in attendance [Item# 00001; Item# 00031; Item# 00052]

[1] Documents with the prefix 'Item#' are from the St. Peter's IRS Document Collection.

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1923-29 The Missionary Society of the Church of England in Canada [MSCC] requested that a new school be built at the site of St. Peter's IRS to amalgamate that school, Whitefish Lake/(aka St.Andrew's) IRS, and Wabasca (aka St. John's) IRS into one larger, more modern school building. [Item# 00027; [redacted] Such a building was never constructed. [Item# 00065]

1932 St. Peter's IRS was closed on decision of the MSCC effective June 30, 1932 due to the large outlay of expenditures required to run three small schools. [Item# 00025] St. Peter's IRS pupils, equipment and furnishings were transferred to Whitefish Lake and Wabasca IRS at the commencement of the 1932/1933 school year. Upon governmental approval, the per capita grant at both of these schools was increased to accommodate this change. [Item# 00023].

MANAGEMENT OF SCHOOL

Dates managed by Church

1908 Geo. Holmes, Acting Bishop of Athabasca, requested the government switch the boarding school grant from St. Peter's IRS to Whitefish Lake IRS due to the low enrollment of grant-earning treaty children at St. Peter's IRS. [Item# 00040A, Item# 00048]

1909 A letter from the Inspector of Treaty No. 8 notes "The Very Rev. Archdeacon Scott still conducts in the old building at Lesser Slave Lake a school for 'half breeds' … "[t]here have been during the past two or three years, however, several Indians in attendance. [Item# 00038]

A letter from the secretary notes that "The school [is] conducted under the auspices of the Anglican Church at Lesser Slave lake." [Item# 00049] At this time the school was operating as a Day School.

1923 MSCC requested grant monies from the Department to look "after the educational, moral, and physical interest of these children" [Item# 00044] by increasing the allowed pupilage, which the Department granted effective 1924. [Item# 00030]

1932 St. Peter's IRS was closed on decision of the MSCC. [Item# 00025]

Dates managed by Government

1909 The government provided the maximum Day School grant to St. Peter's IRS [Item# 00049] effective April, 1909 [Item# 00003; Item# 00032]

[redacted]

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The inspector of Treaty 8 wrote that "The Very Rev. Archdeacon Scott continues to conduct in the old building at Lesser Slave Lake a school for 'half breeds', for which he receives a grant from the Provincial Government." [Item# 00038]

1915 Upon reestablishment of St. Peter's as a boarding school, the government set guidelines on the types of pupils to be admitted, noting that "preference should be given to orphans and the children of parents in destitute circumstances". [Item# 00054]

SCHOOL BUILDINGS

c. 1896 Original log school building built and noted as being "in very poor condition. The bottom logs have rotted causing the building to settle and warp, with the result that the floors are very uneven and the windows and doors out of line". [Item# 00018]

[Illeg.] George Holmes, incumbent of St. Peter's Mission wrote that "The building… is only 24x30 ft. and which, with from twenty-eight to thirty-four children, has been dangerously overcrowded.

During my furlough in England, two years ago, I was able to collect among friends, sufficient money to enable us to erect an additional wing 22x34 ft. - which will be completed in a day or two. This building is intended for the accommodation of boys, while the old part will be used for girls." [Item# 00009]

1896 A newspaper article notes that "[t]he school house is 24x30 with a kitchen attached... [t]he mission house is 18x26 and has two stories. There is also a well fitted hospital 14x18." [Item# 00072]

1903 The school is noted by the Treaty 8 Inspector as "progressive and in very good condition". [Item# 00022]

c.1906 "[A] frame addition was added [to the original log school building]... the ground floor of this addition provides a classroom 22' x 34' with a 12 ft. ceiling. The upstairs is used as a dormitory for the boys." [Item# 00018]

"The home could afford accommodation for 19 girls and 16 boys and 4 of a staff [sic]". [DIA AR, 1906][3]

1911 "In the boys' dormitory there are 8 beds in a room, containing a little more than 3,000 cubic feet of air space. The girl's dormitory is 21½ x 23 x 9¼ feet, and has at present 12 beds." [DIA AR, 1911]

1923 The Field Secretary of the MSCC noted in a letter to the government, "The school buildings I admit are very poor, and do not measure up to the standards required by your Department." [Item# 00044] An increase in allowable pupilage to provide additional funds for school repairs was requested, and granted by the Department

[3] Documents with the 'DIA AR' prefix are from Department of Indian Affairs Annual Reports. These documents are available on-line at: www.collectionscanada.ca/indianaffairs.

000065

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effective 1924. [Item# 00030]

1929 MSCC requested a new school be built at the site of St. Peter's IRS to effectively amalgamate St. Peter's IRS, Whitefish Lake IRS, and Wabasca IRS into one larger, more modern school building. [Item# 00027] Such a building as discussed was never constructed. [Item# 00065]

1931 "The upstairs of the addition c. 1906 is used as a dormitory for the boys. The old part of the building provides a dining room, kitchen, girls' dormitory, storeroom, and three small staff rooms. The boys' dormitory is 20' by 20' with a ceiling from 3 to 7 ft. high. Three windows provide ventilation and light. There were five beds in use at the time of the visit. The girls' dormitory is 21' by 24' with a 9 ft. ceiling. There are three windows and six beds. Ventilation is obtained from the windows."

"The original school building... is now in very poor condition."… "There is no doubt but that these old buildings have served their purpose and will soon have to be replaced if the school is to be continued at this point." [Item# 00018]

1935 The St. Peter's IRS school buildings was still being used to store school equipment prior to it being transferred to Wabasca/St. John's IRS. [Item# 00068]

LAND

Treaty 8 [Item# 00034A]

The government annual report for 1908 notes "The land on which the school is situated belongs to the Church of England Mission and is about 84 acres in area. The land has a southern aspect, gradually rising up in the rear to the height of about 300 feet." [DIA AR, 1908]

Location

6 miles from Grouard, Alberta [DIA AR, 1916]

References also suggest St. Peter's IRS is located near to Enilda railway station. [Item# 00070A]

The government annual report for 1906 notes that St. Peter's school is "situated about 4 miles from Lesser Slave Lake, and close to Buffalo lake on its north side, opposite the Hudson's Bay Company's post. The school is not situated on a reserve". [DIA AR, 1906]

GENERAL ENROLLMENT STATISTICS OVER TIME

Year	Number of Students
1894	Less than 30 pupils
1895	30

000066

s.13(1)(a)

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1896	30
1906	10 boys, 15 girls
1908	8 Treaty Indians
1909	12 Treaty Indians
1911	9 pupils enrolled
1912	8 boys, 5 girls
1915	8 Treaty Indians
1923	Approximately 20 pupils
1926	16 treaty children, 5 day scholars
1931	14 pupils

STUDENTS FROM OTHER RESERVES

Students from at least the following bands attended St. Peter's IRS:

- Sucker Creek Reserve (Sucker Creek)
- Moostoe Reserve
- Drift Pile River Reserve
- Kinosao's Reserve (Drift Pile River)
- Peace River
- Whitefish Lake

There may be alternate ways of spelling these band names.

RELIGIOUS GROUPS

Missionary Society of the Church of England in Canada (MSCC)

DOCUMENTS REFERRING TO SCHOOL INCIDENTS

To date, we are unaware of any convictions for abuse at St. Peter's IRS or of any convicted abusers present at the school.

ADDITIONAL INFORMATION

1906 Non-treaty children attended St. Peter's IRS and the government appears to have paid grants for the attendance of these pupils, in addition to the grants paid for treaty children. However it does not appear that the government provided grants or admission for 'scrip half-breeds' [Item# 00010; Item# 00012; Item# 00013; Item#]. By 1906 the

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attendance was "composed entirely of non-treaty children". [Item# 00016]. Ultimately, the lack of treaty children resulted in the transfer of the St.Peter's IRS grant to Whitefish Lake IRS in 1908. [Item# 00040A]

"The attendance has been below the average… sickness, culminating in an epidemic of measles… compelled the closing of the school for five weeks and a half". [DIA AR, 1906]

1922 [redacted]

1930 An RCMP report details the search for a St. Peter's IRS pupil truant at the beginning of the 1930-1931 school term. [Item# 00081; Item# 00081A; Item# 00081B]

PRINCIPALS/ADMINISTRATORS

Name	Position	Tenure Dates
Rev. George Holmes	Principal	At least 1895 to at least 1900
Rev. C.D. White	Principal	1901 to 1904
Rev. Theodore W. Streeter	Principal	1905 to 1907
Rev. William H. Trickett	Principal	1908 to 1909
Very Rev. Archdeacon Scott	Principal	1909 to at least 1910
Rev. C.D. White	Principal	1912
Mr. Leveson	Principal	1922
Reverend William J. Kent	Principal	1922-1931

DR Narrative Completed: February 28, 2006

DRAFT

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From: **Cathy Nesmith**
Sent: **5/11/2009 3:42:24 PM**
To: **Andrea.Mennie@inac-ainc.gc.ca;Melinda.Sellers@inac-ainc.gc.ca**
CC: **Cynthia.Waldie@inac-ainc.gc.ca**
BCC:
Subject: **Fwd: Re: St. Augustine Mission location**

Hi Melinda and Andrea,
Just to forward this discussion about the location of St. Augustine - it is not in Smoky River (town), but at the confluence of the Smoky, Heart, and Peace Rivers, a few km south of the town of Peace River.

Cathy

>>> Amber Kostuchenko 2/16/2009 2:43 PM >>>
Thanks Sheri! Very helpful.

>>> Sheri Meding 2/16/2009 2:36 PM >>>
Hello,

I was discussing this very topic with Alison Biely earlier today!

Perhaps it is not clearly conveyed in the current narrative, but references to 'Smoky River' as they relate to St. Augustine's Mission are not referring to the town of Smoky River, but to the region that Amber describes - the confluence of the Smoky, Heart and Peace Rivers, as reflected in the early name for the mission - "Forks Fort". This area was also referred to as 'Shaftsbury Settlement'.

This information will hopefully be more clearly outlined in the updated narrative.

Sheri

>>> Amber Kostuchenko 2/16/2009 2:14 PM >>>
I can answer this one - but please jump in Stephanie or Sheri (PSR for St. Augustine's) if you need to add something.

I was at the Mission last summer; it is not located in the settlement of Smoky River, but at the confluence of the Smoky, Heart, and Peace River, now just a few kilometres south of the town of Peace River. The scenery there was beautiful. As far as I know, that is the one and only St. Augustine's mission in northern Alberta.

Amber

>>> Cathy Nesmith 2/16/2009 1:35 PM >>>
Hi Stephanie,
We are having discussions on the Schools List team about the St. Augustine Mission and are wondering if the location is accurately identified.

There is uncertainty about whether or not it was actually located at the settlement of Smoky River, which is listed on the IRS List; or rather at the confluence of the Smoky, Heart and Peace Rivers, at the settlement of Peace River (as your memo Synopsis indicates). If you google map Peace River it comes up as 161 km away from Smoky River.

Can you please look into this? We need to determine:

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1. Was the early St. Augustine mission (on the list) located at Smoky River, or at Peace River? The IAP narrative (p.6) states it was 10 miles above Peace River crossing, opposite the mouth of the Smoky River. It looks like it could be inaccurated listed as at Smoky River.

2. Were there two St. Augustine missions, or institutions, one at Smoky River and one at Peace River? We are currently categorizing requests for Peace River convent, for example, as AKAs for St. Augustine's, but we need to verify that there was no other possible institution.

Amber, if you have any insights here, please send them on.

Thanks very much,
Cathy

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Sheri Meding - Re: To confirm - St. Augustine IAP 2009 Narrative

From: Behnaz Tehrani-Ami
To: Sheri Meding
Date: 1/12/2015 7:26 AM
Subject: Re: To confirm - St. Augustine IAP 2009 Narrative

Hi Sheri,
Go ahead and make the changes you suggest but please still keep the date on the document itself as Feb 13, 2009; please don't change that. We will still keep this as a draft but you can tweak it as you suggest below and on the document. Will you be able to do this this week?

thanks,
Behnaz

>>> Sheri Meding 1/11/2015 9:16 PM >>>
Hi Behnaz,

Thanks for taking the time to chat on Friday. I have updated the version of the document to include DIA Annul Report page numbers.

There are a few outstanding things to clarify re the 2009 IAP Narrative for St.Augustine's IRS. I am leaning towards not disclosing this document to all parties, at least not without some revision. I'm not clear whether it is ok for me to make the following revisions.

I have added these questions in comments (and also in the email below): **s.16(2)(c)**

1. Is it ok to cite a secondary source document (available online) http://www.ourroots.ca/f/toc.aspx?id=2485
Related, should I include the web address in the narrative or just the author/title etc.?

2. Non-Status enrollment
- Would it be ok for me to add a statement to the enrolment statistics table indicating that the enrolment numbers reflect a record of status boarders only? In my verification of the page numbers I came upon two examples - from the Principal's report published in the Annual Report - which states an enrolment of 35 boarders, yet the tabular statement for that school year (1900) indicates 17 residents; and for 1901 the principal's report states that there were 50 boarders over the winter, yet the tabular statement cites 19 boarders. Per capita grant was approved for 15 Status Indians.

3. Data cited in the General Enrolment Statistics table
-the enrolment statistics over time table includes non-IRS enrolment for 1893/94, 1898 and 1899 - should I retain that information in the 2009 report?

3. Day Students?
The report as it is does not really fully address this topic. There is very little clarity from these early documents about when/if it was a day school only (very early first establishment), then when it became an IRS if there were any day pupils - though at least one principal report specifically states that all the students were boarders. So it seems important to me that the enrolment statistics are potentially quite inaccurate - or that they are only an accurate reflection of what was permitted to be reported (the IRS was approved for grant for 15 status students, but actually had anywhere between 35-50 boarders in residence - at least half of the student population was Non-Status and therefore not accounted for in federal records).

4. yellow highlighting - should I remove it?

This is not from additional research, just verifying the cited pages etc.

Is it ok to make minor changes/corrections/revisions to this document at all, or preferred to say we have only a draft?

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Here is the document with the questions as comments - for your reference (I have retained the same date of 2009 in the document title, with the current date in brackets for the addition of the page number references.)

Kind regards,
Sheri

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St. Augustine's (Smoky River) IRS
IAP School Narrative

Created: February 20, 2006
Draft Updated for IAP: November 26, 2008
DRAFT Updated: February 13, 2009

This School Narrative summarizes documents that provide an overview of the history and administration of the school up to October 1907, at which point the boarding school continued to operate, but was no longer receiving tuition grants from the Federal Government.

NAME OF SCHOOL AND VARIANTS

- St. Augustin Mission Roman Catholic Boarding School [MAR-810001-0016[1]]
- Smoky River Mission Boarding School [RCA-008629, p. 4]357
- Smoky River (St. Augustine) R.C. Boarding School [DIA Annual Report[2] 1901, p. 357]
- Smoky River (Peace River Crossing)[3] Boarding School [GRU-002797[4], p. 5]
- Forks Mission [Mahé[5], p. 20]

LOCATION

- In the vicinity of Peace River Crossing (the former name of the tow of Peace River); at the junction where the Little Smoky River and the Heart River join with the Peace River. [Mahé, p. 20]
- The school was situated about ten miles above the Peace River crossing, on the north side of the river, and nearly opposite the mouth of the Smoky River. [DIA Annual Report 1901, p. 357]
- Currently, the Peace River Correctional Facility occupies the land where the Mission once stood, which is located a few kilometers south west of the town of Peace River, along the north west bank of the Peace river on Highway 684.[6]

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[1] Documents with the prefix MAR-8* are from the Roman Catholic Archdiocese of Grouard-McLennan Collection. These are not Crown-sourced documents.
[2] Documents with the prefix DIA Annual Report are from the *Indian Affairs Annual Reports, 1864 – 1990*.
[3] Note: The Peace River Crossing *Mission* is the name of a Roman Catholic Chapel constructed south of the Heart River in 1912. [Mahé, p. 21] Prior to 1917 the settlement on the west bank of the Peace River was referred to as "Shaftsbury Settlement" or "Peace River Crossing". The community on the east bank of the Peace River (what was to become the town of Peace River) was known as the "Peace River Landing Settlement". [SOP-007792, p. 1-3]
[4] The prefix GRU indicates documents from the Grouard IRS collection. These are Crown-sourced documents.
[5] Mahé, Yvette T. M., Ed. *I Remember Peace River, Alberta and Adjacent Districts 1800s – 1913. Part I*. Peace River: Women's Institute of Peace River, AB, 1974. This is published information from a secondary source.
[6] Highway 684, also referred to as the "Shaftsbury Trail", runs along the west side of the Peace River. The Peace River Correctional Centre is a few kilometers south west of the modern town of Peace River.

000073

Document disclosed pursuant to the Access to the Information Act
Document divulgué en vertu de la Loi sous l'accès à l'information

CHRONOLOGICAL HISTORY[7]

1886 – 1888 The Oblates of Mary Immaculate arrived in the Smoky River (Shaftesbury Settlement) area in 1886 and Father Auguste Husson, o.m.i began the initial process of clearing land to build at St. Augustine's Mission. [SOP[8]-007792, p. 4][9]

1891 or 1893 Official opening of the school at St. Augustine's Mission: we have conflicting dates. One source gives 1891 as the official opening date for the school [Mahé, p. 21], while another document gives 1893 as the first year children were taught at St. Augustine's Mission. [SOP-007792, p. 4]

The children were educated by Oblate schoolmasters from 1891 to 1898. Father Le Treste of Dunvegan taught during the 1891/1892 school year and Father Auguste Husson o.m.i. taught between 1892 and 1898. [Mahé, p. 21]

1896 The Bishop Grouard wrote to the Mother General of the Sisters of Charity of Providence in Montreal requesting that she send Sisters of her Order to St. Augustine's Mission in the spring of 1897. [SOP-007792, p. 3]

1898 On May 16th, 1898 four Sisters of Charity of Providence left Montreal and arrived at St. Augustine's Mission on June 25th 1898 to assist in the establishment of a boarding school for Indian and Métis children. [SOP-007792, p. 4]

1899 During the summer of 1899, while on a treaty-making trip, the Indian Commissioner visited St. Augustine's Boarding School in Smoky River. [DIA Annual Report 1900, p. 225]

1900 Due to its obligation to educate the seven to eight hundred Indian children of school age in Treaty 8 (1899), the Government put Smoky River (St. Augustine's) Boarding School on a per capita grant on July 1, 1900. [DIA Annual Report 1900, p. 225]

Smoky River (St. Augustine's) Boarding School received provisions for 15 pupils at a $72 per capita grant every year between July 1, 1900 and October 1, 1907. [DIA Annual Report 1900, p. 225; 1901 (Part 2, Tabular Statements), pp. 48-49; 1902, p. 190; 1902 (Part 2, Tabular Statements), pp. 46-47; 1903 (Part 2, Tabular Statements), pp. 52-53, 1904 (Part 2, Tabular Statements), pp. 52-53; 1905 (Part

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[http://www.historicplaces.ca/en/rep-reg/place-lieu.aspx?id=11611#]

[7] It is of note that the two main source of information cited in this narrative are both secondary sources, derived from information compiled by the Reverend Aristide Philippot, o.m.i., Archivist. [Mahé, p. 22; SOP-007792, p. 1]

[8] The prefix SOP indicates documents from the Sisters of Charity of Providence collection. These are not Crown-sourced documents.

[9] Note that the scanned images for SOP-007792 are not in correct page number order – pages 3 and 4 are reversed. The page numbers cited in this report correspond to the page numbers appearing at the top of each document page.

000074

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2, Tabular Statements), pp. 50-51; 1906 (Part 2, Tabular Statements), pp. 55-56; 1907 (Part 2, Tabular Statements), pp. 56-57]

Results of a meeting between the Indian Commissioner and the Administrator of the R.C. Diocese of Athabasca, declared an intention to expand boarding and educational facilities at Smoky River Boarding School to accommodate 30 pupils by the 1901/1902 school year, and thereafter to increase the school's capacity to 50 pupils. [RCA[10]-008629, p. 4; GRU-002797, p. 1]

1901 On June 17, 1901 the first Annual Report for Smoky River (St. Augustine's) Boarding School, for the year ended June 30, 1901 was submitted by the principal, Sister Sostene, to the Superintendent General of Indian Affaires.[DIA Annual Report 1901, pp. 357-358]

1907 Despite St. Augustine's capacity to accommodate and educate up to 60 Indian children, it was never able to reach these numbers. Since St. Augustine's was unable to secure a satisfactory attendance of children, a new boarding school was built at Sturgeon Lake (Treaty 8). Sturgeon Lake seemed to be more promising because it was a gathering point for many. [DIA Annual Report 1908, p. 56; RCA-009480]

On October 1, 1907 the Smoky River (St. Augustine's) Boarding School's grant was transferred to St. Francis Xavier's Mission in Sturgeon Lake. [DIA Annual Report 1908, pp. 56-57]

During this period (1900 to 1907), the pupils who attended St. Augustine's School were Aboriginal (Cree Indian and Castor [Beaver] Indian) and Métis. [Mahé, p. 22]

Post 1907 St. Augustine Mission Boarding School continues to operate without federal grant. During the period Nov 1907 to Dec 1950 the boarding school was managed and operated by the Roman Catholic Church (Sisters of Charity of Providence and the Oblates of Mary Immaculate). [SOP-005673, p. 1-2]

MANAGEMENT OF SCHOOL

Dates managed by Church

1888 to 1951 The Oblates of Mary Immaculate managed the day to day operation of St. Augustine's Mission throughout its history (1888 to 1951). [SOP-007792, p. 5]

The Vicar Apostolic of Grouard/McLennan/Athabasca, also referred to as the Bishop, was also involved in managerial and financial decisions regarding St. Augustine's IRS. [RCA-008629, pp. 1, 4-5]

[10] Documents with the prefix RCA are from the Alberta Regional Collection. These are Crown-sourced documents.

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1898 onward — The School was under the direction of the Sisters of Providence of Montreal. [Mahé, p. 21; SOP-007792, p. 5]

Dates managed by Government

- No written agreements have been found indicating that the Government was involved in the management of St. Augustine's IRS.

SCHOOL BUILDINGS

1888 — Father Auguste Husson, o.m.i. built his residence approximately 5 miles east of what later became St. Augustine's Mission, at the mouth of Strong Creek. The first building measured 25 feet by 30 feet and had a second storey which was used as the sleeping quarters. Two wings measuring 10 feet by 15 feet were added on each extremity of this structure. Two smaller buildings measuring 16 feet by 20 feet were also built. [SOP-007792, p. 3]

1892-1893 — The first buildings at St. Augustine's Mission were built by Father Auguste Husson o.m.i. and Brother Pierre Mathis. They built a two storey house which served as a chapel. Two wings were added on each side of this house. A barn, a stable and a workshop were also built. [SOP-007792, p. 4]

1893 — Father Husson o.m.i. built a structure that served as a dormitory for boys and girls and as a classroom. [SOP-007792, p. 4]

1893 – 1896 — A building measuring 20 feet by 25 feet was built for a mill grinder. A second building measuring 24 feet by 36 feet was built for grain and flour storage. The installation of a flour mill was completed in 1896. [SOP-007792, p. 4]

1896 – 1898 — The Sisters' convent was built. The structure measured 25 feet by 30 feet and had two floors. The upper floor was used as a dormitory for the Sisters and the boarders. The lower floor served as a kitchen, a dining room and a recreation room. A small addition to one side of the building served as a dining room for the Fathers and Brothers as well as a community room for the Sisters. [SOP-007792, p. 4]

1899 — A larger convent was built for the Sisters. This new building measured 25 feet by 36 feet and had three floors. Two wings each measuring 15 feet by 27 feet were added to each end of this structure. One wing served as a chapel and the other as the kitchen and storage room. [SOP-007792, pp. 4-5]

1900 — Report submitted December 1900 by Inspector Mr. Macrae regarding the extension of educational facilities as proposed in Treaty 8 makes the following statement: "I may add that the schools of Fort Chipewyan, Lesser Slave Lake, Vermillion, Smoky River and Fort Providence are all in operation with good buildings and efficient staff…" [RCA-008629, p. 5]

Document disclosed pursuant to the Access to the Information Act
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1901 The Principal of St. Augustine's [Smoky River] Boarding School described the buildings as follows:

- One two-story structure, 35 x 20 feet. The lower portion was used for school purposes, while the upper part was used as a boys' dormitory. [DIA Annual Report 1901, p. 357]

- A second building, three stories high, 40 x 26 feet, had two wings, 26 x 18 feet, and an addition that was two stories in height. The lower story was for culinary work, and the upper served as a dining-room for the pupils. In one of the wings of the main building was the chapel, and the other wing was used as a storage room. The dormitory for girls was on the third floor, which also formed the Sisters' residence. One or two other rooms were used by the girls when learning sewing, dressmaking, millinery, and other household duties. [DIA Annual Report 1901, p. 357]

- The establishment could house about sixty boarders and eight Sisters. The Principal's Report, submitted to the Government in June 1901, notes that there were 50 boarders during the winter of 1900/1901. [DIA Annual Report 1901, p. 357]

- The main building was heated by a 'New Idea' furnace (Gurney, Tilden & Co.). Ordinary box-stoves were used in the other houses. Wood was used exclusively as fuel. [DIA Annual Report 1901, p. 358]

1900-1904 Document titled "Cost of Schools Conducted by the Roman Catholic Church to June 30, 1904" records 1900 as the date of opening for the Smoky River Boarding School, and indicates that the government made no financial contributions towards the cost of construction, maintenance or repairs to the school during that time. The total cost of the school, since its inception is stated to be $4,188.00. [THR[11]-000249, pp. 1-4]

LAND

1886 Father Auguste Husson, o.m.i. obtains approval from Bishop Faraud to open a Mission in the area of Shaftsbury Settlement. The site chosen was approximately 15 miles above Peace River Crossing, near the south end of Strong Creek[12]. [SOP-007792, p. 3]

1890 Arrangements regarding the ownership of land were made between Father Auguste Husson o.m.i. and the family of Francois Le Pretre (aka Lafleur). [SOP-007792, p. 3] It is stated in Mahé's account that the land purchase occurred in 1890. [Mahé, p. 21]

[11] The prefix THR indicates documents from the Thunderchild IRS document collection. This document is from a Crown source.
[12] The location of this piece of land, where Father Husson constructed his first residence, is five miles from the location of St. Augustine's Mission.

Document disclosed pursuant to the Access to the Information Act
Document divulgué en vertu de la Loi sous l'accès à l'information

1892 Father Auguste Husson o.m.i. acquired the land in 1892 from Francois Le Pretre (aka Lafleur). An exchange of property was concluded between the Father and the Le Pretre family. The latter would take into procession the mission land at Strong Creek and the Oblates would take over Le Pretre's property. This newly acquired property was the site of St. Augustine's Mission. It was for the purpose of building a church, a rectory and a school that Father Auguste Husson o.m.i. took this land into possession. [SOP-007792, pp. 3-4; Mahé, p. 21]

1899 St. Augustine's Mission and School land was situated in Treaty 8. [DIA Annual Report 1900, p. 225; RCA-008629, pp. 1-3]

1901 In 1901 St. Augustine's Mission land measured approximately 350 acres and belonged to the Oblates of Mary Immaculate. [DIA Annual Report 1901, p. 357]

1903 By June 1903, 60 acres of land were allocated for agricultural production. [DIA Annual Report 1903, p. 384]

1905 A fence (5 feet high) was constructed around the yard. [DIA Annual Report 1905, p. 337]

By June 1905, it is reported that 350 acres of land were under cultivation. [DIA Annual Report 1905, p. 337]

PHOTOS, PLANS AND OTHER MEDIA

- None found in AANDC document collections.

GENERAL ENROLLMENT STATISTICS OVER TIME [13]

[13] Further research is required to confirm whether the enrolment statistics provided in this table is a complete record of all students enrolled, and to determine whether there were day students during the period of IRS operations. For the early period of operation (prior to July 1900), it is unclear whether the school at St. Augustine's Mission had both day students and boarders. Documents suggest that the boarding facilities were first available for the 1898/99 school year, after the arrival of the Sisters of Charity of Providence. [Mahé, p. 22] Prior to their arrival, it appears that only day school facilities were available. There is no mention of day pupils in the Principal's Report for the period ending June 30, 1903, which states: "The pupils all being boarders, the attendance is very regular." [DIA AR 1903, p. 384]

For the period from July 1, 1900 to October 1, 1907, when St. Augustine's was an IRS, documents indicate that the number of boarders exceeded the number approved for grant. For example, the Tabular Statement of the DIA Annual Report for 1901 states an enrolment of 19 boarders [DIA Annual Report 1901 (Part 2, Tabular Statements), pp, 48-49]; yet the principal of the IRS reported to the Government that there were 50 boarders in the residence for the winter of 1900/1901. [DIA Annual Report 1901, p. 357] There is only one Quarterly Return in our document collections for St. Augustine IRS, for the quarter ending December 1901, which lists 19 students. [MAR-810001-0016] It is of note that only Status Indians were eligible for Federal grant for the operation of the IRS. It is possible that there were additional (Non-Status) boarders who would not be accounted for in the Tabular Statements (DIA Annual Reports) or Quarterly Returns. Regarding attendance it is noted: "The pupils, from the beginning up to about 1910, were Métis and Indians – especially Crees and Castors". [Mahé, p. 22]

(DIA Annual Reports) or Quarterly Returns. Regarding attendance it is noted: "The pupils, from the beginning up to about 1910, were Métis and Indians – especially Crees and Castors". [Mahé, p. 22]

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Year [Ended]	Number of Students	Documentation
1893 - 1894	15 to 18	SOP-007792, p. 3
1898	21	SOP-007792, p. 3
1899	21	Mahé, p. 22
1900	17	AGL-000554[14], pp. 1-2
1901	19 (Tabular Statement); 50 (Principal's Report)[15]	DIA Annual Report 1901 (Part 2, Tabular Statements), pp, 48-49; DIA Annual Report 1901, p. 357
1902	19	DIA Annual Report 1902 (Part 2, Tabular Statements), pp. 46-47
1903	18	DIA Annual Report 1903 (Part 2, Tabular Statements), pp. 52-53
1904	18	DIA Annual Report 1904 (Part 2, Tabular Statements), pp. 52-53
1905	16	DIA Annual Report 1905 (Part 2, Tabular Statements), pp. 50-51
1906	13	DIA Annual Report 1906 (Part 2, Tabular Statements), pp. 54-55
Mar 1907	9	DIA Annual Report 1907 (Part 2, Tabular Statements), pp. 56-57
Nov 1907	1	RCA-009480
1908	2	DIA Annual Report 1908 (Part 2, Tabular Statements), pp. 56-57

STUDENTS FROM OTHER RESERVES

Students from at least the following band attended St. Augustine's [Smoky River] IRS:

- Peace River Duncan Band [MAR-810001-0016]

RELIGIOUS GROUPS

- Roman Catholic - Oblates of Mary Immaculate [SOP-007792, p. 5]
- Roman Catholic - Sisters of Charity of Providence [SOP-007792, p. 5]
- Roman Catholic - Archdiocese of Grouard-McLennan (also known as: the Vicariate Apostolic of Grouard/Athabasca and the Episcopal Corporation of Grouard) [RCA-008629, pp. 1, 4-5]

[14] The prefix AGL indicates documents from the Holy Angels IRS collection. Theses are Crown-sourced documents.
1515 The Principal's Report, submitted to the Government in June 1901, notes that there were 50 boarders during the winter of 1900/1901. [DIA Annual Report 1901, p. 357] This discrepancy in enrolment numbers is likely due to the fact that the federal grant per student was limited to Status Indian boarders only. Also, at this time grant was approved for only 15 Status boarders.

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WRITTEN AGREEMENTS

- None found

DOCUMENTS REFERRING TO SCHOOL INCIDENTS

- To date, we are unaware of any convictions for abuse at St. Augustine's (Smoky River) IRS or of any convicted abusers present at the school.
- The following suggestions of abuse, listed chronologically, comprise all known identifiable complaints and/or allegations received by government officials and all available information regarding the follow-up and outcome.

Incidents (Sexual)

- No information found.

Incidents (Physical)

- No information found.

Incidents (Student on Student)

- No information found.

ADDITIONAL INFORMATION

Death of Children Reported

Year Ended	Deaths Reported	Cause	Documentation
1901	1	Consumption	DIA Annual Report 1901, p. 358 MAR-810001-0016, p. 2
1902	6	Influenza	DIA Annual Report 1902, p. 354
1903	1	Influenza	DIA Annual Report 1903, p. 384
1904	3	Influenza	DIA Annual Report 1904, pp. 364-365
1906	1	Pneumonia	DIA Annual Report 1906, p. 408

Health Crises

- An Influenza Epidemic is reported to have occurred in the winter of 1902, claiming the lives of 6 students. The Principal's report describes: "Medicine and every care was given to the sick during this epidemic, even a vacation of one month was given so that they might rest." [DIA AR 1902, p. 354]

Document disclosed pursuant to the Access to the Information Act
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- A serious outbreak of measles occurred in May of 1906, followed by three cases of Pneumonia. [DIA AR 1906, p. 408]

Funding

- Smoky River (St. Augustine's) Boarding School received provisions for 15 pupils at a $72 per capita grant every year between July 1, 1900 and October 1, 1907. [DIA Annual Report 1900, p. 225; 1901 (Part 2, Tabular Statements), pp. 48-49; 1902, p. 190; 1902 (Part 2, Tabular Statements), pp. 46-47; 1903 (Part 2, Tabular Statements), pp. 52-53, 1904 (Part 2, Tabular Statements), pp. 52-53; 1905 (Part 2, Tabular Statements), pp. 50-51; 1906 (Part 2, Tabular Statements), pp. 55-56; 1907 (Part 2, Tabular Statements), pp. 56-57]

Other Additional Information

- The following description is provided of the accommodations as St. Augustine's IRS: "In the first years the equipment was very primitive; the children slept on the floor, as did their families. After a few years the equipment of the classrooms and of the mission was the same as in the best of schools. [Mahé, p. 22]

- The older pupils would help the lay Brothers during seeding-time and harvesting. Wheat, oats, potatoes, carrots, turnips, onions, cabbages, beets, peas and beans were cultivated on St. Augustine's Mission land. The boys also helped gather the cattle and the horses. [DIA Annual Report 1901, p. 358; 1903, p. 384; 1904, p. 364]

- St. Augustine's Mission farm provided most of the food for the boarding school throughout its history. [SOP-007792, p. 1, Mahé, p. 22]

- The School provided clothing for the children, instructed them and also cared for the sick at the Mission. It is furthermore indicated that "no fee was charged for board or tuition." [SOP-007792, p. 5]

- Elderly men were sometimes hospitalized in the Fathers' house. [Mahé, p. 22]

- The Sisters' house served as a boarding school, day-school, girls' training school (home economics), orphanage, hospital and shelter for the aged. [Mahé, p. 22; SOP-007792, pp. 4-5]

- Brother Pierre Mathis o.m.i. spent 55 years at St. Augustine's Mission (1890 to 1945). [SOP-005512, pp. 1-2] He, along with Father Auguste Husson, is considered to have contributed the most to the early development of St. Augustine's Mission [SOP-007792, p. 5]

000081

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PRINCIPALS/ADMINISTRATORS

Name	Position	Tenure Dates	Documentation
Father Auguste Husson, o.m.i.	Founder and Schoolmaster	At least 1893 to at least 1897	Mahé, p. 21
Sister Sostene	Principal	At least June 1901 to at least June 1904	DIA Annual Report 1901 p. 358; 1902, p. 354; 1903, p. 384; 1904, p. 365
Sister Matthias	Principal	At least June 1905 to at least March 1908	DIA Annual Report 1905, p. 337; 1906, p. 408; 1907 Part 2 (Tabular Statements), pp. 56-57; 1908 Part 2 (Tabular Statements), pp. 56-57
Father Francois-Xavier Leserrec [Le Serrec] o.m.i.	Unknown	Prior to 1909	SOP-007792, p. 5; Mahé, p. 21
Father Jules Calais	Unknown	Prior to 1909	SOP-007792, p. 5; Mahé, p. 21

Created: February 20, 2006
Draft Updated for IAP: November 26, 2008
DRAFT Updated: February 13, 2009

DRAFT

Sheri Meding - St. Joseph's IRS (High River, Dunbow)

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s.13(1)(c)
s.16(2)(c)

From: Sheri Meding
To: Behnaz Tehrani-Ami
Date: 12/5/2014 3:28 PM
Subject: St. Joseph's IRS (High River, Dunbow)

Hi Behnaz,

In response to your request regarding St. Joseph's (Dunbow) IRS:

It is of note that the Narrative Tracking/Transfers to TRC excel chart it states "**researcher uploaded the wrong version**" in reference to the St. Joseph's DR Narrative (Draft) 2006. Perhaps there needs to be some follow-up regarding that? It seems a draft (dated Mar 2010) rather than final version (dated Jan 24, 2010) was disclosed to the TRC? At least that is what Tina has indicated in the chart. I speculate that some of the confusion may have been the result of the location of the 2010 ADR Narrative, which for some reason has been placed in the "Additional Information" sub-folder of the Narratives 2012 Folder - it's not in the ADR folder at all. Perhaps it should be moved to the ADR folder?

The 2010 ADR Narrative cites photos from the Provincial Archives of Alberta . It also makes reference to additional photos of the school at the Glenbow Archives collection, providing the weblink but not citing any documents (this should likely also be removed from the report).

My initial assessment of the 2010 ADR Narrative is that it requires QC and should not be disclosed to the TRC until the above noted issues are confirmed.

The 2014 IAP Narrative does not appear listed in the chart (only 2 versions of the DR narrative are listed), so I can only assume that the tracking has not yet been reviewed - at least not as part of the narrative tracking project. There is an in progress version of the IAP Narrative, dated Sep 2013. I was not able to locate an earlier final version of an IAP narrative for St. Joseph's IRS (most schools have a 2010 Narrative).This is potentially the most appropriate Narrative to disclose to all parties, however, I have not been involved with the narrative updating project and am unsure if what has been completed thus far has final approval - you are likely more informed on that topic.

There is a 2014 IAP Narrative (with yellow highlighting, dated 2014 03 08). I would have to confirm whether this draft has been finalized, but there is no reference to this document being 'in progress'.

Please advise if you would like me to assess the tracking for any of these reports, or if anything further is required.

Kind regards,
Sheri

>>> Behnaz Tehrani-Ami 12/5/2014 2:17 PM >>>
billing number: (general narrative work).

don't change anything yet in the narrative itself; go ahead with checking the tracking

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next one: **St. Joseph's (High River, Dunbow)** s.16(2)(c)
There appears to be 3 versions:
-March, 2006 version. This version was shared with TRC

-2010

-2014 (in progress - new template):

Can you assess which would be best to share with other parties? And whether all tracking is up to date. I haven't checked the chart.

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St. Joseph's (High River, Dunbow)
IAP School Narrative

NAME IN THE SETTLEMENT AGREEMENT (Schedule E/F)

St. Joseph's (High River, Dunbow)

OTHER NAMES KNOWN AS (AKAs)

1885	Industrial School at High River [DIAND Annual Report 1885, p. 142] Dunbow Industrial School [DIAND Annual Report 1895, p. 196]
1889	St. Joseph's Industrial School, Dunbow [DIAND Annual Report 1889, Part I, p. 89]
1898	High River Industrial School, Dunbow [DIAND Annual Report 1898, p. 296]
1900	Dunbow School [DIAND Annual Report 1900, p. 157]
1905	High River (St. Joseph's) Industrial School, Dunbow [DIAND Annual Report 1905, p. 351]
1906	St. Joseph's Industrial School, Davisburg [DIAND Annual Report 1906, p. 416]
1912	St. Joseph's Industrial School, Dunbow [DIAND Annual Report 1912, p. xxii]

LOCATION

The school was located approximately 25 miles southeast of Calgary in the Dunbow valley. The school is also described as being ¾ of a mile from the mouth of the High river near the junction with the Bow river. The Davisburg post office was between two and four miles away and the closest rail line was in the town of De Winton, approximately 11 miles away.1

PROVINCE/TERRITORY

Alberta

OPERATING DATES AS AN INDIAN RESIDENTIAL SCHOOL

October 17, 1884 to December 31, 1922 [taken from Narrative Dates Chart]
PR NOTE; check DIA AR for interim closure

OPERATING DATES CONTEXT

The St. Joseph's Industrial School opened its doors on October 17, 1884 with Federal funding. By October 1922, the school's assets and equipment were sold or divided between the Oblates of Mary Immaculate organization, the Grey Nuns organization, and the Federal Government. The school closed by December 1922. The lands connected with the school were transferred from the Department of Indian Affairs to the Department of the Interior. In 1936, wood from some of the school buildings was used in the construction of other buildings located in the small oil field towns of the Turner Valley. In 1954, the large brick building known as the girl's residence burned down.

1 The description was compiled from numerous sources. See for example: DIA AR 1902, p. 376; DIA AR 1904, p. 387, 388; DIA AR 1905, p. 428, DIA AR, 1911, p. 428; and DIA AR 1899, p. 360.

000085

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- *This context is meant to be a plain language text to briefly describe the time periods during which the Government of Canada was responsible for the operation of the institution as an Indian residential school, including periods of time when the institution was closed or was not functioning as an Indian residential school.*
- *Here is an example of the context narrative drafted for Blue Quills:*

Residents were admitted as of August 1, 1898. The Blue Quills Student Residence agreement terminated as of June 30, 1976, which closed the residence over the 1976-1977 school year. Students lived on the Saddle Lake reserve in private homes and were bussed to the school daily during this time. Residence services were re-activated for the following 1977-78 school year. The IRS closed in June 1990. Currently, the building houses the Blue Quills First Nations College.

RELIGIOUS AFFILIATION

Roman Catholic

- Oblates of Mary Immaculate [OMI]
- Sisters Charity - Grey Nuns

PR NOTE: check for date range for religious orders

Documents discussing the creation of the school indicate that it will be under the direction of the Roman Catholic Church. [DIA AR 1883, p. lvi]

The documents reviewed indicate that the Order of Mary Immaculate and the Grey Nuns were involved with the school.

OMI: [DIA AR 1923, p. 256 and DIA AR 1924, p. 188]

Grey Nuns: [DIA AR 1911, p. 450; DIA AR 1923, p. 256; DIA AR 1924, p. 188]

CHRONOLOGICAL HISTORY OF THE INDIAN RESIDENTIAL SCHOOL

This section shows the history of Indian Residential School within the scope of the operating dates, including:

- *Repeat operating dates citing supporting documents.*
- *Include only major events [opening date, any interim closures (eg. due to fire), closing date, etc]*
- *As part of the chronology, include brief information on when the education of residents was separated from the IRS. See "School/Education" section for details on years and grades attended.*
- *the dates various religious organizations administered the Indian residential school, when the federal government took over, if other third party organizations also administered the Indian residential school, including identification of operating agreements*
- *transition of the institution from IRS, to Residence to Day School, etc. Ensure that appropriate terminology is used and avoid misleading reader.*

Here is a sample (fictional) chronology history:

Date	Event	Document Reference
September 14, 1899	Fictional Industrial Boarding School opened at Bruce Lake by the Oblates of Mary Immaculate and Sisters of the Child Jesus.	Crown collection, #XYZ
December 17, 1920 to October 1, 1921	Interim closure due to low enrollment numbers	Web site: www.irshistory.ca/history.html
September 1, 1930	Institution formally renamed as Fictional Indian Residential School	Crown collection, #XYZ
February 23, 1940	Grey Nuns take over from the Sisters	Church collection, XYZ

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	of the Child Jesus	
October 11, 1962	Documents begin referring to institution as Fictional Student Residence. Residents in grades 9 and above are bused to local public school.	Crown collection, #XYZ
July 1, 1969	Xyz Tribal Council takes over administration of the student residence.	Crown collection, #XYZ
June 30, 1984	Fictional Student Residence closes and institution no longer recognized as an Indian residential school.	Crown collection, #XYZ

EDUCATION OF STUDENTS

- *Purpose is to factually describe the education of students who attended the IRS, including the grades that were taught and when, whether day pupils also attended classes at the IRS, when students started to attend local public schools.*
- *Include charts with citations showing:*
    - *Grades taught at the IRS each year*
    - *Grades taught at other schools each year*
- *Include information on schools attended by residents*
    - *Basic info on where school was located, who ran it [provincial, federal, church, etc].*

Grades taught at the Indian residential school

School Years	Grades offered	Document Reference
Sept 1899 to June 1907	Farm and domestic classes	Crown collection XYZ
Sept 1907 to June 1952	1 to 8	Crown collection XYZ
Sept 1952 to October 1962	1 to 6; older residents attended higher grades at local public schools	Crown collection XYZ
October 1962 to June 1984	No classes available to residents at the Indian residential school	Crown collection XYZ

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Other Schools Attended by Residents

School Years	Name of School	Location	Administration	Grades	Document
Sept 1952 to Oct 1962	Horton High School	Horton, AB	Northlands School District, Alberta Ministry of Education	10 to 12	
Sept 1952 to Oct 1962	Riverview Junior High	Horton, AB		7 to 9	
October 1962 to June 1984					

GENERAL ENROLLMENT STATISTICS OVER TIME

- *Provide number of residents living at the Indian residential schools for various date ranges. If unknown, estimate and identify as such*

School Years	Number of Residents	If applicable, day scholars	Document Reference
1899 to 1910	64 (estimate)	23 (estimate)	N/A
1911 to 1952	average 108	average 45	Crown collection XYZ
1952 to 1984	95 (estimate)	0	N/A

Documents reviewed indicate that for most years the school could accommodate up to 120 students. The Annual Reports of the department show that the school accepted some white and half breed students. It is not clear if these students were included in the yearly total school population.

School Years	Number of Residents	If applicable, day scholars	Document Reference
1884	10 (boys only)		
1885	15 to 23		
1886	30 to 32 (both boys and girls)		
1887	29		
1888	28 to 32		
1889	47 to 54		
1890	52		
1891	42 to 70		
1892	69 to 72		
1893	66 to 73		
1894	78 to 111		
1895	120		
1896	113 to 120		
1897	99 to 124		
1898	101 to 117		
1899	90 to 108		
1900	79 to 93		
1901	75 to 82		
1902	75 to 77		
1903	74 to 82		
1904	75 to 81		
1905	78 to 83		

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1906	77 to 79		
1907	66 to 78		
1908	65 to 69		
1909	60 to 67		
1910	62		
1911	62 to 72		
1912	65 to 73		
1913	50 to 52		
1914	55 to 68		
1915	55		
1916	45 to 53		
1917	37 to 38		
1918	39		
1919	35		
1920	40		
1921	35		
1922	38 to 40		
1923	35		

SPECIAL PROGRAMS

- *Section listing extra curricular activities, sports and programs.*

School Years	Special Programs Offered	Document Reference
Sept 1899 to June 1907	School Marching Band	Crown collection XYZ
Sept 1907 to June 1952	Drama club, choir, hockey	Crown collection XYZ
Sept 1952 to October 1962	Army cadets	Crown collection XYZ
October 1962 to June 1984	4H, soccer, softball, boxing	Crown collection XYZ

School Teams and Brass Band
Several reports comment on the success of the school's hockey and football teams in the local leagues. [DIA AR 1899, p. 363 and DIA AR 1907, pgs. 377-379] The brass band, started in 1892, was also noted as being very good and played at many local events. [DIA AR 1892, p. 214 and DIA AR 1895, p. 196]

Awards
The children's industrial work (e.g. shoes, farm animals, sewing projects) were presented at several fairs and expositions and they won several prizes. [DIA AR 1895, p. 196; DIA AR 1904, pgs. 387-389; DIA AR 1909, 385-387]

INDIAN RESIDENTIAL SCHOOL BUILDINGS AND GROUNDS

- Provide chronology of significant changes in buildings. [New dorm built, new classroom added, major renovation, etc.] Do not include minor renovations or detailed descriptions of layout.

Date	Event	Document Reference
September 14, 1899	Boys residence of Fictional Industrial Boarding School opened.	Crown collection, #XYZ
November 18, 1903	Girls' dormitory opened.	
April 27, 1911	Fire destroyed Boys residence	

PHOTOS, PLANS AND LAYOUT

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- *In this section, include documents that show the layout or the grounds, as well as good-quality photos of the exterior or interior, and documents that provide detailed word descriptions of layout/grounds. Do not include newspaper articles that do not address layout, poor-quality photos, illegible plans, or documents that provide brief/general descriptions of layout/grounds.*

Date	Description	Document Reference

DOCUMENTS REFERRING TO SCHOOL INCIDENTS

To date, we are unaware of any convictions for abuse at St. Joseph's (High River, Dunbow) or of any convicted abusers present at the school.

The following suggestions of abuse, listed chronologically, comprise all known identifiable complaints and/or allegations received by government officials and all available information regarding the follow-up and outcome.

Incidents (Sexual)

Incidents (Physical)

Incidents (Student on Student)

ADDITIONAL INFORMATION

Needs to be further defined through discussion.

- *Include information about major events. (Eg. Include epidemics, but not individual cases of illnesses or individual deaths.)*
- *Do not include extensive detail.*

The school's primary object was to provide the children with instruction in industrial trades. [DIA AR 1887, p. 127] For the boys the school offered training in the following areas: farming, carpentry, making of shoes and harnesses, baking, and caring for livestock (cows, sheep, horses, pigs, oxen, chickens). The girls received instruction in various household skills: cooking, laundry, dairy, sewing, and knitting. [DIA AR 1890, pgs. 107 to 109]

Farm, Garden and Livestock Operations
The departmental annual reports contain a great deal of information about the school's farm, garden, and livestock operations. The reports for each year usually mention the number of acres under cultivation (farm and garden), type of crop grown, yield, and revenue from sales of crops. The reports also contain information about the school's livestock population (e.g. type, numbers, what was sold, revenue, awards).

Out-sourcing
There are several references to older male children working on local farms. The documents indicate this practice may have started in 1892 [DIA AR 1892, pgs. 214-216]. The documents indicate the children were encouraged to purchase cattle with their wages so that they might have a small herd of their own upon graduation. [DIA AR 1897, p. 259, 260] Several children were also employed as carpenters on various local projects. They were encouraged to buy tools with their wages. [DIA AR 1891, p. 112] Older male students also did most of the carpentry work at the school (e.g. building furniture, putting up new buildings, repairs). [DIA AR 1892, p. 127]. The annual reports contain a few references to former students of the school who found work as carpenters in the province. [DIA AR 1892, p.129]

Document disclosed pursuant to the Access to the Information Act
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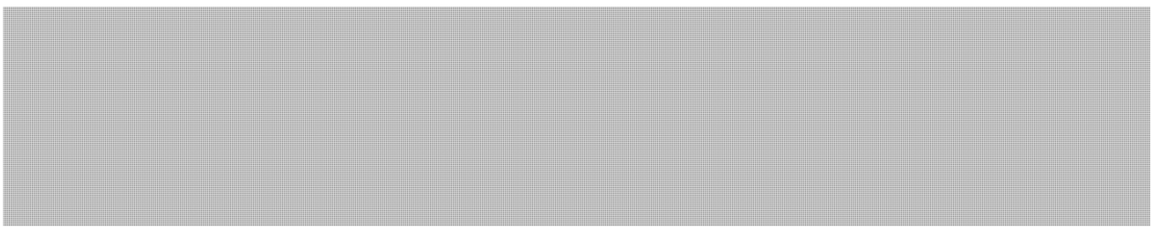
Graveyard



PRINCIPALS/ADMINISTRATORS

Name	Position	Tenure Dates
A. Lacombe	Principal	1884 to 1885
E. Claude	Acting Principal Principal	1886 1887 to 1890
A. Naessens	Acting Principal Principal	1890 1891 to 1900
M. Lepine	Acting Principal	1901 to 1902
A. Naessens	Principal	1903 to 1907
J. Riou	Principal	1907 to 1912
G. Nordmann	Principal	1913 to 1918
J.A. Demers	Principal	1919 to 1923

DRAFT

Draft Date: March 8, 2013
Updated: Sept, 12, 2013

Document disclosed pursuant to the Access to the Information Act
Document divulgué en vertu de la Loi sous l'accès à l'information

Last updated September 12, 2013

St. Joseph's (High River, Dunbow)
IAP School Narrative

NAME IN THE SETTLEMENT AGREEMENT (Schedule E/F)

St. Joseph's (High River, Dunbow)

OTHER NAMES KNOWN AS (AKAs)

1884 to 1885	Industrial School at High River [DIA Annual Report 1884, pg. 144; DIA Annual Report 1885, pg. 142]
1886 to 1916	St. Joseph's Industrial School [DIA Annual Report 1886, pg. 142; DIA Annual Report 1916, pg. 152]
1887 to 1904	High River Industrial School [DIA Annual Report 1887, pg. 179; DIA Annual Report 1904, pg. 387]
1895	Dunbow School [DIA Annual Report 1895, pg. 196]
1900	Dunbow Industrial School [DIA Annual Report 1900, pg. 157]
1905	High River (St. Joseph's) Industrial School [DIA Annual Report 1905, pg. 351]
1917 to 1922	St. Joseph's School [DIA Annual Report 1917, pg. 85; DIAND Annual Report 1922, pt. I, pg. 69]
1923	Dunbow (St. Joseph's) Industrial School [DIA Annual Report 1923, pt. I, pg. 255-56]

LOCATION

The school was located approximately 25 miles southeast of Calgary in the Dunbow valley on High River. The school is also described as being ¾ of a mile from the mouth of the High River. The Davisburg post office was between two and four miles away and the closest rail line was in the town of De Winton, approximately 11 miles away [DIA Annual Report 1901, pg. 376; DIA Annual Report 1904, pg. 387; DIA Annual Report 1905, pg. 428; DIA Annual Report 1911, pg. 428].

PROVINCE/TERRITORY

Alberta

OPERATING DATES AS AN INDIAN RESIDENTIAL SCHOOL

These dates represent the time during which the Government of Canada was responsible for the operation of the Indian Residential School, excluding any periods of closure.

October 17, 1884 to December 31, 1922

OPERATING DATES CONTEXT

The St. Joseph's (High River, Dunbow) IRS opened its doors on October 17, 1884 with Federal funding [DIA Annual Report 1885, pt. II, pgs.183-186; DIA Annual Report 1887, pgs.123-124]. The school closed by December 1922. St. Joseph's (High River, Dunbow) IRS's assets and equipment were sold or divided between the Oblates of Mary Immaculate organization, the Grey Nuns organization, and the Federal Government [OGP-030045; DIA

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Last updated September 12, 2013

Annual Report 1923, pt. I, pgs. 255-256; DIA Annual Report 1924, pgs. 188-190; OMI-033010 pg. 2].

RELIGIOUS AFFILIATION

Roman Catholic

1884 to 1922 Oblates of Mary Immaculate (OMI) [redacted] DIA Annual Report 1924, p. 188]

1884 to 1922 Sisters of Charity - Grey Nuns [redacted] DIA Annual Report 1924, p. 188]

CHRONOLOGICAL HISTORY OF THE INDIAN RESIDENTIAL SCHOOL

Date	Event	Document Reference
October 17, 1884	St. Joseph's (High River, Dunbow) IRS opened on October 17, 1884. As a result of the building construction not being completed on time, only 10 boys were admitted to the IRS at the time of opening.	DIA Annual Report 1884 pg.161 DIA Annual Report 1885, pt. II, pgs.183-186 DIA Annual Report 1887 pgs.123-124
1884	The school was built and paid for by the federal government.	DIA Annual Report 1884, p. 144 and pt. II, pg. 215 DIA Annual Report 1885, pt. II, pgs 183-186
1885	After fears of a "war party of Crees", many parents removed their children from the IRS, which resulted in a range of pupil enrolment from a low of 1 to a high of 23.	DIA Annual Report 1885, pgs. 75, 142, 160
1886	As a result of the same issues as the previous year, enrolment was for a time at 1 pupil; however the Principal brought in children and enrolment rose to 30 to 32 pupils.	DIA Annual Report 1886, pg. 142
1891	The school was filled to its maximum capacity. It is noted that the increase in enrolment is due to the efforts of school administration to overcome the "prejudice" felt by parents and their unwillingness to part with their children and send them to the school.	DIA Annual Report 1891, pg. 200
1894/95	Enrolment increases with the opening of the new boys' dormitory.	DIA Annual Report 1895, pg. 175
February 1922	Despite the Principal's efforts to bring new pupils to the St. Joseph's (High River, Dunbow), enrolment continued to decrease as parents became increasingly opposed to sending their children to the IRS. It is recommended the IRS be closed as soon as possible.	OGP-090011
Circa December 1922	St. Joseph's (High River, Dunbow)	DIA Annual Report 1923, pt.

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	IRS closed.	I, pgs. 255-256 OMI-033010 pg. 2

EDUCATION OF STUDENTS

Grades taught at the Indian residential school

School Years	Grades offered	Document Reference
1884/85 to 1889/90	No information found	
1890/91 to 1902/03	Standard 1 to 5	DIA Annual Report 1890, pg. 107 DIA Annual Report 1903, pg. 406
1903/04 to 1915/16	Standard 1 to 6	DIA Annual Report 1904, pt. II, pgs. 54-55 DIA Annual Report 1916, pgs. 138-139
1916/17	Standard 1 to 5	DIA Annual Report 1917, pt. II, pgs. 84-85
1917/18	Standard 2 to 5	DIA Annual Report 1918, pgs. 94-95
1918/19	Standard 2 to 6	DIA Annual Report 1919, pg. 90
1919/20	No information found	
1920/21	Standard 1 to 6	DIA Annual Report 1921, pg. 73
1921/22	Standard 1 to 5	DIA Annual Report 1922, pg. 69
1922/23	Standard 1 to 6	DIA Annual Report 1923, pgs. 56-57

Other Schools Attended by Residents

No information was found in available documents to indicate residents of the IRS attended other schools.

GENERAL ENROLLMENT STATISTICS OVER TIME

Documents reviewed indicate that for most years the school could accommodate up to 120 students. The Annual Reports of the department show that the school accepted some white and "half breed" students. It is not clear if these students were included in the yearly total school population.

School Years	Number of Residents	If applicable, day scholars	Document Reference
1884/85	10 (boys only)	No information found	DIA Annual Report 1884, pg.161
1885/86	1 to 23	No information found	DIA Annual Report 1885, pgs. 75, 142, 160
1886/87	1 to 32	No information found	DIA Annual Report 1886, pg. 142
1887/88	29	No information found	DIA Annual Report 1887, pg. 181
1888/89	22 to 32	No information found	DIA Annual Report 1888, pg. 99, 129
1889/90	28 to 54	No information found	DIA Annual Report 1889, pg. 172, and pt. I, pg. 89 DIA Annual Report

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			1890, pg. 106
1890/91	52 to 70	No information found	DIA Annual Report 1891, pgs. 111, 212
1891/92	72	No information found	DIA Annual Report 1892, pg. 128
1892/93	73	No information found	DIA Annual Report 1893, pg. 206
1893/94	78 to 122	No information found	DIA Annual Report 1894, pgs. 196-197
1894/95	120 to 121	No information found	DIA Annual Report 1895, pgs. 175-176
1895/96	120	No information found	DIA Annual Report 1896, pg. 412
1896/97	124	No information found	DIA Annual Report 1897, pg. 328
1897/98	105 to 117	No information found	DIA Annual Report 1898, pg. 279, 380
1898/99	91 to 108	No information found	DIA Annual Report 1899, pgs. 360, 448-449
1899/1900	91 to 93	No information found	DIA Annual Report 1900, pgs. 43, 393
1900/01	87	No information found	DIA Annual Report 1901, pt. II, pgs. 50-51
1901/02	78	No information found	DIA Annual Report 1902, pt. II, pgs. 48-49
1902/03	79 to 82	No information found	DIA Annual Report 1903, pt. I, pgs. 472 and pt. II, pgs. 54-55
1903/04	81 to 83	No information found	DIA Annual Report 1904, pgs. 83 and pt. II, pgs. 54-55
1904/05	83	No information found	DIA Annual Report 1905, pt. II, pgs. 52-53
1905/06	79	No information found	DIA Annual Report 1906, pt. II, pgs. 58-59
1906/07	78	No information found	DIA Annual Report 1907, pt. II, pgs. 57-58
1907/08	68 to 71	No information found	DIA Annual Report 1908, pg. 390 and pt. II, pgs. 58-59
1908/09	69	No information found	DIA Annual Report 1909, pt. II, pgs. 22-23
1909/10	67	No information found	DIA Annual Report 1910, pg. 365
1910/11	62 to 72	No information found	DIA Annual Report 1911, pgs. 416-417, 450-451
1911/12	73 to 81	No information found	DIA Annual Report 1912, pgs. 424-

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			425, 547
1912/13	52	No information found	DIA Annual Report 1913, pgs. 438-439
1913/14	67	No information found	DIA Annual Report 1914, pgs. 150-151
1914/15	67	No information found	DIA Annual Report 1915, pgs. 150-151
1915/16	53	No information found	DIA Annual Report 1916, pgs. 138-139
1916/17	38	No information found	DIA Annual Report 1917, pgs. 84-85
1917/18	42	No information found	DIA Annual Report 1918, pgs. 94-95
1918/19	38	No information found	DIA Annual Report 1919, pgs. 90
1919/20	No information found	No information found	
1920/21	44	No information found	DIA Annual Report 1921, pgs. 73
1921/22	45	No information found	DIA Annual Report 1922, pt. I, pgs. 69
1922/23	38	No information found	DIA Annual Report 1923, pgs. 56-57

SPECIAL PROGRAMS

School Years	Special Programs Offered	Document Reference
1886	Pupils were employed at the school farm, undertaking duties such as ploughing, harrowing, weeding, raking and loading hay, cutting wood, cleaning stable, taking care of horses and cattle. The boys received training in carpentry and gardening while the girls received training in sewing and knitting.	DIA Annual Report 1886, pgs. 143, 151
1887	The school's primary objective was to provide the children with instruction in industrial trades. Younger pupils were in class five hours a day, while older pupils learning trades were in class two and a half hours a day and trades training the rest.	DIA Annual Report 1887, pg. 127
1890	The boys received training in farming, carpentry, making of shoes and harnesses, baking, and caring for livestock (cows, sheep, horses, pigs, oxen, chickens). The girls received instruction in various household skills, including cooking, laundry, dairy, sewing, and knitting.	DIA Annual Report 1890, pgs. 107-109
November 1892	The school brass band,	DIA Annual Report 1892,

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	composed of 10 boys, started in 1892. It is noted that the band was very good and played at many local events.	pgs. 128, 214 DIA Annual Report 1895, pg. 196
1898	The IRS had a boys hockey and football teams that are noted to have been successful in local tournaments.	DIA Annual Report 1898, pg. 296 DIA Annual Report 1899, pg. 363

INDIAN RESIDENTIAL SCHOOL BUILDINGS AND GROUNDS

Date	Event	Document Reference
1886	The upper part (garrets) of the main building was converted into a dormitory for girls. Bake ovens, a root house, coal sheds and water closets were added.	DIA Annual Report 1886 pg. 143
1887	A carpenter's shop, piggery and hen house were added to the school grounds.	DIA Annual Report 1887 pg. 179
1889	An infirmary was added to the school.	DIA Annual Report 1889 pt. I, pg. 90
1891	Men's quarters were added along with a windmill to help pump water from the river.	DIA Annual Report 1891 pg. 91
1892	The rear end of the school building was extended to create a good-sized school room for the girls, a small sewing room and an extra room for the Sisters. The boys' and girls' lavatory in the main school building was each been fitted with wash basins, baths and water closets.	DIA Annual Report 1892 pgs. 127, 198
1893	The new boys' dormitory is under construction. The building consisted of a basement, a main floor with a boys' recreation room and four office rooms. The second floor contained the school room, an altar for church services and four rooms for officers. The third floor contained the boys' dormitory with space for 60 beds and bathrooms. The main IRS building contained a boys' dormitory with 37 beds and a boys' lavatory. The girls' dormitory was on the other end of the building, which contained 25 beds and a lavatory. The building also consisted of a kitchen, dining room, sewing room. It is noted that once the new boys building is completed, the main building will be occupied exclusively by the girls.	DIA Annual Report 1893 pgs. 205-206
1894	A new bakery was built.	DIA Annual Report 1894, pg. 197

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1895	A new kitchen was added to the girls' dormitory.	DIA Annual Report 1895, pgs. 266-267
1912	A telephone is installed at the IRS.	DIA Annual Report 1912, pgs.547-548

PHOTOS, PLANS AND LAYOUT

Date	Description	Document Reference
Undated		
Undated		
Undated		
Undated		
Undated		
Undated		
Undated		
July 1889		
Circa 1896		
Circa 1896		
1896	Photograph of exterior of school buildings	DIA Annual Report 1896, pg. 356

DOCUMENTS REFERRING TO SCHOOL INCIDENTS

000098

Document disclosed pursuant to the Access to the Information Act
Document divulgué en vertu de la Loi sous l'accès à l'information

To date, we are unaware of any convictions for abuse at St. Joseph's (High River, Dunbow) or of any convicted abusers present at the school.

Incidents (Sexual)
No information was found concerning sexual incidents.

Incidents (Physical)
No information was found concerning physical incidents.

Incidents (Student on Student)
No information was found concerning student on student incidents.

ADDITIONAL INFORMATION

1886	Nearly all pupils at the IRS were sick with the measles and several pupils were discharged as a result of their illnesses [DIA Annual Report 1886, pg. 143].
1888	The first student death occurred at the IRS. A boy died of consumption [DIA Annual Report 1888, pg. 99].
1891	A fever epidemic broke out at the IRS, though no mortality resulted [DIA Annual Report 1892, pg. 214].
1892	One male pupil had his leg amputated and recovered his operation then died from consumption [DIA Annual Report 1892, pg. 128]. An epidemic of fever broke out at the school but no mortality resulted. However another six pupils died at the IRS during the year; three from consumption, one from liver complaints and two from scrofula [DIA Annual Report 1892, pg. 214].
1891 onwards	Older male pupils were employed as carpenters on local projects and as farmers on local farms. This practice may have started as early as 1891 [DIA Annual Report 1891, pg. 112; DIA Annual Report 1892, pgs. 214-216]. The pupils were encouraged to purchase cattle with their wages so that they might have a small herd of their own upon graduation [DIA Annual Report 1897, pg. 259-260]. The older male pupils at the IRS also did most of the carpentry work at the school (e.g. building furniture, putting up new buildings, repairs) [DIA Annual Report 1892, pg. 127].
1893	Three pupils died at the IRS [DIA Annual Report 1893, pg. 207].
1894	Four pupil deaths occurred during the year [DIA Annual Report 1894, pg. 196-197].
1895	Three pupil deaths occurred during the year, two from consumption and one from brain fever [DIA Annual Report 1895, pg. 176].
1897	Seven pupil deaths occurred at the IRS, five from consumption and two from brain fever [DIA Annual Report 1897, pg. 260].
June 1898	An epidemic of measles broke out at the IRS [DIA Annual Report 1898, pg. 297].
1899	Two pupils died at the IRS from secondary illness following an outbreak of the measles and two pupils died of consumption [DIA Annual Report 1899, pg. 362].
October 1901	One male pupil died of phthisis at the IRS [DIA Annual Report 1901, pg. 377].

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Last updated September 12, 2013

February 1903 One male pupil died from brain fever at the IRS [DIA Annual Report 1903, pg. 407].

Undated [redacted]

PRINCIPALS/ADMINISTRATORS

Name	Position	Tenure Dates
A. Lacombe	Principal	1884 to 1885
E. Claude	Acting Principal Principal	1886 1887 to 1890
A. Naessens	Acting Principal Principal	1890 1891 to 1900
M. Lepine	Acting Principal	1901 to 1902
A. Naessens	Principal	1903 to 1907
J. Riou	Principal	1907 to 1912
G. Nordmann	Principal	1913 to 1918
J.A. Demers	Principal	1919 to 1923

Updated: Sept, 12, 2013
Updated: March 8, 2014

DRAFT

Document disclosed pursuant to the Access to the Information Act
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St. Joseph's (High River, Dunbow)
IAP School Narrative

NAME IN THE SETTLEMENT AGREEMENT (Schedule E/F)

St. Joseph's (High River, Dunbow)

OTHER NAMES KNOWN AS (AKAs)

1884 to 1885	Industrial School at High River [DIA Annual Report 1884, pg. 144; DIA Annual Report 1885, pg. 142]
1886 to 1916	St. Joseph's Industrial School [DIA Annual Report 1886, pg. 142; DIA Annual Report 1916, pg. 152]
1887 to 1904	High River Industrial School [DIA Annual Report 1887, pg. 179; DIA Annual Report 1904, pg. 387]
1895	Dunbow School [DIA Annual Report 1895, pg. 196]
1900	Dunbow Industrial School [DIA Annual Report 1900, pg. 157]
1905	High River (St. Joseph's) Industrial School [DIA Annual Report 1905, pg. 351]
1917 to 1922	St. Joseph's School [DIA Annual Report 1917, pg. 85; DIAND Annual Report 1922, pt. I, pg. 69]
1923	Dunbow (St. Joseph's) Industrial School [DIA Annual Report 1923, pt. I, pg. 255-56]

LOCATION

The school was located approximately 25 miles southeast of Calgary in the Dunbow valley on High River. The school is also described as being ¾ of a mile from the mouth of the High River. The Davisburg post office was between two and four miles away and the closest rail line was in the town of De Winton, approximately 11 miles away [DIA Annual Report 1901, pg. 376; DIA Annual Report 1904, pg. 387; DIA Annual Report 1905, pg. 428; DIA Annual Report 1911, pg. 428].

PROVINCE/TERRITORY

Alberta

OPERATING DATES AS AN INDIAN RESIDENTIAL SCHOOL

These dates represent the time during which the Government of Canada was responsible for the operation of the Indian Residential School, excluding any periods of closure.

October 17, 1884 to December 31, 1922

OPERATING DATES CONTEXT

The St. Joseph's (High River, Dunbow) IRS opened its doors on October 17, 1884 with Federal funding [DIA Annual Report 1885, pt. II, pgs.183-186; DIA Annual Report 1887, pgs.123-124]. The school closed by December 1922. St. Joseph's (High River, Dunbow) IRS's assets and equipment were sold or divided between the Oblates of Mary Immaculate organization, the Grey Nuns organization, and the Federal Government [OGP-030045; DIA Annual Report 1923, pt. I, pgs. 255-256; DIA Annual Report 1924, pgs. 188-190; OMI-033010 pg. 2].

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RELIGIOUS AFFILIATION

Roman Catholic

1884 to 1922 Oblates of Mary Immaculate (OMI) [DIA Annual Report 1924, p. 188]

1884 to 1922 Sisters of Charity - Grey Nuns DIA Annual Report 1924, p. 188]

CHRONOLOGICAL HISTORY OF THE INDIAN RESIDENTIAL SCHOOL

Date	Event	Document Reference
October 17, 1884	St. Joseph's (High River, Dunbow) IRS opened on October 17, 1884. As a result of the building construction not being completed on time, only 10 boys were admitted to the IRS at the time of opening.	DIA Annual Report 1884 pg.161 DIA Annual Report 1885, pt. II, pgs.183-186 DIA Annual Report 1887 pgs.123-124
1884	The school was built and paid for by the federal government.	DIA Annual Report 1884, p. 144 and pt. II, pg. 215 DIA Annual Report 1885, pt. II, pgs 183-186
1885	After fears of a "war party of Crees", many parents removed their children from the IRS, which resulted in a range of pupil enrolment from a low of 1 to a high of 23.	DIA Annual Report 1885, pgs. 75, 142, 160
1886	As a result of the same issues as the previous year, enrolment was for a time at 1 pupil; however the Principal brought in children and enrolment rose to 30 to 32 pupils.	DIA Annual Report 1886, pg. 142
1891	The school was filled to its maximum capacity. It is noted that the increase in enrolment is due to the efforts of school administration to overcome the "prejudice" felt by parents and their unwillingness to part with their children and send them to the school.	DIA Annual Report 1891, pg. 200
1894/95	Enrolment increases with the opening of the new boys' dormitory.	DIA Annual Report 1895, pg. 175
February 1922	Despite the Principal's efforts to bring new pupils to the St. Joseph's (High River, Dunbow), enrolment continued to decrease as parents became increasingly opposed to sending their children to the IRS. It is recommended the IRS be closed as soon as possible.	OGP-090011
Circa December 1922	St. Joseph's (High River, Dunbow) IRS closed.	DIA Annual Report 1923, pt. I, pgs. 255-256 OMI-033010 pg. 2

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EDUCATION OF STUDENTS

Grades taught at the Indian residential school

School Years	Grades offered	Document Reference
1884/85 to 1889/90	No information found	
1890/91 to 1902/03	Standard 1 to 5	DIA Annual Report 1890, pg. 107 DIA Annual Report 1903, pg. 406
1903/04 to 1915/16	Standard 1 to 6	DIA Annual Report 1904, pt. II, pgs. 54-55 DIA Annual Report 1916, pgs. 138-139
1916/17	Standard 1 to 5	DIA Annual Report 1917, pt. II, pgs. 84-85
1917/18	Standard 2 to 5	DIA Annual Report 1918, pgs. 94-95
1918/19	Standard 2 to 6	DIA Annual Report 1919, pg. 90
1919/20	No information found	
1920/21	Standard 1 to 6	DIA Annual Report 1921, pg. 73
1921/22	Standard 1 to 5	DIA Annual Report 1922, pg. 69
1922/23	Standard 1 to 6	DIA Annual Report 1923, pgs. 56-57

Other Schools Attended by Residents

No information was found in available documents to indicate residents of the IRS attended other schools.

GENERAL ENROLLMENT STATISTICS OVER TIME

Documents reviewed indicate that for most years the school could accommodate up to 120 students. The Annual Reports of the department show that the school accepted some white and half breed students. It is not clear if these students were included in the yearly total school population.

School Years	Number of Residents	If applicable, day scholars	Document Reference
1884/85	10 (boys only)	No information found	DIA Annual Report 1884, pg.161
1885/86	1 to 23	No information found	DIA Annual Report 1885, pgs. 75, 142, 160
1886/87	1 to 32	No information found	DIA Annual Report 1886, pg. 142
1887/88	29	No information found	DIA Annual Report 1887, pg. 181
1888/89	22 to 32	No information found	DIA Annual Report 1888, pg. 99, 129
1889/90	28 to 54	No information found	DIA Annual Report 1889, pg. 172, and pt. I, pg. 89 DIA Annual Report 1890, pg. 106
1890/91	52 to 70	No information found	DIA Annual Report 1891, pgs. 111,

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			212
1891/92	72	No information found	DIA Annual Report 1892, pg. 128
1892/93	73	No information found	DIA Annual Report 1893, pg. 206
1893/94	78 to 122	No information found	DIA Annual Report 1894, pgs. 196-197
1894/95	120 to 121	No information found	DIA Annual Report 1895, pgs. 175-176
1895/96	120	No information found	DIA Annual Report 1896, pg. 412
1896/97	124	No information found	DIA Annual Report 1897, pg. 328
1897/98	105 to 117	No information found	DIA Annual Report 1898, pg. 279, 380
1898/99	91 to 108	No information found	DIA Annual Report 1899, pgs. 360, 448-449
1899/1900	91 to 93	No information found	DIA Annual Report 1900, pgs. 43, 393
1900/01	87	No information found	DIA Annual Report 1901, pt. II, pgs. 50-51
1901/02	78	No information found	DIA Annual Report 1902, pt. II, pgs. 48-49
1902/03	79 to 82	No information found	DIA Annual Report 1903, pt. I, pgs. 472 and pt. II, pgs. 54-55
1903/04	81 to 83	No information found	DIA Annual Report 1904, pgs. 83 and pt. II, pgs. 54-55
1904/05	83	No information found	DIA Annual Report 1905, pt. II, pgs. 52-53
1905/06	79	No information found	DIA Annual Report 1906, pt. II, pgs. 58-59
1906/07	78	No information found	DIA Annual Report 1907, pt. II, pgs. 57-58
1907/08	68 to 71	No information found	DIA Annual Report 1908, pg. 390 and pt. II, pgs. 58-59
1908/09	69	No information found	DIA Annual Report 1909, pt. II, pgs. 22-23
1909/10	67	No information found	DIA Annual Report 1910, pg. 365
1910/11	62 to 72	No information found	DIA Annual Report 1911, pgs. 416-417, 450-451
1911/12	73 to 81	No information found	DIA Annual Report 1912, pgs. 424-425, 547
1912/13	52	No information found	DIA Annual Report

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			1913, pgs. 438-439
1913/14	67	No information found	DIA Annual Report 1914, pgs. 150-151
1914/15	67	No information found	DIA Annual Report 1915, pgs. 150-151
1915/16	53	No information found	DIA Annual Report 1916, pgs. 138-139
1916/17	38	No information found	DIA Annual Report 1917, pgs. 84-85
1917/18	42	No information found	DIA Annual Report 1918, pgs. 94-95
1918/19	38	No information found	DIA Annual Report 1919, pgs. 90
1919/20	No information found	No information found	
1920/21	44	No information found	DIA Annual Report 1921, pgs. 73
1921/22	45	No information found	DIA Annual Report 1922, pt. I, pgs. 69
1922/23	38	No information found	DIA Annual Report 1923, pgs. 56-57

SPECIAL PROGRAMS

School Years	Special Programs Offered	Document Reference
1886	Pupils were employed at the school farm, undertaking duties such as ploughing, harrowing, weeding, raking and loading hay, cutting wood, cleaning stable, taking care of horses and cattle. The boys received training in carpentry and gardening while the girls received training in sewing and knitting.	DIA Annual Report 1886, pgs. 143, 151
1887	The school's primary objective was to provide the children with instruction in industrial trades. Younger pupils were in class five hours a day, while older pupils learning trades were in class two and a half hours a day and trades training the rest.	DIA Annual Report 1887, pg. 127
1890	The boys received training in farming, carpentry, making of shoes and harnesses, baking, and caring for livestock (cows, sheep, horses, pigs, oxen, chickens). The girls received instruction in various household skills, including cooking, laundry, dairy, sewing, and knitting.	DIA Annual Report 1890, pgs. 107-109
November 1892	The school brass band, composed of 10 boys, started in 1892. It is noted that the band	DIA Annual Report 1892, pgs. 128, 214 DIA Annual Report 1895,

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	was very good and played at many local events.	pg. 196
1898	The IRS had a boys hockey and football teams that are noted to have been successful in local tournaments.	DIA Annual Report 1898, pg. 296 DIA Annual Report 1899, pg. 363

INDIAN RESIDENTIAL SCHOOL BUILDINGS AND GROUNDS

Date	Event	Document Reference
1886	The upper part (garrets) of the main building was converted into a dormitory for girls. Bake ovens, a root house, coal sheds and water closets were added.	DIA Annual Report 1886 pg. 143
1887	A carpenter's shop, piggery and hen house were added to the school grounds.	DIA Annual Report 1887 pg. 179
1889	An infirmary was added to the school.	DIA Annual Report 1889 pt. I, pg. 90
1891	Men's quarters were added along with a windmill to help pump water from the river.	DIA Annual Report 1891 pg. 91
1892	The rear end of the school building was extended to create a good-sized school room for the girls, a small sewing room and an extra room for the Sisters. The boys' and girls' lavatory in the main school building was each been fitted with wash basins, baths and water closets.	DIA Annual Report 1892 pgs. 127, 198
1893	The new boys' dormitory is under construction. The building consisted of a basement, a main floor with a boys' recreation room and four office rooms. The second floor contained the school room, an altar for church services and four rooms for officers. The third floor contained the boys' dormitory with space for 60 beds and bathrooms. The main IRS building contained a boys' dormitory with 37 beds and a boys' lavatory. The girls' dormitory was on the other end of the building, which contained 25 beds and a lavatory. The building also consisted of a kitchen, dining room, sewing room. It is noted that once the new boys building is completed, the main building will be occupied exclusively by the girls.	DIA Annual Report 1893 pgs. 205-206
1894	A new bakery was built.	DIA Annual Report 1894, pg. 197
1895	A new kitchen was added to the girls' dormitory.	DIA Annual Report 1895, pgs. 266-267

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1912	A telephone is installed at the IRS.	DIA Annual Report 1912, pgs.547-548

PHOTOS, PLANS AND LAYOUT

Date	Description	Document Reference
Undated	[redacted]	[redacted]
Undated		
Undated		
Undated		
Undated		
Undated		
July 1889		
Circa 1896		
Circa 1896		
1896	Photograph of exterior of school buildings	DIA Annual Report 1896, pg. 356

DOCUMENTS REFERRING TO SCHOOL INCIDENTS

[redacted]

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To date, we are unaware of any convictions for abuse at St. Joseph's (High River, Dunbow) or of any convicted abusers present at the school.

Incidents (Sexual)
No information was found concerning sexual incidents.

Incidents (Physical)
No information was found concerning physical incidents.

Incidents (Student on Student)
No information was found concerning student on student incidents.

ADDITIONAL INFORMATION

1886	Nearly all pupils at the IRS were sick with the measles and several pupils were discharged as a result of their illnesses [DIA Annual Report 1886, pg. 143].
1888	The first student death occurred at the IRS. A boy died of consumption [DIA Annual Report 1888, pg. 99].
1891	A fever epidemic broke out at the IRS, though no mortality resulted [DIA Annual Report 1892, pg. 214].
1892	One male pupil had his leg amputated and recovered his operation then died from consumption [DIA Annual Report 1892, pg. 128]. An epidemic of fever broke out at the school but no mortality resulted. However another six pupils died at the IRS during the year; three from consumption, one from liver complaints and two from scrofula [DIA Annual Report 1892, pg. 214].
1891 onwards	Older male pupils were employed as carpenters on local projects and as farmers on local farms. This practice may have started as early as 1891 [DIA Annual Report 1891, pg. 112; DIA Annual Report 1892, pgs. 214-216]. The pupils were encouraged to purchase cattle with their wages so that they might have a small herd of their own upon graduation [DIA Annual Report 1897, pg. 259-260]. The older male pupils at the IRS also did most of the carpentry work at the school (e.g. building furniture, putting up new buildings, repairs) [DIA Annual Report 1892, pg. 127].
1893	Three pupils died at the IRS [DIA Annual Report 1893, pg. 207].
1894	Four pupil deaths occurred during the year [DIA Annual Report 1894, pg. 196-197].
1895	Three pupil deaths occurred during the year, two from consumption and one from brain fever [DIA Annual Report 1895, pg. 176].
1897	Seven pupil deaths occurred at the IRS, five from consumption and two from brain fever [DIA Annual Report 1897, pg. 260].
June 1898	An epidemic of measles broke out at the IRS [DIA Annual Report 1898, pg. 297].
1899	Two pupils died at the IRS from secondary illness following an outbreak of the measles and two pupils died of consumption [DIA Annual Report 1899, pg. 362].
October 1901	One male pupil died of phthisis at the IRS [DIA Annual Report 1901, pg. 377].
February 1903	One male pupil died from brain fever at the IRS [DIA Annual Report

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1903, pg. 407].

Undated [redacted]

PRINCIPALS/ADMINISTRATORS

Name	Position	Tenure Dates
A. Lacombe	Principal	1884 to 1885
E. Claude	Acting Principal Principal	1886 1887 to 1890
A. Naessens	Acting Principal Principal	1890 1891 to 1900
M. Lepine	Acting Principal	1901 to 1902
A. Naessens	Principal	1903 to 1907
J. Riou	Principal	1907 to 1912
G. Nordmann	Principal	1913 to 1918
J.A. Demers	Principal	1919 to 1923

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