

INDIGENOUS EDUCATION AD HOC COMMITTEE REPORT NO. 3-2026

To the Chair and Members
Winnipeg Public School Board:

June 10, 2026
Revised on June 15, 2026

The Ad Hoc Committee on Indigenous Education reports as follows:

1. Land Acknowledgement

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. Reflection – Successes and Challenges

Trustee Edel provided an opportunity for a round table discussion regarding WSD Successes and Challenges by sharing perspectives, celebrating successes, and identifying challenges that may help inform future planning and support strategies.

The Committee shared several successes in Indigenous Education. Caregivers highlighted the positive impact of cultural programming, including pow wow clubs, culture clubs, drum groups, and strong communication between schools and families. Caregivers expressed appreciation for opportunities that help students connect with their culture, build confidence, find their voice, and experience a sense of belonging, while also emphasizing the importance of strong foundational learning skills. Staff shared successes in creating welcoming, relationship-based environments where students feel valued, supported, and connected through ceremonies, land-based learning, cultural teachings, family engagement opportunities, and nutrition programs. Staff also noted the continued shift toward implementing Indigenous perspectives and learning throughout daily classroom experiences, strengthening student engagement, wellbeing, and community connections across schools.

The Committee shared several ongoing challenges related to Indigenous Education. Caregivers identified concerns regarding insufficient provincial funding and staffing supports, particularly for specialized services and educational assistants, which can limit students' access to the support they need. The Committee also shared their experiences of discrimination, barriers faced by Indigenous students and families who may be overlooked for cultural opportunities, and the need to ensure Indigenous education initiatives promote inclusion and engagement for all students while respecting cultural protocols. Additional challenges included bullying, limited communication regarding resolutions, financial constraints affecting programming, and the need for stronger collaboration across education, health, and family support systems to better meet the needs of students and families.

3. Planning Forward – Discussion Topics

Trustee Edel invited Committee members to share school activities and events held this school year that were successful and the challenges surrounding programs and/or services.

The Committee was informed that purpose of our discussion is intended to support collaborative planning and ensure perspectives continue to inform ongoing initiatives and decision-making.

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The Committee shared their priorities for Indigenous Education moving forward. The Committee requested topics that include bullying, student wellbeing through supportive and relationship-based approaches, improving inclusion and belonging, and recognizing the efforts and growth of students who may be struggling academically or socially.

The Committee emphasized the importance of communicating Indigenous education initiatives and Treaty education with families, strengthening parent engagement and consultation, and ensuring staff have the knowledge and support needed to advance Indigenous education. The Committee also requested the need to evaluate the effectiveness of current practices, explore additional opportunities for student success and engagement, and continue building strong partnerships between schools, families, and communities. **The Committee also suggested that a future discussion on improving and reviewing the academics excellence and how this is supporting students.**

The Committee also discussed the importance of land-based learning for students, including the cultural component such as drumming, pow wows and language for both indigenous and non-indigenous students. Committee members were invited to attend the Indigenous Excellence celebration being held on June 17, 2026 at R. B. Russell High School from 5:00 p.m. to 7:00 p.m.

Respectfully submitted,

Betty Edel
Committee Chair

In Attendance:

Trustees: B. Edel (Chair), D. Aviso

Administration: R. Riel, D. Vo (Administrative Support)

Principal/
Vice-Principal: C. Berthelette, R. Boulette, L. Dysart, D. Keith, E. Mayham, L. Young

Non-Voting: D. Anderson, J. Delorme

Schools: Collège Churchill High School, Hugh John Macdonald School, Isaac Brock School, Meadows West School, École Riverview School, École Secondaire Sisler High School, École Victoria-Albert School, William Whyte School