

**SOUTH DISTRICT ADVISORY COMMITTEE REPORT NO. 2-2026**

To the Chair and Members

Winnipeg Public School Board:

April 30, 2026

The South 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.

2. Overview of Math and English Language Arts Literacy

The Assistant Superintendent Shelley Warkentin and Lorelei Bunkowsky were in attendance to provide an overview of Math and English Language Arts (ELA) Literacy.

The Committee was informed that there is strong alignment between math and literacy initiatives across WSD. The Committee was informed that schools are exploring opportunities to assist students in developing writing and reading skills. Schools are collaborating internally with employees as well as externally with other schools to find ways to engage with students and assist them in developing their reading, writing, and language skills. The goal is to build student confidence and competence early, ensuring all students enter high school with multiple pathway options and without gaps that limit future success.

The Committee was informed that improving teacher capacity is central to both math and literacy strategies. The Committee was informed that schools are emphasizing collaborative teaching models, learning support teams and vertical grade group collaboration, cross-school connections, professional development embedded in classrooms through real-time coaching. The Committee was informed that teachers are supported by mentor coaches and guided to implement effective instructional strategies. The Committee was informed that resources are intended to support teaching practices, reinforce concepts, and provide different avenues of practice rather than replace the role of the teacher.

The Committee was informed that schools have systems in place to support students such as Learning support teams, reading clinicians, and targeted interventions for students with greater needs. The Committee was informed that students can be flagged for additional support, and interventions are tailored to individual strengths and areas for growth.

The Committee was informed that both math and literacy are expected to be visible and embedded in daily classroom practice. The Committee was informed that this would include daily math engagement and problem-solving, regular reading, writing, and vocabulary development in literacy, and integration of multiple texts and inquiry based learning. The Committee was informed that there is a huge emphasis on developing critical thinking, collaboration, and meaningful application of skills across subject areas.

WSD has implemented a JUMP math pilot program which aims to help students overcome “math anxiety” by building their confidence and resilience through tackling incrementally more challenging concepts at each stage of learning. To help students overcome barriers such as math anxiety, lack

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of confidence, low self-expectations, information overload and missed concepts, JUMP math uses a research-informed approach based on the beauty and structure of math itself.

The Committee was informed of a research partnership through the University of Winnipeg focused on early math development which includes Nursery and Kindergarten to examine long term impacts on student learning. The Committee was informed that early intervention is seen as key to preventing later gaps.

The Committee was informed that in the Middle Years, instructions become more sophisticated, with an increase focus on comprehension and higher level literacy skills, and richer math tasks and deeper conceptual understanding. The Committee was informed that at the high school level, students are encouraged to develop independence and engage in complex, real-world learning. The Committee was informed that there are student led initiatives, such as summits on ethical use of AI and social media which allows students to demonstrate deep levels of engagement and critical thinking.

The Committee was informed that there is a universal literacy screening pilot underway for Grade 1 to Grade 3. The Committee was informed that screening will occur at least twice per year to identify students needing support. The Committee was informed that clinicians are available to assist students when required. The Committee was informed that results of the pilot will be shared with parents once fully implemented. The Committee was informed that supports for students include classroom instruction, small group work, and intensive one on one interventions. In response to an inquiry, the Committee was informed that for older students, targeted screening and diagnostic tools are used where concerns arise, particularly in reading comprehension.

### 3. School Highlights

The Committee was invited to share information on initiatives that are successful in their school.

École Riverview School Parent Council shared communications within the school has improved significantly, with efforts to keep families better informed. The Committee was informed that there is a desire for greater parent involvement in understanding curriculum, as families are not consistently able to see what students are learning on a daily basis. The Committee was informed that there is interest in increasing parent engagement and providing supports to help families assist with learning at home. The Committee was informed that satisfaction with school leadership and staff remains high. The Committee was informed that there will be a musical next week at the school.

Rockwood School Parent Council shared there has been strong community engagement through events such as a family dance.

Queenston School Parent Council shared that there have been positive student led initiatives such as a Grade 6 newspaper and leadership activities that amplify student voice. Parents would like to see open communication with teachers.

Montrose School Parent Council shared that they will be having their second creativity conference that connect students with community members to explore real world applications. Teachers had a chance to share what students felt about curling, sports, pottery, and relationship. Every year in June, students attend camp and spend two weeks of outdoor learning.

Grosvenor School Parent Council informed the Committee that there has been a strong school growth and community engagement. The Committee was informed that Grosvenor School was able to expand their before and after school childcare with the YMCA, enrollment has increased, and the school carnival and musical in June.

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The Committee was informed that Parent Councils are consistently recognized for their dedication in fostering welcoming and successful school environments. The Committee was informed that schools are thriving as inclusive, community centred environments with continued opportunities to strengthen partnerships, expand programming, and address emerging needs.

4. School Report Cards

The Committee expressed concerns about the current format and usefulness of report cards, noting that they often do not provide meaningful or actionable information for families. The Committee indicated that traditional report cards, particularly those focused on curricular checkboxes, fail to capture important aspects of a student's development. There was a specific concern that, at the middle school level, report cards frequently lack personalized comments, leaving families without insight into student behavior, engagement, or areas where additional support may be needed. The Committee agreed to add this topic to the next agenda for discussion.

Respectfully Submitted,

Kathy Heppner  
Trustee Representative

**In Attendance**

**Voting Representatives:**

Grosvenor School  
Harrow School  
École LaVérendrye School  
Montrose School  
Queenston School  
École River Heights School  
École Riverview School  
Robert H. Smith School  
Rockwood School

**Regrets:**

Brock Corydon School  
Carpathia School  
Collège Churchill High School  
Earl Grey School  
Gladstone School  
Grant Park High School  
École J.B. Mitchell School  
École Secondaire Kelvin High School  
Lord Roberts School  
École Sir William Osler School

**Administration:**

Lorelei Bunkowsky, Assistant Superintendent  
Shelley Warkentin, Assistant Superintendent  
Georgia Wells, Principal  
Nathan Tocher, Vice-Principal  
Matt Frost, Vice-Principal  
Dominic Zagari, Principal, École River Heights School  
Angela Perez, Principal, Rockwood School

David Vo, Administrative Clerk, Board Office

**Trustees:**

Kathy Heppner  
Lois Brothers