



SUPERINTENDENT'S REPORT

March 18, 2025 Board Meeting

1. **Joint Municipality Meetings:** On March 6, 2025 at Powerhouse Campus, WRSD trustees and administration met with the councils and administration for Brazeau County, Village of Breton and Town of Drayton Valley for our annual joint meeting. On March 11, at our Division Office, we met with the councils and administration for Clearwater County and the Town of Rocky Mountain House. These meetings gave us the opportunity to discuss common areas of interest and advocacy, as well as discussion on how we can better work together in support of our students, families and constituents. Topics discussed included:

- [WRSD 2025-28 Capital Plan](#)
- Joint Use Planning Agreements (JUPA)
- School Resource Officer Agreement
- Family Wellness Worker Program and Mental Health Initiative
- Other topics specific to each region

We believe it is important to have positive working relationships with our municipal partners and use these meetings to collaborate in the best interests of our students, families and communities.

First Nations, Métis, Inuit Education #indigenouseducationeveryday #wrsd



🌻 Strengthening Relationships, Building Opportunities 🌻

The Indigenous Education Team (IET) is committed to supporting **all students, educators, and families** in deepening their understanding of Indigenous perspectives while fostering inclusive

learning environments. Through advocacy, cultural learning, and professional development, we create spaces where Indigenous knowledge, traditions, and ways of knowing are honored and integrated into everyday learning.

We continue to assist **Indigenous families** with **citizenship applications, student advocacy, and mediation**, recognizing that access to these supports is an **inherent right**. As we walk alongside students and educators, we also respond to the growing need for **deeper conversations** around Indigenous education, identity, and reconciliation. By creating space for these meaningful discussions, we help ensure that **all learners—Indigenous and non-Indigenous—can engage in ways that foster identity, connection, and community**.

Uncles Ice Fishing & Aunties' Belly Button Teachings

Community connections remain at the heart of our work. This month, the Uncles program participants had fun out at Crimson Lake engaging in a traditional ice fishing experience, offering students hands-on learning about land-based survival, patience, and sustainability. Meanwhile, an Elder guided Aunties in powerful Belly Button Teachings—rooted in cultural tradition and identity—to honour the sacred connection between past, present, and future generations.

Métis Artist Angela Hall: Building Capacity Through Art and Education

Métis artist **Angela Hall** spent valuable time with educators and students, **building capacity and deepening understanding of Métis culture** through art and storytelling. She generously shared her knowledge, guided students in creative expression, and provided **meaningful, authentic Métis education resources** to ensure that learning continues beyond her time in the classroom. Her contributions have strengthened **teacher capacity**, enriched student experiences, and supported the ongoing integration of Métis perspectives in schools.

Student Leadership and Advocacy at Frank Maddock

Students at Frank Maddock High School stepped up to **Speak Out and Lead Change** in a transformative day of learning. Centered on **Belonging & Inclusion, Indigenous Education, Equity & Anti-Racism, and Student Voice & Leadership**, this event began with an inspiring assembly, followed by small group discussions that empowered students to recognize their voices as tools for positive change. Gratitude goes to Kohkom Linda, Shannon Mah (McMan), and the **Drayton Valley Youth Hub navigators** for their invaluable support. These conversations mark the start of an ongoing journey with the Frank Maddock community.

Professional Learning in Fur Artistry & Wâhkôhtowin

WRSD educators engaged in two new powerful professional learning sessions, **Fur Artistry and Wâhkôhtowin in Practice**, deepening their connection to Indigenous perspectives through hands-on experiences.

- **In the South**, educators explored **Fur Artistry**, crafting earrings and keychains using ethically sourced fur while learning about responsible harvesting, repurposing, and storytelling's role in reconciliation.
- **In the North**, the **Wâhkôhtowin in Practice** session encouraged participants to design a wâhkôhtowin sign, reflecting on relationships and responsibilities in their schools. Discussions on Indigenous worldviews, land-based learning, and language strengthened understandings of reconciliation beyond creativity.

🌸 Indigenous Well-Being Conference 2025: Strength in Wahkohtowin 🌸

The **Indigenous Education Team** attended the **Indigenous Well-Being Conference 2025**, recognizing that to lead Indigenous education in the best possible way, we must also care for ourselves and each other. This year's theme, "**Empowering Care Networks for Community Healing and Resilience**," aligned with our commitment to walking together in **Wâhkôhtowin**—honouring the strength of relationships and our collective responsibility to support one another.

As a team, we reflected on the resilience required to carry this work forward, the importance of maintaining our own well-being, and the ways in which we can continue to uplift each other. Strengthened by shared knowledge and connection, we return more committed than ever to fostering spaces of belonging, learning, and cultural resurgence in our schools and communities.

3. Capital Projects

- Breton Modernization.- Alberta Infrastructure has selected and entered into contracts with a general contractor for this project. A start up meeting was held on March 7th and we anticipate that we will see the contractor mobilize in the coming weeks.

5.RISE program - The RISE (Reaching Individual Success Every Day) program was developed to support students with severe behavioral challenges across Wild Rose School Division. The program provides a safe, supportive, and flexible learning environment that recognizes the impact of trauma and fosters healing, resilience, and growth. RISE takes a comprehensive approach by working closely with families, community partners, and mental health professionals to address student needs holistically. Currently, nine students from Drayton Valley and Rocky Mountain House (grades 5 to 9) are enrolled, representing HW Pickup, Drayton Christian School, Pioneer Middle School, and



West Central. The program is supported by a dedicated team, including a Family Wellness Worker, a classroom teacher, and two full-time Educational Assistants and the principal from our



Visions West Outreach program. Their combined efforts ensure that students receive personalized academic, social, and emotional support in a structured yet adaptable setting. During the 2023-2024 school year, two students were successfully transitioned back to their community school. One student was removed from the program and later left the division for a secure mental health facility. Looking ahead, we anticipate that three more students will transition back to their community school by June 2025. As the program continues, the staff at RISE remain committed to

enhancing student success, strengthening partnerships, and exploring opportunities for growth to better serve students with complex needs.