



Mitákuyepi



Mitákuyepi is a publication for employees of St. Joseph's Indian School and its outreaches like Jaranya Nasomwat, recognized for her outstanding hospitality and cheerful service to the patrons of the Dining Hall —

young and older.

This employee newsletter is named Mitákuyepi because it speaks the mission of St. Joseph's Indian School. Mitákuyepi is a Lakota word used to say, "my relatives." Also, it is the address to an audience that means, "I have something to say." This is the voice of our thiyóšpaye.

Its masthead has a backdrop of sacred sage to remind us that our work is Wakháŋ.

PROBLEMS?
PLEASE LET US KNOW!
CHANGE LABEL AND MAIL BACK TO US.

- ___ Misspelled name
- ___ Wrong address
- ___ Received more than one
- ___ Remove my name from the mailing list



SACRED SIGHTINGS

Sacred Sightings is a pictorial celebration of God's presence and signs of hope at St. Joseph's Indian School.

SUMMER 2021 **4**

MESSAGE FROM MIKE



Mike Tyrell
President
St. Joseph's Indian School

Why PATH?

Over the course of my tenure here at St. Joseph's Indian School, I have come to recognize the power of our mission for those with whom we partner. I have seen firsthand how safety, stability and a routine can allow a child to develop a solid foundation. Sometimes it is as simple as allowing a child to just be a child. I have seen our junior high and high school students acquire the skills necessary to succeed in college and beyond. Working holistically with a child speaks to the beauty of our mission.

I have also come to know that every student and alumni who attended St. Joseph's Indian School experienced things differently. Some passed their time more negatively than others. Those who

did not have a positive time as students cite concerns of over-discipline, abuse and "the stripping of culture." Recent discoveries of mass graves in Canada have placed the history of Native American Federal Boarding Schools at the forefront of many discussions.

Although St. Joseph's Indian School was not part of the federal system and was founded for different reasons, we must study our history. We will look to identify practices and actions that strayed from our core mission. Knowing our history is not an entirely new endeavor. "Then and Now" by Kathryn Cravens and the historical center in the museum are two examples.

The founder of the Congregation of the Priests of the Sacred Heart, Fr. Leo John Dehon, calls us to be

"Prophets of Love and Servants of Reconciliation." In that spirit, we will look at our history and determine where we can aid those whose experiences fell short of the principles our mission is based upon.

As noted at orientation, we have a small committee called PATH (Process to Advance Truth and Healing). The first task is to review materials related to the history of the school. From there, we will take additional steps as we understand our history to include a healing component for those who were hurt.

We will update you on the efforts of the PATH Committee. Pray for all our alumni, particularly those who had bad experiences here, that we can help in the healing process.

QUESTIONS?

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For additional information about St. Joseph's Indian School, its outreaches and the Priests of the Sacred Heart visit:

www.sjskids.org or
www.stjo.org



St. Joseph's Indian School
We serve and teach, we receive and learn.

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PATH

Process to Advance Truth and Healing



PATH Opens Way to Truth and Healing

Our Strategic Plan Decade of Inclusion 2020-2030 lists Goal IV as developing a St. Joseph's Indian School-specific approach to addressing boarding school history. Goal IV involves all of the key strategies: Stand Firm in our Strengths, Recognize and Rectify Our Flaws, Reach and Partner and Think and Act Boldly. While the plan and the goals it outlines are relatively new—begun in 2019 and completed during the past year—healing is not a new topic for the school to embrace.

What is new is the formation of the PATH committee, which will work to advance the effort. You might ask, "Why engage in this now?" It can be helpful to think: "One-hundred-forty years ago, how free were my ancestors to be fully themselves?" Many of us can recount the difficult, sometimes perilous stories of our families trying to make better lives for themselves. In doing so,

we might come to understand how their experience still impacts our lives today. We can come to learn that trauma lives down through generations.

To best serve our students and alumni, we want to understand better the history of boarding schools and how it has impacted our students.

The PATH committee first will develop a fuller understanding of the history of the school by combing through publications and archives. Equipped with this information, they will draft a curriculum for staff so that we all can learn more about St. Joseph's history and the boarding school era. Healing begins with telling the truth with authenticity. This, in turn, opens us to listening with compassion to those whose school experiences were not as positive as we might have hoped.

4 YOUR INFORMATION

1

LEAD STORY
Process to Advance Truth and Healing
Circle of Care

2

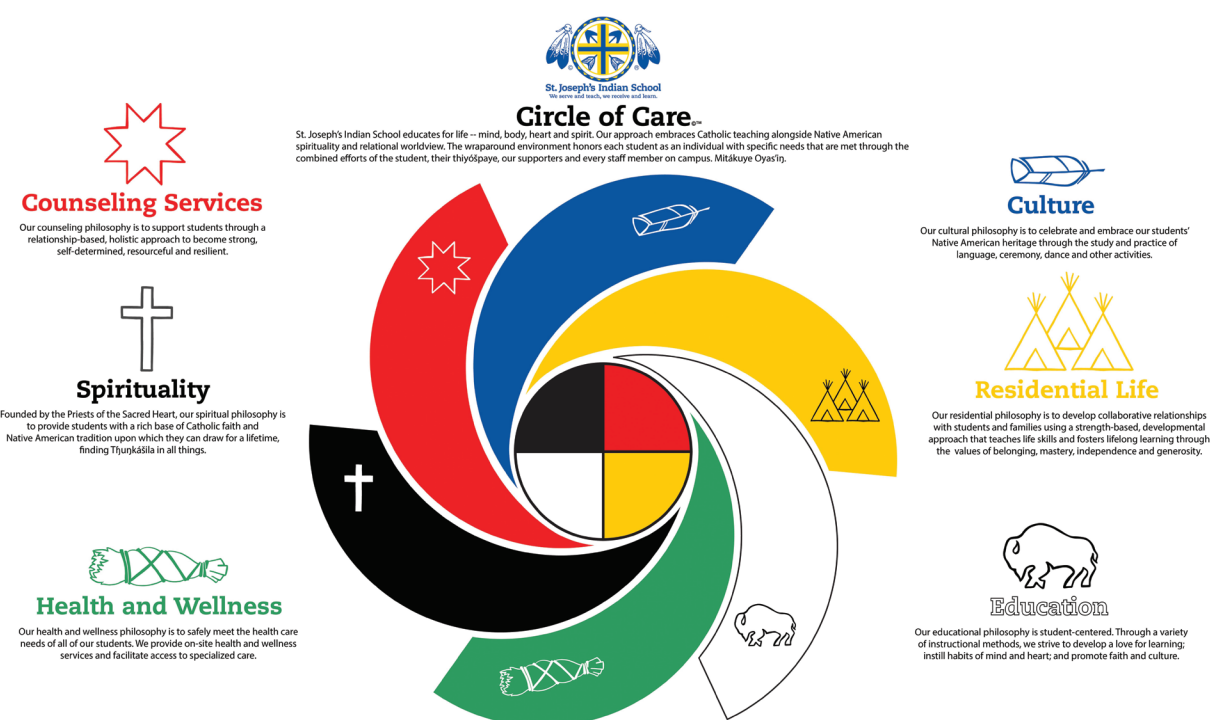
MISSION IN MOTION
Getting to Know
Mission in Motion

3

PEOPLE NEWS
Welcome Aboard
Student Benefits from Wraparound Services
Circle of Care ctd.

4

MESSAGE FROM MIKE
Why Path



In general, Native Americans, whatever their place from traditional to assimilated, tend to adhere to a relational worldview, which has its roots in tribal culture. This worldview is intuitive and imaginative and sees life and time as a circle moving through cycles.

The Circle of Care seeks to measure student growth not in the linear Western European way but through the relational worldview appropriate to their culture.

To meet the strategic goal, the Child Services Team and Communications immersed themselves in studying indigenous ways of knowing. They read from Robin Wall Kimmer's "Braiding Sweetgrass" and other Native thought leaders. They listened to lectures from the National Indian Child Welfare Association on the subject. Over the summer, they honed their thoughts to be as accountable as possible to the culture of our students.

Circle of Care to Measure Student Growth

Responding to the Strategic Plan 2020-2030: Decade of Inclusion, Communications and the Child Services Teams began work this summer toward developing new measures of student achievement based on indigenous knowledge systems and the school's expertise in teaching. Different from generally accepted ways of evaluating student progress, the idea is to meet students where they are in a culturally thoughtful way.

Indigenous ways of knowing reflect a way of being in the world based on the relational worldview. In our world today, there are two predominant worldviews – linear and relational.

The linear worldview is rooted in Western European thought. It is the worldview of most European Americans. It is rational, logical, and systematic. Time is progressive and sequential.

The resulting graphic, the Circle of Care, illustrates our approach to educate for life – mind, body, heart and spirit. We embrace Catholic teaching alongside Native American spirituality and the relational worldview. The wraparound environment honors each student as an individual with specific needs met through the combined efforts of the student, their thiyóšpaye, our supporters and every staff member on campus. *Mitákuyé Oyás'ŋ.*

(continued on page 3)



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Mitákuyepi is PUBLISHED QUARTERLY BY ST. JOSEPH'S INDIAN SCHOOL. ITS PURPOSE IS TO COMMUNICATE ACTIVITIES AND ISSUES PERTINENT TO THE SCHOOL, TO SHARE IDEAS AND INFORMATION USEFUL IN PERFORMING THE MISSION, TO ASSIST IN FOSTERING A COMMON CULTURE AND TO REINFORCE THE MISSION AND CORE VALUES OF ST. JOSEPH'S INDIAN SCHOOL.

