

**NEWCOMER EDUCATION AD HOC COMMITTEE REPORT NO. 3-2025**

To the Chair and Members  
Winnipeg Public School Board:

October 16, 2025

Your Ad Hoc Committee on Newcomer Education reports and recommends as follows:

1. Land Acknowledgment

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 reviewed the Terms of Reference for the Newcomer Education Ad Hoc Committee.

Recommendation:

That the Terms of Reference for the Newcomer Education Ad Hoc Committee be approved.

4. Community Engagement and Discussion

At a meeting held May 22, 2025, Committee members participated in a discussion to identify important school community matters and student success. The following feedback was collected for review to assist in the future planning priorities, goals, and how the work of the committee will align with the WSD Strategic Plan.

The Committee broke into groups to discuss review the feedback that was based on the following:

- Describe your experience with Winnipeg School Division.
- Tell us about any positive experiences you or your child(ren) have had with Winnipeg School Division.
- Tell us about some of the biggest challenges you and your child(ren) have had with Winnipeg School Division.
- What do you hope your child(ren) will gain from their experience in the school system?
- Are there any areas that you feel the school, or the division, could improve in supporting newcomer families?
- What would you like to see or discuss in the next meeting?

Committee members indicated that WSD Intercultural Support Workers played a crucial role in assisting newcomer families with registration, bridging language gaps, connecting families

to services and providing ongoing advocacy and support. Committee members discussed several areas that would be helpful for newcomers including an orientation, increasing access to school clubs, addressing food-related concerns, ensuring staff understand newcomer experiences and the high demands for transportation. Committee members stated that although school staff and teachers are friendly and supportive, some inconsistencies remain, particularly staff awareness and understanding of newcomer challenges.

Committee members shared positive experiences they have had with WSD. Committee members highlighted the importance of supporting students' academic growth in English, reading, and math while ensuring structured guidance and transition support to help keep students motivated and on track. Committee members stated that they are provided with well-rounded educational experience through field trips, extracurricular activities, cultural events, and after school programs. Committee members stated that schools are helping reduce the financial burden for newcomer families by providing free meals, school supplies, transportation, and health services enabling equal access to learning.

Committee members suggested that additional after-school clubs, tutoring, and structured activities be available for students. Committee members also suggested information be provided on how to address and report bullying, exclusion, and discriminatory behaviour. Committee members shared concerns regarding adequate school responses, and the importance of students feeling safe and supported. Committee members discussed issues such as language barriers and unclear communication, lack of interpreter access, and inaccessible online systems.

Committee members emphasized the importance of strong academic achievements, graduation with credits recognized by post-secondary educational institutes, as well as preparing students for post-secondary education. Committee members agreed they want their children to build confidence, independence, and form friendships. Committee members discussed the importance of additional learning opportunities such as field trips, multicultural programs that go beyond the classroom that fosters soft skills, creativity, leadership, and access to hands-on experiential learning opportunities.

Committee members also discussed the importance of having structured activities outside of classroom hours, including after school programs and summer camps. Committee members suggested additional training for school staff to better understand and support newcomer communities. Committee members discussed the need for additional tutoring and homework assistance, especially in subjects like math and French. Committee members stated that language barriers at home often prevent parents from helping students with homework and staying on task.

Committee members requested the following items be added to future agendas for discussion:

- Guidance on navigating school systems (especially regarding registration)
- Conflict Resolution
- Reporting Bullying

Committee members also requested clear and accessible communication for families to effectively support their children. The Committee requested transparency and clear follow-up on meeting topics. Committee members are suggested to meeting more frequently and to include students in future meetings where it is necessary.

November 3, 2025

Newcomer Education Ad Hoc Committee Report No. 3-2025

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Respectfully submitted,

Dante Aviso  
Committee Chair

In Attendance:

Trustees: D. Aviso, T. Kuly, A. Evangelista (regrets)  
Administration: M. Rezai, D. Vo (recorder)  
Schools Represented: Daniel McIntyre Collegiate Institute, Dufferin School, Elmwood High School, Faraday School, General Wolfe School, Gladstone School, Gordon Bell High School, Hugh John Macdonald School, École Secondaire Kelvin High School, École Lansdowne, Lord Selkirk School, Meadows West School, Mulvey School, Queenston School, École River Heights School, Sargent Park School, École Secondaire Sisler High School, Sister MacNamara School, Technical Vocational High School, Tyndall Park School, École Victoria-Albert School, École Waterford Springs School, William Whyte School, Wolseley School

Non-Voting/  
Resource Members: A. Ahmed, C. Gautam, H. Sakalska, H. Ahmed, H. Paw, M. Sultani, N. Ourrhi, R. Kimani-Anderson, R. Hernandez, W. Fehler