

INCLUSIVE EDUCATION ADVISORY COMMITTEE REPORT NO. 4-2025

To the Chair and Members
Winnipeg Public School Board

October 15, 2025

The Inclusive Education 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. Terms of Reference

The Committee received a copy of the Terms of Reference for review. The Committee agreed to approve the Inclusive Education Advisory Committee Terms of Reference as distributed for the 2025/2026 school year.

Recommendation:

That the Terms of Reference for the Inclusive Education Advisory Committee be approved for the 2025/2026 school year.

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, include thought-provoking topics and how members participate and their role as parent representatives of their school community.

The Committee was informed that a draft of the Guidelines for the District Advisory Committee was distributed to families with proposed revisions to increase parental engagement and provide opportunities for families to share information and network with other schools.

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 based on the feedback received, it was determined that the majority of those who completed the survey preferred a Trustee to Chair advisory meetings, formal meetings with agendas, In-person meetings, meeting at a rotation of

schools, meeting start times of 6:30 p.m. to 7:30 p.m., and for District Advisory Committees to maintain the current structure of North, South, Inner City and Central.

The Committee was informed that additional feedback can be submitted at any time by emailing the Board and Community Liaison Officer at board@wsd1.org.

4. Diversity Institute

The Committee was informed that at a meeting held November 4, 2024, the Board of Trustees approved a motion to enter into an agreement with the Diversity Institute of Toronto Metropolitan University to conduct a Program Equity Audit for the 2025/2026 school year.

The Committee was informed that the Diversity Institute has experience conducting audits involving large school boards and organizations similar in size.

The Committee was informed Diversity Institute will be reviewing equitable practices across WSD, as well as determining whether the current supports are meeting the needs of the students. The representatives from Diversity Institute will be meeting with Families of Schools in November as well as meeting with community stakeholders.

The Committee was informed that additional information and requests for feedback will be coming later this year.

5. Inclusion Framework

At a meeting held December 10, 2024, the Committee was introduced to Dr. Anderson Leachman, an Assistant Professor in Inclusive Education in the Faculty of Education at the University of Winnipeg and the WSD Scholar in Residence. The Committee was informed that Dr. Anderson Leachman along with her colleagues were collecting feedback from the WSD community (parents, teachers, educational assistants, principals and vice-principals) through surveys and focus groups to develop Equity, Diversity, Inclusion framework for WSD.

The Committee was informed that the data collected was compiled and used to create the Building an Inclusive Community: An Equity and Inclusion Framework which reflects a commitment to mobilizing the data collected and transforming findings into meaningful action. It is grounded in the belief that equity and inclusion demand more than analysis; they require implementation shaped by those most affected by systemic inequities.

The Committee was informed that the framework can be revisited and refined to remain responsive to emerging needs, feedback from stakeholders and the ever-changing educational landscape. Its purpose is to support a dynamic, collective journey toward realizing the vision of an inclusive, equitable and just learning environments for all.

The Committee was informed the Equity and Inclusion Framework is both a call to action and a guide for continuous improvement to ensure WSD not only responds to present needs but also builds capacity for a more just and inclusive future.

The Committee was informed the framework was designed to assist individuals and groups in thinking and measuring where they are at and how to achieve next steps through the six domains of practice: personal identity and critical reflection, cultural responsiveness and

relational trust, inclusive learning environments and instruction, family and community engagement, collaborative leadership and decision-making, and structural equity and systems change.

The Committee was informed that the Framework is in alignment with the WSD Strategic Plan as well as Mamáhtawisiwin: The Wonder We are Born With, an Indigenous Education Policy framework developed by the Province of Manitoba.

6. Student-Centered Services Model

The Divisional Principal, Jill Heater, was in attendance and provided an overview of the Student-Centred Services Model.

The Committee was informed that the Student-Centred Services Model puts students, parents and classroom teachers at the heart and is surrounded by levels to support every student as an individual, recognizing and valuing diverse abilities, experiences and needs.

The Committee was informed that in the process of advocating for the needs of students, families should start at the middle and work their way out through the layers of supports available to meet the needs of their student(s).

The Committee was informed that WSD is the leader in Manitoba for ratios of students to Educational Assistants and Clinicians. The Committee was also informed that there is still a greater need than available support, in large part due to insufficient government funding. The Committee was informed that WSD administration along with the Board of Trustees are consistently advocating for additional funding and encouraged members to contact their MLA's to advocate for more funding and supports.

The Committee agreed that schools are doing the best they can to meet the needs of students and noted that the province needs to increase funding and supports available to support students.

The Committee expressed that informative presentations at meetings was helpful for families to gain knowledge and understanding of programs and procedures. The Committee requested additional time be provided at meetings for members to network and build relationships within the Inclusive Education Advisory Committee community.

Respectfully submitted,

Rebecca Chambers
Committee Chair

In Attendance:

Trustees: R. Chambers, A. Evangelista, K. Heppner (regrets)
Administration: L. Bunkowsky, J. Heater, G. McAlpine, T. Howard (recorder)
Members: Andrew Mynarski School, Brock Corydon School, Churchill High School, Clifton School, Garden Grove School, Gladstone School, Gordon Bell School, J.B. Mitchell School, John M. King School, Lansdowne School, Laura Secord School, Lord Roberts School, Prairie Rose School, Sir William Osler School, Sisler High School, St. John's High School, Tyndal Park School