

# THE WINNIPEG SCHOOL DIVISION

## CENTRAL DISTRICT ADVISORY COMMITTEE

### SUMMARY OF DISCUSSIONS – Tuesday, February 13, 2024

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#### 1. LAND ACKNOWLEDGEMENT

Committee members 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 AGENDA

The parent representative from Elmwood High School volunteered to Chair the meeting.

Committee members approved the agenda of February 13, 2024, as distributed.

#### 3. WSD 2024/2025 BUDGET CONSULTATION

At the previous meeting, Committee members were requested to consult with their school communities to identify priorities for consideration as part of the upcoming budget process. Committee members were informed that the feedback collected from parents/guardians regarding budget priorities, highlighted a wide range of suggestions. The Committee emphasized the importance of initiatives such as smaller class sizes, improved classroom instruction, greater academic engagement, increase attendance and higher graduation rates, better maths and literacy achievement, more learning support teachers in schools, universal nutrition programs, phase-in no-fee lunch supervision, replacement of playgrounds annually, build powerful neighborhood schools, enhance school safety measures, improve settlement services for newcomers and expand adult EAL, as well as develop the R.B. Russell Career Lab. These priorities reflect a shared commitment to fostering student success, creating supportive school environments, and strengthening community engagement.

Committee members received a copy of the 2024/2025 Draft Budget for review. Committee members were informed that the province increased 1% (\$2.6 million) of education funding for WSD which does not cover the rising costs experienced by WSD, which includes salary contract settlements, service agreement inflation, and current programs and resources inflation. Despite identifying almost \$4 million in administrative savings for the 2024/2025 budget, additional revenue is necessary to meet the diverse needs of school communities effectively. Committee members were informed that the proposal of a 3.4% increase to the property education tax aligns with the rate of inflation and would enable WSD to maintain current programs and services, while fully funding nutrition and food programs, as well as allocate \$2.6 million toward budget priorities identified by the community. Committee members were also informed that alternatively, an increase in property tax of 3% would still maintain current programs and services, but reduce allocations toward community-driven budget priorities. Committee members acknowledged the importance of carefully considering these options to ensure the best outcomes for students, families, and staff within WSD.

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Committee members held roundtable discussions on various aspects of the budget consultation, including priorities for schools and the community, program expansions, resource distribution, and feedback from District Advisory Committees. Committee members discussed budget priorities, such as lunch programs, before and after school programs, inclusion programs, mental health and addiction services. Committee members discussed how to allocate funds in a way that would best serve students, parents, and educators.

Committee members raised concerns regarding the impact of class sizes on staffing and school space, as well as the importance of school programs and field trips to improve graduation and attendance rates. Committee members suggested the potential for bursaries to support student learning and community engagement. Committee members discussed the reintroduction of School Resource Officers (SROs) in specific schools to address safety concerns and build positive community relationships with law enforcement.

Committee members expressed challenges faced by some schools, such as the struggle to fill substitute/staffing positions and upgrading playgrounds, the need for more mental health support and Indigenous Education. Committee members also made suggestions including expanding arts and sports programs, implementing practical life skills education and prioritize Indigenous language education as part of the curriculum. Committee members discussed the importance of implementing programs and initiatives that promote inclusivity and address the needs of marginalized or disadvantaged students, including those from low-income families or with special needs.

Committee members discussed the implementation of lunch pilot programs, staffing challenges, the need for community engagement, before and after school programs, and nearby daycare facilities. Committee members also discussed the importance of professional development for Educational Assistants (EAs), the sustainability of the lunch pilot program, and the impact of property tax increases on the community. Committee members were informed that the funding allocation for nutrition programs includes investment in kitchen upgrades and potential establishment of community grocery stores to support the lunch pilot program. Committee members also explored creative solutions such as utilizing community spaces for programs, including opening the libraries and gym outside school hours and engaging volunteers such as high school students.

Committee members emphasized the importance of collaborative decision-making, community involvement, and prioritizing resources to meet the diverse needs of students and families across WSD. Committee members were informed that the specific budget considerations, and long-term financial planning could offer a deeper understanding of the decision-making process of the 2024/2025 budget consultation.

Committee members were informed that the Board of Trustees will hold a public budget consultation on February 26, 2024 at 7 p.m. at Tec Voc High School. Committee members were also informed that feedback on the draft budget can be provided via email to [board@wsd1.org](mailto:board@wsd1.org), in writing to 1577 Wall Street Winnipeg, MB R2E 2S5, or by registering at 204-775-0231 by February 22, 2024 to attend in person.

**4. WSD 123: CONTINUOUS IMPROVEMENT 2023/2024**

Committee members received a copy of the WSD 123 Continuous Improvement Report for review. The Committee was informed that the report provides an overview of the positive impact of WSD programs and services on the lives of 31,000 students during the 2023/24 academic year. Committee members were informed that as part of the educational mandate in Manitoba, WSD diligently addresses high levels of academic achievement in literacy and numeracy through planning with the Kindergarten to Grade 12 Framework for Continuous Improvement. Committee members were also informed that these divisional plans outline clear outcomes, comprehensive monitoring processes, baseline data, and measurable targets for all students across diverse languages of instruction. Committee members were informed that the plan also includes strategic utilization of grants, the emphasis on enhancing instructional leadership, and the essential role of stakeholder involvement in developing school division plans.

**5. LUNCH PILOT PROGRAM**

At a previous meeting, Committee members were informed that a new lunch program pilot project was underway in five elementary schools. The initiative targets the reduction of barriers to attendance and aims to ease the burden of an extra monthly expense during a cost-of-living crisis. The Superintendent emphasized the importance of not burdening parents with additional costs related to public education. Committee members were informed that a total of \$200,000 has been allocated to pay support staff, who will replace parent council recruits in monitoring Kindergarten to Grade 6 classrooms for the remainder of the school year. Committee members were informed that the pilot has commenced at École LaVérendrye, École Sacré-Coeur, Shaughnessy Park School, Carpathia School, and Isaac Brock School based on the urgent need for resources and flexibility in changing delivery models.

Committee members were informed that the administration will survey families involved in the pilot project, with a recommendation to the Board of Trustees for a potential permanent end to fees for the lunch program. Committee members were informed that the lunch program pilot will undergo reassessment in May to explore the possibility of project expansion based on its initial outcomes.

**6. STAGGERED START TIMES**

Committee members were informed that WSD will be implementing either a late start or early dismissal each week for high school students, starting in February. On one day per week, predominantly Wednesdays, classes will either begin an hour later or end an hour earlier. Committee members were 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.

Committee members were informed that to compensate for the loss of instructional time due to the altered schedules, June exams will 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. Committee members were informed 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.

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Committee members were informed that seven schools have already implemented the amended schedules. The administration will assess the success of the amended schedules to determine if it will be implemented on a division-wide basis.

**7. ENQUIRIES AND ANNOUNCEMENTS AND SCHOOL REPORTS**

Parent representatives from the following schools provided a written report on school activities (attached):

- Wolseley School

Attendance:

**Voting Representatives**

Clifton School  
DMCI High School  
Elmwood High School  
George V School  
Glenelm School  
Isaac Brock School  
Kent Road School  
Laura Secord School  
River Elm School  
Sacré-Coeur School  
Wolseley School

**Administration**

Matt Henderson, Superintendent/CEO  
Julie Smerchanski, Assistant Superintendent  
Susan Drysdale, Principal, Clifton School  
Melody Woloschuk, Principal, DMCI High School  
Charles Bendu, Vice-Principal, DMCI High School  
Cree Crowchild, Principal, Elmwood High School  
Ian McLeod, Vice-Principal, Elmwood High school  
Scott Olfert, Vice-Principal, Greenway School  
Chris Goring, Principal, Isaac Brock School  
Amber Pelletier, Vice-Principal, Isaac Brock School  
Misty Perrun, Vice-Principal, Keewatin Prairie Community School  
Erin Enns, Vice-Principal, Keewatin Prairie Community School  
Jenny Bui, Vice-Principal (*Acting*), Keewatin Prairie Community School  
Amie Johnston, Principal, Lord Selkirk School  
Marla Tran, Principal, River Elm School  
Ara Morris, Principal, Sargent Park School  
Joyce Wong, Vice-Principal, Sargent Park School  
Garth McAlpine, Principal, Tec Voc High School  
Lisa Richardson, Principal, Weston School  
Brian Rogowsky, Principal, Wolseley  
Michelle Lejano, Recording Secretary

**Regrets**

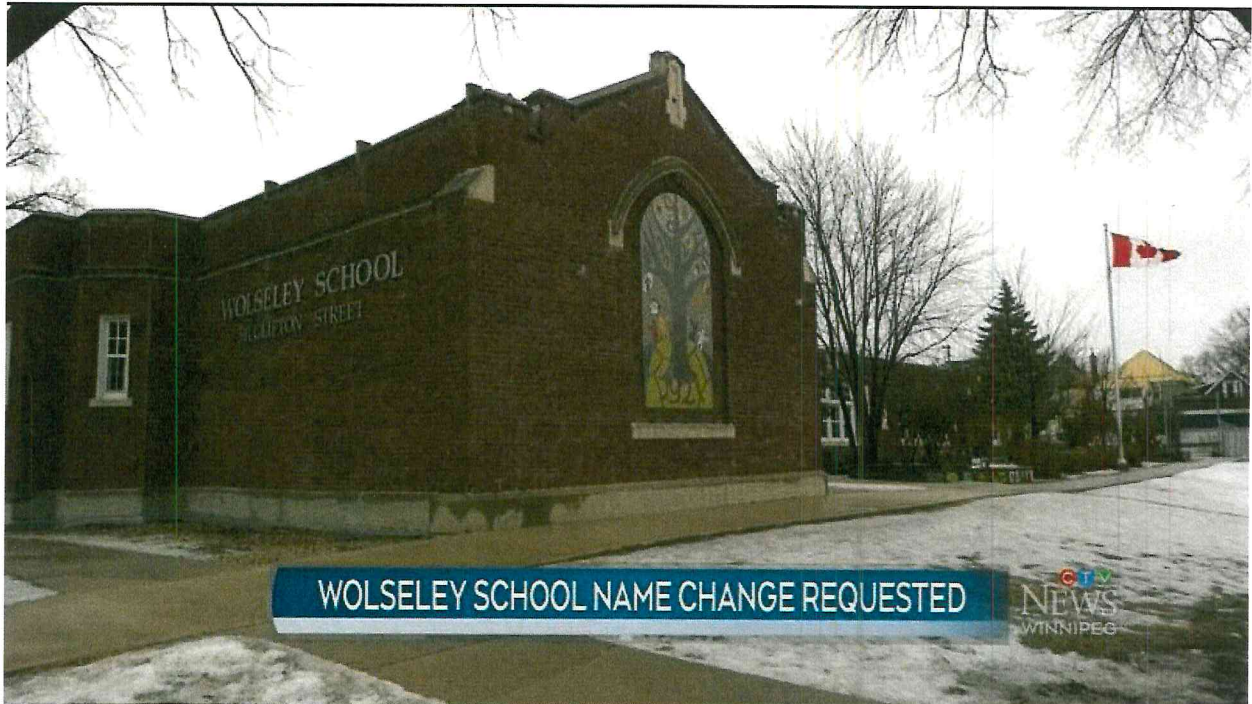
Greenway School  
Keewatin Prairie  
Community School  
Lord Selkirk School  
Principal Sparling School  
Sargent Park School  
Tec Voc High School  
Weston School

**Trustees**

Rebecca Chambers  
Perla Javate  
Lois Brothers  
Kathy Heppner  
Dante Aviso  
Tamara Kuly  
Ann Evangelista

# Wolseley School Parent Council Report

February 13, 2024



## General

- **Shelly Warkentin** is our new assistant superintendent for Wolseley School

## Literacy

- Targeted Tier 2 instruction in reading and writing
- Kim Siwak is our new Reading Clinician
- Staff had PD on structured literacy February 2, 2024
- Staff follow up PD on **sound wall**, February 20, 2024 (local PD)

## Numeracy

- Math assessments and programming focus on flexibility in number using open number line, parts/whole boxes and Cuisenaire rods
- Sean Free has been working with other classroom teachers on flexibility in number using number talks with a **focus on open number line**

## Indigenous Perspectives

- School Wide Indigenous Perspectives Plan started Sept 29
- We have done four circle teachings with our “**Circle Families**”; next is **Love**
- Sarah has learned Indigenous songs from an Indigenous artist and is sharing the music and songs with our students (school wide)

### Addressing Barriers to Learning

- **Wolseley Name Change has been submitted for consideration**
- Synthetic Phonics and Sound Wall reading strategy by Reading Clinician
- Respect in Schools- online training for all WSD employees
- Respect in Sport- online training for all coaches
- Clubs that have begun: 5/6 Soccer, MYRCA Club, Patrols, , Choir, DI, D and D
- Mindful Recess is continuing this year, both am and pm
- School Wide PD on programming for **Sources of Strength** (PD was held in November)
- Wolseley School will continue with PBIS to ensure a safe, learning environment for all
- CSS Team: Social Work- Susan Greenberg, Psychology- Mitch Ashcroft, Speech and Language- Kamila S., Reading-Kim Siwak
- Neurodiversity workshop for all rooms by CSS team
- **Whole School Musical this April; Harmony High**

### Looking Ahead:

- February is Black History Month and I Love to Read Month
- February 2- PD Day (no classes)
- February 19- Louis Riel Day (no classes)
- February 20- Local Closure PD Day (no classes)
- March 14 and 15- Student Led Conferences
- March 25-29- Spring Break
- April- Harmony High Musical

The Winnipeg School Division  
Central District Advisory Committee  
Roundtable Discussions  
Tuesday, February 13, 2024

Central DAC Roundtable Discussions:

- “Sticky” Schools need arts and libraries
- Student EAL – expand services
- Nursery transportation
- Field trips/events, pizza party will increase attendance rates
  - Honour students that work hard no matter their life environment; show kids that we care for them
  - Inclusive ways to recognize students that need the recognition
- French game night
- Evening events for families
- Daycare issues (before and after) – waitlists
- People power to support student needs
- Engaging outdoor play areas
- Lunch program – EA’s/staffing
  - Phase-in lunch programs where possible
  - Current lunch program staff will they be able to work?
- School safety – SROs help build bridges
- Nutrition program (provincial school)
- More mental health supports
- Work experience
- Life skills classes for everyone
- Indigenous focused clubs and learning together
  - Powwow circles/hoop dancing/boys and girls dancing
- Adaptive skills (At Prairie Rose School)
  - OT/PT/Music – Expand type of program
  - Art programs
  - Elder’s knowledge keepers
- How do we get our parents to meet each other at school?
  - Evening events
- Indigenous language class for all
- Evermore – after school partnership
- Land-based education
- Schools as community spaces
- Arts specialists, music, etc.
- Clerk II library
- Struggle with manpower to support student needs (EA vacancies)
- Great need for engaging outdoor play areas (not having to raise the funds)
- Don’t see how we will be able to support running no-fee lunch with staffing
- Access to SROs supports to aid with school safety issues
  - Road safety
- Adaptive skills program (OT/TP) to be expanded where so many students could benefit
  - Life skills
  - Seeing other students not getting their needs met
- More EA support for high needs students, especially when in an inclusive classroom

- Train EAs to all the same level
- Nutrition programs
- Mental health supports all across the division (like the ones at Argyle would be ideal)
- Work experience/learning life skills
- More Indigenous clubs
- SROs
- DLT (DLC) reading recovery: yearly offer
- What is the thinking of the phase in for lunch program?
  - Hours of EAs to possibly support the programs?
  - Supervision – 1 hr, 1 adult per CR?
  - Possible high school students (leadership, volunteer hours)
- How do we have smaller class sizes with lower budgets?
- Increase attendance/graduation rates
  - Incentives for attendance; good field trips, etc.
  - Families struggling with attendance; bursary
- Nutrition programs
  - All access for those in needs
  - Supplies
- SROs
  - Utilize where needed
  - How do you deal with marginalized community?
  - Incidents have increased since removal
  - Lack of communication between WSD
  - How do we pay for it?
- Class sizes
  - Pilot project? How would we implement?
  - Hiring more teachers – how do we pay for it?
- More funding for practical arts – industrial arts programs – materials and equipment
- Powerful neighbourhood
- Programming that could take place (3:30-5:30 pm)
- Lunch program
  - Staffing is an issue
  - EA's have appropriate training and connections with students
  - Hard to find reliable people to fill position
- Universal Nutrition Program
  - Emergency lunches
  - “pantry” of items that students might require
- Funds for “special “projects
  - \$ for arts programs or pieces based on st. learning
  - \$ for cultural learning (elders, knowledge keepers)
- SROs
  - Positive presence in school
  - Maintain positive relationship building
  - Community involvement
  - Education (social media)
- Technology
  - Ensuring access to technology as a way to enhance student success
  - Accessibility and inclusion (voice to text)
- Infrastructure



- Are schools accessible and safe (air conditioning)
- Budget
  - What is the budget breakdown for technology in the classrooms?
  - What is appropriate screen time for elementary students?
  - What are schools doing?
  - Before and after care – some communities have community centres, not all do; affects going to your community schools – we need more across all schools
  - Have more community events (French game night – would be great for non-French speakers)
  - No fee-lunch – parents are very happy and excited
- Student/Teacher ratio
  - Government wants K-3 being 1-20, WSD wants K-8 being 1-20
  - What happens with schools that are full now and have no additional room space?
  - What about keep some class size or increase, but have either 2 teachers per class full time or 1 teacher and 1 EA full time per class, per day
- Truth and Reconciliation
  - Where is the money from this budget going to support things like land based education?
- Where is the tax increase going specifically?
- Before and after program/care
  - Strain for parents when that service is not available
  - What would you see as the barriers for before and after care/programs? (need budget money to support)
  - Using schools as community spaces for after school programs
  - After school club options to help support and create “sticky schools”
  - Development is more than just academic (music, movement, tutorial)
  - Need budget money to support this
  - Opportunities for parents to connect in evening
- Concerns about funding through property tax (burden on our community members)
- Where did the 4 million in savings come from?
- Clarity for the bullet points (lunch programs)
  - How many years for pilot?
  - When done, is it going to be cut from school, having to go back to the way it was?