



WINNIPEG SCHOOL DIVISION

# Equity Progress Report

June 2025

# STRATEGIC PLAN AND EQUITY

Over the past two years, the Winnipeg School Division Board of Trustees has been seeking consultation in developing its 2025-2030 strategic plan. The feedback received by the trustees from families, students, staff, and community organizations consistently emphasized that those who need more should receive more—a belief that lies at the core of equity.

Public education is a central mechanism for advancing social justice and enhancing access to opportunities, particularly for marginalized and equity-seeking groups. Our strategic plan focuses on removing barriers, strategically allocating resources, and ensuring all families have school access.

Advancing equity is a shared responsibility. A culture of equity must be created in an environment that removes barriers. Our strategic plan calls on all members of the WSD community to work together to remove obstacles for education while creating inclusive work and learning environments.

## MORAL PURPOSE

Winnipeg School Division provides a learning environment that fosters the growth of every learner's potential and provides equitable opportunity to develop the knowledge, skills, and ways of being necessary for nurturing a just, sustainable, and democratic society where everyone belongs, thrives, and is included.

## GUIDING QUESTION

What are the most powerful actions WSD can take to ignite and cultivate paths to the good life, Mino-Pimatisiwin, for all learners, particularly those most underserved?

[Read the full 2025-2030 Strategic Plan](#)



## ANTI-RACISM, EQUITY, AND CLIMATE JUSTICE MODEL

The Board of Trustees created significant infrastructure to support the removal of barriers and greater access to resources. On the Superintendent's Team: Education & Curriculum, they created the position of Assistant Superintendent of Anti-Racism, Equity, and Climate Justice—the first of its kind in Manitoba for a school division. The Board also made a divisional Kookum position on the Superintendent's Team.

The team supporting the Assistant Superintendent of Anti-Racism, Equity, and Climate Justice includes:

- » Program Director of Equity
- » Newcomer Service Director
- » Anti-Racism and Climate Justice Support Teacher

The team has implemented a range of coordinated equity initiatives that span professional development, community engagement, school-based support, and cross-departmental collaboration.

### ANTI-RACISM EDUCATION PROFESSIONAL DEVELOPMENT

This cross divisional collaboration with Community Education Development Association (CEDA) and Equity Matters strives to promote anti-racist practices and equity literacy among school leaders and educators. This collaboration is foundational in supporting systemic cultural change across the schools involved. Key activities include:

- » Summer institute and monthly community-of-practice meetings for schools
- » Regular professional development with leadership teams
- » School staff meetings and collaboration on Diversity, Equity, Inclusion and Accessibility (DEIA) school plans
- » Resource provision for staff capacity building
- » Conflict resolution and difficult conversation facilitation training

### COMMUNITY ENGAGEMENT

By working closely with grassroots and advocacy organizations, WSD ensures strategies are informed by the voices and needs of the communities we serve. These consultations enrich the division's support to marginalized groups. Key activities include:

- » Partnerships with Newcome Education Coalition (NEC), Immigrant and Refugee Community Organization (IRCOM), University of Winnipeg's Community Aboriginal Teacher Education Program (CATEP), Islamic Social Services, Ontario Council of Agencies Serving Immigrants (OCASI), and more
- » Participation in coalitions and advisory consultations, including with the Province of Manitoba Senior Advisor to the Deputy Minister Education and Early Childhood Learning.
- » Membership on the Manitoba Association of Newcomer Serving Organizations (MANSO) anti-racism champions and active co-champions committee



## SCHOOL-BASED SUPPORT

On-the-ground support for creating inclusive, anti-racist spaces. Supporting schools with targeted resources. Cultural recognition efforts that embed equity in everyday school life. All these initiatives empower schools to be reflective of and responsive to their communities. Key activities include:

- » Modeling and resource provision for schools.
- » Support for diversification of library collections.
- » School-wide professional development (PD) on anti-racist education, and support on embedding anti-racist principals into PD.
- » Supporting inclusive, cultural and commemorative events (e.g., Ramadan iftar, Eid, Black History Month, community events, and cultural nights).

## DIVISION-WIDE COLLABORATION

WSD shows commitment to equity across all levels of the division, and encourages wide participation in equity discourse and practice. Key activities include:

- » Courageous Conversations professional development includes staff at all levels of the division.
- » Community-led/informed DEIA PD in collaboration with community organizations.
- » Creating a committee focused on Black Excellence in WSD.
- » Ongoing resource and information sharing.
- » Collaborating and planning alongside the Indigenous Education department for professional development on DEIA and decolonization with Indigenous educator and author Carolyn Roberts.

## CROSS-DEPARTMENTAL SUPPORT AND INTERSECTIONALITY

Promoting holistic inclusion across identity markers by taking a cross-departmental approach to ensure that equity is embedded throughout departments. This focus on intersectionality acknowledges the diverse and overlapping identities of learners. Key activities include:

- » Collaboration with Career Lab, School Psychology, Indigenous Education, Library Support, and Inclusion Across the Rainbow programs.
- » Emphasis on intersectional approaches to support.



# STAFFING

## EMPLOYMENT EQUITY UPDATE

Since 2022/23, the Board of Trustees has focused on creating a culture of equitable employment opportunities. Many WSD staff members told the board that transparency was lacking in the Human Resources process and departments. In 2023/24, the opportunity for staff to become a vice-principal was enhanced by eliminating the central structure that created a sense of distrust amongst teaching employees. This created a sense of fairness and justice in the hiring process.

WSD now bulletins all principal and vice-principal positions. WSD also ensured that principals, in direct consultation with assistant superintendents, shortlist candidates for teaching positions to ensure that our teaching force represents our community. Principals and vice-principals also come together several times monthly to discuss equity, inclusion, and diversity issues in schools. The policy for Principal and Vice-principal has been updated and amended by the Board of Trustees, which now requires trustees to be on the selection panel for a principal.

Moreover, principals and vice-principals are engaged in substantive professional development related to creating equitable educational and employment opportunities. Several times a month, educational leaders come together to read, discuss, and create action plans focused on removing barriers for learners and employees.

Principal and vice-principals are challenged to ensure that the staff in their schools reflects the lived experience of their learners and that systemic barriers to learning are removed.

With the arrival of a new Superintendent and Superintendent's Team, it was also recognized that some practices and perspectives associated with Human Resources were problematic for staff. An intentional plan to enhance the equity work related to staff began with renaming the department Staff Support and Relations (SSR). The renaming symbolized the goal of reviewing and reimagining the work of supporting, recruiting, and developing WSD staff.

Staff Support and Relations continues to work with a consultant to understand the department's scope of work, including discussions with the SSR staff, WSD employees, and focus groups. The department also continues to develop staffing and recruitment processes that align with the WSD Employment Equity policy. This includes training school leaders to utilize the strategic plan's high-level strategies when conducting interviews and hiring. Staff Support and Relations has adjusted the focus on support and partnerships when consulting, providing advice, or investigating situations that arise in labour relations.

Internal staffing processes have been adjusted to ensure employee voice and choice are considered. Work continues to enhance and develop the talent acquisition components of SSR to support equitable, transparent hiring for the vital work of Winnipeg School Division.

[Read the full 2023 Employment Equity Audit](#)

### PRINCIPAL AND VICE-PRINCIPAL SUMMER READING LIST:

Emdin, Christopher (2024). *Ratchedemic: Reimagining Academic Success*.

Haidt, Jonathan (2024). *The Anxious Generation: How the Great Rewiring of Childhood is Causing an Epidemic of Mental Illness*.

Mallet, Kathy & (2024). *Indigenous Resistance and Development in Winnipeg: 1960-2000*.

Mighton, John (2020). *All Things Being Equal: Why Math is the Key to a Better World*.

Perry, Bruce (2006). *The Boy Who Was Raised as a Dog*.

Sinclair, Niigaan (2024). *Winnipeg: Visions of Canada from an Indigenous Centre*.

## MOVING FORWARD

Below is a comprehensive list of policy updates based on the main recommendations from the 2023 Employment Equity Audit:

| Recommendation | Policy Name   | Progress           | Date and Link   |
|----------------|---|--------------------|---|
| 2              | Diversity and Equity Education                                | Completed          | April 17, 2023<br><a href="https://media.winnipegssd.ca/media/Default/medialib/gba.2ffd0412955.pdf">https://media.winnipegssd.ca/media/Default/medialib/gba.2ffd0412955.pdf</a>   |
| 4              | Staff Conflicts of Interest                                   | Draft to committee | May 5, 2025<br><a href="https://media.winnipegssd.ca/media/Default/medialib/gbca.c1b81812956.pdf">https://media.winnipegssd.ca/media/Default/medialib/gbca.c1b81812956.pdf</a>  |
| 6              | Recruitment   | Draft to committee | May 5, 2025<br><a href="https://media.winnipegssd.ca/media/Default/medialib/gcc.21946012971.pdf">https://media.winnipegssd.ca/media/Default/medialib/gcc.21946012971.pdf</a>  |
| 7              | Selection of School Administrators                            | Completed          | December 4, 2024<br><a href="https://media.winnipegssd.ca/media/Default/medialib/gccb-selection-of-school-administrators.49098312973.pdf">https://media.winnipegssd.ca/media/Default/medialib/gccb-selection-of-school-administrators.49098312973.pdf</a>                                 |
| 8              | Selection of School Administrators                            | Completed          | December 4, 2024<br><a href="https://media.winnipegssd.ca/media/Default/medialib/gccb-selection-of-school-administrators.49098312973.pdf">https://media.winnipegssd.ca/media/Default/medialib/gccb-selection-of-school-administrators.49098312973.pdf</a>                                 |
| 10             | Employee Health and Safety Use of Chemical Substances         | Completed          | Workplace Health and Safety   |
| 11             | Leave of Absence (Remove gendered language)                   | Draft to Committee | May 5, 2025<br><a href="https://media.winnipegssd.ca/media/Default/medialib/gcbd-leave-of-absence.962f6812969.pdf">https://media.winnipegssd.ca/media/Default/medialib/gcbd-leave-of-absence.962f6812969.pdf</a>  |
| 12             | Professional Development                                      | Draft to Committee | June 16, 2025<br><a href="https://media.winnipegssd.ca/media/Default/medialib/gcl.4663d512976.pdf">https://media.winnipegssd.ca/media/Default/medialib/gcl.4663d512976.pdf</a>  |
| 13             | Add exit interviews to a policy                               | Draft to Committee | May 5, 2025   |
| 16             | Smudging  | Draft to Committee | May 5, 2025   |
| 17             | Harassment Prevention   | Completed          | December 4, 2023<br><a href="https://media.winnipegssd.ca/media/Default/medialib/gcpda-harassmentprevention.6d5b4e12981.pdf">https://media.winnipegssd.ca/media/Default/medialib/gcpda-harassmentprevention.6d5b4e12981.pdf</a>   |
| 18             | Violence Prevention   | Completed          | December 4, 2023<br><a href="https://media.winnipegssd.ca/media/Default/medialib/gcpda-harassmentprevention.6d5b4e12981.pdf">https://media.winnipegssd.ca/media/Default/medialib/gcpda-harassmentprevention.6d5b4e12981.pdf</a>   |
| 21             | Accommodation   | Completed          | May 15, 2023<br>Included in: <a href="https://media.winnipegssd.ca/media/Default/medialib/ab-accessibility.759df226104.pdf">https://media.winnipegssd.ca/media/Default/medialib/ab-accessibility.759df226104.pdf</a>  |
| 22             | Scent-Aware   | Completed          | April 14, 2025  |
| 23             | Use of Pronouns   | Begin              | To Committee in Fall 2025   |
| 25             | Safe and Caring Policy for Trans- and Gender-Diverse students | Completed          | <a href="https://media.winnipegssd.ca/media/Default/medialib/igabb-safe-and-caring-trans-and-gender-diverse-students-and-staff.c815bf12987.pdf">https://media.winnipegssd.ca/media/Default/medialib/igabb-safe-and-caring-trans-and-gender-diverse-students-and-staff.c815bf12987.pdf</a> |
| 26             | Create a policy review process                                | Begin              | To Committee in Fall 2025   |
| 27             | Gender-neutral language in all policies                       | Ongoing            |   |

## OPERATIONAL UPDATES

| Recommendation | Action  | Progress  | Date and Link   |
|----------------|---|-----------|---|
| 5              | Staffing Framework                                      | Completed | April 17, 2023  |
| 9              | Safety Initiatives Procedure & Plan                     | Completed | <a href="https://media.winnipegssd.ca/media/Default/medialib/wsd-accessibility-plan-2025.1f885a32783.pdf">https://media.winnipegssd.ca/media/Default/medialib/wsd-accessibility-plan-2025.1f885a32783.pdf</a>               |
| 15             | Accessibility Plan                                      | Completed | March 2025<br><a href="https://media.winnipegssd.ca/media/Default/medialib/wsd-accessibility-plan-2025.1f885a32783.pdf">https://media.winnipegssd.ca/media/Default/medialib/wsd-accessibility-plan-2025.1f885a32783.pdf</a> |
| 20             | Medical Information                                     | Completed |   |
| 24             | Training on proper name pronunciation                   | Ongoing   |   |
| 28             | Job description on each posting                         | Ongoing   |   |
| 29             | Salary range on job postings                            | Ongoing   | Currently in place with EAG/PTS/Senior Administration postings  |
| 30             | Change language to Indigenous Peoples                   | Completed | August 2024<br><a href="https://www.winnipegssd.ca/page/9731/careers">https://www.winnipegssd.ca/page/9731/careers</a>  |
| 31             | Equity Statement  | Completed | August 2024<br><a href="https://www.winnipegssd.ca/page/9731/careers">https://www.winnipegssd.ca/page/9731/careers</a>  |
| 32             | Equity statement on each posting and website            | Completed | August 2024<br><a href="https://www.winnipegssd.ca/page/9731/careers">https://www.winnipegssd.ca/page/9731/careers</a>  |
| 33             | Accommodation Statement                                 | Completed | August 2024<br><a href="https://www.winnipegssd.ca/page/9731/careers">https://www.winnipegssd.ca/page/9731/careers</a>  |
| 34             | Create equity-related competencies on each job posting  | Begin     | Fall 2025   |
| 35             | Create a “What to Expect” content on WSD Career webpage | Begin     | Fall 2025   |

## RECRUITMENT & HIRING UPDATES

| Recommendation | Action  | Progress     | Notes and Link  |
|----------------|---|--------------|---|
| 36             | Share postings with community organizations   | Ongoing      | Share with Talent Beyond Borders, La Liberté newspaper, Career Lab, etc.  |
| 37             | Fraudulent credentials check  | Ongoing      | Apply to Education, reference checks  |
| 38             | Credential check when candidate cannot produce original degree                      | Ongoing      |   |
| 39             | Remove citizenship question on application form                                     | In progress  |   |
| 40             | Change language to reflect Indigenous to North America                              | Completed    |   |
| 41             | Change language to reflect self-identification                                      | Completed    |   |
| 42             | Inform candidates on how demographic data is used in selection                      | Completed    |   |
| 43             | Accessibility of Manitobans Act training  | Completed    |   |
| 44             | Career page accommodation statement   | Completed    | <a href="https://www.winnipegssd.ca/page/9731/careers">https://www.winnipegssd.ca/page/9731/careers</a>   |
| 45             | Pre-screening form  | Completed    |   |
| 46             | Forming interview panels  | Ongoing      | Needs to be codified  |
| 47             | Anti-bias training  | Begin        | Fall 2025   |
| 48             | Unconscious-bias training   | Begin        | Fall 2025   |
| 49             | Pool of interview questions   | In progress  | Based on high-level strategies in 2025-2030 strategic plan<br><a href="https://www.winnipegssd.ca/page/32718/strategic-plan-2025-2030">https://www.winnipegssd.ca/page/32718/strategic-plan-2025-2030</a> |
| 50             | Develop a hiring toolkit  | In progress  | Fall 2025   |
| 51             | Interview panels receive guidance   | Ongoing      |   |
| 52             | Reference check question to include focus on equity, and truth and reconciliation   | Begin        | Fall 2025<br>Include in hiring toolkit  |
| 53             | Completion file checklist   | In progress  | Fall 2025   |
| 54             | Guidance on diversifying workforce  | Ongoing      |   |
| 55             | Update principal (P) and vice-principal (VP) bulletins with accommodation statement | Begin        | Fall 2025   |
| 56             | Update P and VP bulletins with equity competencies                                  | Completed    |   |
| 57             | P and VP interview notes on file for minimum 18 months                              | Ongoing      |   |
| 58             | Changes to hiring process   | Completed    | Communications materials to be developed  |
| 59             | Staff Support and Relations (SSR) training on ableism.                              | Under review |   |
| 60             | Training for all principals and managers on accommodation                           | Ongoing      |   |
| 61             | Review of SSR structure and workloads   | In Progress  | Hired consultant  |



## ACCOMMODATIONS

| Recommendation | Action                                      | Progress  | Notes & Links   |
|----------------|---|-----------|---|
| 62             | Review processes                            | Completed |   |
| 63             | Review timelines                            | Completed |   |
| 64             | Review Employees' Right to Accommodation    | Completed | <a href="https://media.winnipegssd.ca/media/Default/medialib/ab-accessibility.759df226104.pdf">https://media.winnipegssd.ca/media/Default/medialib/ab-accessibility.759df226104.pdf</a> |
| 65             | Create central fund for accommodations      | Completed | Provincial funding in place   |
| 66             | Review equipment needs                      | Completed | <a href="https://media.winnipegssd.ca/media/Default/medialib/ab-accessibility.759df226104.pdf">https://media.winnipegssd.ca/media/Default/medialib/ab-accessibility.759df226104.pdf</a> |
| 67             | Review agreement with unions                | Completed | In Collective Agreements:<br><a href="https://www.winnipegssd.ca/page/8664">https://www.winnipegssd.ca/page/8664</a>  |
| 68             | Review agreement on religious accommodation | Completed | In Collective Agreements:<br><a href="https://www.winnipegssd.ca/page/8664">https://www.winnipegssd.ca/page/8664</a>  |

## ANTI-RACISM, ANTI-OPPRESSION, & HUMAN RIGHTS

| Recommendation | Action   | Progress     | Notes     |
|----------------|--|--------------|-----------|
| 69             | Remove barriers for hiring of elders   | Ongoing      |           |
| 70             | Mandatory, annual human rights training for all senior leaders                 | Under review |           |
| 71             | Anti-racism training for all staff   | Ongoing      |           |
| 72             | Allocate appropriate resources for Manitoba Human Rights Commission violations | Completed    |           |
| 73             | Establish affinity groups  | Ongoing      |           |
| 74             | Create inclusive, anti-racist and safe workplaces                              | Ongoing      |           |
| 75             | Develop communications strategy  | In Progress  |           |
| 76             | Senior leadership training   | In Progress  | June 2025 |

## REPORTING

| Recommendation | Action  | Progress     | Link   |
|----------------|---|--------------|--|
| 77             | Share 2023 Equity Audit Report  | Completed    | On Plans & Reports page: <a href="https://media.winnipegssd.ca/media/Default/medialib/wsd-equity-audit.19bd6026345.pdf">https://media.winnipegssd.ca/media/Default/medialib/wsd-equity-audit.19bd6026345.pdf</a> |
| 78             | Anti-Racism, Anti-Oppression & Human Rights embedded into all professional learning | Ongoing      |  |
| 79             | Development of Employment Equity strategy   | Ongoing      | Under development with department reorganization and rebranding of Staff Support & Relations   |
| 80             | Allocation of staff to support Employment Equity strategy                           | Completed    | Development of two assistant superintendent positions and support staff  |
| 81             | Conduct Workforce census periodically   | Ongoing      |  |
| 82             | Conduct another Equity Audit in 5 years   | Under review |  |

## RRC POLYTECH & CAREER LAB

WSD has partnered with RRC Polytech to recruit and onboard new staff members from the community into the WSD workforce. These include:

- » **Library Technician program:** WSD eliminated library technician positions years ago. In order to prioritize the revitalization of school libraries, WSD has developed a pathway for school clerks and educational assistants to become library technicians. In 2023/24, we trained our first co-hort of 25 library technicians. We trained a second cohort in 2024/25.
- » **Fifth Class Power Engineering program:** Similar to the Library Technician program, WSD has created a Fifth Class Power Engineering program for current custodians so they can upgrade their skills.
- » **Administrative Assistant program:** In Spring 2025, WSD and RRC Polytech created an administrative assistant program for community members to train to become administrative clerks in schools.

## COLLECTIVE BARGAINING AND BETTER WORKING CONDITIONS

Over the past two years, WSD has bargained with all eight of its employee groups to ensure that working conditions are equitable and just across the division. In 2024/25, the Board of Trustees ratified four new collective agreements that offered higher wages, more discretionary days, and more. All of this collective bargaining action has helped to build relationships with our union partners. WSD is endeavoring to ratify all collective agreements by June 2025.

WSD has restructured the allocation of educational assistant hours to a full time equivalent (FTE) model, which offers current EAs up to six and a half hours of work daily. This provides students and teachers with more support, and WSD employees with a sustainable, living wage.

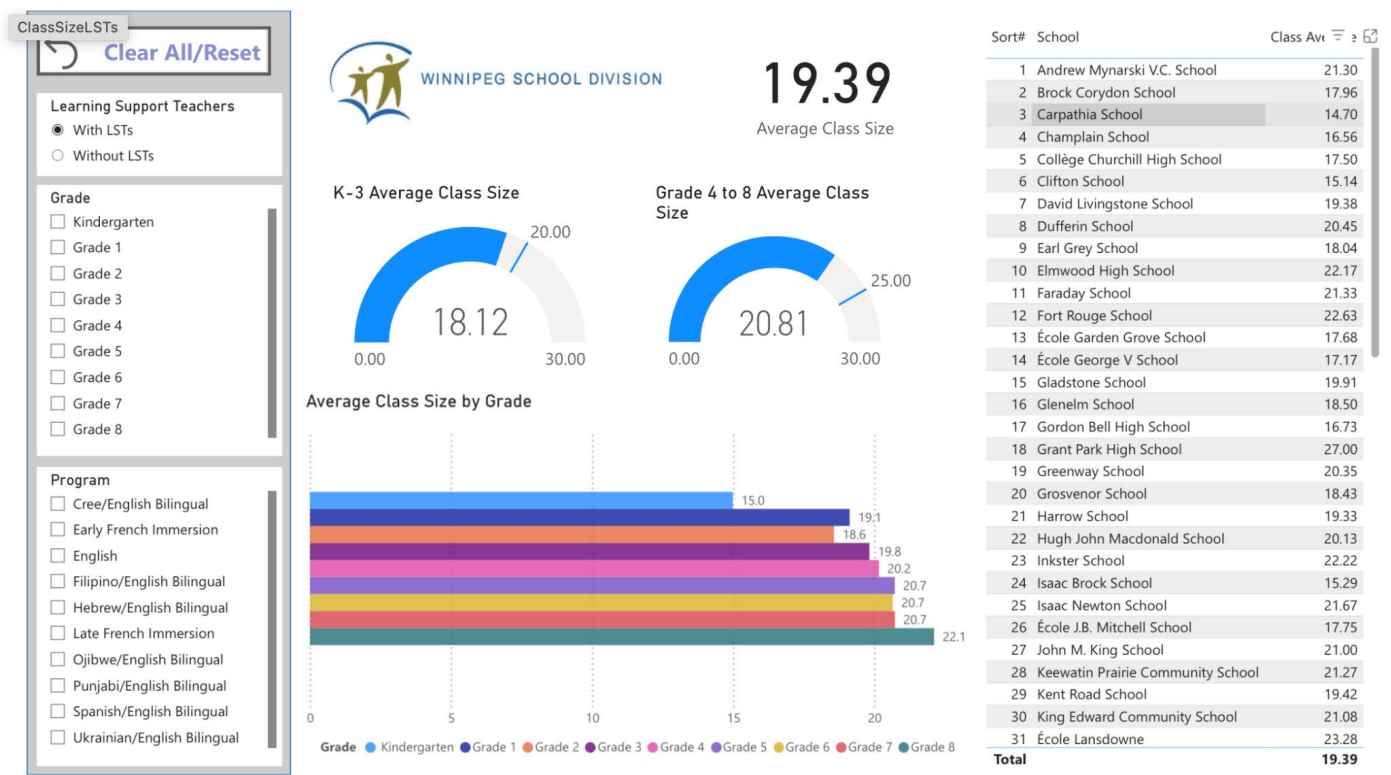
Similarly, WSD is developing plans to offer FTE hours to bus drivers, ensuring that they, too, have stability and predictability in their employment, while ensuring that WSD learners are served by WSD employees, in WSD vehicles, who have on-going relationships with them.



# Equity for Learners

## SMALLER CLASS SIZES

As directed by the Board of Trustees and the Province of Manitoba, WSD reduced class size in 2023/24 and 2024/25. In recent history, class sizes in Early Years and Middle Years exceeded 25 students in most of our schools. Now, all Kindergarten to Grade 3 class sizes are under 20 learners and Middle Years class sizes are under 23. This creates classrooms where teams of teachers and educational assistants can focus their attention on learners who need them most, which is the very essence of equity.



## INCLUSIVE EDUCATION

WSD is devoted to ensuring that all learners are fully and appropriately included in school life. We follow the Standards of Appropriate Educational Programming as determined by the Province of Manitoba's Education and Early Childhood Learning Department, and we fully adhere to the vision of inclusive education set out by Inclusive Education Canada:

"Inclusive education recognizes and celebrates the diversity of all students. Students learn in their neighbourhood schools where all learners, regardless of ability or background, participate with same-age peers in common learning environments so they can succeed academically, socially, and emotionally. Students and their teachers are provided the necessary support to succeed, allowing them to contribute meaningfully to their local school community."

We recognize the needs and gifts of each child, and school teams build individual learning plans alongside families. For some learners, this can mean extra support within the classroom, for others this can be support outside of the classroom, and for some it can mean intensive programming.

Inclusion is not a one-size-fits-all philosophy, rather it is a one-learner-at-a-time philosophy.

WSD offers multiple programs to support a variety of inclusion needs. These include:

- » Senior Years Skills for Independent Living Programs (various schools)
- » Coach 1
- » Coach 2
- » Source
- » Adolescent Parent Centre
- » Rising Sun, Eagle Circle, and Wi Wabigooni, in partnership with Rossbrook House
- » Songide'ewin
- » Villa Rosa
- » Montcalm



## SUSPENSIONS

In 2022/23, WSD suspended 559 students. In 2024/25, 80 learners were suspended. Principals and vice-principals have worked together effectively to hold children to high expectations while holding them close. Historically, the majority of students who faced suspension—essentially being told they were not welcome in the community—were Indigenous, and more specifically, Indigenous boys.

WSD is committed to building safe, inclusive schools where every child feels a sense of belonging. WSD is actively moving away from suspensions, recognizing that removing students rarely addresses root causes and often deepens disengagement—especially for those facing systemic barriers. Instead, WSD is investing in restorative and relational approaches that keep students connected to their school community. When challenges arise, schools are supported in responding with care, understanding, and accountability—focusing on repairing harm, strengthening relationships, and addressing underlying needs. This shift ensures that students are not pushed out of learning environments, but are instead supported in developing the social and emotional skills they need to thrive.

### 2024/2025 Suspension Report

Breakdown of Division Suspensions by Type of Offense and Month

| Month          | Weapons | Physical Assault Staff | Physical Assault Student | Verbal Assault Staff | Verbal Assault Student | Illegal Drugs/Subst. | Alcohol Use | Tobacco Use | Trafficking Drugs | Property Damage | Misconduct | Inap. Use of Internet | Total # of Offenses | Total # of Suspensions | Total # of Students Suspended |
|----------------|---------|------------------------|--------------------------|----------------------|------------------------|----------------------|-------------|-------------|-------------------|-----------------|------------|-----------------------|---------------------|------------------------|-------------------------------|
| September/2024 | 0       | 0                      | 6                        | 0                    | 1                      | 0                    | 0           | 0           | 0                 | 0               | 0          | 0                     | 7                   | 7                      | 7                             |
| October/2024   | 5       | 3                      | 14                       | 2                    | 2                      | 1                    | 1           | 0           | 0                 | 0               | 2          | 0                     | 30                  | 22                     | 21                            |
| November/2024  | 2       | 1                      | 16                       | 3                    | 2                      | 1                    | 0           | 0           | 0                 | 0               | 2          | 0                     | 27                  | 21                     | 21                            |
| December/2024  | 3       | 1                      | 6                        | 4                    | 1                      | 0                    | 0           | 0           | 0                 | 0               | 2          | 0                     | 17                  | 11                     | 11                            |
| January/2025   | 3       | 0                      | 7                        | 2                    | 2                      | 0                    | 0           | 0           | 0                 | 2               | 2          | 0                     | 18                  | 12                     | 12                            |
| February/2025  | 1       | 0                      | 4                        | 1                    | 0                      | 0                    | 0           | 0           | 0                 | 0               | 3          | 0                     | 9                   | 8                      | 7                             |
| Year-to-date   | 14      | 5                      | 53                       | 12                   | 8                      | 2                    | 1           | 0           | 0                 | 2               | 11         | 0                     | 108                 | 81                     | 65                            |

Number of students with multiple suspensions (YTD): 12

## STUDENT & CLINICAL SUPPORTS

According to June 2024 financial statements, Winnipeg School Division leads the way in investing in student support and resources amongst Winnipeg metro school divisions. For the 2025/26 budget, the WSD Board of Trustees has made unprecedented commitments to supporting all children, specifically those with greatest needs.

### SUPPORT

|                                      | WSD      | RETS     | LRSD     | PTSD     | SOSD     | SJASD    |
|--------------------------------------|----------|----------|----------|----------|----------|----------|
| DIRECT SUPPORT PER STUDENT           | \$12,788 | \$10,491 | \$10,987 | \$10,190 | \$11,573 | \$12,282 |
| STUDENT SUPPORT SERVICES PER STUDENT | \$3,972  | \$2,653  | \$3,062  | \$2,733  | \$2,621  | \$3,528  |
| CLINICAL SERVICES PER STUDENT        | \$580    | \$252    | \$281    | \$253    | \$187    | \$419    |

(Source: Online divisional financial statements, June 2024)

### RESOURCES

|                            | WSD   | RETS  | LRSD  | PTSD  | SOSD  | SJASD |
|----------------------------|-------|-------|-------|-------|-------|-------|
| STUDENT TO TEACHER RATIO   | 16.9  | 17.9  | 19.6  | 18.1  | 16.7  | 17.3  |
| STUDENT TO EDUCATOR RATIO  | 13.1  | 14.2  | 14.9  | 14.3  | 13.7  | 13.4  |
| STUDENT TO EA RATIO        | 22.4  | 37.3  | 29.9  | 264.1 | 46.6  | 21.6  |
| STUDENT TO CLINICIAN RATIO | 240.0 | 519.2 | 405.8 | 458.2 | 640.3 | 266.5 |

(Source: Online divisional financial statements, June 2024)

## STREAMING & NEIGHBOURHOOD SCHOOLS

WSD is moving away from streaming—grouping students by perceived academic ability—toward a more inclusive, student-centered approach. This change is based on the belief that all students thrive when learning alongside diverse peers in supportive, high-quality classrooms.

While once seen as a way to tailor instruction, streaming has often reinforced systemic inequities, limiting access to rigorous learning—especially for historically marginalized students. WSD is now prioritizing inclusive practices that recognize every learner’s strengths, interests, and potential.

Central to this shift is the commitment to neighbourhood community schools. WSD believes families should have access to quality education close to home, eliminating the need for students to travel or compete for spots in select programs. This fosters equitable access and strengthens local schools where all students feel they belong.

This being said, WSD will continue to support a family’s choice of sending their child out of the neighbourhood for school. While specialized programs will no longer be accessed through academic streaming, families can still request opportunities that align with their child’s interests and goals.

Support for students with exceptional needs is also evolving. Instead of segregated programs, WSD is investing in inclusive classrooms, co-teaching, and differentiated instruction. When specialized supports are needed, they are delivered in ways that promote integration and connection.

This systematic shift impacts teaching, staffing, professional learning, and school culture. Educators are receiving training in inclusive practices, and school leaders are collaborating with families to ensure smooth transitions for all students.

# Program Equity Audits

## UNIVERSITY OF WINNIPEG

WSD is currently collaborating with Dr. Kishi Leachman Anderson and Dr. Lesley Trudel on a division-wide audit of inclusionary programs and practices. This audit will help inform the creation of a WSD Inclusion Framework.

## DIVERSITY INSTITUTE AT TORONTO METROPOLITAN UNIVERSITY

WSD has engaged with the Diversity Institute to conduct an audit of all WSD programs and services. The review will begin in September 2025 and include areas of curricula, extra-curricular activities, enrollment, discipline, student support services and more.

# Equity for Families

## REDUCTION OF FEES

WSD is committed to equity, inclusion, and access, and is rethinking traditional school-based fees to ensure no student is excluded due to family finances.

## NO-FEE LUNCH SUPERVISION

Lunch supervision fees can quickly become barriers, especially for those facing financial hardship. Recognizing that public education should be truly accessible, WSD is reducing and eventually eliminating lunch supervision fees by investing in equitable staffing and alternative funding to ensure safe, no-cost supervision for all students.

Some schools have long-standing, school-supported lunch programs in place:

- » William Whyte
- » Machray
- » Norquay
- » Niji Mahkwa
- » Victoria Albert

In 2023/24, the Board of Trustees approved a pilot project to support six schools with their lunch program:

- » LaVérendrye
- » Isaac Brock
- » Sacré Coeur
- » Shaughnessy Park
- » Luxton

In 2024/25, these schools received a no-fee, supervised lunch program:

- » Carpathia
- » Clifton
- » Brock Corydon
- » David Livingston
- » Dufferin
- » Glenelm
- » Keewatin Prairie
- » Laura Secord
- » Lord Selkirk
- » Meadows West
- » Pinkham
- » Sargent Park
- » Sister MacNamara
- » Strathcona
- » Victoria-Albert
- » Wellington
- » Wolseley

The elementary schools transitioning for 2025/26 include:

- » Earl Grey
- » Garden Grove
- » George V
- » Grosvenor
- » Lord Nelson
- » Kent Road
- » Lansdowne
- » Mulvey
- » Queenston
- » Prairie Rose
- » River Elm
- » Riverview
- » Robert H Smith
- » Robertson
- » Tyndall Park
- » Waterford Springs

## UNIVERSAL NUTRITION PROGRAM

In 2024, the Province of Manitoba launched a universal school nutrition program. WSD received \$4.78 million for food, staffing, and infrastructure, enabling nutrition programs in all 78 schools. In high-need schools, full kitchen renovations now support stigma-free access to breakfast, lunch, and snacks for all students.

Over the course of the year, WSD has built a centralized nutrition team of three core staff members to draft policies, standardize processes, and provide individualized support to schools. To date, WSD has hired over 50 Food Coordinator positions from within school communities, providing a low-barrier entry to employment and an opportunity to build skills. Other achievements include:

- » ensuring the program is compliant with Manitoba Health
- » developing a WSD Nutrition Program Guide
- » launching an inter-divisional nutrition program committee
- » securing a stable food supply chain with many distributors

## SCHOOL SUPPLIES

To ease back-to-school costs, WSD is centralizing school supply purchases where possible. Many schools now provide supplies directly, ensuring quality and consistency while relieving financial pressure on families. In 2024/25, schools were asked to offer school supplies to students free of charge, or to request a maximum of \$40 per family, using WSD's tendering process to order supplies for each year.

## FUNDRAISING

The Board has revised its fundraising policy so that schools and parent councils can be more thoughtful in how and why they might engage in fundraising. Since not all communities can raise funds equally, WSD is shifting toward a more equitable resource model that reduces reliance on fundraising for core needs, ensuring all students have access to enriching opportunities.

## PLAYGROUNDS

Finally, WSD is addressing the long-standing issue of play structure funding. Rather than relying on parent fundraising, the division is seeking provincial and municipal support, while also identifying internal funding to ensure all students have access to safe, engaging play spaces. In 2024/25, the Board of Trustees committed to replacing and/or upgrading three play structures per year so that families do not have to fundraise for these capital projects.





This publication is available  
in alternate formats upon request.  
For more information contact:  
Communications Services  
1577 Wall Street East  
Winnipeg, Manitoba R3E 2S5  
Phone: 204-775-0231  
Email: [communications@wsd1.org](mailto:communications@wsd1.org)



WINNIPEG SCHOOL DIVISION