



Pembina Trails Alternative High School

200 & 203—315 Chancellor Matheson Rd. Winnipeg, MB R3T 1Z2
Phone: 204 488-7357 | www.pembinatrails.ca/ptalhigh

Mission Statement

At A.H.S., we provide a safe, supportive, learning environment with personalized programming that allows each student to develop skills and knowledge to become responsible, successful and productive citizens.

Principal
Katherine Barclay



Board of Trustees Three Expectations for Student Learning

1. All students in Pembina Trails will be personally and intellectually engaged in their learning at school.
2. By the end of grade 8, all students in Pembina Trails will meet the provincial curricular standards in literacy and numeracy, allowing them the greatest possibility for success in high school.
3. All students in Pembina Trails will graduate from high school.

2025/2026 School Plan Priorities:

- Graduation: To ensure that all students who are eligible, will graduate in June 2026.
- Cultural Proficiency: Staff and students demonstrate cultural proficiency by showing respect and knowledge of the Indigenous people's contribution to Canadian identity.
- Mental Health: To create a mental health promoting environment within the school that enhances protective factors and decreases the risk factors that affect student engagement.

Progress Toward School Plan Priorities:

- Student graduation rates remain high with 31 graduates in the 2025/2026 school year.
- Each student has a personal education plan which gives students direction as they move toward their goal of graduation. Students meet regularly with staff to monitor progress and ensure students are moving toward their post-graduation goals.
- Access to community resources to support post-graduation plans included: use of our career and community experience teacher, Fort Whyte Farms programming which resulted in the hiring of one of our students for summer employment, internship for five students with the faculty of Environmental Science in partnership with the University of Manitoba, twenty two students completed the grade 12 Lifework Transition credit (career and employment curriculum), exploration and tours of MITT and the University of Manitoba, one student obtained employment at the Stadium thanks to our close relationship with the Winnipeg Blue Bombers, all students attending post secondary were supported in their applications to MITT, RRC, U of M, and U of W.
- We benefited from the return of our knowledge keeper Bruce Schacht. This school year we used our time with Bruce on the land; activities included sage picking and medicine teachings. Bruce was formerly a counsellor with the Addictions Foundation of Manitoba (AFM) and brings his calm supportive counsellor role to our time together. We also benefited from our female knowledge

keeper Kristin Schact. Kristin provided teachings and experiences in the areas of beading, medicine teachings that included sewing medicine bags, ribbon skirt teachings and sewing, and dream catchers. Our students in particular our female students benefited from the female perspective she brought to teachings, circle and creating with their hands. Our divisional ISST team was used with Sylvia providing beading and Jill Fast providing teachings on the Metis, Indigenous Identity and Tobacco ties. Events were held to honour Orange Shirt Day, the Moose Hide Campaign, Red Dress Day and Bear Witness Day. We saw leadership amongst our Indigenous students with four students joining the divisional IYL group and participating in a gallery walk highlighting Indigenous achievements from the year. Our on campus connections with Migizzi Agamik and their welcome-ness for our students to join in on their activities was appreciated, and an excellent opportunity for students to see potential in themselves as post secondary students. Desiree Morisseau head of Indigenous Recruitment at U of M continued to be a friend to staff and students when curiosities arose regarding University. We finished the year with a walking tour of U of M with Dr. Brian Rice. Indigenous history of the U of M land was shared. Dr. Rice is a land based professor in the faculty of kinesiology and recreation. The graduating class of 2026 included 17 Indigenous graduates. They were recognized at our Honouring Ceremony, it was a moving and very well received ceremony. Students were presented with their graduation stoles and various gifts. Undeniably a huge moment of celebration and pride for our community.

- Staff professional development included a book study titled *The Neurodiverse Classroom* by Victoria Honeybourne. A teacher's guide to individual learning needs for neurodiverse students and suggestions for supporting the learning. Angela Taylor joined us for further professional development in the area of neurodivergence. Angela has over 27 years of extensive experience with various neurological differences, including trauma and autism. Our school adheres to the philosophy of hanging on to kids and the importance of connection in high regard. Thoughtful and reflective conversations were had around the topic of holding on to our students, the impact and power of connection and relationship, and the importance of advocacy for our students. These conversations took place purposely at staff meetings, and often impromptu.
- Teachers and admin have received certification in Mental Health First Aid, ASSIST, SAFE Talk and Violent Threat Risk Assessment level one, with admin also certified in level two.
- Library spotlights and table cards were used to highlight and showcase literature and information related to our LGBTQ2S and Indigenous populations. Over the last few years there has been an increase in our LGBTQ2S population. We also maintain our school average of roughly 55% of our students identifying as Indigenous. Pride week was an opportunity to spot light our LGBTQ2S library collection as well as biography highlights on LGBTQ2S authors. Rainbow activities and snacks were provided throughout the week with a community lunch including many of our school supporters past and present. The rainbow flag was flown with great pride in our classroom. Table cards were created and used throughout the year with information related to pride, red dress day, orange shirt day, moose hide campaign and bear witness day. The cards are half page write ups with information and photos related to the event which remained on all desks for the week/month commemorating the event. This gave students who may have missed our in class presentation an opportunity to remain informed. Our classroom televisions also contained photos and information related to these events giving students another opportunity to learn of the events.
- Three students accessed free counselling services through our neighbour Atollo across the hall. A great opportunity for our students, and community building within our organizations. It was a collective effort to support one another.
- Barrier reducing and enhancement of mental health and school success strategies included: daily

breakfast foods and refreshments, intentional and daily contact with students (either in person or with phone calls/texts/emails), community lunches, individual art kits, craft activities, daily chess games, and bus tokens for those who need. Six students live on their own and often received groceries, toiletries and various supports with EIA applications. The Pembina Trails administrative office and various Pembina Trails employees donated food and toiletries to our students before the winter break, the Winnipeg Football Club and bomber store donated 40 boxes of fresh produce from Peak of the Market, as well as Grey Cup sweatshirts and toques for every student in December—amazing!

- Our school social worker Michelle Fast has become an integral part of our team. Students were made aware they had access to school social work on Wednesdays. This made for purposeful and impactful supports and connection with students. Michelle had the opportunity to join school wide activities and present as a member of our staff and community, her contributions included weekly check ins with students, facilitating Wednesday Family Studies red couch sessions, supporting and often bringing students to EIA and various appointments. March brought our Mental Wellness month, staff each led a wellness activity/topic. Some included yoga, meditation, stretching on the Skydeck, nutrition talks, wellness stories, puzzles, planting, beading and crochet. Space was created for a greenhouse tower, and our classroom became filled with plants. Our students enjoyed planting herbs, bean plants, household plants, catnip and strawberries. The month of April we featured employment month with support for resumes, interviews, and OFE (opportunities for employment) provided our students with a very informative seminar. In May our theme was to celebrate our LGBTQ2S students and allies leading into PRIDE week. This year and last year a noticeable increase in attendance was observed on Wednesdays. Students really enjoyed themselves, and the feelings of being a student and part of a school community were observable.
- Family Studies 40S continued to be a popular course. This course operates in a seminar style, AHS uses the term red couch sessions. Our teacher Ms. Burton was joined by School psychologist Brent Tapley for lessons related to the brain, anxiety and depression in the brain and mental health, students enjoyed making brain models as Brent discussed the parts and functions of the brain. Michelle Fast lead lessons on LGBTQ2S themes, adulting, mental health, healthy relationships and personal safety. SERC came out to join us for a red couch session, as well as Futures Forward. This course nicely weaves in experts, and creates a sense of familiarity between the students and the adults. Students leave with knowledge and an awareness of who they can go to in need.
- Foods and Nutrition 40S ran for its fifth year with great success. Foods and Nutrition is a course that benefits from the relationship between CanU, U of M and AHS. Our teacher Ms. Cruz and CanU's holistic Nutritionist Tammy Berrington worked with our students in the U of M kitchens. Students showed tremendous excitement on kitchen day. Big gains in the life skill of cooking were earned from this year's group where many had not had the experience of cooking. A course highlight this year was the friendships that were made amongst this group of students.
- We expanded our relationship with Second Harvest food rescue. We secured two donor partners this year, being the preferred donor from a nearby shoppers drug mart which often provided us with pantry food items and toiletries as well as a standing produce donation from SKIP Express every Tuesday morning. These partnerships were remarkable this year. Our student attendance increased on Tuesdays, with students bringing a non perishable grocery bag to school and filling it with produce to take home. Donations were received and distributed to our students and families throughout the school year, a value of \$16,304 according to Second Harvest. We look forward to our relationship with second harvest next year!

- Active Living Center passes at the University of Manitoba were offered to all students. Those working on a Physical Education credit accessed this opportunity, as well as additional students for the benefit of their physical and mental health. A total of 15 passes were purchased.

Progress Toward the Three Expectations for Student Learning 2024/2025:

- Student planning profiles were created to allow staff to design programming around student strengths and interests. This also served as a basis for student progress reporting with students.
- Improvement to the AHS library included the purchasing of many new books, with a specific increase in Indigenous and LGBTQ authors and themes. Our next area of book purchasing will be books highlighting our divisions anti racism initiative as well as books highlighting neurodivergence.
- February marked I love to read month. Students and their families were offered culled books from our library and the home libraries of our staff. Students brought home books for themselves, their siblings, children and their parents. An excellent annual community and literacy building initiative.
- AHS provides flexible, creative and enriching curricular experiences which support student interests and needs, also making learning fun and purposeful, some examples included: red couch sessions for Family Studies 40S which included guest speakers, access to our knowledge keepers, Tea with Auntie at U of M, and Fireside chats at Migizii Agamik for First Nations, Metis and Inuit Studies 40S, access to a holistic Nutritionist and U of M kitchens for our Foods and Nutrition 40S credit, access to the active living center at U of M for Physical Education 40S, access to our Career and Community teachers, internship opportunities, employment with the WFC and Fort Whyte Farms programs for all our Lifework credits, access to tax support for all students for life skills and resume building.
- Within the graduating class of 2025, we continue to see graduates applying to and preparing for post secondary (University, college or trades), as well as many who are entering or entered the world of work and some who are undecided at this point. Our graduates met their goal of graduation and have left AHS with direction for their next steps in life. Working with them was our pleasure.