



# École Viscount Alexander

810 Waterford Ave. | Winnipeg, MB R3T 1G7 | 204.452.8945  
[www.pembinatrails.ca/viscountalexander](http://www.pembinatrails.ca/viscountalexander)

## Administrators Report for ACSL

March 18, 2024

### School Plan Priorities

In Pembina Trails School Division, school goals are rooted in the divisional priorities of academic growth in literacy and numeracy, and student engagement. Each school is given the opportunity to frame their goals around the unique strengths and learning needs of their school community.

EVA staff have identified four school goals for the 2023/24 school year. The goals were established together by reviewing school values, strengths, challenges, and hopes. Student voice was also gathered and used to inform both the goals and the plans. Each goal, along with a quick update, is presented below.

By June 2024, students are able to reflect upon the significance and purpose of the Land Acknowledgement and demonstrate an appreciation for the Land. (Engagement through Reconciliation)

- Students in grades 5 and 8 have written their own personal Land Acknowledgements. Students are sharing these Land Acknowledgements as part of the school wide announcements each morning.
- Knowledge Keeper Grace has begun working with grade 5 classes to strengthen our understanding of how we are all connected to the Land and further our work in reconciliation.

By June 2024, the use of racist, homophobic, or ableist language/behaviour (non-inclusive language/behaviour) by students is reduced. (Engagement through belonging)

- The divisional consultant for Equity and Inclusion continues to meet with teachers to support us in developing responses to language and proactive teaching strategies.
- A group of students in grade 8 participated in a discussion with teachers and the Divisional Consultant. They were invited to share their experiences, feedback, and suggestions.

By June 2024, each student will have participated in an activity (academic/extracurricular) that increased their personal feeling of belonging to the school community. (Engagement through belonging)

- Student leaders have taken on the responsibility for leading our monthly assemblies. In addition to the established goals of belonging, the student leaders have added an interview section to the assemblies where they create their own questions and interview a staff member or group of students.
- March is « Le mois de gentillesse » (Kindness month). To support our understanding of the power of kind words, each learning space received a potted plant to care for. Students and staff are encouraged to be creative in how they demonstrate kindness to the plant and to each other.

By June 2024, (Year 1) Teachers will develop a shared school set of continuums and criteria for French writing, English writing, and problem-solving processes to assess student samples, to determine next step learning targets, and to provide feedback for learning to students. (Literacy and Numeracy)

- Initial team meetings and review of research related to continuums is underway.

## Festigre

On Friday February 16 EVA held its annual Festival du voyageur. Students and staff participated in outdoor activities; snow sculptures, broomball, smooshing and tug o war, and indoor activities; Feats of Strength, beading, Indigenous Languages, and dance.

## Black History Month

On Wednesday, February 28, students and staff took part in a morning of learning and celebration in honour of Black History Month. We welcomed Pembina Trails School Division trustee Christine Jolly along with storyteller and musician Bola Oryomi. A student fashion show, showcasing the rich culture of the EVA community was the highlight of this event.

## Athletics

Basketball and Indoor Track seasons were a success. Student athletes in grade 7 and 8 participated in league play throughout January, February, and March. Grade 5 and 6 students took part in an evening tournament in March.

## Report Cards

Report cards will be available for families on Edsby Thursday, March 21. Comments on the report card followed the provincial and divisional expectation of a strength, challenge, and next step.

Report cards represent one of the many ways that teachers and students communicate learning with families. Students and teachers engage daily in conversations that guide learning and progress. These rich conversations include celebrating growth, self-evaluation, identification of areas of student work that are glowing as well as areas of student work that are in need of growing. The report card allows for a formal snapshot in time of student achievement to be shared.

## Social Media Awareness

EVA hosted an information evening for families on Wednesday, March 13. Constable Bryan Fultz shared information about social media apps and on-line safety. Families are encouraged to review the My Online Life document at the end of this report for strategies and practices that support a safe online experience. Families are also encouraged to access additional resources at [Cybertip.ca](http://Cybertip.ca)

## My Online Life

As our middle schoolers navigate the digital landscape, it is crucial for us to work together in fostering responsible and positive technology use. Here are some key points to consider and discuss with your middle schoolers:

### Online Safety:

1. Privacy Matters: Remind your child to be cautious about sharing personal information online. Emphasize the importance of keeping sensitive details private.
2. Strangers: Encourage them to only interact with people they know in real life and to be wary of friend requests or messages from unknown individuals.

### App Awareness:

1. Explore Together: Familiarize yourselves with the apps your child is using. Discuss the features and potential risks associated with each platform.
2. Age Restrictions: Reinforce the importance of adhering to age restrictions on apps and websites. These restrictions are in place for a reason and are designed to protect young users.

### Screen Time Guidelines:

1. Balanced Approach: Help your child establish a healthy balance between screen time and other activities. Encourage breaks and offline interactions to promote overall well-being.
2. Setting Limits: Consider setting reasonable limits on screen time, especially during school nights. Collaborate with your child to establish a schedule that allows for both productivity and relaxation.

### Technology for Good:

1. Positive Contributions: Discuss the positive ways technology can be used, such as for learning, creativity, and staying connected with friends and family.
2. Open Communication: Keep the lines of communication open. Encourage your child to talk to you about their online experiences, both positive and negative, so you can offer guidance and support.

### Responsible Digital Citizenship:

1. Kindness Online: Reinforce the importance of treating others with respect online, just as they would in person. Discuss the impact of words and actions in the digital world.
2. Critical Thinking: Teach your child to question information online and to think critically before sharing or believing everything they come across.