



## THE WINNIPEG SCHOOL DIVISION

Telephone: (204) 775-0231  
FAX: 774-6211

### NORTH DISTRICT ADVISORY COMMITTEE

**Tuesday, January 27, 2026**  
**6:30 p.m. - 7:30 p.m.**  
**Luxton School 111 Polson Ave.**

(Committee Chair Trustee Evangelista  
Alternate Trustee Edel)

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### AGENDA

*Page*

#### **1. LAND ACKNOWLEDGEMENT**

"The students, staff and communities of Winnipeg School Division are committed to truth and reconciliation through building relationships with Mother Earth, the original peoples of this land and the stories that bring us together. We acknowledge the place in which we gather is on Treaty 1 territory, the homeland of the Red River Métis and the ancestral lands of the Anishinaabe, Ininiwak and Dakota Oyate peoples."

#### **2. APPROVAL OF THE AGENDA**

#### **3. NEW BUSINESS**

3.1 WSD 2026/2027 Budget Update 3

#### **4. ENQUIRIES, ANNOUNCEMENTS AND SCHOOL REPORTS**

School Reports are submitted in writing and attached to the Report for the meeting.

#### **5. FOR INFORMATION**

The following material is for information only and no action is required by the Committee. An opportunity will be provided at the meeting for questions related to this material.

5.1 Parent Council Feedback: Childcare, Nursery, and Kindergarten

**4 - 15**

<b>5.2</b>	Ward Boundaries Report	<b>16 - 30</b>
<b>5.3</b>	Future Meeting Dates	<b>31</b>
<b>5.4</b>	North District Advisory Committee Report No. 3-2025, Dated November 4, 2025	<b>32 - 35</b>

*If you require childcare at the meeting, please contact the Board and Community Liaison Office at 204-775-0231 a minimum of 1 week prior to the meeting date.*

**THE WINNIPEG SCHOOL DIVISION**

**TO:** **North District Advisory  
Committee Members** **January 27, 2026**

**FROM:** **M. Henderson  
Superintendent** **NEW BUSINESS**

**Re:** **WSD 2026/2027 Budget Update**

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An update on the WSD 2026/2027 Budget will be provided at the meeting.

**THE WINNIPEG SCHOOL DIVISION**

**TO:** **North District Advisory Committee Members** **January 27, 2026**

**FROM:** **M. Henderson** **FOR INFORMATION**  
**Superintendent**

**Re:** **PARENT COUNCIL FEEDBACK: CHILDCARE, NURSERY, AND KINDERGARTEN**

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At the previous District Advisory Committee meetings, families were invited to complete a survey to identify barriers and opportunities related to childcare, nursery, and kindergarten. This information will assist WSD in understanding the community needs, strengthen partnerships, and guide planning for early learning spaces.

Feedback was received from 18 schools. Families indicated that key barriers include lack of available spaces, insufficient available hours of operation, affordability, long waitlists and unclear communication, infrastructure and regulatory barriers, program design and developmental gaps, operational instability and quality concerns, transportation challenges, equity and systemic impact.

Families suggested re-establishing and expanding school-based childcare, expanding full day kindergarten and nursery options, increasing wrap around and after school programming, strengthening partnerships and system coordination, increasing capacity through strategic funding, improving quality and developmental supports, providing clear communication and family engagement opportunities, supporting families with multiple children, providing more affordability and access and providing opportunities for community to contribute.

Families also suggested learning from existing models and pilot programs, improving transportation and accessibility, strengthening community partnerships and utilizing community spaces.

The Board of Trustees will review the feedback as part of the 2026/2027 budget discussions.

## WSD PAC Feedback Tool: Childcare, Nursery, and Kindergarten Results

### Key Barriers Families Are Facing

#### 1. Severe Lack of Available Spaces

- Long waitlists (often 2–3 years) for daycare, before/after school care, nursery, and infant spaces.
- By the time families are offered a space, children are often already entering Kindergarten.
- Infant and toddler care (under age 2–3) is especially limited or no longer available in some school buildings.
- Sibling priority is lost when older siblings age out before younger children can access care.
- Even school-based daycare options are full, including programs restricted only to students of that school.
- Limited or no spaces within walking distance; families must travel outside their neighbourhoods.

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#### 2. Mismatch Between Childcare Hours and Work Schedules

- Many families work shift work, early mornings, late evenings, or healthcare schedules that are not supported by standard daycare hours.
- Lack of before and after school care makes maintaining employment difficult.
- Late pickup fees become excessive due to rigid closing times.
- Half-day (0.5 day) nursery or kindergarten schedules are particularly challenging for working families.

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#### 3. Affordability and Financial Strain

- \$10/day childcare has not expanded capacity, leaving many families unable to access subsidized spaces.
- New private childcare programs charge \$40+/day with no subsidy, making them inaccessible to many.
- Families are forced to pay for:
  - Summer, holidays, in-service days, and school breaks even when care is not needed.
  - Increased fees to keep their spot or risk losing it.
- Transportation costs (bus passes, commuting across the city) add further financial burden.

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#### 4. Waitlist Transparency and Access Issues

- Lack of clear information about:
  - Registration dates
  - How and where to register
  - Where children fall on waitlists
- Minimal or no advertising in the community about nursery or childcare registration.

- Perception that waitlists are inconsistently managed and influenced by personal connections or timing.
- Difficulty contacting daycare providers for updates or clarification.
- Invoices and billing structures are confusing and hard to understand.

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#### 5. Infrastructure and Regulatory Barriers

- Provincial regulations require costly building alterations to open or convert infant spaces, with no funding support.
- Schools lack appropriate infrastructure (accessible bathrooms, grooming rooms) to support expanded childcare.
- Nearly all available classrooms in some schools are already occupied by daycare programs.
- Concerns that adding school-operated daycare would disrupt core school programming.

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#### 6. Program Design and Developmental Gaps

- Limited programming that spans developmental needs from infancy through upper elementary.
- Lack of childcare options for older children who still need before/after school supervision.
- Childcare under age 3 is particularly scarce, leaving families with “zero options.”
- Families rely heavily on programs that provide transportation to/from school; without them, participation in nursery or kindergarten would not be possible.

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#### 7. Operational Instability and Quality Concerns

- Constant changes to hours of operation due to staff training or administrative issues.
- Confusion caused by multiple childcare providers operating within the same school.
- Concerns about:
  - Staffing shortages despite approved capacity
  - Children being excluded from snacks or limited in food portions
  - Inappropriate staff behaviour toward children
- Families feel forced into arrangements that do not meet their child’s needs to retain a space.

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#### 8. Transportation Challenges

- High transportation costs and long commute times, especially when care is not available in the neighbourhood.
- Children attending schools out of catchment due to program availability face additional logistical barriers.
- Transportation issues are compounded for families without flexible work schedules.

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#### 9. Communication and Family Education Gaps

- Families lack clear understanding of:

- What Nursery is
- How it differs from daycare or kindergarten
- How YMCA-operated programs function within schools
- Misalignment between YMCA staffing models and school or community expectations limits usable capacity.

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10. Equity and Systemic Impact

- Families report losing work hours, delaying return to work, or being unable to work at all due to childcare barriers.
- Some children were unable to attend kindergarten because no affordable childcare was available.
- Families feel the system is static, unchanged year after year, despite ongoing demand.

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11. Positive Notes (Contextual)

- Strong appreciation for teachers, school staff, and meetings.
- Recognition that when childcare works, it works very well for children.
- Some families expressed gratitude despite limited personal experience with formal childcare.

## Opportunities to Strengthen Early Learning & Childcare

### 1. Re-establish and Expand School-Based Childcare

- Reintroduce daycare centres within schools (e.g., Faraday previously housed a daycare), allowing a one-stop location for daycare, nursery, and school-age children.
- Use existing or underutilized classroom space to expand childcare, as seen at Grosvenor.
- Ensure permanent, long-term leases for childcare providers in schools so programs can plan, staff, and invest without fear of displacement due to enrollment changes.
- Provide childcare spots in schools that align with the number of enrolled students by age group.

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### 2. Expand Full-Day Kindergarten and Nursery Options

- Move toward full-day Kindergarten to better support working families and provide more consistent learning.
- Maintain or reintroduce Nursery programs as a “slow start” transition from daycare, supporting children’s social and emotional adjustment.
- Explore full-day nursery and kindergarten models to reduce the need for additional daycare.
- Introduce pre-nursery programming and early learning opportunities for younger children.

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### 3. Increase Wrap-Around and After-School Programming

- Expand before- and after-school care to reduce reliance on full daycare and lower costs for families.
- Offer after-school programming (clubs, open gym, enrichment programs) to bridge the gap between school dismissal and parent pickup times.
- Keep schools open for student-focused evening programs, rather than prioritizing external permits.

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### 4. Strengthen Partnerships and System Coordination

- Build stronger, coordinated partnerships among:
  - Schools
  - Daycare providers
  - Community organizations (e.g., YMCA, churches)
  - Family support services
- Create a centralized information hub so when families contact a school about enrolment, they also receive information about all available childcare and early learning options in the community.
- Continue and deepen relationships with established providers such as Brock Corydon Daycare and Rady CC Daycare.

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### 5. Increase Capacity Through Strategic Funding

- Address the “chicken-and-egg” problem where childcare expansion depends on school enrollment, and enrollment depends on childcare availability.
- Use creative provincial funding incentives to encourage providers (e.g., YMCA) to open more spaces in advance, enabling families to move schools and stabilize enrollment.
- Expand affordable childcare spaces, particularly before and after school.

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## **6. Improve Quality and Developmental Supports**

- Raise expectations beyond supervision to include:
  - Social and emotional learning
  - Kindness and relationship building
  - Curiosity-driven learning
  - Cultural engagement
- Integrate mental health and family support services into early learning spaces to address post-pandemic social and emotional delays.
- Design programs that are developmentally appropriate and responsive to children’s needs.

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## **7. Better Communication and Family Engagement**

- Improve proactive communication from childcare providers so families are not responsible for initiating all contact.
- Share best practices across schools (e.g., strong communication models like newsletters, emails, and school messengers).
- Offer education for families about early learning pathways, including Nursery, Kindergarten, and childcare options.
- Encourage and support parent and community volunteering in early learning and childcare programs.

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## **8. Support Families With Multiple Children**

- Expand childcare options for children who age out of daycare but are not yet able to travel independently to and from school.
- Reduce the burden of managing pickups across multiple schools or childcare locations.
- Align childcare programming across age groups to better support families with siblings.

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## **9. Affordability and Access**

- Increase affordable childcare spaces, especially before and after school.
- Reduce reliance on private, high-cost childcare options by expanding public and community-based programs.
- Ensure expanded programs are accessible, inclusive, and financially viable for families.

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## **10. Community Willingness to Contribute**

- Families expressed interest in volunteering and supporting childcare programs.

- Leverage community strengths and engagement to enhance program quality and sustainability.

## Families' Needs & Hopes for Early Learning and Childcare

### **1. More Accessible Full-Day Early Learning Options**

- Strong interest in full-day or all-day early learning programs, including:
  - Full-day kindergarten
  - Full-day nursery or alternating full-day schedules
- Families believe full-day programs provide:
  - Greater consistency for children
  - Better social, emotional, and academic development
  - Increased flexibility for working parents
- Nursery programs are valued as a supportive transition from home or daycare into school, particularly for children without access to daycare.

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### **2. Expanded Before- and After-School Care**

- Significant demand for before- and after-school programs, especially for parents working long hours (e.g., 7:00 a.m. – 7:00 p.m.).
- Families hope costs can remain affordable (ideally under \$10/day).
- Schools offering extended hours would help reduce stress and improve workforce participation.
- More after-school care and programming is needed at elementary schools.

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### **3. More Childcare Spaces—Now, Not Later**

- Families are frustrated by:
  - Long waitlists (often years long)
  - Limited availability even when new centres are announced
  - Delays caused by staffing shortages
- Families need immediate access to safe, reliable childcare, especially when returning to work with infants and toddlers (12–18 months).
- There is a desire for new daycare centres, including expansion into nearby schools or community spaces.

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### **4. Affordability and Fair Access to Subsidies**

- High childcare costs remain a major concern.
- Existing subsidies are viewed as:
  - Too restrictive for single-income or modest-income families
  - Not reflective of real cost-of-living pressures
- Families hope for:
  - Case-by-case subsidy consideration
  - More affordable early childcare options across age groups
- Affordability should extend to:
  - Before/after school care
  - Holidays, summer, and non-school days

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### **5. Staffing, Quality, and Workforce Sustainability**

- Families are concerned that:
  - New centres cannot open due to lack of trained staff

- Shortened training programs may compromise quality
- Families value:
  - Stable, well-trained, full-time staff
  - High-quality care in established large daycares
- There is apprehension about changes that could:
  - Reduce staff hours
  - Undermine existing high-quality programs
- Families believe children deserve **high-quality, consistent care** from infancy through age 11.

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#### 6. Fair and Transparent Access to Childcare

- Catchment families are concerned about not being prioritized for school-based daycare.
- Families want childcare access to be:
  - Fair
  - Transparent
  - Aligned with school enrollment where appropriate
- Lack of childcare should not prevent families from choosing or transferring to the school that best meets their child's needs.

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#### 7. Better Communication and Awareness

- Families want:
  - More advertising and awareness about nursery and early learning programs
  - Clear information on registration, availability, and options
- Strong communication from schools is highly valued and builds trust, engagement, and partnership.

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#### 8. Supportive Services and Transportation

- School bussing would help families access early learning and childcare programs.
- Wraparound supports (lunch programs, safe supervision, structured routines) are important to families' sense of security.
- Expanded daycare availability during:
  - School closures
  - Holidays
  - Summer months

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#### 9. Inclusive, Safe, and Developmentally Supportive Environments

- Families hope early learning spaces will:
  - Teach kindness, respect, and positive behaviour
  - Support social-emotional learning
  - Provide safe, nurturing environments
- Families value:
  - Individual attention from teachers
  - Proactive decision-making based on each child's needs

- Consistent routines and caring relationships

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10. Community-Centered Vision

- Families express appreciation for educators and caregivers and recognize the importance of community in raising children.
- There is a desire for:
  - A community-designed model of support
  - Opportunities for families to contribute, engage, and shape early learning services
- Many families shared positive experiences where children are happy, engaged, and excited to attend school.

## Family-Identified Next Steps & Ideas to Explore

### 1. Engage Families, Educators, and Schools in Planning

- Conduct a survey of parents, teachers, and school staff to:
  - Identify which school locations would be most helpful for adding daycare centres
  - Assess demand for before/after school care and extended hours
  - Explore interest in included meals (breakfast/lunch)
- Use survey results to guide equitable placement of new childcare spaces.
- Share and gather feedback on school division ideas, ensuring families feel part of the solution.

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### 2. Expand Childcare Spaces Strategically

- Open more daycare spaces, especially in schools that are losing catchment families due to childcare availability elsewhere.
- When adding daycare to schools:
  - Ensure there are enough spots to meet actual demand
  - Assume most families need after-school care when planning capacity
- Address the “chicken-and-egg” challenge where childcare availability drives school choice:
  - Use creative provincial funding incentives to allow providers to open spaces first, enabling families to enroll and stabilize school populations.
- Explore full-day Kindergarten and preschool, or before/after care for half-day programs.

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### 3. Learn From Existing Models and Pilots

- Review outcomes from:
  - Full-day Kindergarten pilot programs (e.g., WSD)
  - Other divisions such as Louis Riel School Division, where partnerships with the Boys and Girls Club provide free after-school care
- Examine how \$10/day childcare policies impact access, including concerns that convenience use may limit access for families who truly need care.

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### 4. Protect and Support Existing School and Daycare Capacity

- Carefully assess the impact of schools taking on additional responsibilities (e.g., lunch or daycare programming) without added resources.
- Ensure that any expansion of school-run daycare includes:
  - Additional administrative support
  - Facility planning
  - Clear strategies to avoid cutting school programs (clubs, arts events, extracurriculars)
- Consider how changes might affect existing high-quality daycares, staff stability, and service quality.

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### 5. Extend Hours and Wrap-Around Supports

- Explore extended hours for childcare and early learning programs.

- Integrate meals (breakfast/lunch) into programming where possible.
- Consider expanding Food Coordinator roles to support meals, increase staff hours toward full-time, and create employment opportunities for parents with children in the school.

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**6. Transportation and Accessibility**

- Collaborate with public transit to:
  - Offer free or reduced fares around school start and end times (e.g., models used in Vancouver)
- Expand or improve school bussing to support access to early learning and childcare.
- Address transportation as a key factor in school choice and childcare access.

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**7. Use Community Spaces Creatively**

- Explore use of City of Winnipeg library buildings or other community facilities to:
  - Expand childcare capacity
  - Reduce pressure on school space
  - Build inclusive, accessible infrastructure
- Encourage shared-use agreements that support long-term program stability.

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**8. Reimagine After-School and Childcare Programming**

- Move beyond supervision toward enriching, community-connected programs, including:
  - Life skills (cooking, sewing, gardening)
  - Student-run initiatives (e.g., breakfast programs, mini restaurants)
  - Community service (park cleanups, safety patrols)
  - Cultural learning and land-based education
- Position childcare spaces as places to build leadership, confidence, and community belonging.

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**9. Strengthen Community Partnerships**

- Collaborate with:
  - Community organizations (e.g., Bear Clan Patrol for safety teachings)
  - Libraries, community centres, and nonprofits
- Increase community events through schools, especially where local community centre programming has declined.
- Build reciprocal relationships that connect children and families to their neighbourhood.

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**10. Encourage Family and Community Involvement**

- Families expressed strong interest in:
  - Volunteering
  - Supporting programs
  - Being “helping hands” in schools and childcare settings
- Create structured, supported opportunities for family engagement.

**THE WINNIPEG SCHOOL DIVISION**

**TO:** **North District Advisory  
Committee Members** **January 27, 2026**

**FROM:** **M. Henderson  
Superintendent** **FOR INFORMATION**

**Re:** **WARD BOUNDARIES REPORT**

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At a meeting held September 15, 2025, the Board of Trustees approved a motion to distribute a report on the new Ward Boundaries to all families and parent councils for information (attached). The report is also available on the WSD website.



## NEW WARD BOUNDARIES REPORT TO THE COMMUNITY

During the 2023/24 and 2024/25 school years, the Board of Trustees established a Ward Boundaries Ad Hoc Committee to review the population of Ward Boundaries to ensure that the representation quotient met the requirements outlined in the Public Schools Act.

The Public Schools Act states that in determining the area to be included in, and in fixing the boundaries of any ward the school board shall consider:

- (a) special geographic conditions, including the sparsity, density and relative rate of growth or loss of population of a part of the school division; and
- (b) any special diversity or community of interests of the inhabitants of a part of the school division; and may allow a variation in the population requirement of any ward where, in its opinion, those considerations or any of them render a variation desirable but in no case may the representation quotient of any ward in the school division as a result thereof vary from the quotient to an extent that is greater than 25% or to an extent that is less than 25% of the quotient.

The Public Schools Act also states that a by-law must be passed by the School Board and approved by the Minister to alter the boundaries of existing wards.

At a meeting held September 15, 2025, the Board of Trustees approved a by-law to amend the existing ward boundaries. After a thorough review of possible revisions to the ward boundaries that would provide the best outcome to serve our families, the Board of Trustees approved new ward boundaries that provided an equitable distribution of trustee representation per school.

The new ward boundaries provide equal representation as follows:

- » An even distribution of total census population (2021 Census data)
- » Voters counts within the acceptable range (25% variance) (12,921 to 21,535 voters/trustee based on 9 wards)
- » An even distribution of WSD student population (2,108 to 3,988 students per ward)
- » One to two high schools per ward
- » A total of 7 to 11 schools per ward
- » Representation of 1 to 4 city wards.

The administration has met with the City of Winnipeg and the new boundaries are consistent with existing sub voting boundaries.



In June of 2025, a survey was distributed to all families in WSD. A total of 553 families submitted their feedback to the Board. Attached is a copy of the results from the survey, including an infographic on Ward Boundaries for your information.

## RESULTS

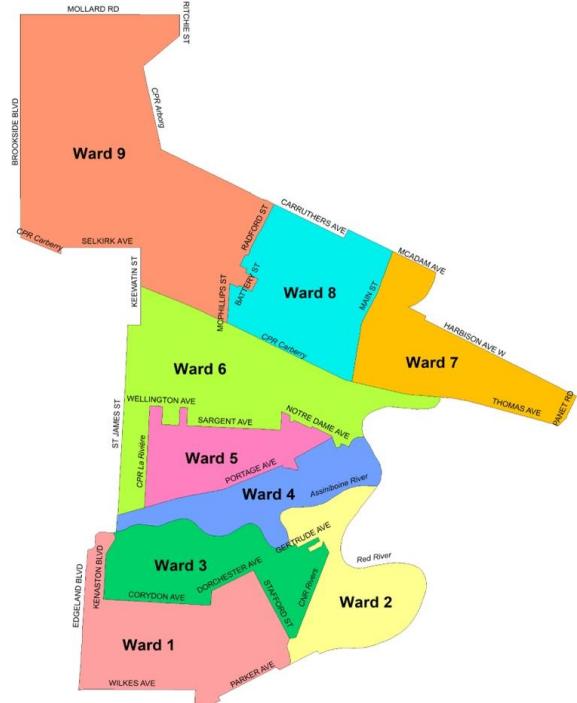
Parents, residents and stakeholders in the Division were asked by the Board of Trustees to provide feedback on whether alterations should be made to the existing ward boundaries.

The results of the feedback are as follows:

- » 582 results were obtained in total from on-line feedback form.
- » 290 support the revision to the Ward Boundaries.
- » 92 do not support the revision to the Ward Boundaries.
- » 198 had no opinion to the revision to the Ward Boundaries.

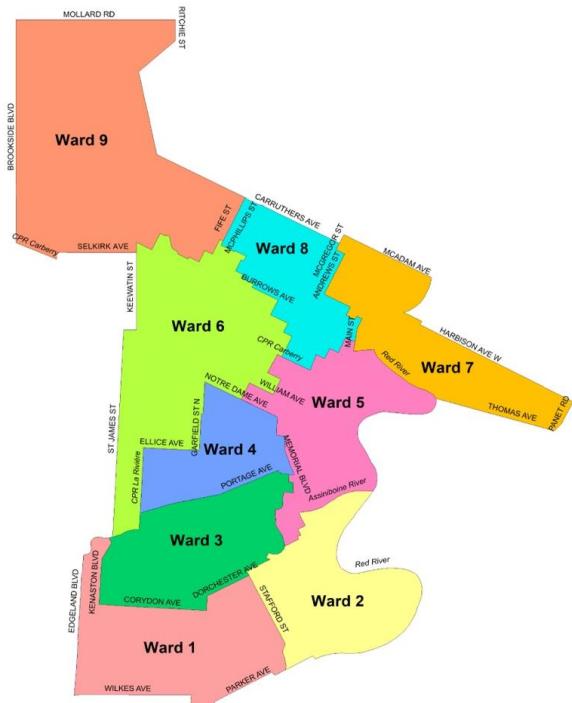
### Winnipeg School Division

#### Current Ward Boundaries



### Winnipeg School Division

#### Ward Boundaries effective October 2026 School Board Election





## NEW WARD BOUNDARIES

### EFFECTIVE 2026 MUNICIPAL AND SCHOOL BOARD ELECTION

#### WARD 1:

From South Division boundary (Wilkes Ave), north on extension of Morpeth Blvd, north along Morpeth Blvd, continue north along Edgeland Blvd to Assiniboine River, east along Assiniboine River to Kenaston Blvd, south along Kenaston Blvd to Corydon Ave, east along Corydon Ave to Cambridge St, north on Cambridge St to Dorchester Ave, east along Dorchester Ave to Stafford St, south along Stafford St to Pembina Hwy, south along Pembina Hwy to South Division boundary (south side of Parker Ave), west along extension of Parker Ave (south side) to Wynne St, north along Wynne St to Parker Ave, west along Parker Ave to Heatherdale Ave, north along Heatherdale Ave to South Division boundary (north side of Parker Ave), west along South Division boundary (north side of Parker Ave) to Hurst Way, south along Hurst Way to extension of Victor Lewis Drive, west along extension of Victor Lewis Drive to Waverley St, north along Waverley St to Wilkes Ave, west along Wilkes Ave to extension of Morpeth Blvd (Division boundary).

#### WARD 2:

From South Division boundary (south side of Jubilee Ave), north along Pembina Hwy to Stafford St, north along extension of Stafford St, continue north on Stafford St to Grosvenor Ave, east on Grosvenor Ave to Wellington Cres., north west along Wellington Cres. to 393 Wellington Crescent, north along the boundary between 393 & 475 Wellington Cres. to the Assiniboine River, east along the Assiniboine River to continuation of Stradbrook Ave (cross between 141 & 155 Wellington Crescent), continue east along Stradbrook Ave to Nassau St N, east to Norquay St (north of Stradbrook Ave), north along Norquay St to River Ave, east along River Ave to Osborne St, north along Osborne St to the Assiniboine River, east along the Assiniboine River to the Red River, south along the Red River to the South Division boundary (south of Jubilee Ave), west along south side of Jubilee Ave to Pembina Hwy.

#### WARD 3:

From Corydon Ave, north along Kenaston Blvd to Assiniboine River, east along Assiniboine River to CPR La Rivière, north along CPR La Rivière to Portage Ave, east along Portage Ave to Spence St, south along Spence St to St. Mary Ave, east along St. Mary Ave to Colony St, south along Colony St to York Ave, east on York Ave to Osborne St N., south on Osborne St N. to Broadway, west on Broadway to Balmoral St, south on Balmoral St to Young St, south on Young St (both sides; include 75-85 Young St), continue along extension of Young St to Assiniboine River, south along Assiniboine River to extension of Wellington Ave (cross between 141 & 155 Wellington Crescent), south east along Wellington Cres to Grosvenor Ave, south west along Grosvenor Ave to Stafford St, south on Stafford St to Dorchester Ave, south west along Dorchester Ave to Cambridge St, south along Cambridge St to Corydon Ave, west along Corydon Ave to Kenaston Blvd.

#### WARD 4:

From Portage Ave, north along CPR La Rivière to Ellice Ave, east on Ellice Ave to Garfield St N., north on Garfield St N. (includes addresses on the west side) to Wellington Ave, continue north on Garfield St N. to Notre Dame Ave, south east on Notre Dame Ave to Young St, south on Young St to Sargent Ave, east on Sargent Ave to Balmoral St, south on Balmoral St to Ellice Ave, continue south along Colony St to Portage Ave, continue south along Memorial Blvd to St. Mary Ave, west on St. Mary Ave to Spence St, north on Spence St to Portage Ave, west along Portage Ave to CPR La Rivière.



#### WARD 5:

From extension of Stradbrook Ave, north along Assiniboine River to extension of Young St, continue north along Young St to Balmoral St (excluding addresses 75-85 on Young St), north on Balmoral St to Broadway, east on Broadway to Osborne St N., north on Osborne St N. to York Ave, west on York Ave to Colony St, north on Colony St to St. Mary Ave, east on St. Mary Ave to Memorial Blvd, north on Memorial Blvd to Portage Ave, continue north on Colony St to Ellice Ave, continue north on Balmoral St to Sargent Ave, west on Sargent Ave to Young St, north on Young St to Notre Dame Ave, north west on Notre Dame Ave to Tecumseh St, north on Tecumseh St to William Ave, south east on William Ave to Sherbrook St, north on Sherbrook St to Alexander Ave, north west on Alexander Ave to Reitta St, north on Reitta St to Henry Ave, continue north along extension of Reitta St (cross between 753 & 769 Henry Ave) to CPR Carberry, south east along CPR Carberry to Salter St, north along Salter St to Dufferin Ave, east along Dufferin Ave to Aikins St, north on Aikins St to Flora Ave, east on Flora Ave to Charles St, north on Charles St to Magnus Ave, east on Magnus Ave to Main St, south on Main St to Pritchard Ave, east on Pritchard Ave, continue east along extension of Pritchard Ave to Red River, south along Red River to Assiniboine River, west along Assiniboine River to Osborne St, south along Osborne St to River Ave, west along River Ave to Norquay St, south along Norquay St to back lane, west on back lane to Nassau St N., south on Nassau St N. to Stradbrook Ave, west on Stradbrook Ave, continue west along extension of Stradbrook Ave to Assiniboine River (cross between 141 & 155 Wellington Ave).

#### WARD 6:

From Assiniboine River, north along extension of St. James St, continue north on St. James St to Notre Dame Ave, east on Notre Dame Ave to Keewatin St, north along Keewatin St to Manitoba Ave, east on Manitoba Ave to Chudley St, north on Chudley St to Tyndall Ave, east on Tyndall Ave to Burrows Ave, south east on Burrows Ave to CPR Arborg, continue south east along Burrows Ave to Lawrence St (exclude addresses 1430 to 1496 on Burrows Ave between CPR Arborg & Lawrence St), continue east along Burrows Ave to Shaughnessy St (include addresses 1344 to 1422 on Burrows Ave), north on Shaughnessy St to Redwood Ave, south east on Redwood Ave to Fife St, north on Fife St to Troy Ave, south east on Troy Ave to boundary behind 1117 Fife St, south along boundary to Mountain Ave, south east on Mountain Ave to McPhillips St, north on McPhillips St to Mountain Ave, south east on Mountain Ave to Radford St, south on Radford St to College Ave, west on College Ave to Radford St, south on Radford St to Aberdeen Ave, south east on Aberdeen Ave to Sgt Tommy Prince St, south on Sgt Tommy Prince St to Alfred Ave, south east on Alfred Ave to Battery St, south on Battery St to Burrows Ave, south east on Burrows Ave to Arlington St, south on Arlington St to Selkirk Ave, south east on Selkirk Ave to McKenzie St, south on McKenzie St to Stella Ave, south east on Stella Ave to McGregor St, south on McGregor St, continue along extension of McGregor St to CPR Carberry, west along CPR Carberry, south along extension of Reitta St (cross between 753 & 769 Henry Ave), south along Reitta St to Alexander Ave, south east along Alexander Ave to Sherbrook St, south along Sherbrook St to William Ave, north west along William Ave to Tecumseh St, south along Tecumseh St to Notre Dame Ave, north west along Notre Dame Ave to Garfield St N., south along Garfield St N. to Wellington Ave, continue south along Garfield St N. (excluding addresses on Garfield St N.) to Ellice Ave, west along Ellice Ave to CPR La Rivière, south along CPR La Rivière to Assiniboine River, west along Assiniboine River to extension of St. James St.



**WARD 7:**

From Pritchard Ave, north on Main St to College Ave, north west on College Ave to Charles St, south on Charles St to Boyd Ave, north west on Boyd Ave to Aikins St, north on Aikins St to Mountain Ave, north west on Mountain Ave to Andrews St, north on Andrews St to Inkster Blvd, north west on Inkster Blvd to McGregor St, north on McGregor St to North Division boundary (north side of McAdam Ave), east along North Division boundary to Red River, south along Red River to Elmwood Park, east along North Division boundary of Elmwood Park to Henderson Hwy, south along Henderson Hwy to Harbison Ave W, east along Harbison Ave W (both sides) and Harbison Ave E (both sides) (Division boundary), continue east along extension of north side of Harbison Ave E to Panet Rd, south along Panet Rd to Division boundary (south of Thomas Ave extension), west along Division boundary (south of Thomas Ave) to Red River, north along Red River to extension of Pritchard Ave, west on Pritchard Ave to Main St.

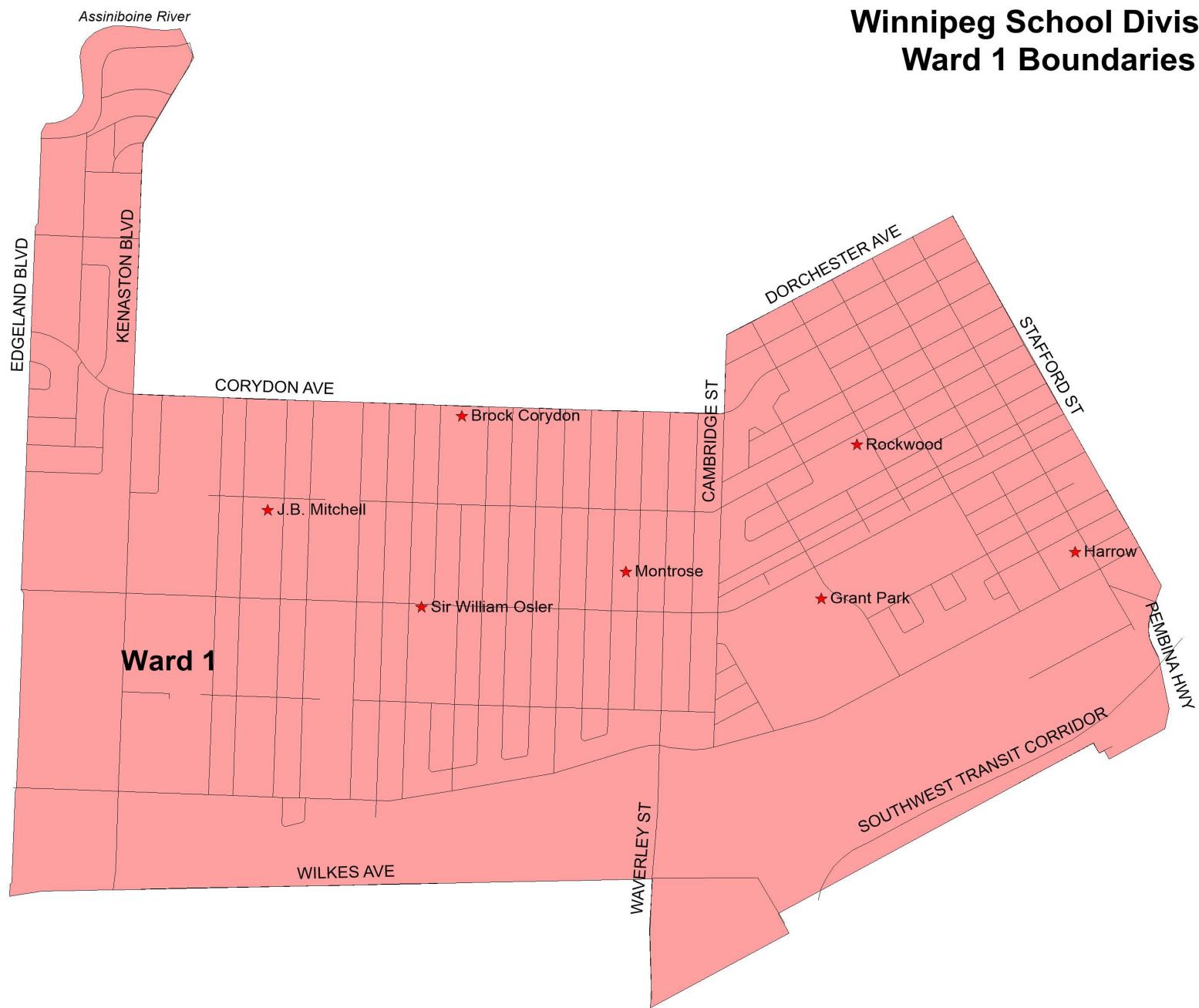
**WARD 8:**

From Mountain Ave, north along Fife St (excluding addresses on Fife St) to north boundary of properties on Lansdowne Ave, south east along north division property of Lansdowne Ave to McPhillips St, continue south east along Carruthers Ave to McGregor St, south along McGregor St to Inkster Blvd, east on Inkster Blvd to Andrews St, south along Andrews St to Mountain Ave, south east on Mountain Ave to Aikins St, south on Aikins St to Boyd Ave, south east on Boyd Ave to Charles St, north on Charles St to College Ave, south east on College Ave to Main St, south on Main St to Magnus Ave, west on Magnus Ave to Charles St, south on Charles St to Flora Ave, west on Flora Ave to Aikins St, south on Aikins St to Dufferin Ave, west on Dufferin Ave to Salter St, south on Salter St to CPR Carberry, west on CPR Carberry to extension of McGregor St, north along extension of McGregor St, continue north on McGregor St to Stella Ave, west on Stella Ave to McKenzie St, north on McKenzie St to Selkirk Ave, west on Selkirk Ave to Arlington St, north on Arlington St to Burrows Ave, west on Burrows Ave to Battery St, north on Battery St to Alfred Ave, west on Alfred Ave to Sgt Tommy Prince St, north on Sgt Tommy Prince St to Aberdeen Ave, west on Aberdeen Ave to Radford St, north on Radford St to College Ave, east on College Ave to Radford St, north on Radford St to Mountain Ave, west on Mountain Ave to McPhillips St, south on McPhillips St to Mountain Ave, west on Mountain Ave to Fife St.

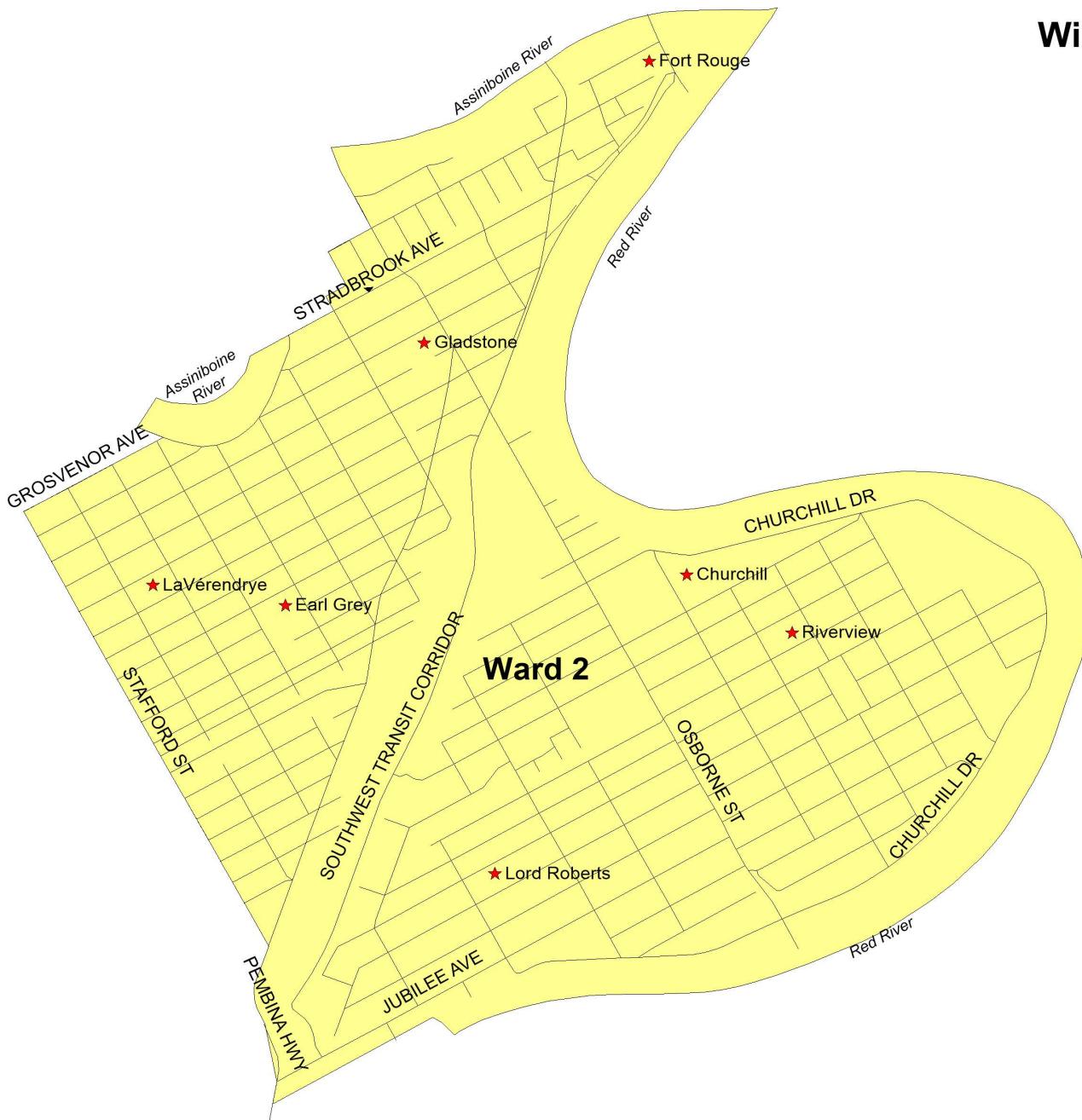
**WARD 9:**

From CPR Carberry, north along Brookside Blvd to Mollard Rd, east along Mollard Rd to Ritchie St, south along Ritchie St (Division boundary) to property boundaries north of Lakebourne Pl, south west along Division boundary to CPR Arborg, south along CPR Arborg to Division boundary, east along North Division boundary (extension of Carruthers Ave) to Fife St, south along Fife St (including addresses on Fife St) to Troy Ave, west on Troy Ave to Fife St, south on Fife St to Redwood Ave (excluding addresses east of Fife St), west on Redwood Ave to Shaughnessy St, south on Shaughnessy St to Burrows Ave, west on Burrows Ave to Lawrence St, south on Lawrence St to south boundary of properties on Burrows Ave, west on Burrows Ave to CPR Arborg (includes addresses 1430 to 1496 on Burrows Ave), north on CPR Arborg to Burrows Ave, north west on Burrows Ave to Tyndall Ave, west on Tyndall Ave to Chudley St, south on Chudley St to Manitoba Ave, west on Manitoba Ave to Keewatin St, south on Keewatin St to Selkirk Ave, west on Selkirk Ave (division boundary) to CPR Carberry.

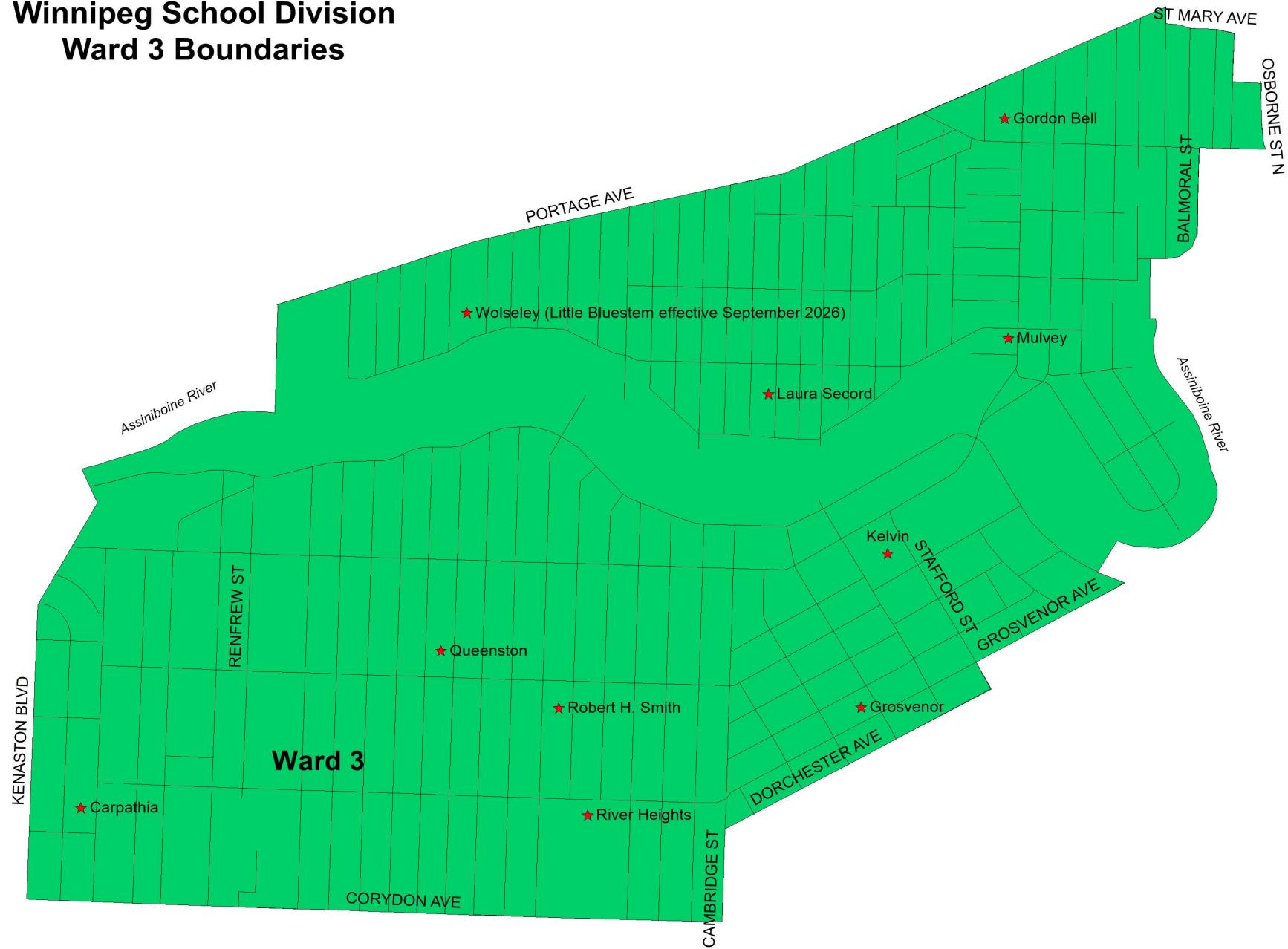
## Winnipeg School Division Ward 1 Boundaries



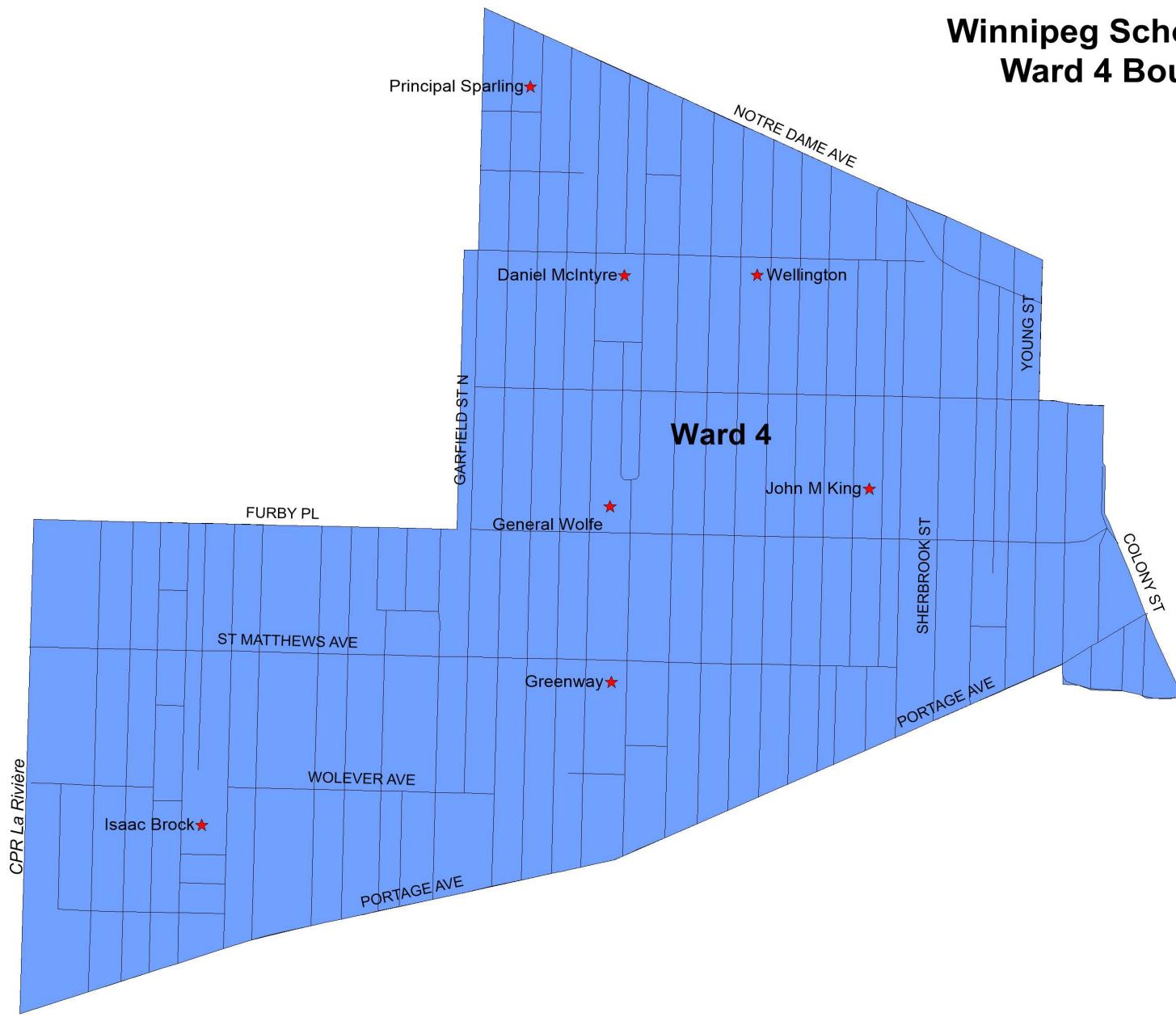
## Winnipeg School Division Ward 2 Boundaries



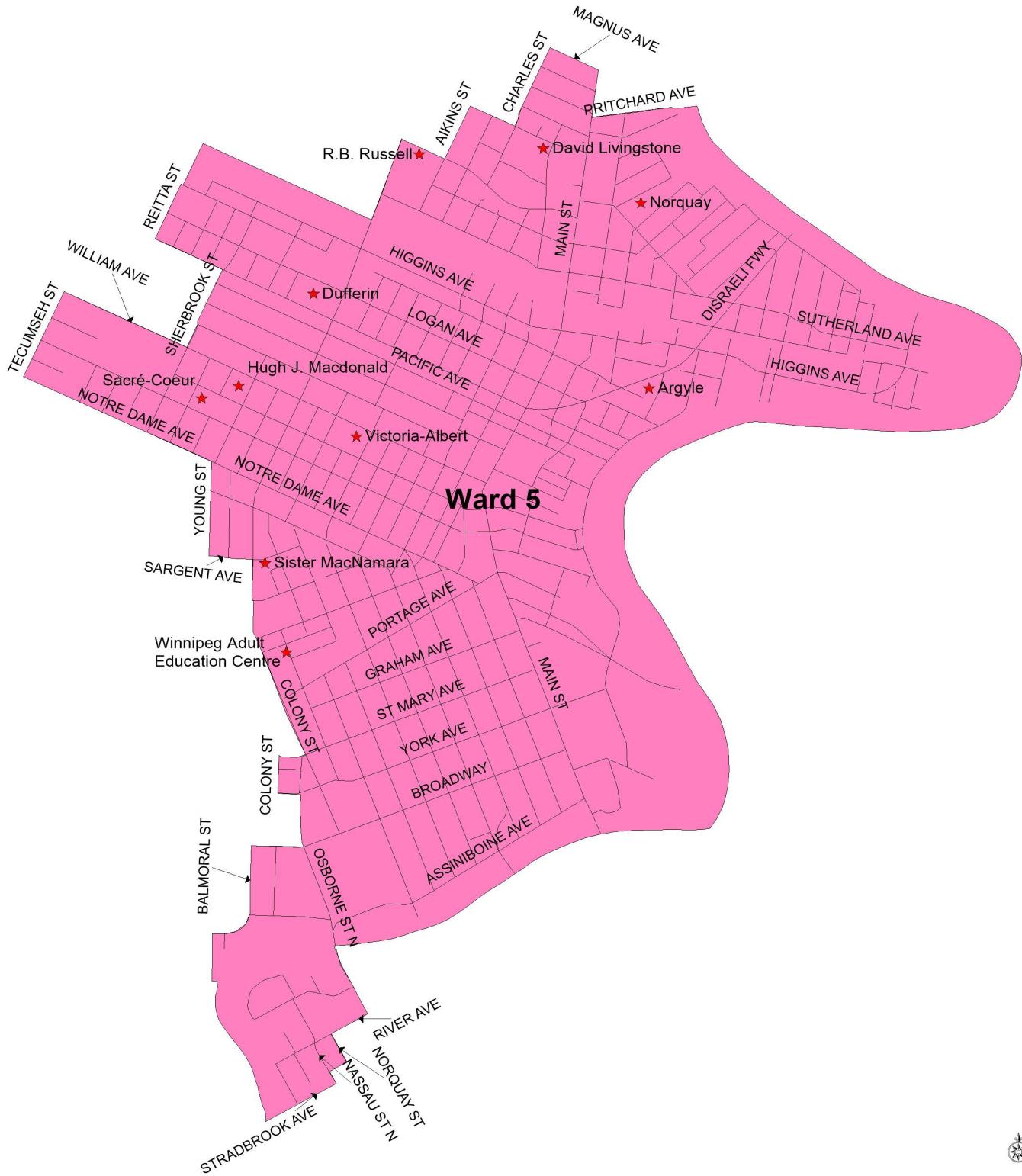
## Winnipeg School Division Ward 3 Boundaries



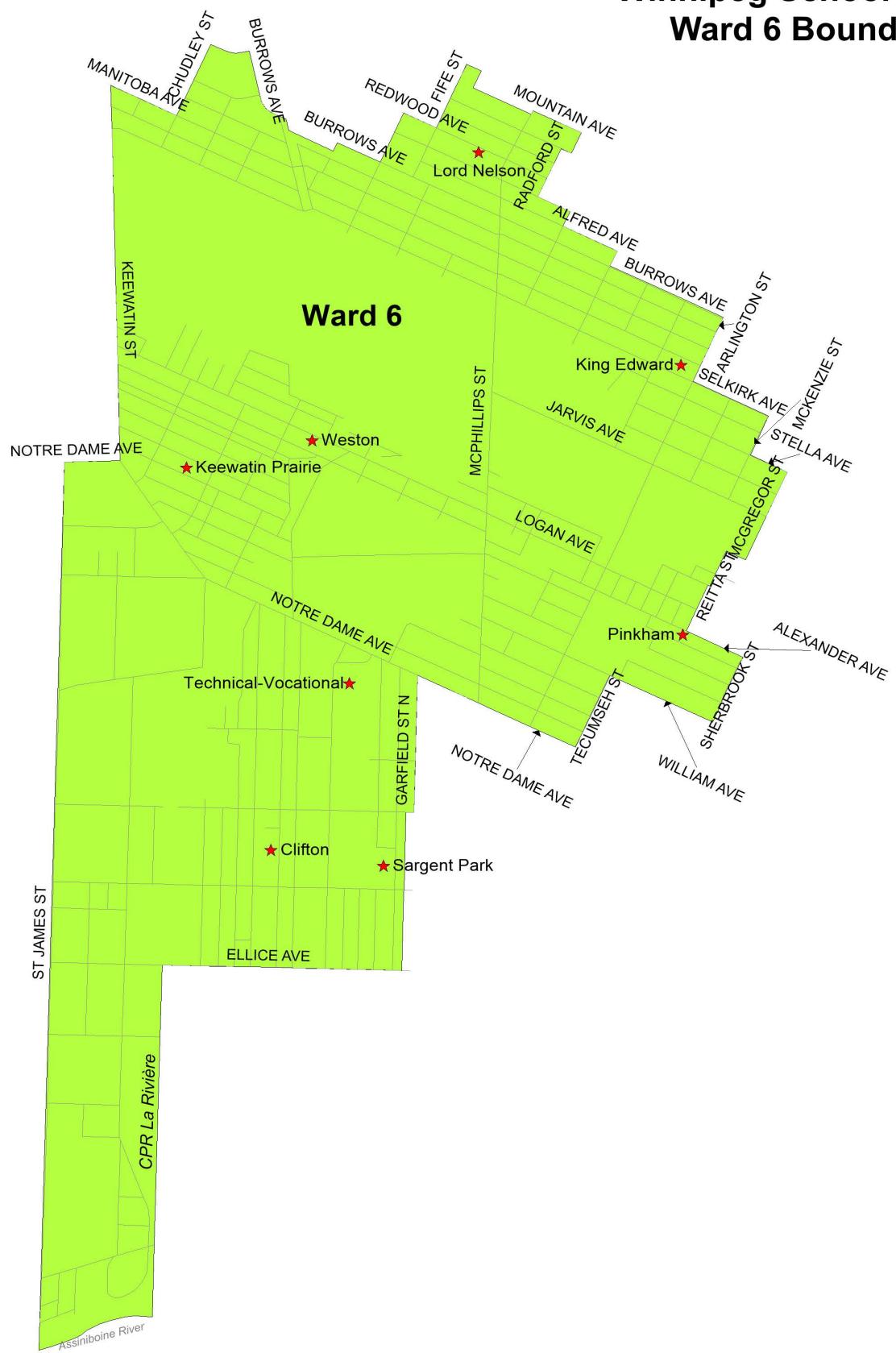
## Winnipeg School Division Ward 4 Boundaries



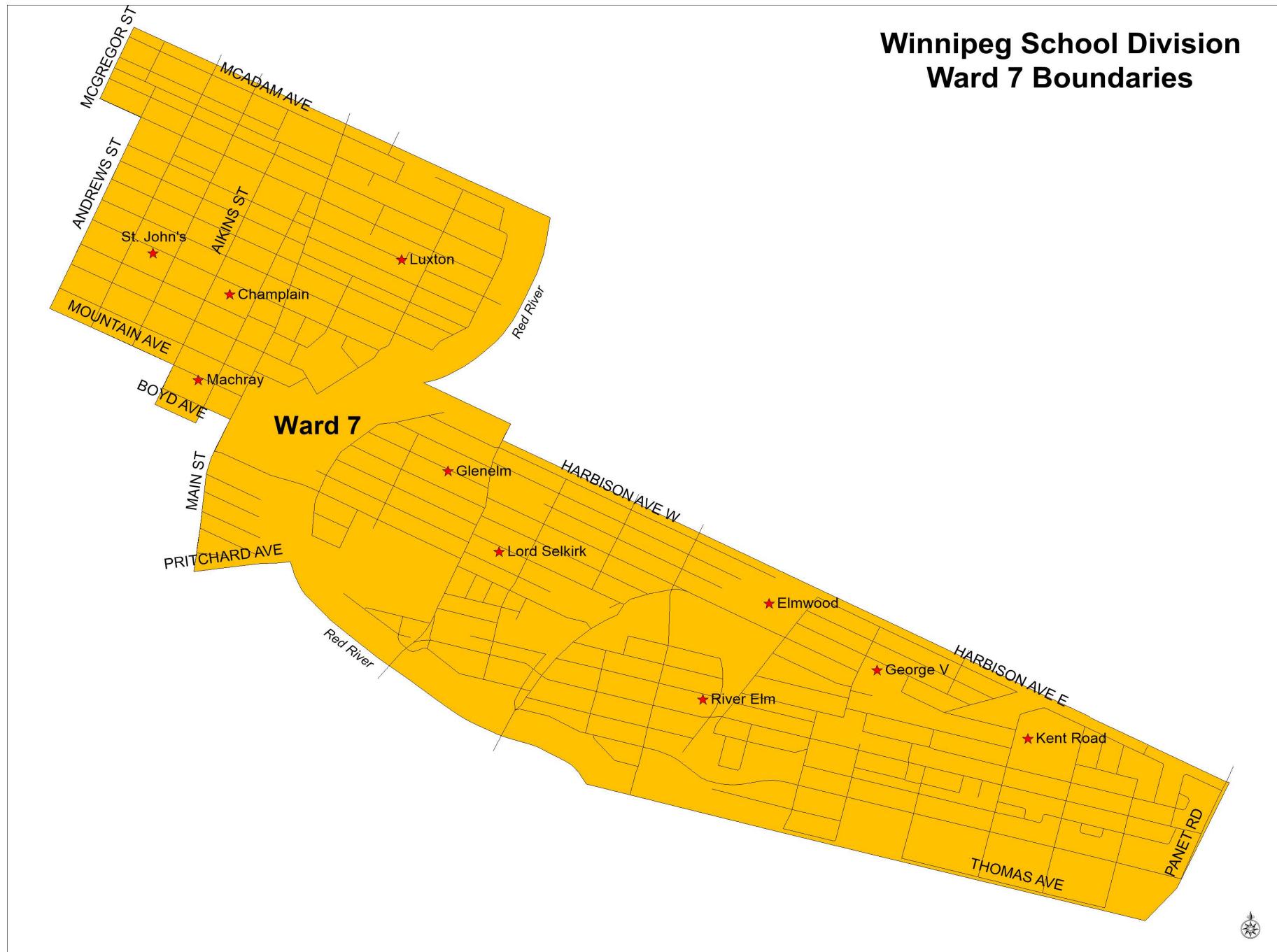
## Winnipeg School Division Ward 5 Boundaries



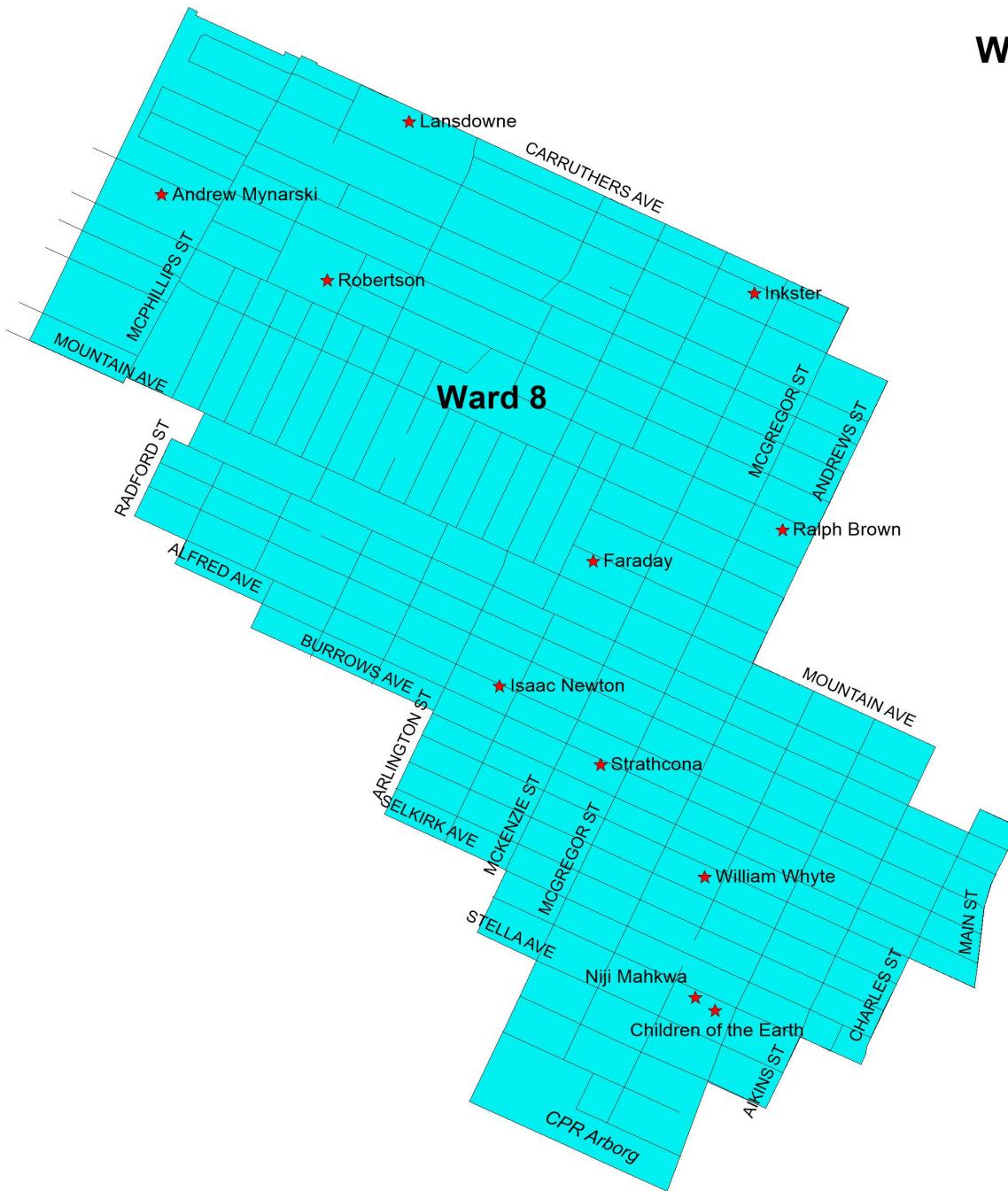
## Winnipeg School Division Ward 6 Boundaries



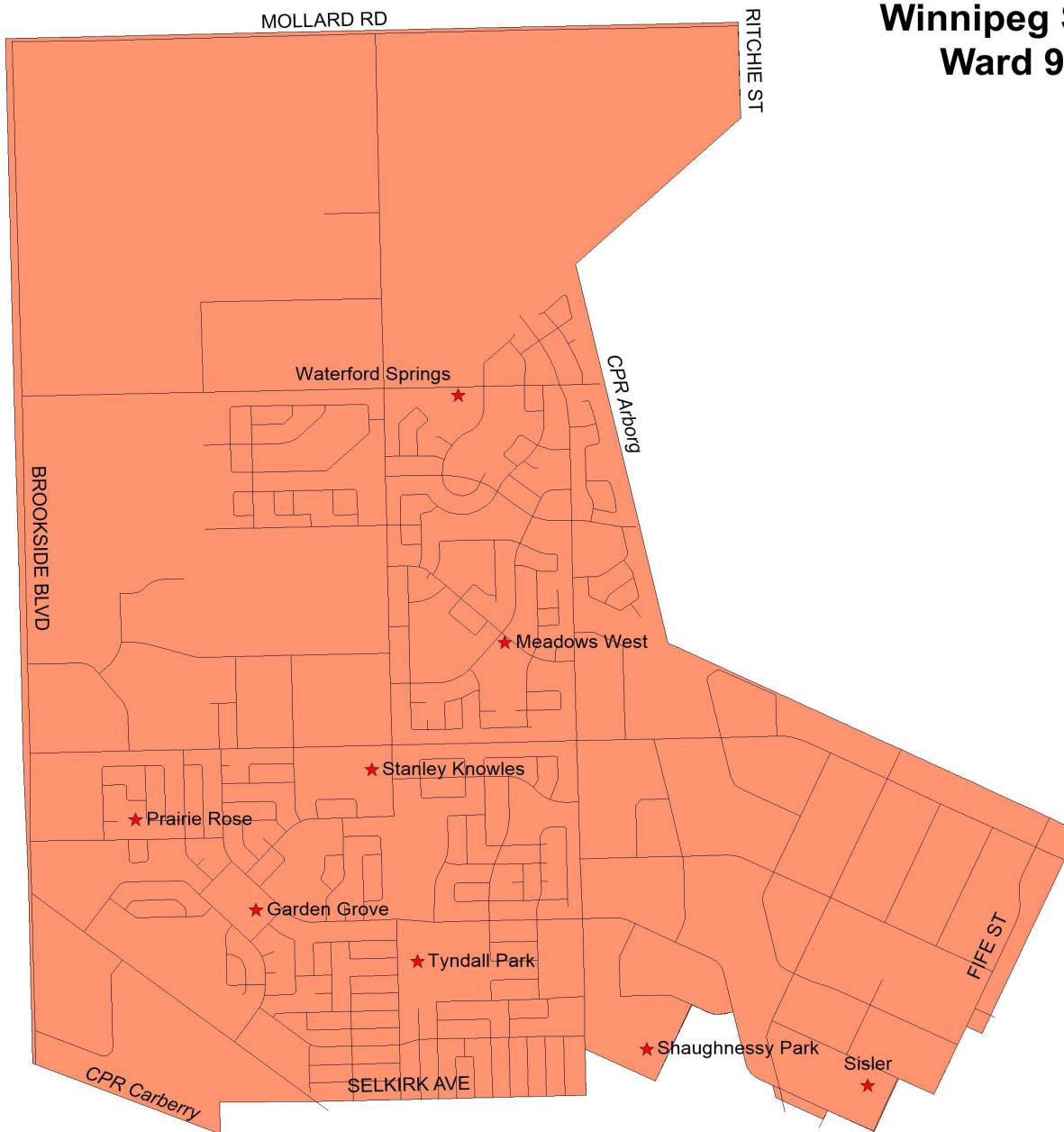
## Winnipeg School Division Ward 7 Boundaries



## Winnipeg School Division Ward 8 Boundaries



## Winnipeg School Division Ward 9 Boundaries



**THE WINNIPEG SCHOOL DIVISION**

**TO:** **North District Advisory  
Committee Members** **January 27, 2026**

**FROM:** **M. Henderson  
Superintendent** **FOR INFORMATION**

**Re:** **FUTURE MEETING DATES**

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Below is a list of future meeting dates of the North District Advisory Committee:

Tuesday, April 28, 2026, Isaac Newton School, 730 Aberdeen Ave, 6:30 p.m.

Agendas for these meetings will be posted on the website and emailed out approximately one week prior to the meeting date.

November 17, 2025

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North District Advisory Committee Report No. 3-2025

**NORTH DISTRICT ADVISORY COMMITTEE REPORT NO. 3-2025**

To the Chair and Members  
Winnipeg Public School Board

November 4, 2025

The North District Advisory Committee reports as follows:

1. Land Acknowledgement

The Committee stated that the students, staff, and communities of Winnipeg School Division are committed to truth and reconciliation through building relationships with Mother Earth, the original peoples of this land and the stories that bring us together. We acknowledge the place in which we gather is on Treaty 1 territory, the homeland of the Red River Métis and the ancestral lands of the Anishinaabe, Ininiwak and Dakota Oyate peoples.

2. Approval of the Agenda

The Committee requested that the agenda be revised to include updates on Ward Boundaries, Staggered Start Times and After School Programs. The Committee approved the revised agenda for November 4, 2025.

3. Guidelines for Board Advisory Committees

The Committee was informed that during the 2024/2025 school year, the Board of Trustees reviewed the Guidelines for Board Advisory Committees to consider options to improve and encourage parental engagement and involvement. The Board held many consultations to receive feedback from families on the structure of the meetings and to identify areas of improvement to ensure meetings are accessible and include thought-provoking topics and how members participate and their role as a parent representative of their school community.

Based on the feedback, the Board of Trustees agreed that additional feedback was required. A survey for families was created to identify some key priorities regarding the role and structure of District Advisory Committees to make meetings more inclusive for families and to foster meaningful engagement with the community. A total of 228 families provided feedback to the Board.

The Committee was informed that the majority of families who completed the survey preferred that a Trustee Chair the meetings, with formal agendas and In-person meetings, rotating school locations, from 6:30 p.m. to 7:30 p.m. Families also requested that the District Advisory Committees structure of North, South, Inner City and Central remain as is.

The Committee was informed that Trustees are trained in the procedures for chairing meetings and facilitating decisions by consensus. The Committee was also informed that Trustees have participated in robust discussions regarding agenda topics prior to Advisory meetings and have a deeper understanding of the agenda material.

The Committee was informed that additional feedback can be submitted at any time to the Board by emailing the Board and Community Liaison Officer at [board@wsd1.org](mailto:board@wsd1.org).

#### 4. WSD Budget Process Timelines

At a meeting held October 6, 2025, the Finance/Personnel Committee discussed the guidelines for preparation of the First Draft Budget. It has been the practice of the Finance/Personnel Committee to request that the First Draft Budget be prepared based on continuing all programs and services that are currently in place. The Committee also discussed the timelines for the Budget Process for information.

The Committee was informed that during the 2024/2025 school year, the Board of Trustees heard from many families across WSD regarding the challenges of finding childcare that is convenient and affordable. Although Manitoba has made commitments to build and improve accessible childcare for families, there may be an opportunity for WSD to contribute to reducing waiting lists by strengthening access for families as well increasing the quality of early childhood space and creating barrier-free, inclusive, community-rooted programs for childcare, nursery and kindergarten programs and services.

The Committee held round table discussions on where there are current gaps or inequities in WSD, who is most affected, how they are most affected, what existing strengths or models WSD can build upon and what might be possible if early years spaces were reimagined or reorganized in WSD.

The Committee indicated that families require flexibility to meet their specific family needs as well as physical space to provide before and after school programs that does not disrupt classroom spaces. The Committee discussed the importance of expanding the number of spaces available for programs to allow more families access and reduce waitlists. The Committee also discussed the importance of before and after-school care facilities communicating and collaborating with schools regarding specific needs of students as well as transporting students between daycare facilities and schools. The Committee suggested creating a hub to provide before and after school care programs. The Committee also suggested a collaboration between WSD and Winnipeg Transit to make transportation for students more affordable or to provide free transportation for students during school hours. The Committee recommended that it would be helpful to review how other major cities are reducing transportation barriers for their families.

The Committee also received a Feedback Tool to share with their respective parent councils. The Committee was informed that WSD is seeking feedback from families and communities regarding barriers and opportunities related to childcare, nursery and kindergarten. Parent Councils will assist in understanding needs of the community, strengthening partnerships and planning for early learning spaces. It was recommended that the feedback tool be shared at Parent Council meetings for discussion and to submit to the Board and Community Liaison Office at [board@wsd1.org](mailto:board@wsd1.org) as soon as possible to aid in the preparation of the 2026/2027 Draft Budget.

November 17, 2025

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North District Advisory Committee Report No. 3-2025

5. Ward Boundaries Update

The Committee was informed that a request to approve the new Ward Boundaries for the 2026 election was sent to the province. WSD established a Ward Boundaries Committee to review the equity of the current boundaries and determine new boundaries to ensure equitable representation of all communities within WSD. Rebalancing the wards helps to maintain fair and effective representation on the Board of Trustees and supports more responsive governance and decision-making that reflects the needs of all families.

The new boundaries were based on even distribution of total population per ward (based on 2021 Census data), voter counts within the 25% variance limit set out in the Public Schools Act, balanced student population in each ward, logical grouping of schools (with 7-11 elementary schools and 1-2 high schools per ward), and representation of 1 to 4 City Councilors per WSD ward.

In June 2025, families were invited to participate in a survey to determine support for the new ward boundaries. The Committee felt that there was not sufficient information on the ward boundaries to provide feedback to the Board.

The Committee was informed that additional information regarding the new ward boundaries will be provided at a future meeting.

6. Staggered Start Times

At a meeting held February 8, 2024, the Committee was informed that WSD would be implementing either a late start or early dismissal each week for high school students. On one day per week, predominantly Wednesdays, classes either begin an hour later or end an hour earlier. The Committee was informed that the aim of these adjusted class schedules is to remove barriers for approximately 2,500 students who face challenges in attending school while also allowing staff time to address attendance issues and strategize ways to enhance school environments.

The Committee was also informed that to compensate for the loss of instructional time due to the altered schedules, June exams would be postponed. This adjustment will enable additional instructional days to be added to the calendar, ensuring that students receive at least the same amount, if not more, instructional time overall. The Committee was informed that the decision reflects WSD's commitment to prioritizing student well-being and addressing attendance challenges while maintaining the integrity of the academic calendar and ensuring educational quality. The Committee was informed that recent reports from Principals and Administration suggests that the program has been well received and is demonstrating positive results.

The Committee was informed that additional information will be provided at a future meeting.

November 17, 2025

North District Advisory Committee Report No. 3-2025

7. After School Programs

At a meeting held February 12, 2025, the Committee was informed that the Board of Trustees requested parents/guardians provide feedback on the following questions: If we had unlimited resources, what would you prioritize in the upcoming budget? What are your top 3 priorities for the budget given that resources are not unlimited? What initiatives or programs/supports should we enhance? Or what should we move away from?

The Board of Trustees received feedback from over 700 families. The common themes outlined in the feedback were increasing staffing, improved instruction, increasing afterschool programming and providing additional technology in schools.

The Committee was informed that currently a formal report was not available, however, feedback from programs that have received enhanced before and afterschool programming has been very positive.

The Committee was informed additional information will be provided at a future meeting.

Respectfully Submitted,

Ann Evangelista  
Trustee Representative

Attendance:

**Voting Representatives**

Faraday School  
Garden Grove School  
Lansdowne School  
Lord Nelson School  
Ralph Brown School  
Shaughnessy Park School  
Sisler High School  
Tyndall Park Community School

**Regrets**

Andrew Mynarski V.C. School  
Champlain School  
Inkster Newton School  
Isaac Newton School  
Luxton School  
Meadows West School  
Prairie Rose School  
Robertson School  
St. John's High School  
Stanley Knowles School  
Waterford Springs School

**Administration**

Cheryl Chukry, Assistant Superintendent  
Paulo Teixeira, Principal, Champlain School  
Jessica Mayor-Rodrigues, Principal, Lansdowne School  
Faria Sheikh, Vice-Principal, Lansdowne School  
Maria Manzano, Principal, Prairie Rose School  
Trevor MacVicar, Principal, Ralph Brown School  
Brad Davidson, Principal, St. John's High School  
Pat Graham, Principal, Sisler High School  
Ryan Erichsen, Principal, Tyndall Park School  
Tarin Howard, Recording Secretary

**Trustees**

Ann Evangelista  
Betty Edel (regrets)

**Non-Voting/Resource Members:**

Community Support Worker, Champlain School  
Community Support Worker, Shaughnessy Park School