

**INNER CITY DISTRICT ADVISORY COMMITTEE REPORT NO.1-2025**

To the Chair and Members  
Winnipeg Public School Board:

February 6, 2025

The Inner-City 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.

The Committee was informed that the students at Pinkham School have been developing their own land acknowledgements for each classroom. A student from Pinkham School was in attendance to read the land acknowledgement for Room 204 which stated, "We are/as students and staff at/of Pinkham School, which is on Treaty 1 territory, promise to keep this land safe and clean for the next generation. We are thankful for the Anishinaabe, Ininiwak and Dakota Oyate peoples and the homeland of the Red River Métis who found this land and made the land a new home for us. Their stories bring us together to pass on to our children. By building relationships with Mother Earth, we are thankful for our families, water, homes, food, animals and plants."

**2. Election of Committee Chair**

The Parent representative from William Whyte volunteered to chair the Inner-City District Advisory Committee meeting.

**3. WSD 2025/2026 Budget Consultation**

The Committee was informed that at the previous meeting, 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 WSD is committed to lowering class sizes and having more learning support teachers and Educational Assistants (EAs) for the classroom, as well as providing additional clinical support staff.

The Committee was also informed that in an effort to improve instruction, WSD is prioritizing early mathematics and literacy instruction. Staff will be provided additional learning days and WSD is developing a professional development fund for teachers.

The Committee was informed that WSD will continue to support community partners such as Community Education Development Association (CEDA), Pathways, Winnipeg

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Aboriginal Sport Achievement Centre (WASAC), Peaceful Village, and Boys and Girls Club of Canada. WSD is also looking at opportunities to extend the school day for Middle Years and Senior Years learners.

The Committee was informed that WSD is in the processes of increasing the number of tablets, Chromebooks and high-definition screens in classrooms. WSD is currently undergoing an upgrade to the network and increasing support to schools.

The Committee was informed that WSD is committed to reducing expenses for families by eliminating lunch supervision fees, supporting a universal nutrition program, covering school supplies and field trip transportation fees as well as upgrading aging school play structures so families do not have to fund raise. The Committee was informed that in the 2025/2026 school year, WSD will be upgrading 3 school play structures and installing 5 industrial kitchens. The Committee suggested utilizing additional community volunteers to provide support for teachers. The Committee was in favour of increasing property tax if necessary to ensure adequate funding for schools.

WSD will also be investing in creative programming including a global issues pilot program at Gordon Bell and College Churchill high schools, developing additional International Baccalaureate (IB) programs, creating an inner-city STEAM lab at Hugh John Macdonald, a career lab at RB Russell and putting on a science fair and historical thinking symposium.

The Committee was informed that WSD leads the way in investing in student support and resources amongst Winnipeg metro school divisions.

The Committee was informed that school divisions are still waiting for the provincial funding announcement which will include a new funding model. It is anticipated the funding announcement will be made early next week.

The Committee was informed that WSD created a draft budget under the assumption that there would be a 0% increase in funding. The Committee was informed that the draft budget for the 2025/2026 school year is \$529,418,325 which is an increase of \$49,069,225 over the budget from the current school year. In order to achieve a balanced budget an increase of 4.1% of the current mill rate would be required, which would increase property tax for the average homeowner by approximately \$64 annually or \$5.35 a month.

The Committee was provided a QR code to a survey where they could provide additional feedback to the Board of Trustees regarding the draft budget. The Committee was invited to attend upcoming District Advisory Committee meetings to obtain updated information once the budget announcement is made by the provincial government. The Committee was also invited to attend the public forum at Tec Voc High school on Monday, February 24 at 7:00 p.m. for additional budget information. Anyone wishing to appear as a delegation at the public forum at Tec Voc may register with the Board Office at 204-775-0231 or email [board@wsd1.org](mailto:board@wsd1.org).

#### **4. Strategic Plan**

At a previous meeting, the Committee was provided a timeline which outlined the development of the Strategic Plan. In November to March 2024, Trustees worked with consultants to develop a shared understanding of strategic planning process, which examined existing data, methodology and actions for data gathering. From April to June 2024 the Trustees launched multiple sessions and different processes to gather guidance

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and feedback from families, community organizations, staff and students. Over the summer from June to August, the data was analyzed by an external team of researchers and in meetings held early in the school year trustees shared data analysis the families, community organizations, staff and students to validate and correct any misunderstandings.

The Committee was informed that Trustees, Administration and consultants worked together to develop the WSD Strategic Plan 2025-2030 based on the data collected. The Committee was informed that there were three (3) main themes that came out of the data, Joy (creating a sense of community), Love (supporting a sense of belonging) and Rigour (preparing learners for excellence). The Committee was informed that WSD is committed to providing opportunities for learners to feel confident in the future, inspired, fulfilled, engaged and full of hope. WSD is committed to creating a sense of belonging where every learner is known by multiple adults and they feel safe, respected and free to express their true selves. WSD is also committed to preparing learners for excellence, where every learner feels supported and challenged to excel every day through meaningful activities and lessons to achieve their goals.

The Committee was informed that the Strategic Plan also outlines four (4) High-level strategies. The first strategy is to seek truth and reconciliation by answering the calls to action related to the cultivation of culture, community, language and land in WSD schools. WSD is committed to removing barriers for Indigenous people to lead WSD and contribute to the WSD community.

The second strategy is to build community schools that are barrier free. WSD is committed to eliminating barriers to education, including all exclusionary practices, creating sticky schools that extend the day and keep learners close and to nurture neighbourhood schools that support all learners.

The third strategy is the to develop a culture of thinking and shared sense of responsibility for all children. WSD is committed to developing the capacity in school leaders to unleash the power of the classroom teacher and to cultivate the conditions for the highest quality teaching and deepest learning.

The final strategy is equitable distribution of resources. WSD is committed to distributing resources so that they have the maximum impact for the learners who need them most and to empower and support schools to shift resources for maximum impact.

Respectfully Submitted,

BETTY EDEL  
Trustee Representative

**In Attendance****Voting Representatives:**

David Livingstone School  
Gordon Bell High School  
John M. King School  
Mulvey School  
Pinkham School  
Sister MacNamara School  
Strathcona School  
William Whyte School  
Clifton School (Central District)  
Lansdowne School (North District)

**Regrets:**

Argyle Alternative High School  
Children of the Earth High School  
Dufferin School  
Fort Rouge School  
General Wolfe School  
Hugh John Macdonald School  
King Edward School  
Machray School  
Niji Mahkwa School  
Norquay School  
R.B. Russell High School  
Victoria - Albert School  
Wellington School

**Administration:**

Matthew Henderson, Superintendent  
Rob Riel, Assistant Superintendent  
Clayton Bodkyn, Secretary-Treasurer/Chief Financial Officer  
Matt Adkins, Vice-Principal, John M. King School  
Kristin Melnyk, Principal, King Edward School  
Jaclyn Rivest, Vice-Principal, King Edward School  
Peter Correia, Principal, Mulvey School  
Colin Bruce-Smith, Principal, Norquay School  
Monique Russell, Vice-Principal, Norquay School  
Mercy Sackey, Principal, Pinkham School  
Sonia Medaglia Dos Santos, Vice-Principal, Sister MacNamara School  
Tarin Howard, Recording Secretary

**Non-Voting/Resource Members:**

Community Support Worker, Children of the Earth/King Edward School  
Community Support Worker, Pinkham School  
Community Support Worker, John M. King School  
Community Support Worker, Fort Rouge School  
Community Support Worker, Gordon Bell High School

**Trustees:**

Betty Edel  
Kathy Heppner  
Dante Aviso (Regrets)