

Charting the Future

Frontier School Division Strategic Plan

2011 – 2015



June 2011

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**FRONTIER SCHOOL BOARD OF TRUSTEES
2010-2014
(As of November 2010)**



Top row (left to right): Kathleen Ettawacappo, Area 5 (Norway House), Raymond Beardy, Area 1 (Ilford), Dennis Day, Area 5 (Norway House)

Middle row (left to right): John Parenteau, Area 2 (Duck Bay), Delores Boulette, Area 3 (Wanipigow), Linda Ballantyne, Chairperson, Area 2 (Grand Rapids), Graeme Montgomery, Area 1 (South Indian Lake).

Bottom row (left to right): Marg Imrie, Area 3 (Falcon Beach), Donna Calvert, Area 4 (Sherridon), Marion Pearson, Vice-Chairperson, Area 4 (Cranberry Portage).

Message from the Frontier School Board of Trustees

The Board is proud of our school division and the directions we have set in “Charting the Future”. The five goals outlined in the following document chart the way for developing students that are closely connected to their culture and language, are of strong character, and who have the skills to contribute to society at a local, provincial and national level.

Our Board holds the belief that all students can achieve at the highest levels regardless of background or circumstance. Student learning is at the heart of our school division. Everything that we do as a Division needs to support this singular objective. While we as trustees acknowledge there are many factors that impact on students outside of the school, we also believe that staff within our school division have the responsibility and the ability to close the achievement gap that exists within many of our schools and the rest of the province. This gap is not acceptable to us as a Board or to the parents we represent. It is the expectation of the Board that each school examines the level of student achievement and attendance in the school and takes necessary steps to close any achievements gaps that exist. The Board also recognizes that to close the gap, the steady dependable presence of staff in the school on a day-to-day basis is critical.

Our Board recognizes that in order for students to achieve at provincially competitive levels schools must be effective. In order to address this area our Board developed and adopted a goal in “Charting the Future” that focuses on effective schools and educational leadership. Educational leadership at the classroom, school, and Division level is essential for creating, growing, and sustaining effective schools. In order to further support effective schools within the Division the Board has adopted a new policy on supervision for growth. The Board is pleased that as a Division we are drawing very clear connections between “Charting the Future”, effective schools, supervision for growth, and the “Framework for Effective Teaching”.

As trustees we recognize that the commitment of our staff to the students, and the relationships fostered between staff and students is essential to student growth. We also recognize that all staff, regardless of title, contribute to student learning. We acknowledge that as an educational organization we all have responsibilities as role models that go well beyond the school day.

On behalf of the Board of Trustees I want to thank all of our staff for choosing to work for Frontier and being willing to work both individually and collectively toward making every day the best day possible for every one of our students.

**Linda Ballantyne,
Chairperson**

Frontier School Division



Our Children
Our Success
Our Future

Our Vision...Our Beliefs

Students are healthy and successful.

Parents provide support, guidance, and direction.

Families build a strong foundation for students.

Staff are participating members of the community.

High standards of teaching result in academic excellence.

Appropriate educational programming is provided for all students.

School programs reflect the needs and aspirations of the community.

Language and culture celebrated in the community and school builds identity.

Schools are safe places where individuals are respected, cared for, and valued.

Our Division is an innovative and dynamic leader in education.



COMPONENTS OF DIVISION MISSION STATEMENT (February 2008)

Introduction

The Board of Trustees approved the current Mission Statement in February 2008. There are several components that comprise the total document. Each of these components is important and has significance for the Division. These components are explained in the following text. This information was also presented by the Board Chairperson to the delegates at the 30th Annual School Committee Conference.

Background Picture

Frontier School Division is defined by our natural surroundings and the beauty of this environment. The images of land and water and their impact on us collectively is a part of who we are. Our connection with all that is natural and holistic sets us apart and makes us uniquely “Frontier”. Increasingly, schools, with community support, are providing land-based and culturally-focused educational activities for students using this rich and beautiful natural environment.

Map of Manitoba

In the lower left corner, the Province of Manitoba map identifies Frontier School Division territory and our area boundaries. It is impressive to note that we are responsible for educating many students who live in this huge territory that covers approximately 75% of Manitoba. The narrow boundary lines outline our five areas as defined in provincial legislation.

Our broad geographical expanse is not a barrier to our mission, but rather an opportunity to build and maintain relationships across communities, from the farthest northern regions to the farthest southern regions and to points east and west of the province.

This geography often leads us to think creatively. Our range of communities and cultures fosters both inclusion and diversity. We see our communities as representative of the larger fabric of Canadian society regardless of our geographic location.

Photographs in Circles

The three photographs in the circles speak to our geography and some of the unique but routine ways that we travel in all seasons across the Division. Float planes, snow machines with toboggans, and trains on the Bay Line are common for many of us but different and unique in the eyes of others.

Frontier Logo “O”

The Division’s logo of “Partners in Learning” is embedded in the letter “o” in Frontier at the top of the Mission Statement. Input from across the Division clearly stated we must keep and reinforce this phrase. Frontier School Division’s philosophy of partnership has never been stronger.

Our Children, Our Success, Our Future

We increasingly are aware of the vital importance of the interconnectedness of all levels of home, school, community, and society. Our focus on building, preserving, and maintaining relationships and partnerships are the same whether we are talking about a classroom or a boardroom, a home or a community. It is through working as partners in learning that we will share success. That is why we have chosen three simple statements to define our mission.

Our Children

The Division's efforts are for every child. We use the broadest definition of the word children.

Our Success

This describes our Division operating at its peak. When we are able to harness the collective energy of every component of our system then we can achieve our success.

Our Future

This is the focus of our planning. This is what lies ahead. This is what inspires us. If we are thoughtful and thorough enough with the first two components of the mission statement, then we can realize together a successful future for our children.

Our Vision...Our Beliefs

- Students are healthy and successful.
- Parents provide support, guidance, and direction.
- Families build a strong foundation for students.
- Staff are participating members of the community.
- High standards of teaching result in academic excellence.
- Appropriate educational programming is provided for all students.
- School programs reflect the needs and aspirations of the community.
- Language and culture celebrated in the community and school builds identity.
- Schools are safe places where individuals are respected, cared for, and valued.
- Our Division is an innovative and dynamic leader in education.

These are 10 strong and positive statements about students, parents and families, staff and programs, safe schools, and our Division as a leader. They add clarity to our purpose, focus, approach, and identity. They support the phrase – Our Children, Our Success, Our Future – and further define our mission. The statements encompass what the Board believes must be the guiding principles, goals, or universal values that will help us all move in the direction of our mission. They are our “North Star”. These statements must be revisited often and can be the lens through which we view all that we do. When we look at all that we are and all that we do, then we can truly believe that our mission is Our Children, Our Success, Our Future.

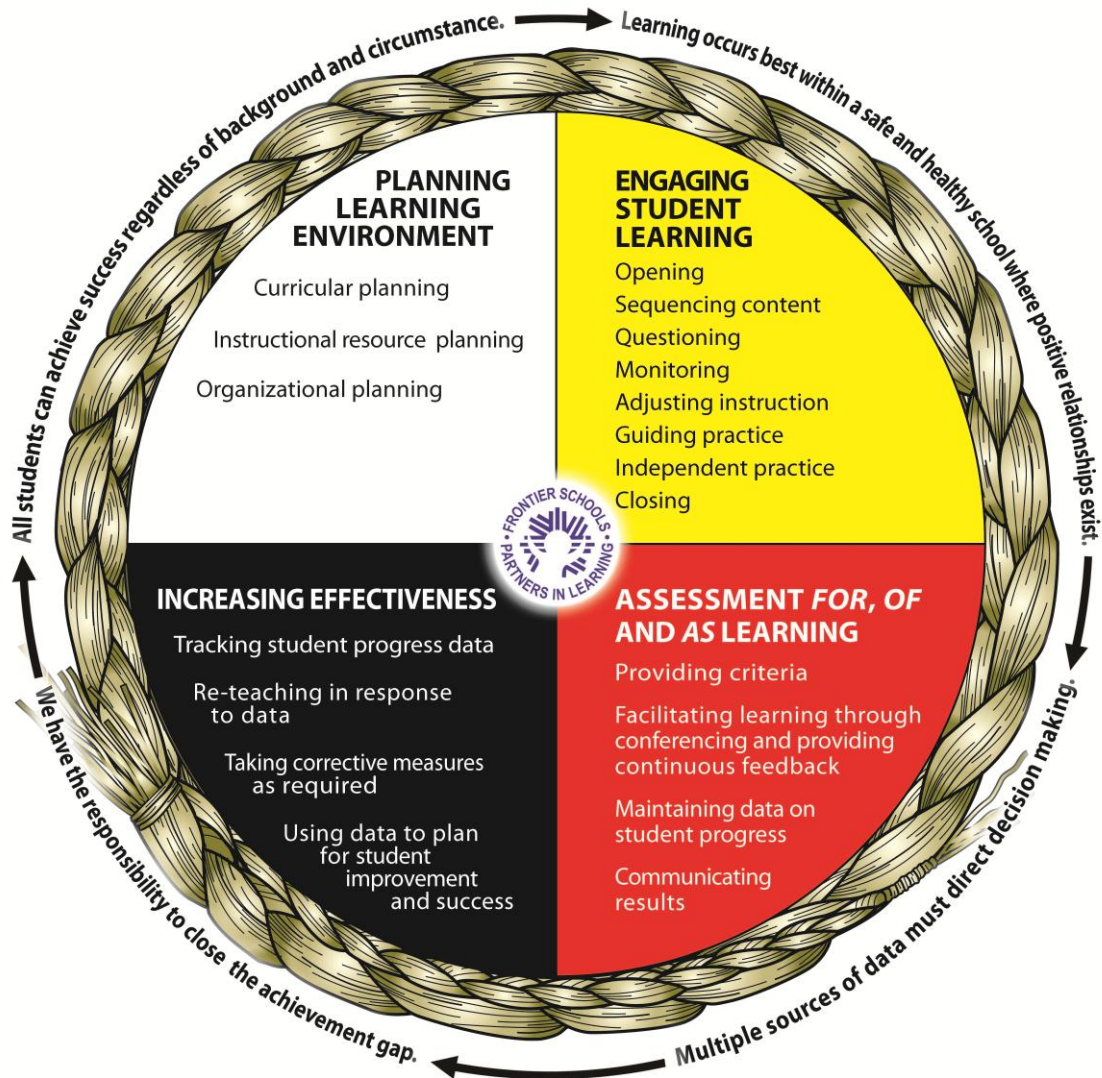
FRONTIER SCHOOL DIVISION

OUR CHILDREN OUR SUCCESS OUR FUTURE

Teaching and Learning in Effective Schools

Learning is at the heart of Effective Schools. This model reflects:

- A student-centered approach to curricula based instruction,
- a focus on data collection, assessment *for, of,* and *as* learning,
- the engagement of learners in relevant and meaningful educational experiences,
- our responsibility to support students' continuous personal growth and high academic achievement.



The common language of Effective Schools is evident in the Mission Statement of Frontier School Division, "Charting the Future: Frontier School Division Strategic Plan", "Supervision for Growth" and "Professional Learning Handbook".

This foundation supports student growth, instructional practice, teacher professional learning, and supervision and evaluation.

Teaching and Learning in Effective Schools

This foundation supports instructional practice, teacher professional learning, and supervision and evaluation.

All students can achieve success regardless of background and circumstance.

This is a place of achievement, reflection and deep connection to knowledge, understanding and wisdom of the elders.

This direction of the wheel is North and symbolized by the color White, the season of Winter, and the element of Fire.

Learning occurs best within a safe and healthy school where positive relationships exist.

This is a place of the planting of seeds and of first and second chances; it has a focus on tasks.

This direction of the wheel is East and symbolized by the color Yellow, the season of Spring and the element Air.

Multiple sources of data must direct decision making.

This is a place of growth and the adolescent development of mental capacities that include hard work, integrity, honesty and truth.

This direction of the wheel is South and symbolized by the color Red, the season of Summer and the element Earth.

We have the responsibility to close the achievement gap.

This is a place of deep reflection and going within to the emotional understanding of adulthood.

This direction of the wheel is West and symbolized by the color Black, the season of Fall and the element of Water.

SEVEN CORRELATES OF EFFECTIVE SCHOOLS

- **High Expectations for Success.**
The effective school expects that all students can attain mastery of the essential school skills. In order to meet these high expectations, a school is restructured to be an institution designed for “learning” not “instruction”. Teachers and students must have access to “tools” and “time” to help all students learn.
- **Strong Instructional Leadership.**
The effective school practices that the Principal is the “leader of leaders” not the “leader of followers”. The Principal and all adults must take an active role in instructional leadership. The Principal will become the coach, partner, and cheerleader.
- **Clear and Focused Mission.**
The effective school has a clearly articulated mission. The staff shares an understanding and commitment to the mission and the instructional goals, priorities, and assessment procedures it projects. The staff accepts responsibility and accountability for promoting and achieving the mission of learning for all students.
- **Opportunity to Learn/Time on Task.**
The effective school allocates and protects a significant amount of time for instruction of the essential skills. The instruction must take place in an integrated, interdisciplinary curriculum. Effective instruction time must focus on skills and curriculum content that are considered essential, that are assessed, and most valued. There should be abandonment of less important content.
- **Frequent Monitoring of Student Progress.**
The effective school frequently measures academic student progress through a variety of assessment procedures. The assessment procedures must emphasize “more authentic assessment” in curriculum mastery. Assessment results are used to improve individual student performance and also improve instructional delivery. Assessment results will show that alignment must exist between the intended, taught, and tested curriculum.
- **A Safe and Orderly Environment.**
The effective school has an orderly, purposeful, business-like environment, which is free from the threat of physical harm. Desirable student behaviours are consistently articulated and expectations are clear. Students help each other and want what is best for all. This environment nurtures interaction between students and teachers that is collaborative, cooperative, and student-centred.
- **Positive Home-School Relations.**
The effective school builds trust and communicates within the school, with parents and the community. Forming partnerships with the parents and community enables all stakeholders to have the same goals and expectations.

Strategic Goal #1 Effective Schools are essential for student success. Strong educational leadership and instruction allows students to achieve at the highest level regardless of background or circumstance.

The Board believes that all students can achieve at the highest level regardless of background or circumstance. In order to achieve this goal, the implementation of the Seven Correlates of Effective Schools will be evident in all classrooms and schools.

Outcomes	Strategies	Indicators	Achieved Results
Schools will demonstrate Seven Correlates of Effective Schools.	Chief Superintendent will set direction at August Administrators' Session.	Directions set.	
	Chief Superintendent provides regular reports to the Board.	Reports provided.	
	Area Superintendents will lead discussions and professional learning at: <ul style="list-style-type: none"> • Area Advisory Committee meetings, • Principals/consultants meetings. 	Discussions held, professional learning provided.	
	Principals will provide professional learning at: <ul style="list-style-type: none"> • staff meetings, • School committee meetings. 	Professional learning provided.	
	Schools will reflect the correlates in their school planning documents.	Correlates reflected.	
	Superintendents will develop a resource package for the purposes of professional learning on effective schools.	Package implemented.	

Strategic Goal #2 Students will develop the knowledge, skills, strategies and attitudes leading to graduation.

The Board recognizes the importance for students to develop knowledge, skills, strategies and attitudes in the provincial core curricula of English Language Arts, Mathematics, Social Studies/Native Studies, Science, and Physical Education. Students must be successful in these areas. In particular, the Board has identified the need for all students to be able to read and write and to do basic mathematical operations by the end of Grade 3. The Board further recognizes the importance for students to develop knowledge, skills, strategies and attitudes in First Nation languages, and technology in education. Success in the core curricula is essential for further success in school leading to graduation, post-secondary education, vocational training such as apprenticeship, and direct entry into the world of work.

Outcomes	Strategies	Indicators	Achieved Results
<p>In English Language Arts, all students will demonstrate knowledge, skills, strategies and attitudes to achieve yearly outcomes as stated in Provincial curricula.</p>	<p>Teachers will implement English Language Arts curriculum, with support through professional learning and educational leadership from administrators, resource teachers, teacher leaders, and area consultants.</p>	<p>Curriculum forms basis of instruction.</p>	<p>Professional learning document implemented and activities completed.</p>
	<p>All schools will collaboratively develop a school plan with a school-wide literacy focus.</p>	<p>School plan implemented.</p>	
	<p>Plans utilize data from classroom-based assessment, the Divisional continua, Divisional and Provincial assessment, and appropriate interventions.</p>	<p>Program planning and delivery reflects assessment data.</p>	
	<p>Classrooms and school will report student growth using the Divisional Reading and Writing continua. This report will be reviewed with the Area Superintendent in the fall, spring, and end of the school year.</p>	<p>Classroom and school reports, and plans for improvement.</p>	

STRATEGIC GOAL #2 Continued

Outcomes	Strategies	Indicators	Achieved Results
	<p>Teachers will assess, track and communicate with parents or guardians student progress using the Division Reading and Writing Continua.</p>	<p>Completed continua communicated and shared with parents or guardians throughout the year (K-9).</p>	
	<p>Teachers integrate technology using LwICt (Literacy with Information Communication Technology) in their classroom activities.</p>	<p>Specific student skills including:</p> <ul style="list-style-type: none"> • research, writing, electronic communication and collaboration, digital photography, and video production, • student use of mainstream applications such as Word, Excel, PowerPoint, • student application of critical analysis skills such as evaluation of information services. 	
<p>In Mathematics, all students will demonstrate knowledge, skills, strategies and attitudes to achieve yearly outcomes as stated in Provincial curricula.</p>	<p>Teachers will implement Mathematics curriculum, with support through professional learning and leadership from administrators, resource teachers, teacher leaders, area consultants, and Math Support Team (MST).</p>	<p>Curriculum forms the basis of instruction.</p>	<p>Professional learning document implemented and activities completed.</p>
	<p>All schools will develop and implement Mathematics plans that reflect strands of the Math curriculum.</p>	<p>School plan including mathematics plans.</p>	
	<p>Plans, including appropriate interventions, utilize data from classroom-based assessment, Divisional continua, and Divisional and Provincial assessments.</p>	<p>Program planning and delivery reflects assessment data. Data-driven instruction is implemented.</p>	

STRATEGIC GOAL #2 Continued

Outcomes	Strategies	Indicators	Achieved Results
	Classrooms and schools will report student growth. This report will be reviewed with the Area Superintendent in the fall, spring, and end of school year.	Classroom and school reports, and plans for improvement.	
	Teachers will assess, track and communicate with students, parents or guardians, student progress using Division continua and progress through curriculum outcomes.	Completed continua communicated and shared with students, parents or guardians throughout the year. Student progress through curriculum outcomes communicated throughout the year.	
	Teachers integrate technology using LwICt (Literacy with Information Communication Technology) in their classroom activities.	Specific student skills including: <ul style="list-style-type: none"> • research, writing, electronic communication and collaboration, digital photography, and video production, • student use of mainstream applications such as Word, Excel, PowerPoint, • student application of critical analysis skills such as evaluation of information services. 	
In Science, all students will demonstrate knowledge, skills, strategies and attitudes to achieve yearly outcomes as stated in Provincial curricula.	Teachers will implement Science curriculum, with support through professional learning and leadership from administrators and teacher leaders, and consultants.	Curriculum implemented. Professional learning document implemented and activities completed. Manitoba Science Foundation for Implementation documents are implemented and hands-on science activities occur.	

STRATEGIC GOAL #2 Continued

Outcomes	Strategies	Indicators	Achieved Results
	<p>Division creates and tracks resource kits relating to science careers:</p> <ul style="list-style-type: none"> • 3 kits for N-Grade 8, • 3 kits for Grades 9-12. 	<p>Science kits developed and implemented by all schools.</p>	
	<p>The Science Consultant and teachers will promote science-related careers to students in all grade levels.</p>	<p>Record of the number of career-related/leadership workshops offered to students.</p>	
	<p>All schools will promote sustainable living encompassing social, environmental, and economic factors.</p>	<p>Increase in the number of ESD activities that schools/students complete.</p>	
	<p>Professional learning activities developed in support of economic and sustainable development (ESD).</p>	<p>Professional learning activities.</p>	
	<p>Teachers integrate technology using LwICt (Literacy with Information Communication Technology) in their classroom activities.</p>	<p>Specific student skills including:</p> <ul style="list-style-type: none"> • research, writing, electronic communication and collaboration, digital photography, and video production, • student use of mainstream applications such as Word, Excel, PowerPoint, • student application of critical analysis skills such as evaluation of information services. 	
<p>In Physical Education, all students will demonstrate knowledge, skills, strategies and attitudes to achieve yearly outcomes as stated in Provincial curricula.</p>	<p>Teachers will implement the Physical Education curriculum, with support through professional learning in educational leadership from administrators, and the Division's Health Wellness and Physical Education coordinators.</p>	<p>Curriculum forms the basis for instruction.</p> <p>Professional learning document implemented and activities completed.</p>	

STRATEGIC GOAL #2 Continued

Outcomes	Strategies	Indicators	Achieved Results
Students demonstrate positive behaviours, knowledge and attitudes associated with healthy lifestyles, healthy schools and healthy communities.	All schools, with student and parental involvement, will implement policies, programs and activities that support healthy lifestyles, healthy schools and communities.	Healthy foods policy, health and wellness programs and activities implemented.	
	Teachers integrate outdoor education, gardening initiatives, and environmental science skills into classroom activities with support through professional learning and leadership from administrators, teacher leaders, community resources and consultants.	Student activities implemented.	
	Division evaluates staff support for and modeling of healthy foods policy.	Level of staff support and modeling.	

Strategic Goal #3	Supporting student success, including increased engagement and graduation results through First Nation language and culture programming.
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The Board recognizes that graduation rates of aboriginal students improve when they are engaged and experience more meaningful education. Aboriginal perspectives in the curriculum plus the revitalization of First Nations language are key means to increase engagement and improve student achievement, including graduation from Grade 12. The Division is committed to a long-term plan to support new and refined directions for First Nations culture and language programming. This plan includes curriculum and resource development, professional training of language and culture instructors, and partnerships with post-secondary institutions and local communities. The Board recognizes that the realization of this plan will increase the use of First Nation languages within schools and communities. A further result will be an increased understanding of First Nation culture. These two key elements of the plan will support students' understanding of their individual and collective identity, their aboriginal language, and their related culture.

Outcomes	Strategies	Indicators	Achieved Results
First Nation Language and Culture programs reflect excellence and innovation, including a Division framework with implementation guidelines.	Division-wide needs assessment survey conducted focusing upon current programming, resources, and professional development.	Needs assessment results.	
	First Nation Language and Culture department develop curriculum materials, teaching and learning resources, and facilitate professional learning for teachers of First Nation languages.	Curriculum and resource materials. Professional learning.	
	First Nation Language and Culture program framework and implementation guidelines developed for consistent, sustainable and effective delivery of programs in identified schools.	Framework, guidelines, and effectiveness of delivery.	

STRATEGIC GOAL #3 Continued

Outcomes	Strategies	Indicators	Achieved Results
	Curriculum and framework guidelines developed through partnerships with post-secondary institutions, Manitoba First Nations Education Resource Centre (MFNERC), and other school divisions.	Curriculum and framework guidelines. Partnerships.	
	Partnerships at the regional, provincial and federal level support the development and review of curriculum, related resources, and professional learning needs of teachers.	Partnerships and support. Access to Frontier First Nations language and culture websites.	
	New and additional funding sources are researched and accessed by the First Nations Language and Culture Department.	Additional funding.	
	Research, in cooperation with Brandon University and University College of the North, is planned and undertaken to measure program effectiveness.	Research initiated.	
Teachers will increase their competence in teaching First Nation languages.	Teachers access appropriate professional learning focusing upon First Nation language methods.	Professional learning completed. Teaching methodologies increased.	
	Partnerships established to increase access to professional learning.		Partnership opportunities.

STRATEGIC GOAL #3 Continued

Outcomes	Strategies	Indicators	Achieved Results
Teachers, elders, community members and local leaders, and various organizations increase their commitment to and support for First Nation language and culture through the Annual Spring Gathering.	Annual First Nation Language and Culture Spring Gathering is created and implemented to support language and culture.	Spring Gathering held. Networks developed. Partnerships expanded. Support increased.	
Students in elementary grades increase proficiency in their First Nation Language and increase their understanding of their First Nation culture.	Teachers and students use high quality, community-based language, culture and historical curriculum resources and classroom materials.	Resources and materials.	
	Students participate in land-based education programming in partnership with local community.	Land-based activities.	
	Students integrate LwICT (Literacy with Information Communication Technology) in their classroom activities.	Integration of LwICT.	
	Students, in selected schools, participate in First Nation language “focus program” to the end of Grade 4 as per Division policy.	Number and location of “focus programs”.	
Students will take and complete First Nation language high school credit courses, starting in Grade 9, including an opportunity to challenge for credit.	First Nation language courses in Grades 9-12 are refined or developed.	Increased enrollment of students and resulting credits.	
	First Nations language standardized challenge exam developed and implemented.	Level of challenge credits.	

STRATEGIC GOAL #3 Continued

Outcomes	Strategies	Indicators	Achieved Results
In Social/Native Studies, all students will demonstrate knowledge, skills, strategies and attitudes to achieve yearly outcomes as stated in Provincial and Divisional curricula.	Teachers will implement the Social/ Native Studies curriculum, with support through professional learning and leadership from administrators, teacher leaders, and consultants. Teachers integrate technology using LwICt (Literacy with Information Communication Technology) in their classroom activities.	Curriculum implemented. Professional learning document implemented and activities completed. Specific student skills including: <ul style="list-style-type: none">• research, writing, electronic communication and collaboration, digital photography, and video production,• student use of mainstream applications such as Word, Excel, PowerPoint,• student application of critical analysis skills such as evaluation of information services.	

Strategic Goal #4 All students will be provided with appropriate educational programming.

The Division is committed to the provision of appropriate educational programming and to success for all students. Curriculum-based educational services, supports, interventions and resources shall be implemented to meet the needs of all students. Secondly, the Board believes that, as possible and appropriate, supports should be provided to parents and their young children prior to required school entry at Grade 1. Thirdly, a multi-faceted approach to program access and instruction is required, including diverse pathways to promote success and provide alternative opportunities for graduation.

Outcomes	Strategies	Indicators	Achieved Results
Students demonstrate success as a result of curriculum-based educational services, supports, resources, and appropriate programs to which they are entitled.	Teachers and principals, with Area and Division support, implement a range of support and intervention programs, resources and approaches, including differentiation of instruction.	Student success levels including data from intervention programs.	
By the end of Kindergarten, young children demonstrate readiness for success in school.	Schools, in partnership with parents and the community, support the implementation of programs and resources such as HeadStart, Baby First, Steps and Stages, day care, P.E.E.R. and Child Development and Family Centres.	Approaches, programs.	
	All schools, as possible and appropriate, implement Nursery programs.	Nursery programs.	
	Schools will administer and use the results of early years screening.	Early years screening tool.	

STRATEGIC GOAL #4 Continued

Outcomes	Strategies	Indicators	Achieved Results
<p>The number of students who complete an appropriate Grade 12 program and graduate will increase.</p>	<p>Teachers and principals, with Division support, will increase technical-vocational programming in Grades 5-12 including:</p> <ul style="list-style-type: none"> • Middle Years Trades Program, • Senior Years Trades Program (Building Construction), • High School Apprenticeship Program (HSAP), • Expanded Options Program (EOP). 	<p>Graduation programs offered and number of graduates.</p> <p>Number of students participating in technical-vocational programs.</p>	
	<p>Engage students in exploring high interest courses including work experience, student leadership, school-initiated courses (SIC), dual credits, and distance education.</p>	<p>Number of courses offered and number of students participating.</p>	
	<p>Schools will develop appropriate scheduling and supports, including course offerings, and teacher advisor groups to increase opportunities for success of students.</p>	<p>Supports, flexible timetables, alternative education programming.</p>	
	<p>Schools will implement a career/personal counselling program.</p>	<p>Individual career plans and portfolios.</p>	

Strategic Goal #5

Supporting student success by developing character, building relationships and developing and maintaining caring, healthy, safe and secure schools.

The Division is committed to developing and maintaining caring, healthy, safe and secure schools, and to supporting student success by the development of good character and citizenship. Character education values building and maintaining quality relationships and behaviours which foster dignity, self-worth, self-knowledge, and a democratic society. Because education is a shared responsibility between school, home and community, the qualities of good character that a young person needs to succeed in adult life should be taught and reinforced through their time in school, in partnership with home and community. A safe and secure working environment for all students and staff members includes a proactive approach to high risk and threat-related behaviour.








Outcomes	Strategies	Indicators	Achieved Results
Students demonstrate knowledge, skills, attitudes and values associated with character enhancement and development within a caring school environment.	<p>All schools will develop for implementation their character education plan, in partnership with the local community.</p> <p>Character Education plan emphasizes leadership of all staff in providing positive role models, demonstrating respect and empathy and positive interactions between all students.</p>	<p>Plans developed and implemented.</p> <p>Character education goal included in school plan.</p> <p>Plan communicated with parents and community.</p>	
Students demonstrate positive behaviours, knowledge and attitudes associated with safe, caring and orderly schools.	All schools, with student and parental involvement, will develop for implementation, plans for maintaining safe and orderly learning and working environments.	<p>Codes of conduct, Emergency Response plan, and School Handbook developed, distributed and implemented.</p> <p>Plan communicated with parents and community.</p>	

Charting the Future – A Strategic Plan for Frontier School Division 2011-2015

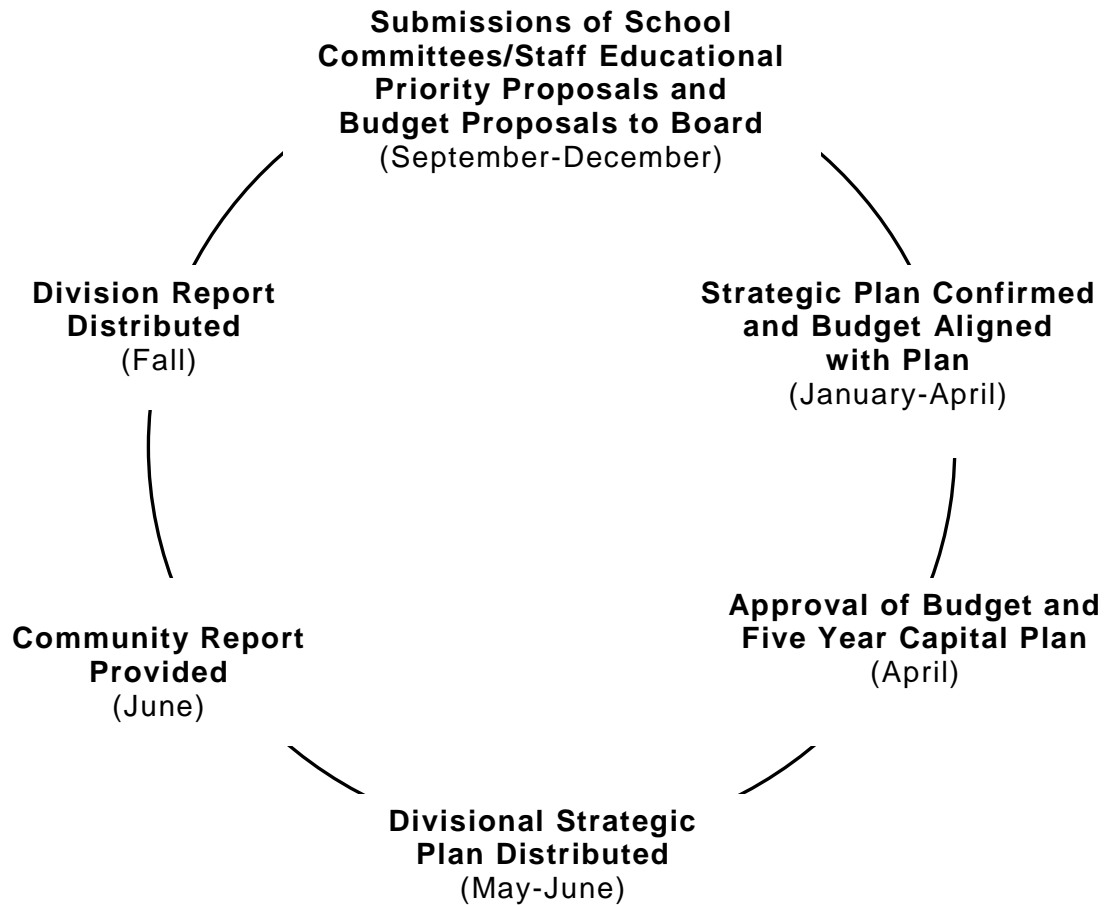
Outcomes	Strategies	Indicators	Achieved Results
To support an environment that is secure and free of risk and threat.	Division implements policies, procedures, protocols and resources for responding to high-risk behaviour and threats.	Procedures, protocols and resources implemented.	
	Division tracks high-risk and threat-related incidents.	Database created and implemented, including school lock down report.	
	Based upon Division policy, and as appropriate, school administrators approach community agencies to participate in the local threat assessment protocol.	School/community protocol developed and implemented with agencies such as Child and Family Services, R.C.M.P., First Nations police.	
	Staff members certified as “train the trainer” leaders will provide Level I training throughout the Division over future years.	Multi-year implementation plan and ongoing training developed and approved.	
	Schools support staff training in proactive approaches to high risk and threat-related behaviour of students.	Training provided.	
All staff members are familiar with and implement Division policy and regulation regarding Workplace Safety and Health.	Division, Area, and school staff members analyze all facilities for consistency with policy and regulation, and make appropriate adjustments.	Implementation ongoing.	

PLANNING AND REPORTING FOR ACCOUNTABILITY

Each year, a sequence of planning events takes place to assist the Board, staff, schools, and community to provide the highest quality education for our students. This planning process takes into consideration the context and environment of the Division and reflects the mission, goals, vision, and beliefs of Frontier School Division.

EVENT	TIMING
<p> School Committees and Schools Identify Priorities. School committees and schools identify the educational topics they feel should be priorities in the Division. This identification process must include the school committee and school staff and may include community meetings. School committees/schools submit educational priorities directly to the Board.</p>	<p>•September – December</p>
<p> School and School Committees Prepare Budget Proposals. The Board directs the preparation and circulation of a budget package for each school/committee. Committees and schools are asked to prepare budget proposals for their local school and submit them to the Secretary-Treasurer and to the Area Superintendent. Budget proposals will be reviewed and analyzed by the Secretary-Treasurer, Area Superintendents, and supervisory staff with budget responsibilities. A summary of the proposals will be presented to the Board in December as background to the strategic plan.</p>	<p>•September – December</p>
<p> Board Reviews Strategic Plan. The Board will review proposals and provide direction on the Division's strategic plan. The plan will shape the draft budget. The Area Advisory Committees and Annual School Committee Conference delegates review the strategic plan and provide input. Budget development continues.</p>	<p>•January – April</p>
<p> Budget. The Board approves the budget and the five year capital plan for the coming year. The budget reflects the strategic plan.</p>	<p>•April</p>
<p> School Plans. The strategic plan approved earlier by the Board is distributed to schools and school committees to assist in developing school plans.</p>	<p>•May – June</p>
<p> Community Report. The local report required by Manitoba Education is completed for the community by each school and distributed locally and copied to the Area Superintendent, Chief Superintendent, and Manitoba Education.</p>	<p>• June</p>
<p> Division Report. An annual report is prepared, presented to the Board, and circulated to communities. This report recaps the long-term strategic plan, reviews the results of the plan, highlights major accomplishments, and provides a financial report.</p>	<p>•Fall</p>

PLANNING AND REPORTING FOR ACCOUNTABILITY



Closing Comments from the Chief Superintendent

It is my pleasure to provide a few closing comments regarding the 2011-2015 edition of “Charting the Future”. This planning document outlines, in a broad manner, Division direction for the next four years.

In the opening comments by the Board Chair at the beginning of this document a very clear direction was set for our Division. Our singular focus is to close the academic performance gap that exists between our school division and the rest of the province. As a Division we have a great many programs for our students in the area of sports, fine arts, work experience, and a whole range of cultural activities. All the programs we offer serve to enrich the lives of our students in a way few other school divisions can match. Despite the many opportunities we offer students it must be acknowledged that there exists an achievement gap between our students and the academic achievement levels of students across the province. While we may be criticized by some for this acknowledgement it is only through openly discussing and addressing our reality that we can make progress.

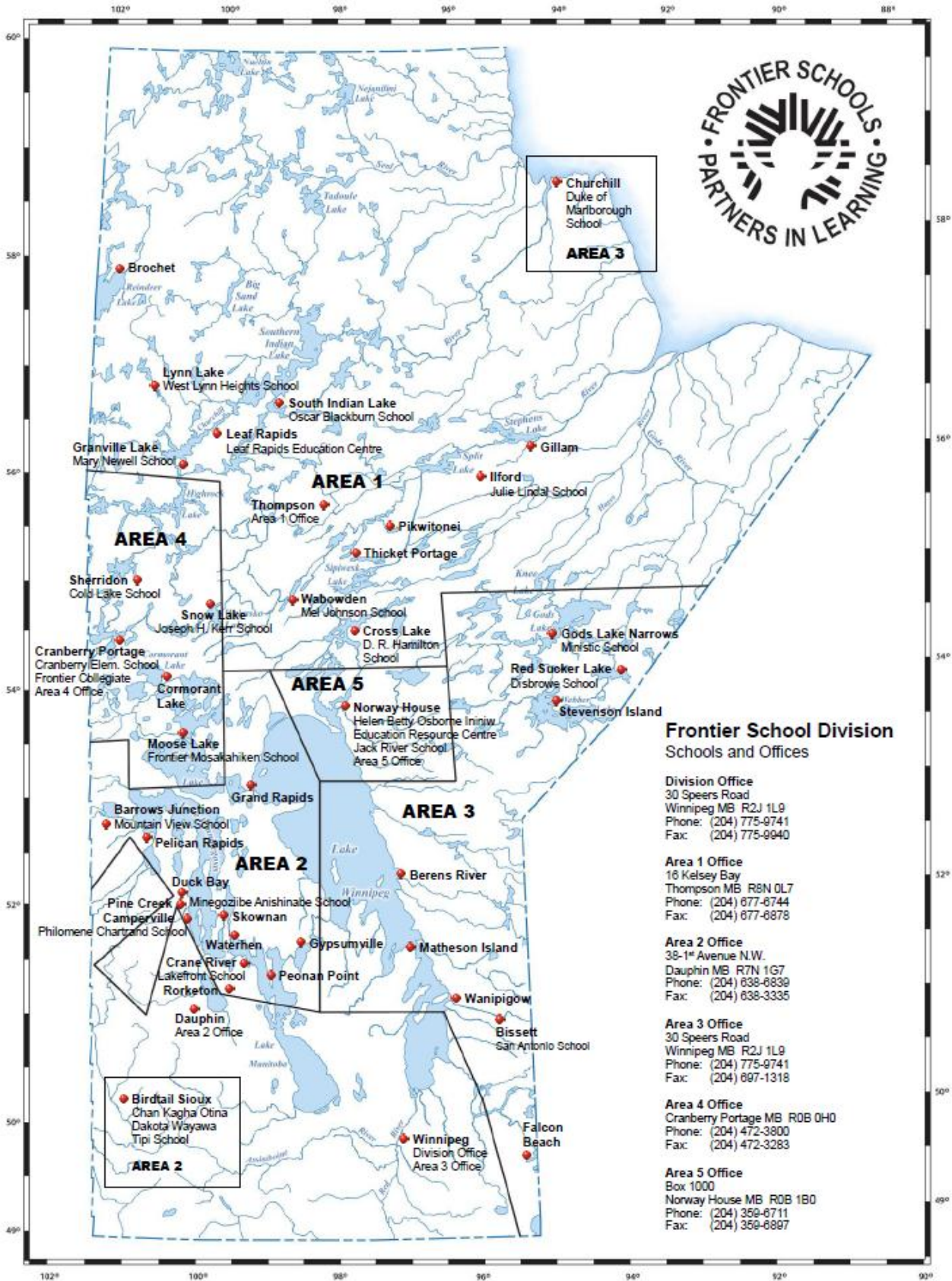
Our Board has adopted a number of foundational statements that focus on teaching and learning in effective schools. Goal One of this document states that our Board believes that all students can achieve at the highest levels regardless of background or circumstance, and that in order to realize this goal, the seven correlates of effective schools will be evident in all classrooms and schools within our Division. This goal focuses our attention on addressing the factors within our control as a school division to close the achievement gap that exists between our students and the rest of the province.

The goals and actions within “Charting the Future” provide us with a detailed plan on how we as a Division will continue to move forward in providing a well rounded education to our students in environments that are safe and healthy. At the core of everything we do we continue to recognize the importance of the positive relationships that need to exist between our staff, our students and the communities we serve. We also acknowledge and support the fact that our students need to be solidly grounded in their culture and have a strong sense of who they are as individuals within the larger societal context.

As employees of Frontier School Division each one of us has the responsibility to be the best we can be within our personal and professional lives, as we are often the role models our students and communities look toward. Working together as schools, areas and as a whole Division we can make each day the best day it can be for the children in our care.

**Ray Derksen,
Chief Superintendent**

Charting the Future – A Strategic Plan for Frontier School Division 2011-2015



**Frontier School Division
Schools and Offices**

Division Office
30 Speers Road
Winnipeg MB R2J 1L9
Phone: (204) 775-9741
Fax: (204) 775-9940

Area 1 Office
16 Kelsey Bay
Thompson MB R8N 0L7
Phone: (204) 677-8744
Fax: (204) 677-6878

Area 2 Office
35-1st Avenue N.W.
Dauphin MB R7N 1G7
Phone: (204) 638-6839
Fax: (204) 638-3335

Area 3 Office
30 Speers Road
Winnipeg MB R2J 1L9
Phone: (204) 775-9741
Fax: (204) 697-1318

Area 4 Office
Cranberry Portage MB R0B 0H0
Phone: (204) 472-3800
Fax: (204) 472-3283

Area 5 Office
Box 1000
Norway House MB R0B 1B0
Phone: (204) 359-6711
Fax: (204) 359-6897

FRONTIER SCHOOL DIVISION SCHOOLS (2011/12)

SCHOOLS	AREA	ADDRESS	PHONE/FAX NO.
BERENS RIVER	3	Box 344, BERENS RIVER, R0B 0A0	382-2153 FAX 382-2422
BROCHET	1	Box 70, BROCHET, R0B 0B0	323-2051/2048 FAX 323-2053
CHAN KAGHA OTINA DAKOTA WAYAWA TIPI	2	Box 40, BEULAH, R0M 0B0	568-4757 FAX 568-4762
COLD LAKE	4	SHERRIDON, R0B 1L0	468-2021 FAX 468-2039
CORMORANT LAKE	4	CORMORANT, R0B 0G0	357-2225 FAX 357-2178
CRANBERRY PORTAGE ELEMENTARY	4	CRANBERRY PORTAGE, R0B 0H0	472-3250 FAX 472-3622
DISBROWE	3	RED SUCKER LAKE, R0B 1H0	469-5778 FAX 469-5168
D.R. HAMILTON	1	Box 70, CROSS LAKE, R0B 0J0	676-2278 FAX 676-2045
DUCK BAY	2	Box 123, DUCK BAY, R0L 0N0	524-2394 FAX 524-2267
DUKE OF MARLBOROUGH	3	Box 338, CHURCHILL, R0B 0E0	675-2737 FAX 675-2617
FALCON BEACH	3	Box 70, FALCON LAKE, R0E 0N0	349-2295 FAX 349-2274
FRONTIER COLLEGIATE INSTITUTE	4	CRANBERRY PORTAGE, R0B 0H0	472-3431 FAX 472-3191
FRONTIER MOSAKAHIKEN	4	MOOSE LAKE, R0B 0Y0	678-2353 FAX 678-2312
HELEN BETTY OSBORNE ININIW EDUCATION RESOURCE CENTRE	5	Box 790, NORWAY HOUSE, R0B 1B0	359-4100 FAX 359-4803
GILLAM	1	Box 370, GILLAM, R0B 0L0	652-2193/2519 FAX 652-2150
GRAND RAPIDS	2	GRAND RAPIDS, R0C 1E0	639-2451 FAX 639-2605
GYPSUMVILLE	2	GYPSUMVILLE, R0C 1J0	659-4475 FAX 659-5708
JACK RIVER	5	NORWAY HOUSE, R0B 1B0	359-6781 FAX 359-6650
JOSEPH H. KERR	4	100 POPLAR, SNOW LAKE, R0B 1M0	358-2281 FAX 358-2116
JULIE LINDAL	1	ILFORD, R0B 0S0	288-4355 FAX 288-4317
LAKEFRONT	2	CRANE RIVER, R0L 0M0	732-2750 FAX 732-2899
LEAF RAPIDS EDUCATION CENTRE	1	Box 670, LEAF RAPIDS, R0B 1W0	473-2403 FAX 473-8632
MARY NEWELL	1	GRANVILLE LAKE, R0B 0P0	0-6000
MATHESON ISLAND	3	MATHESON ISLAND, R0C 2A0	276-2118 FAX 276-2153
MEL JOHNSON	1	WABOWDEN, R0B 1S0	689-2620 FAX 689-2289
MINEGOZIIBE ANISHINABE	2	Box 130, CAMPERVILLE, R0L 0J0	524-2354 FAX 524-2287
MINISTIC	3	Box 320, GOD'S LAKE NARROWS, R0B 0M0	335-2159 FAX 335-2170
MOUNTAIN VIEW	2	BARROWS, R0L 0B0	545-6246 FAX 545-6228
OSCAR BLACKBURN	1	SOUTH INDIAN LAKE, R0B 1N0	374-2056 FAX 374-2052
PELICAN RAPIDS	2	Box 141, PELICAN RAPIDS, R0L 1L0	587-2131 FAX 587-2037
PEONAN POINT	2	Box 193, ST. MARTIN, R0C 2T0	659-2009 FAX 659-2363
PHILOMENE CHARTRAND	2	Box 40, CAMPERVILLE, R0L 0J0	524-2343 FAX 524-2596
PIKWITONEI	1	PIKWITONEI, R0B 1E0	458-2471 FAX 458-2431
RORKETON	2	Box 160, RORKETON, R0L 1R0	732-2525 FAX 732-2404
SAN ANTONIO	3	BISSETT, R0E 0J0	277-5277 FAX 277-5280
SKOWNAN	2	SKOWNAN, R0L 1Y0	628-3315 FAX 628-3568
STEVENSON ISLAND	3	Box 9, STEVENSON ISLAND, R0B 2H0	456-2786 FAX 456-2319
THICKET PORTAGE	1	THICKET PORTAGE, R0B 1R0	286-3264 FAX 286-3271
WANIPIGOW	3	Box 2562, WANIPIGOW, R0E 2E0	363-7392/7253 FAX 363-7293
WATERHEN	2	WATERHEN, R0L 2C0	628-3443 FAX 628-3571
WEST LYNN HEIGHTS	1	Box 670, LYNN LAKE, R0B 0W0	356-2292 FAX 356-8363
DIVISION OFFICE		30 SPEERS ROAD, WINNIPEG, R2J 1L9	775-9741 FAX 775-9940
AREA 1 OFFICE		16 KELSEY DRIVE, THOMPSON, R8N 0L7	677-6744 FAX 677-6878
AREA 2 OFFICE		38-1 st Avenue N.W., Dauphin R7N 1G7	638-6839 FAX 638-3335
AREA 3 OFFICE		30 SPEERS ROAD, WINNIPEG, R2J 1L9	775-9741 FAX 697-1318
AREA 4 OFFICE		CRANBERRY PORTAGE, R0B 0H0	472-3800 FAX 472-3283
AREA 5 OFFICE		Box 1000, NORWAY HOUSE, R0B 1B0	359-6711/12/13 FAX 359-6897

