



FRONTIER NORTHERNER

ISSUE No. 0288-3832

FRONTIER SCHOOL DIVISION

WINTER 2010

Annual Report 2009/2010

Message from the Board Chairperson

On behalf of the Board of trustees I am pleased to introduce this edition of the Division Annual report for the 2009/10 school year. We are very proud of our Division. The Board and our staff continue to work hard to meet the many unique challenges that are faced by our Division. As a Board we recognize that the things we believe in are also the challenges we are faced with. We believe in the importance of healthy children and so as a Board we support many initiatives focusing on healthy foods and lifestyles within our schools and communities.

We also know that if our students are to be successful we need to have the full involvement of parents and communities. It is these beliefs that guide us to allocate resources to support elders in schools, home school coordinators and out reach workers. Our Board also recognizes the importance of early childhood education. We are unique in the province in that our Division offers Nursery programs through our communities. We also promote close partnerships with a range of organizations promoting early childhood enrichment.

Our Board remains committed to ensuring the needs and aspirations of communities that we serve are reflected within local community schools. One of the areas we as a Board are supporting with additional resources is First Nation languages and culture. We strongly believe that local language and culture have to have a significant focus within the schools.

As a Board we know that we must provide many pathways of success for our students. We continue to support student engagement through Fine Arts programming, vocational programming, as well as a continued emphasis on literacy and numeracy. We also recognize that the only way we can provide programs for our students is by providing our staff with ongoing opportunities for professional growth. The Board appreciates the commitment of our staff to make the Division the best it can be in order to help our students to realize their potential.

Our Board recognizes that for our students to succeed, we need the ongoing support of local leaders such as Chief and Councils and Mayor and Councils. Positive partnerships between the Division, local schools and community leaders can only improve student success.

We hope you find this report interesting and informative. We encourage you to examine the information in this report and discuss it with your local school committee and school administration. Please contact our Division staff if you would like to discuss any aspect of this Divisional Annual Report.

Linda Ballantyne, Chairperson
Frontier School Board of Trustees

SCHOOL ENROLLMENTS 2009	
AREA 1 SCHOOLS	STUDENTS
Brochet	182
D.R. Hamilton	64
Gillam	411
Julie Lindal	25
Leaf Rapids	208
Mary Newell	18
Mel Johnson	158
Oscar Blackburn	329
Pikwitonei	20
Thicket Portage	39
West Lynn Heights	178
Area 1 Schools Total	1632
AREA 2 SCHOOLS	
Chan Kagha Otina Dakota Tipi	154
Duck Bay	122
Grand Rapids	363
Gypsumville	91
Lakefront	38
Minegoziibe Anishinabe	248
Mountain View	53
Pelican Rapids	21
Peonan Point	16
Philomene Chartrand	125
Rorketon	116
Skownan	96
Waterhen	86
Area 2 Schools Total	1529
AREA 3 SCHOOLS	
Berens River	306
Disbrowe	9
Duke of Marlborough	188
Falcon Beach	40
Matheson Island	19
Ministic	16
San Antonio	7
Stevenson Island	22
Wanipigow	354
Area 3 Schools Total	961
AREA 4 SCHOOLS	
Cold Lake	12
Cormorant Lake	135
Cranberry Portage Elementary	102
Frontier Collegiate Institute	292
Joseph H. Kerr	153
Rod Martin	407
Area 4 Schools Total	1101
AREA 5 SCHOOLS	
Helen Betty Osborne Ininiw	
Education Resource Centre	1194
Jack River	397
Area 5 Schools Total	1591
HOME PLACEMENT	
	44
TOTALS	6858

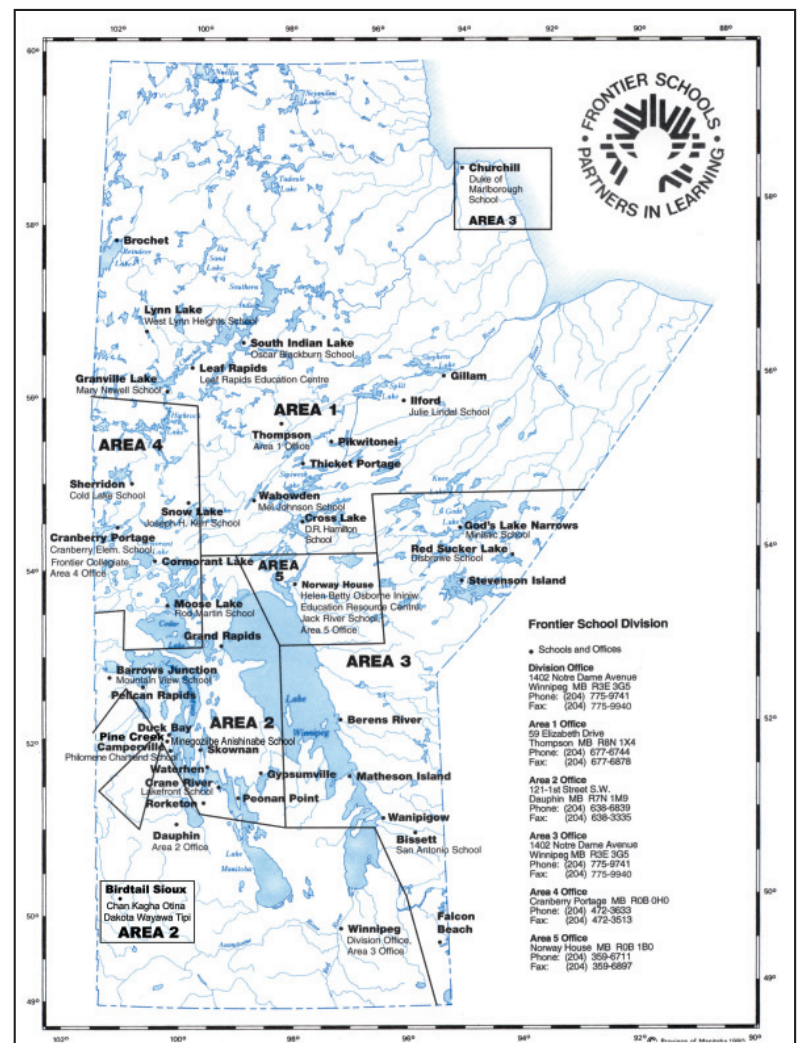
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*General Elections October 2010

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.



English Language Arts Program Report

Manitoba Education recognizes the importance of English Language Arts (ELA) as a core subject in all schools. It is the content subject area that receives the largest percentage of the prescribed allotment of time within the classroom schedule and is the responsibility of all educators across the curriculum.

English Language Arts (ELA) includes the following:

- listening
- reading
- viewing
- speaking
- writing
- representing

These six connected language arts form the basis of literacy and communication instruction. It is vitally important that all of our students are successful learners in the area of English Language Arts, as reading and writing are foundational skills required for success in all subject areas and as life long skills for success.

Frontier School Division's Strategic Plan *Charting the Future* recognizes the importance of ELA by addressing it in Strategic Goal #1.

"Students will develop the knowledge, skills, strategies and attitudes leading to graduation."

The strategies section identifies the actions necessary to achieve this goal:

- implement and achieve yearly outcomes contained in the provincial curriculum with support through professional development and leadership,
- develop school plans with a school-wide literacy focus,
- utilize data from student assessment to ensure our programming is meeting the needs of all students and building a strong foundation of literacy,
- integrate Literacy with Communication Technology (LwICT) in classroom activities.
- communicate student progress to parents and guardians using the Division Reading and Writing Continua,
- review and report student growth three times yearly with the Area Superintendent.

To achieve these outcomes, our classrooms must be filled with opportunities for students to engage in literacy learning and skill development. Teachers are aware of the components of a balanced literacy program and plan a classroom environment that is literacy rich. There must also be appropriate supports in place for struggling learners and goals set for achievement.

Our Division goal is for all students to be able to read and write at grade level by the end of Grade 3. The ELA consultant team supports classroom teachers by producing and providing supports as they work to plan classroom programming and monitor progress toward this goal. Achievement is monitored through a comprehensive program of formative (ongoing) and summative (year-end) assessments. This includes classroom based assessment tools as well as provincial and Divisional assessments.

Overview of English Language Arts Provincial Assessment and Results

English Language Arts programming and direction is informed through analysis and tracking of both Divisional and provincial assessment data. The procedure for administering assessments and collecting and tracking data takes different approaches. At the provincial level the mechanism for student assessment data collection takes place at three points:

- Grade 3 Provincial Reading Assessment,
- Middle Years Assessment of Grade 8 Reading Comprehension and Expository Writing, and
- Grade 12 English Language Arts Standards Test.

An explanation of the provincial assessment program and results for Frontier School Division students follows.

Provincial Grade 3 Reading Assessment

This classroom-based assessment takes place early in the fall term and is conducted in the classroom by the classroom teacher. Teachers use a variety of tools and techniques to assess and determine students' reading ability. Some of these techniques may include:

- direct observation,
- using the reading continua to monitor oral reading passages,
- running records,
- miscue analysis,
- reviewing the student's portfolio of work.

The teacher then makes the decision, based on the criteria,

- if the student meets expectations,
- needs some help to meet expectations, or
- needs ongoing help.

The classroom teacher communicates these results to the parent and uses the results to plan for the student. Below is a summary of the results of the Provincial Grade 3 Reading assessment for students in Frontier School Division as compared to the provincial results.

Frontier Northerner is the publication of the Frontier School Division.

Opinions expressed are not necessarily those of the editor and do not necessarily reflect the official Division policy.

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Frontier School Division Grade 3 Provincial Reading Assessments 2009-2010

Reading Competencies	LEVELS OF PERFORMANCE					
	Needs on-going help		Approaching expectations		Meets expectations	
	FSD Results	Provincial Results	FSD Results	Provincial Results	FSD Results	Provincial Results
Reflection Student's ability to think about own learning as a reader	30.2%	12.9%	42.0%	31.0%	25.7%	53.7%
Oral Reading Skills and Strategies Student's ability to use a variety of strategies to read	30.7%	13.1%	34.1%	24.4%	33.4%	59.9%
Reading Comprehension Student's ability to understand and draw conclusions from text	26.6%	12.7%	37.7%	28.9%	32.3%	55.5%

These results indicate that at the Grade 3 level 68.49% of our students are either meeting grade level expectations or approaching grade level expectations in the area of reading competencies. This level of achievement is manageable in terms of classroom instruction. The remainder of our students who need ongoing help would be those students who would

benefit from literacy intervention programming, additional resource programming, or in some cases, a comprehensive Individual Education Plan. This early identification of students at the beginning of Grade 3 provides a window of opportunity to tailor programming to meet the needs of our early years students.

Provincial Middle Years Assessment - Grade 8 Expository Writing and Reading Comprehension

Grade 8 students in the province are assessed on their levels of achievement in the important skill area of writing informational text (expository writing) and reading comprehension. Throughout the school year students' daily work is

analyzed and teachers submit a report to the province at mid-year. Teachers use this information to plan ongoing programming. The following charts summarize data collected for students in Grade 8 in Frontier School Division.

Frontier School Division Provincial Grade 8 Expository Writing Results 2009-2010

Student writes expository text for a variety of audiences and purposes (to inform, describe, explain, persuade, state an opinion, etc.)

	LEVELS OF PERFORMANCE							
	Out of Range - Below		Not Meeting Mid-Grade 8		Approaching Mid-Grade 8		Meeting Mid-Grade 8	
	FSD Results	Provincial Results	FSD Results	Provincial Results	FSD Results	Provincial Results	FSD Results	Provincial Results
Student generates, selects and organizes ideas to support the reader's understanding	8.0%	3.7%	19.8%	9.6%	40.2%	33.8%	32.0%	52.9%
Student chooses languages (word choice & sentence patterns) to make an impact on the reader	8.2%	3.7%	23.4%	11.0%	42.2%	38.6%	26.2%	46.8%
Student uses conventions (spelling, grammar &/or punctuation) and resources (spell checker, thesauruses, dictionaries, etc.) to edit & proofread to make meaning	7.7%	4.0%	25.4%	10.8%	37.8%	34.3%	29.0%	50.9%

In the area of expository writing 69.1% of our Grade 8 students are meeting or approaching mid-grade 8 levels of performances at mid-year. Over the past three years, this area has shown a percentage increase of 8% overall.

2007-2008 = 61%,
2008-2009 = 67%,
2009-2010 = 69%

This is a percentage increase which may indicate our attention to writing and using the writing continuum effectively is paying dividends.

Frontier School Division Provincial Grade 8 Reading Comprehension Results 2009-2010

Student comprehends a variety of grade-level texts (fiction and non-fiction)

	LEVELS OF PERFORMANCE							
	Out of Range - Below		Not Meeting Mid-Grade 8		Approaching Mid-Grade 8		Meeting Mid-Grade 8	
	FSD Results	Provincial Results	FSD Results	Provincial Results	FSD Results	Provincial Results	FSD Results	Provincial Results
Student understands key ideas and messages in a variety of texts	7.5%	3.6%	17.4%	7.3%	33.5%	27.5%	41.5%	61.6%
Student interprets a variety of texts	8.0%	3.6%	21.3%	9.4%	35.5%	29.9%	35.3%	57.1%
Student responds critically to a variety of texts	8.2%	3.7%	24.9%	11.4%	33.5%	34.8%	33.3%	50.1%

In the area of reading comprehension, results indicate that 71% of our students at mid-year in Grade 8 are either approaching or meeting mid-grade 8 levels of performance. Over the last two years this

indicates a 9% increase.

2007-2008 = 63%,
2008-2009 = 69%,
2009-2010 = 71%

These percentage increases are favourable.

There is a strong correlation between our Grade 3 results and the Grade 8 results. Reading intervention programming is indicated for our students who are not meeting or below the grade

level performance indicators. Our efforts to improve and strengthen reading and writing through the early and middle years is necessary and must be an area of focus in ELA programming.

Provincial Grade 12 English Language Arts Standards Tests

The Grade 12 ELA Standards test is written either in January or June, depending upon when the student is taking the course. This standards test helps determine how well the student has met the outcomes in the five general outcome areas of the provincial English Language Arts curriculum. Although the information is most useful to the individual students, classroom

teachers, and schools, the results also show general trends or patterns in the Division in regard to the teaching and learning of English Language Arts. The following summary chart illustrates how Frontier School Division students compare to Grade 12 students throughout the province.

Mathematics Report

A new initiative has been implemented in the Mathematics program in Frontier School Division during the 2009-10 school year. A Middle Years Assessment (Grades 4-8) has been piloted in 11 of our schools with great success.

Math Assessment Team & the Middle Years Assessment

The math consultants and a teacher from every area have come together to pilot a Middle Years assessment in April 2010. The pilot was delivered to 11 schools in all 5 areas. The assessment "Operations & Decimal Concepts" allows teachers to test their students at the beginning of the assessment. After a period of approximately six weeks, teachers reassess their students to demonstrate their growth in a topic. The assessment was received well in all schools and is slated for

Division-wide implementation in the 2010-11 school year.

Consultants

Throughout the 2009-10 school year, the five area consultants facilitated teacher professional learning sessions in their respective areas. Workshops were both area-wide and in schools throughout the area. These sessions provided teachers with opportunities to share and learn how the collection of data on their students is used for planning instruction. There was also tremendous emphasis on learning new instructional strategies for use in the classroom.

Grade 9 Math Conference

A Division-wide, two-day inservice for Grade 9 mathematics teachers was held in September 2009 in Thompson. Presentations were received on the new Grade 9 mathematics curriculum and on using

Geometer's Sketchpad to implement pieces of the Grade 9 curriculum. All of the teachers found the session very worthwhile and transferable to their classroom.

Math Support Team

The Math Support Team continues to train a group of Kindergarten to Grade 8 teachers. Fifteen teachers from across the Division were selected to participate in the 2009-10 training program. Team members make a two-year commitment to the project. In the 2009-10 school year teachers were inserviced

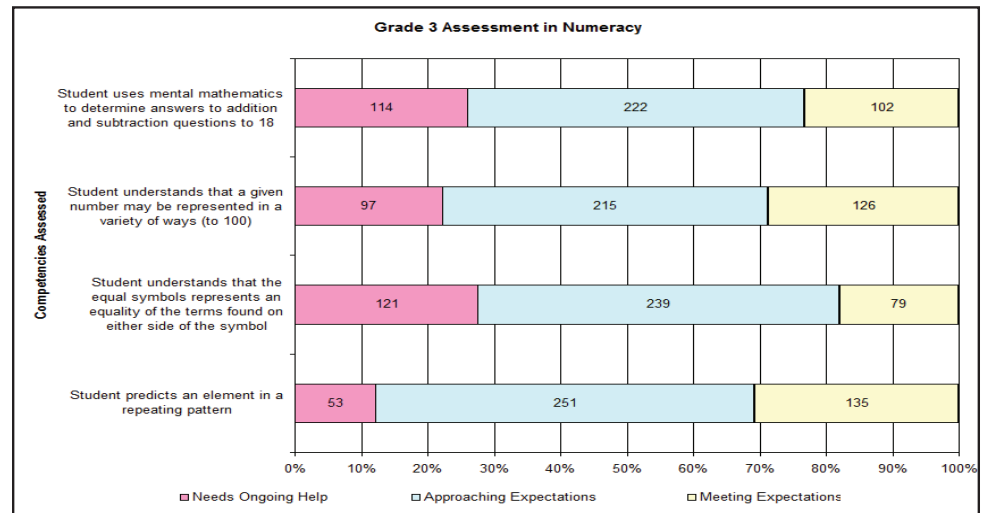
in areas of:

- Number Operations,
- Multiplication Extension,
- Patterns & Relations,
- Statistics,
- The Learning Carpet & Cooperative Learning.

Upon return to their schools, teachers are expected to try out the activities with their students and then share them with colleagues either through full day, half-day, or after-school workshops. Teachers on the Math Support Team were also trained in how to implement a workshop in their schools.

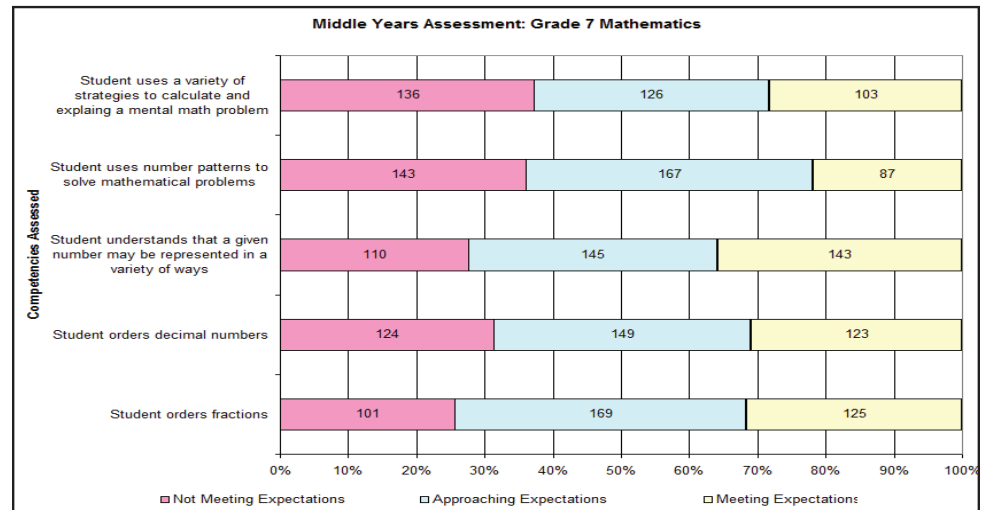
Grade 3 Assessment in Numeracy

Manitoba Education requires all Grade 3 teachers assess students in the fall term and submit the data for provincial tabulation. 2009-10 marked a new assessment. The chart illustrates the results for the students in Grade 3 in the fall of 2009.



Middle Years Assessment: Grade 7 Mathematics

Manitoba Education requires all Grade 7 teachers assess students in the winter term and submit the data for provincial tabulation. The chart illustrates the results for the students in Grade 7 in the winter of 2010.



Provincial Grade 12 Standards Testing

All Division students in Grade 12 must write the provincial mathematics test for the course in which they are enrolled. There are tests in Applied Mathematics, Consumer Mathematics, and Pre-calculus. The province administers these tests in mid-January for first semester students and early June for second semester students.

The data is submitted to the province for tabulation in order to provide a provincial perspective back to everyone. The attached charts illustrate the results for the three courses for January and June of 2010.

Grade 12 Consumer Mathematics

	Number of Frontier School Division Students	Frontier School Division Pass Rate	Frontier School Division Average	Provincial Pass Rate	Provincial Average
January 2010	40	45.5%	48.4%	81.7%	62.3%
June 2010	55	47.8%	52.4%	83.2%	63.7%

Grade 12 Pre-Calculus Mathematics

	Number of Frontier School Division Students	Frontier School Division Pass Rate	Frontier School Division Average	Provincial Pass Rate	Provincial Average
January 2010*	0	n/a	n/a	n/a	n/a
June 2010*	25	31.8%	31.6%	81.2%	68.5%

*No student wrote examination.

Grade 12 Applied Mathematics

	Number of Frontier School Division Students	Frontier School Division Pass Rate	Frontier School Division Average	Provincial Pass Rate	Provincial Average
January 2010	28	21.7%	36.2%	70.4%	58.5%
June 2010	21	47.1%	44.8%	69.0%	57.8%

English Language Arts *continued*

Frontier School Division Grade 12 English Language Arts 2009-2010

	Number of Frontier Students Writing Exam	Frontier Pass Rate	Provincial Pass Rate
January 2010	104	69.3%	85.1%
June 2010	106	48.1%	80.4%

Divisionally, the number of students writing the Grade 12 standards test decreased by 6 students in 2009-2010 after two years of steady increase. Of the 210 students who wrote the ELA Standards Test, 58.7% achieved a passing grade. Students must take additional responsi-

bility for their efforts as teachers continue to prepare them to successfully complete this province-wide standards test. This test constitutes 30% of their Grade 12 mark so it is a very important program completion component.

Divisional English Language Arts Assessment

Frontier School Division has two very successful and ongoing initiatives in the area of English Language Arts assessment programming. These are the Assessment Project Team and the Continua Learning Community. Both initiatives are led by a team of teachers and consultants. Collaboratively they align our assessment

programming with the provincial curricula and best practice research in the area of student assessment. These assessment programs are both comprehensive and informative. They allow students and teachers to work together to monitor achievement and develop program plans.

Assessment Project Team

Composing and Comprehending assessments are created to match the outcomes contained in the provincial English Language Arts curriculum in the area of Composing (writing) and Comprehending (reading). Students in Grades 2 - 8 complete these assessments alternate years. For example, in 2009-2010, all students wrote the composing assessment (writing) and in 2010-2011, they will complete the comprehending (reading) assessment. The data is gathered by classroom teachers and compiled at the school level. Schools then use a planning template to determine strengths and areas requiring attention.

This data is used:

- to help develop school plans and literacy plans,
- to indicate areas for consultant support,
- to plan intervention programming and individual education plans,
- to guide professional development.

Over the years, much professional learning has taken place which has helped teachers become more involved and successful at developing school-wide ELA program planning and supports targeting improved student achievement. Some of the areas that have shown improvement Divisionally are the writing process and understanding the need to activate student learning through a broad range of experiences prior to engaging in new learning. Setting the stage for student learning and building prior knowledge are two of the areas that are contributing to growth for our students. An area we continue to work on is reading and writing a variety of texts, including both narrative (fiction) and expository (non-fiction).

Continua Learning Community

This component of the Divisional assessment program is one of our most positive and successful classroom-based tools. It is a formative assessment tool that is used throughout the school year by teachers and students and is passed on with the child throughout their school career. All students in Kindergarten - Grade 9 have their skills and abilities plotted on a continuum of learning for both reading and writing. These continua are filled out three times yearly and progress is discussed with parents on an ongoing basis. They are very useful in that they illustrate in plain language what the student can do, and is learning to do. This makes both continua extremely valuable tools for discussion of student progress with parents. The observable descriptors follow the developmental stages of literacy learning and are matched to the provincial curricula.

Data from the summarized continua results continue to be analyzed to provide information on trends, patterns, and areas of future focus.

Many resources have been developed to assist teachers as they become more knowledgeable about "best practice" instruction in reading and writing. Some of these resources currently available or in development are:

- Reading and Writing Continua

- Reading and Writing Continua - An Information Handbook for Frontier School Division Teachers
- Reading and Writing - A PowerPoint Support
- Reading Strategies At a Glance
- What is a Response Journal?
- A Writing Model - An Information Handbook for Frontier School Division
- Writing Frames - A Resource for Frontier School Division Teachers
- Making the Most of Continua
- A Literacy Audit

These resources are in your school, available through your ELA Consultant, and on the Frontier School Division Website where applicable.

Frontier School Division has a comprehensive approach to student assessment in the area of English Language Arts. This allows us to successfully gather data to help inform our programming. English Language Arts consultants work closely with school staff to support and encourage ongoing professional development and program planning that will help Division students reach their full potential. Our model for student assessment and our approach to development of assessment materials combined with professional learning, is highly regarded and based on best practice research.

Science Activity Report

Programming and supports in the science program are highlighted in "Charting the Future" to prepare all students with the skills and knowledge to demonstrate the understanding in achieving the yearly outcomes.

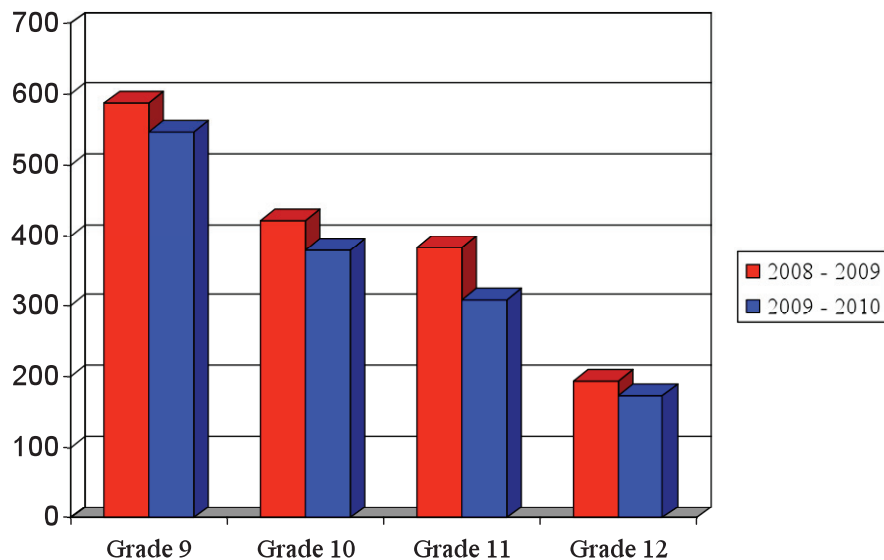
As the following graphs show, there has been a small decline in the number of students enrolling in science courses during the 2009 - 10 school year. The total number of students

taking science courses from grades 9 to 12 is approximately 1400 students. This number of 1400 students is still higher than the last low point of 1100 students taking science in the 2006 - 07 school year. Data collected through surveys in June of 2009 and 2010 also show a slight decline in the number of students succeeding in science courses. Since the 2007 -08 school year, the average student success rate in science has been approximately 60%. This past school

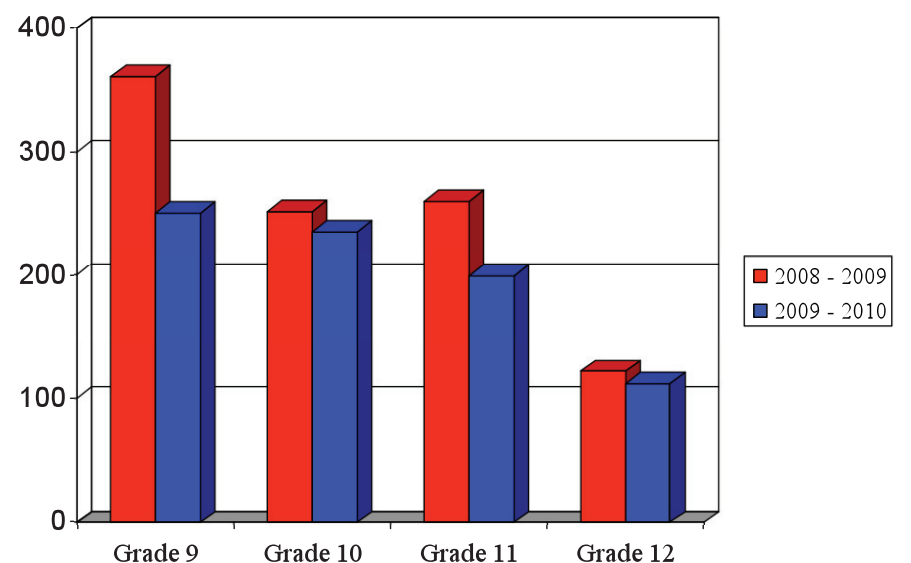
year shows a 58% student success rate.

In comparing the compulsory grades 9 & 10 science courses to the optional science courses of grades 11 & 12. It should be noted that approximately half our students taking courses in grades 9 & 10 choose to take science as an optional course in 11 & 12. This trend has been occurring since the 2006 - 07 school year. This is a very good characteristic to

Science Enrollment for 2008 - 2009 and 2009 - 2010



Science Success Rates for 2008 - 2009 and 2009 - 2010



This school year sees the return of a science consultant visiting our schools. Rockford McKay is filling in for Lorraine Gowanlock. Rockford has over 20 years experience in science education, working with the Manitoba First Nations Education Resource Centre, St. James - Assiniboia SD, Winnipeg SD, and Sagkeeng First Nation.

Since the start of the school year, Rockford has visited 13 schools in Area 2 providing science programming support in the form of a science magic show. This show presents a series of science demonstrations that initially seems like magic. As students are led through the process of scientific inquiry they gain an understanding that this magic has scientific explanations. Many science concepts such as pressure, density, Bernoulli's principle, objects acting as a vortex, electricity, and nature of sound are investigated. These concepts are found in many learning outcomes in our science curriculum. The focus is investigation using the process of scientific inquiry.

In scientific inquiry, students are encouraged to converse, ask questions, and then seek to explore their own explanations alongside scientific explanations through guided questioning and observations.

The steps are:

- 1) A demo is shown that appears to be magic.
- 2) A question is then generated that asks the students why this is taking place.
- 3) Student's background experiences are probed and a prediction/hypothesis is generated.
- 4) Students develop a plan to solve the question (discrepant event)
- 5) Student's implement the plan
- 6) Observations are made and data is collected
- 7) Analyze the data collected and put forth an explanation of the magic/event. If the explanation is not valid, more investigation is needed.

- 8) A conclusion/explanation is made that answers the reason why the event/magic takes place.
- 9) Communication of the process and results

Other outcomes in science are addressed such as the attitude of safety. These processes and attitudes are essential learnings in Cluster 0 in the science curriculum.

Science support was also provided to Frontier Mosakahiken School in Moose Lake, assisting school staff in fitting up the new science lab allowing students the opportunity to use a state-of-the-art science lab. As well, a "Cluster 0 Inquiry Process" workshop for Kindergarten to Grade 6 teachers was held at Helen Betty Osborne Ininiw Education Resource Centre. Many of the demonstrations used in the science magic show were used for this workshop. Future opportunities for Science throughout the Division include services for Science Fairing and Science Cluster O. Education for Sustainable Living workshops.

Graduation

The following chart represents the number of graduating students over the last four years in high school programs including Home Placement and Adult Education. The number of graduating students represented in this chart is affected by a variety of factors. An increase or decrease in the number does not

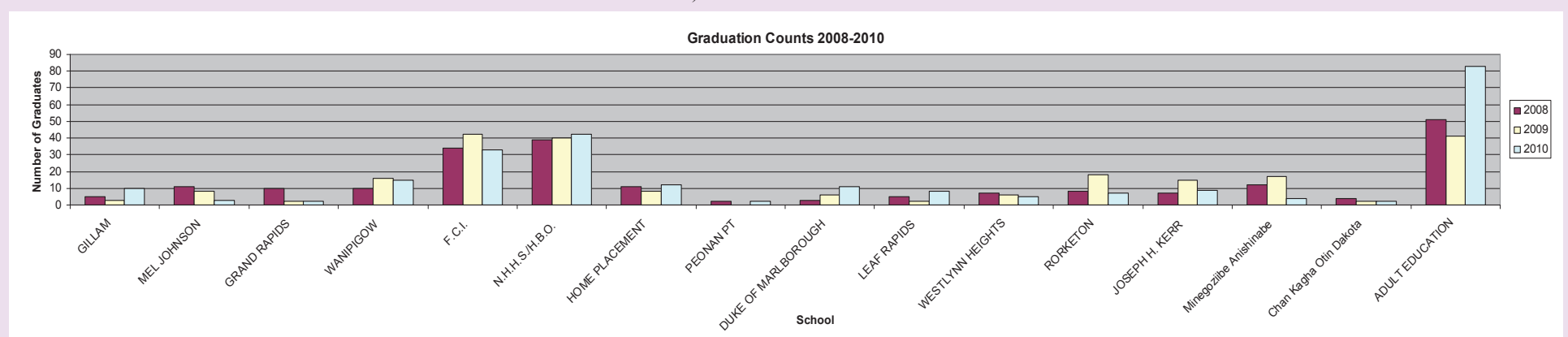
necessarily indicate school performance has improved or declined. Some factors that affect graduation counts, but do not necessarily reflect the schools are:

- movement into or out of a community (i.e. mine closure, economics, family situations),

- extending high school program over 5 or 6 years instead of 4,
- illness,
- number of students entering high school in Grade 9,
- number of students going into other programs (i.e. Home Placement, Hockey Programs, etc.).

The information on this chart should be reviewed at the local level by school administration and school committee members. A useful point for comparison is to look at the number of student entering Grade 9 compared to the number of graduates.

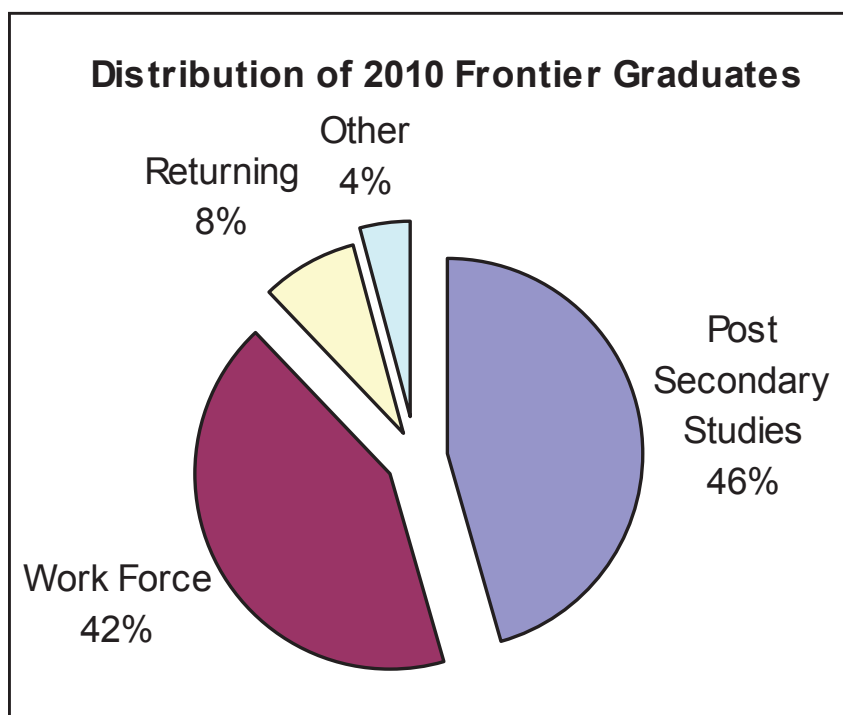
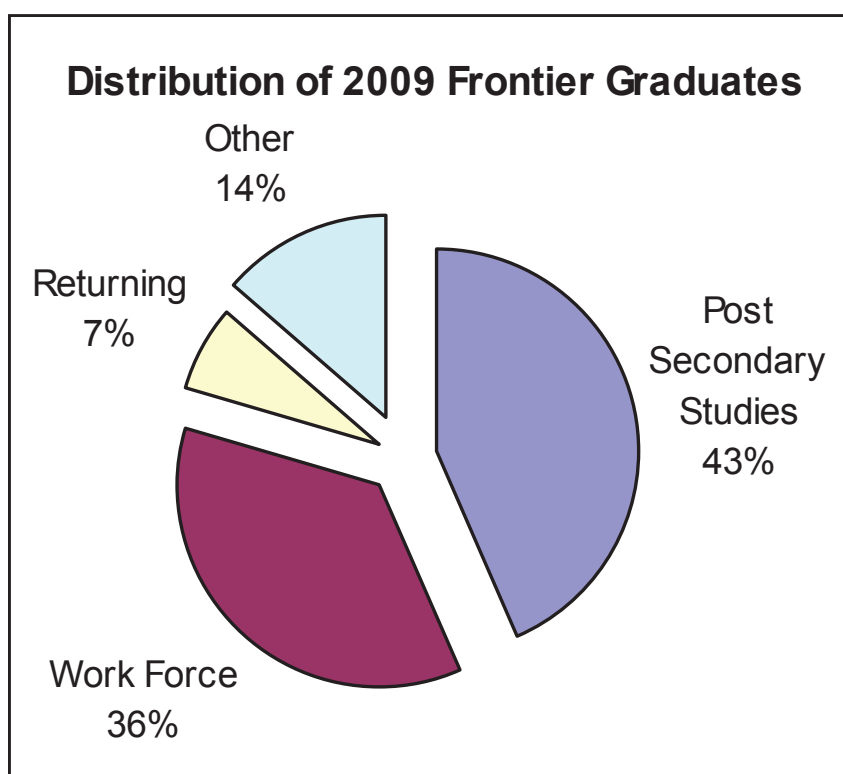
Frontier Division has a long and successful history in producing high school graduates by meeting the needs of its students. An emphasis on relevant educational course and program, interesting student activities, and parental support all contribute to this success.



The Division is very proud of Chan Kagher Otina Dakota Wayawi Tipi School (Birdtail) as they had 3 students graduate from high school, the first grads from this community in thirty years! Well done Birdtail and all schools!

Transition to Post-Secondary Education and the Workforce

Schools were surveyed in September to determine where students went after graduating in June 2010. The charts below give an indication where our graduates are going over the past two years. Approximately 46% of graduates planned to enter some sort of post-secondary studies (university, college, trade school, business college) while 42% entered directly into the workforce.



Programming across the Division has been developed to give the students opportunities that will increase their success in the workplace and post-secondary studies. External partner-ships were maintained and developed with UCN, University of Manitoba, University of Winnipeg, Manitoba Conservation, Assiniboine Community College, and Red River College.

In 2010, 4% of students were noted in the "Other" category. Students in this category may have moved out of the community or may be involved in other endeavors. Some of these activities include, hockey, adult education, awaiting a post-secondary program that is to commence in the upcoming year or attending to parenting.

Safe and Caring Schools

*Our Children
Our Success
Our Future*

Through the Division Mission Statement and "Charting the Future" Frontier School Division clearly envisions safe, caring, and orderly schools which support all our children and contribute to their successes and our future. This vision has been supported by many worthwhile Division initiatives and projects such as **Character Education and Enhancement**, various **Red Cross** and other programs, and our **Threat Assessment** training, as well as provincial regulations, including *The Safe School Charter*, which mandates school codes of conduct and emergency plans.

Many of these initiatives have been in place for several years. **Character Education and Enhancement** programming, required in all schools through the Division strategic plan, supports students to "develop character based upon the knowledge, skills, attitudes and values that are good for the individual and society." All schools must provide instruction in the core values of respect and empathy. As well, each school, in consultation with their community, identifies up to eight additional character qualities. The expectation is that not only will the selected character qualities be taught and reinforced throughout the year, but that all staff will be positive role models demonstrating these qualities to the students in their schools. Many of the Character Education programs in our schools utilize "**The Seven Teachings**" or "**The Virtues Program**". Other program resources and materials which are used in our schools in support of Character Education and which focus on creating and maintaining safe, caring and positive school climates include "**Second Step**", "**Moral Intelligences**", "**Voices and Choices**", "**Steps to Respect**", "**Woven Word**", "**Bully-proofing Your School**", "**FISH**", "**The STARS Program**", "**The FAST Program**", and Red Cross programs such as "**RespectED**", to name a few.

"**Roots of Empathy**" programming has been in place in our Division since the fall of 2007. This program has achieved documented results in increasing empathy and caring in the students who participate. In Frontier, over half of our schools have "Roots of Empathy" programs where a local family visits a classroom with their newborn baby for a period of lessons over the school year. Instructors are trained in program delivery and work closely with the school and the family. We must thank Healthy Child Manitoba for its continued generous support of this important program over the past several years. Further, Healthy Child is endeavouring to reach out to pre-school programs by providing training in "**Seeds of Empathy**", a new program that precedes "Roots of Empathy" and is aimed at pre-schoolers. Two Frontier communities began a pilot of the "Seeds" program in 2010, with positive results being initially reported.

A major component of Frontier School Division's Safe Schools initiative is the **Threat Assessment Training Program**. This program was developed by the Canadian Center for Threat Assessment and Trauma Response as a result of the 1999 Columbine school shooting and the subsequent school shooting six days later in Taber, Alberta. In late August 2009, the two-day Level II training took place in Winnipeg with Division Administrators, Superintendents, Trustees, some Consultants and school Counselors in attendance. This training provided the follow-up to the Level I training that occurred in August 2008. Participants in the workshop continued studies

in the field of student threat assessment, and were provided insights into violent youth and the development of protocols for threat/risk assessment and intervention teams. The workshop further provided case studies and gave participants opportunities to practice assessments in small group settings. This training was very positively accepted by all participants.

As a result of the two levels of Threat Assessment Training our school administrators and all participants were given the tools to assess violent youth and situations where students presented risks/threats to themselves or others in the school setting. Several times throughout the 2009-2010 school year threat assessments were initiated when situations of risk were present. Those who were involved in these school-level assessments reported the value of the training and how it assisted them in dealing with students who were exhibiting violent or threatening behaviours.

In March 2010 thirty Division employees who had already received both Level I and II Threat Assessment training, and representing each Area in the school division, were identified to participate in the Threat Assessment "Train the Trainer" training. This three-day workshop was intensive in scope, with the final outcome being that all participants received their certification as trainers. With our own trainers in place, the next step throughout the 2010-2011 school year will be to offer Threat Assessment training for all schools across our Division. The generous support of the Board of Trustees of Frontier School Division has been integral in providing this valuable training as part of our Division strategic planning in "Charting the Future".

As part of the legislation in the 2004 provincial Safe School Charter all public schools in Manitoba must have appropriate and current safety policies that include a code of conduct and emergency response plan. Each school within our Division reviews yearly and revises, if necessary, their specific school code of conduct and emergency response plan, following a list of plan requirements as determined by Manitoba Education. With codes of conduct, safety plans and emergency response plans in place, our schools give students opportunities to practice safety and emergency response procedures. Fire drills with school evacuations are practiced a minimum of 10 (ten) times yearly. Bus safety evacuation drills are performed at least twice yearly. Additionally, procedures for school "lockdowns" are practiced regularly to ensure that students and staff are prepared in the event of an extreme threat of danger towards the school. Actual lockdowns did occur several times during 2009-2010 in our schools. In all instances where these lockdowns occurred, students and staff were kept safe within their schools. Lockdowns are always reported to the Area and Chief Superintendent and the Board of Trustees. The "Lockdown Report Template" that is used was developed in consultation and cooperation with the Frontier Teachers' Association.

With all of these programs, procedures and measures in place, it is clearly evident that our Division's long-standing, unwavering commitment to safe and caring schools remains strong. Through the hard work and dedicated efforts of our staff and students Frontier School Division continues to make a positive difference in the lives of children and youth in our schools and communities.

Attendance

One of the single most important factors attributing to students success is regular attendance at school. In other words, students cannot learn if they are not in school. Conversely, teachers cannot help students learn if they are not in school on a regular basis. That is why it is imperative that parents, community members and school staff do all that is possible to ensure student attendance.

The following information provides an overview of Kindergarten through Grade 8 student attendance across Frontier School Division over the past six years. In order to support student attendance, the Board of Trustees for the Division has been sponsoring an attendance award program in all schools across the Division. This awards program involving certificates and other awards for students who achieve a high level of attendance, is administered locally by the school administration and school committee.

The Division has collected attendance data from all schools for a number of years. This data is analyzed at the school, area and Division level. The annual average percentage rate of attendance for students across the Division for the past six years follows:

Kindergarten to Grade 8 Attendance Rate

2004/05	2005/06	2006/07	2007/08	2008/09	2009/10
84.9%	84.3%	83.7%	82.9%	83.7%	83.65%

As noted in the chart, the Division has experienced a slight decrease in student attendance over this six year period. Four years ago, in cooperation with local school administration and school committee, Division staff assisted in the development of student attendance improvement plans. The intent of these plans is to see steady positive growth in student attendance at the local school level.

The average rate of student attendance for this six year period is 83.85%. The goal of the Division is to achieve an attendance rate of 90% or better. For example, in terms of actual number of days in school, the 90% attendance rate would work out to 166.5 days a student has attended school and therefore more time for learning to take place. (Please note that the total instructional days used for this calculation at 185 days (195 total minus 10 instructional days).

A distribution of the annual percentage rate of attendance is noted below.

Distribution of Annual Rates of Attendance

Percentage	Number of Schools 2008/09	Number of Schools 2009/10
95+%	1	1
90 - 94%	6	7
85 - 89%	10	11
80 - 84%	9	6
70s% & under	14	15

In order to maintain good attendance or to improve the rates of student attendance, there are several steps that should be reviewed and considered at the local school and school committee level. Some of the steps are:

- The school committee and school administration review attendance reports on a monthly basis.
- School administration provides parents and guardians with regular information regarding student attendance.
- Attendance awards at the school and Division levels continue to be implemented to encourage good attendance.
- A local student attendance plan focusing upon reviewing and sharing information be developed and reviewed regularly.
- Communication with parents and guardians expanded.
- Community leaders involved appropriately.
- School committees provide direction and support in terms of approval of local policies, student attendance awards, and other activities intended to increase student attendance leading to success and achievement in school.

In addition, parents/guardians can take action to support good attendance for their child(ren) including:

- Ensuring students get to bed early and get enough sleep.
- Developing a morning routine that includes a healthy breakfast.
- Limiting the amount of after-school or evening use of television and electronic game.
- Keeping sick children at home until they are well enough to attend.
- Encouraging healthy lifestyle habits such as nutritious foods/snacks, daily exercise, and not smoking.

By working together we can ensure students attend school regularly ultimately resulting in student success.

First Nations Language and Culture

Last School year, the Frontier School Division Board of Trustees met several times with the Chief Superintendent and Area Superintendents to discuss the status of First Nations Language programming in the schools. As a result of the meetings, the School Division updated the policy, developed a strategic goal in Charting the Future document and also developed a plan of action on First Nations Languages to reflect the direction it will be taking.

In Charting the Future, Strategic Goal # 2 will focus on improving Aboriginal student success through access to culturally proficient and meaningful First Nations culture and language programming.

The rationale and belief of the School Division in the development of First Nations Language and Culture department is clearly indicated in Charting the Future:

Aboriginal graduation rates will improve when students are engaged and see themselves and their experiences as meaningful to the learning process. The commitment to include Aboriginal Perspectives in the curriculum and revitalize First Nations language as a means to improve academic achievement is reflected in strategic planning, programming and policy. This commitment requires a significant and focused investment in professional training, program infrastructure and the development of First Nations language and cultural resources to ensure that Frontier School Division continues to take a leadership role in Aboriginal education.

The objectives for the Work Plan are:

- To hire qualified educators to develop Cree and Saulteaux/Ojibwe language materials;
- To develop a First Nations Language and Culture program framework and implementation guidelines to support consistent, sustainable and effective delivery of programs in identified schools;
- To ensure ongoing program development

reflects best practices;

- To reorganize the Native Studies department to reflect the ongoing commitment by the Division to leadership in Aboriginal education;
- To adapt previously developed First Nations language resource materials;
- To develop new First Nations language resource materials;
- To develop a comprehensive rubric to focus the development and evaluation of resources materials;
- To ensure the effective use of fiscal and human resources and increase access to additional resources for First Nations Language;
- To increase access to High School Credit courses starting at the Grade 9 level;
- To facilitate and develop professional development sessions and opportunities.

The Native Studies Department has been reorganized to reflect the change in focus towards the development and support of the First Nations Languages. Two current staff members will continue to work as researchers, while one of the staff will have her role changed to a Language and Curriculum developer. Two additional First Nations Language and Curriculum Developers have been hired who can speak one of the First Nation Languages.

After consultations with the schools and communities, the three main areas of focus for the following school year will be to:

- Develop a curriculum document that would support the current Framework on Aboriginal Languages developed by the Province of Manitoba. The staff will be working with staff from schools and community people to develop a Nursery to Grade 2 document;
- Develop teaching resources for the First Nations Language teachers;
- Provide professional development and training opportunities for the First Nations Language teachers.



Student Activities

Frontier School Division continues to provide excellent opportunities for students to participate in activities inside and outside of school. Social programs provided students with excellent knowledge in adult life. Schools continue to offer excellent programs such as TADD, Student Council, Peer Support, Peer Tutoring, and a variety of clubs and sports programs. The Divisional coordination of Career and Personal Awareness activities strives to optimize the number of participants during the school year.

Career and Personal Awareness

Regional Career Days

Regional Career Days were hosted in Helen Betty Osborne Ininiw Education Resource Centre and Frontier Collegiate Institute. Over 45 presenters and 1,200 students participated in sessions. Regional Career Days provides career presentations, displays, and role modeling that may not be available in an individual school. A skills component was added to each career fair in order to increase "hands-on" interaction. Over 500 Frontier students also attended Career Fairs in Winnipeg, The Pas, Thompson, Dauphin, and Brandon.

Career Studies/Work Education

During the 2009/10 school year, 258 students from 27 Division communities participated in the Work Education Program. Of those students, 94% successfully completed work experience requirements towards credit. Twenty-five students participated in the annual **Health Career Session** in November. It was a three-day exploration of health fields

and possible careers. This program is run in partnership with the Canadian Medical Hall of Fame. Twenty students participated in the annual **Mini University** session at the University of Winnipeg.

Personal Awareness

Teen Talk

This program provided workshops in communication skills, decision-making skills, youth sexuality, teen dating violence, appreciating diversity and mental health issues. This program was run during the Expanded Options Program (EOP) week held in May at Frontier Collegiate Institute with 15 high school students receiving training.

Student Leadership, Encounters with Canada, Humanitarian Law

Student Leadership was facilitated in 9 schools: Mel Johnson, Minegoziibe Anishinabe, Helen Betty Osborne Ininiw Education Resource Centre, Frontier Collegiate Institute, Rorketon, Chan Kaha Otina Dakota Wayawa Tipi, Grand Rapids, Gillam, and Wanipigow. Retreats were held in Norway House, Catherine Booth College in Winnipeg, and Simon House Camp, with 92 students participating in each weekend retreat. Students gained knowledge on group dynamics, self-esteem, communication, first aid, and recreational leadership. The Student Leadership program has seen a 50% participation increase over the previous school year. The leadership team has revised the school curriculum to include a focus of **Humanitarian Issues** for the 2009-10 school year.

The **Encounters with Canada** program had 18 student participants from 9 high schools.

Health and Wellness/ Physical Education

Curriculum

The implementation of the **Manitoba Physical and Health Education Curriculum** was achieved through curriculums being distributed to all new teachers in the fall and to existing teachers at the fall Physical Education meeting. Thirty-two schools are now **"In Motion Schools"** and continue to commit to offering the recommended time allotment for Physical Education. The number of schools participating has increased by two over last year.

Active Living

The Health and Wellness program outcomes were met by increasing participation in the following programs:

- ten schools were trained in **First Aid**;
- all schools participated in **Health Week**;
- thirty schools participated in the **Terry Fox Run**;
- ten schools participated in the **Manitoba Marathon**. Over 130 students/teachers along with Division Office staff participated in the run.

As well, **Track and Field** meets were held in all 5 areas and 60% of schools running an Intramural Program.

Outdoor Education was promoted and supported in many schools throughout the Division. **Camping** gear was sent out to

schools for canoe and camping trips, with 5 schools taking advantage of the program. **Canoe clinics** were offered to 2 schools. **Geo Caching** (GPS) workshops were held in 10 schools. Two amazing Geo Caching races were held last year. The first was held in Waterhen and the second at the Area 3 Small Schools Sports Days. Frontier hosted another **Fishing Derby** with over 600 student entries from 20 schools. The **Circus and Magic and Performing Arts (CAMP)** program was hosted at Minegoziibe Anishinabe School with 10 schools attending. Over \$15,000 of worth equipment from this event remained in the school.

Sports

The **36th Annual Frontier Games** had 38 schools participate in the Regional events hosted in 10 communities throughout the Division. Over 1,500 students and chaperones attended the Games throughout the year. Thirty-two schools represented their school at the Divisional event.

Healthy Foods

The Division continues to support the implementation of the **Healthy Food Policy** and offers support to all schools that require assistance. Healthy food is consistently offered in breakfast, lunch, and snack programs throughout the school year. The **Halloween Handover** activity collected candy from 7 schools this year with 200 kg of candy distributed to shelters in Winnipeg. This year the Division partnered with the Regional Health Boards to purchase nutrition information boards called **"What's in your Lunch."** Five schools received funding from the **Breakfast for Learning** grant.

Alternate Pathways to Success

Frontier School Division has been working towards consolidating its career development programming and approach to technical vocational education from Grades 5 to Adult. This initiative coordinates the broad educational programs related to career development. Thanks to a three year grant from the Technical Vocational Initiative, Frontier continues to develop its program to support small schools programs and career development programs.

The following is a snapshot of some of the programs and initiatives put in place for the 2009-10 school year.

Students attain success at the different rates and in different ways. Frontier School Division recognizes and supports students in achieving success through a variety of pathways. The following are a highlight of some of the initiatives:

High School Expanded Options Program (EOP)

Frontier School Division piloted the Expanded Options Program in the 2009-10 school year. Development of this program is intended to address major issues confronting high schools. These include:

- Offering Technology and other courses to all Frontier students.
- Providing qualified instructors for all courses.
- Allowing students to take more options while remaining a student at their local high school.
- Retention of students at high school level.
- Increasing graduation rates.
- Increasing transitions from high school to post-secondary.
- Increasing opportunity for students to focus on career paths.

Over 600 students in 8 high schools participated in this year's program.

Summary of Technical Vocational Pathways



High School Apprenticeship Option (HSOP)

Frontier School Division confirmed student participation in this program with Manitoba Hydro. HSAP locations this year include Gillam, Norway House, Grand Rapids, Churchill, Berens River, and Wanipigow. Over 20 students are now participating in this program.

Middle Years Trades in the Schools Program

Frontier School Division was seeking ways to increase awareness, exposure and access to technical vocational education to a wider variety of its students including its smallest communities. Many communities are too small or isolated to offer a complete program. This program is one of many strategies Frontier School Division is using to increase the number of students participating in technical vocational occupations.

Goals of this program include:

- Having all schools implement a Middle Years (Grades 5-8) Technology program that is integrated with the major subjects.
- Designing a Technology program that coincides with Middle Years philosophy.
- Designing a realistic implementation strategy that allows all school to reach the stated goals.

- Providing all Frontier Middle Years students with the same program opportunities that are purportedly offered to all Manitoba students.

The following schools participated in the program this year: Pikwitonei, Julie Lindal (Ilford), Brochet, Pelican Rapids, Mountain View School (Barrows), D. R. Hamilton (Cross Lake), Cormorant, Rod Martin (Moose Lake), Cold Lake, Ministic (God's Lake Narrows), Thicket Portage, Oscar Blackburn (South Indian Lake) and Mel Johnson (Wabowden). Over 40 students participated in this program.

Modular Learning

Helen Betty Osborne Ininiw Education Resource Centre assigned a total of 71 credits last year to students from Grade 9 through 12. This program enables students who have failed to complete a course to continue it under the supervision of a teacher rather than redo the entire course. Many students completed several courses in one time slot. There are, on average, 20 students in the classroom all working on a different course or module within a course. This program allows students to keep making progress towards meeting their grad requirements.

Growing Options in Alternative Learning (G.O.A.L.) Program

The **Growing Options in Alternative Learning** program, operated at Frontier Collegiate Institute, is for students who exhibit learning difficulties and need an alternative learning environment in order to succeed (i.e. five years or more behind grade level). The aim of the program is to keep students in school, recognize and develop student strengths, make the classroom a safe and welcoming place, and prepare students for life outside of school. Twenty students participate in this program.

School Leaving Certificate

For those students who require it, a student may achieve a "school leaving" certificate. This certificate is presented to students who may not have met the provincial graduation requirements. By awarding such a certificate the Division recognize course work completed, thus enabling special needs students to "graduate" and continue on to their chosen field in the workplace.

Summer School

Helen Betty Osborne Ininiw Education Resource Centre conducted summer schools sessions for students to complete core course credit they did not complete during the past year. This past summer students earned a total of 66 credits towards graduation.

Adult Education

In 2009/10 school year, the Adult Education program had 83 graduates. In the last few years, Frontier Adult Education Programs have continued to provide additional pathways for adult learners to complete a high school education. This has been accomplished by combining trades training with the Mature Student High School Diploma.

This year as part of the **Community Building Construction Program (BCP)**, Adult Education students participated in the renovation of the former Whitewater Inn in Leaf Rapids. Eighteen rooms were renovated as part of this project.

2009/2010 Financial Information

Enrollment Comparisons

	Sept 30/2006 (Actual)	Sept 30/2007 (Actual)	Sept 30/2008 (Actual)	Sept 30/2009 (Actual)	Sept 30/10 (Budget)	Increase (Decrease)
Total	6312	6312	6413	6408.1	6,558	149.9
FTE	5910	5910	5981	5,947.1	6,092.6	145.5

Notes:

1. Nursery and Kindergarten are counted as one-half when calculating F.T.E.

Staffing Comparisons

Position	2006/07 Actual	2007/08 Actual	2008/09 Actual	2009/10 Actual	2010/11 Budget
Teaching	473	490	502	532	531
Consultants	18	18	19	20	20
P.E.N.T.	27	31	33	33	33
Teacher Assistants	338	385	375	379	371
Support Staff	336	342	329	384	366
Board	10	10	10	10	10
Total	1202	1276	1268	1359	1331
Enrollments	5,910	5,910	5,981	5947.1	6,093

Expenditure Comparisons

Type	2006/07 Actual	2007/08 Actual	2008/09 Actual	2009/10 Actual	2010/11 Budget
Regular Instruction	41,048,930	43,138,836	45,614,463	46,805,303	48,828,695
Exceptional	13,518,961	14,350,349	14,970,427	16,217,518	17,392,592
Community Education Services	3,248,905	3,821,734	5,047,927	5,650,457	5,841,480
Administration	5,689,683	5,437,263	5,469,960	5,948,858	6,107,980
Instructional & Pupil Support	4,753,198	5,164,823	5,379,256	5,789,832	6,076,895
Transportation	6,429,911	7,366,356	8,078,245	8,174,427	8,431,099
Operations & Maintenance	14,920,342	16,414,917	16,838,542	17,296,306	17,814,148
Fiscal	1,590,341	1,974,816	1,534,953	1,679,454	1,725,000
Total	91,200,271	97,669,094	102,933,773	107,562,155	112,217,889

Frontier School Division

Operating Fund

2010/11 Budgeted Revenue and Expenditures

REVENUES

Provincial Government	44,880,718
Federal Government	0
Municipal Government	2,703,143
Other School Divisions	0
First Nations	60,436,534
Private Organizations and Individuals	4,100,645
Other Sources	346,789
	<u>112,467,889</u>

Expenditures

Regular Instruction	48,828,695
Exceptional	17,392,592
Community Education and Services	5,841,480
Divisional Administration	6,107,980
Instructional and Pupil Support Services	6,076,895
Transportation of Pupils	8,431,099
Operations and Maintenance	17,814,148
Fiscal	1,725,000
	<u>112,217,889</u>

Surplus/(deficit) before Capital Transfer 250,000

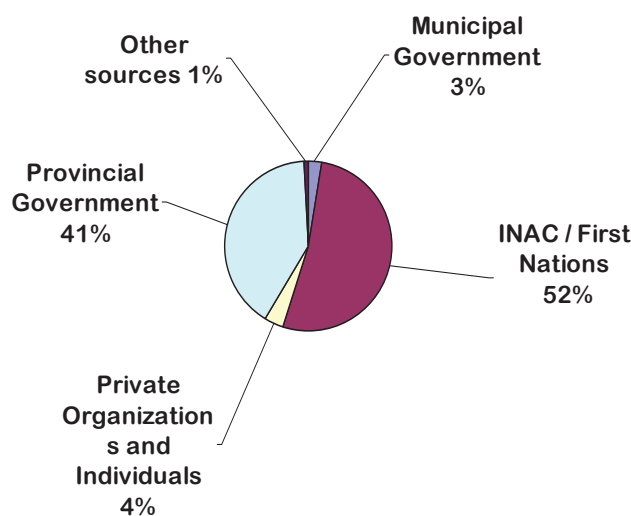
Capital Transfer (250,000)

Net Current Year Surplus / (Deficit) -

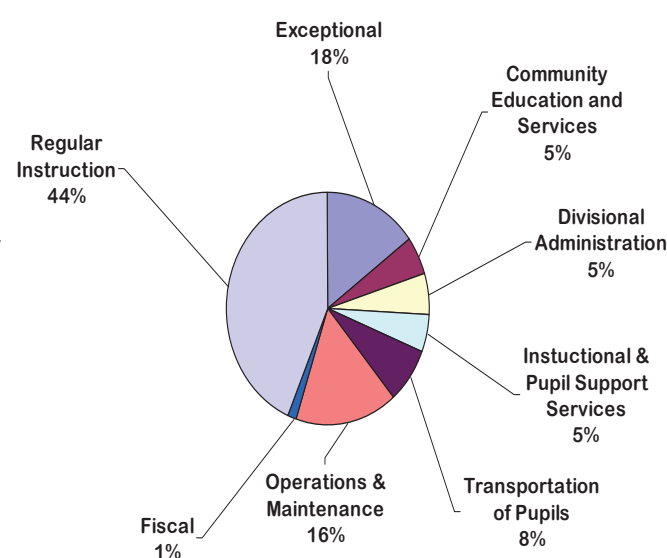
Expenditures by Object

Salaries	72,156,902
Employee Benefits	7,566,057
Services	16,387,061
Supplies & Materials	9,899,499
Interest & Bank Charges	300,000
Payroll Tax	1,435,000
Transfers	4,483,370
	<u>112,217,889</u>

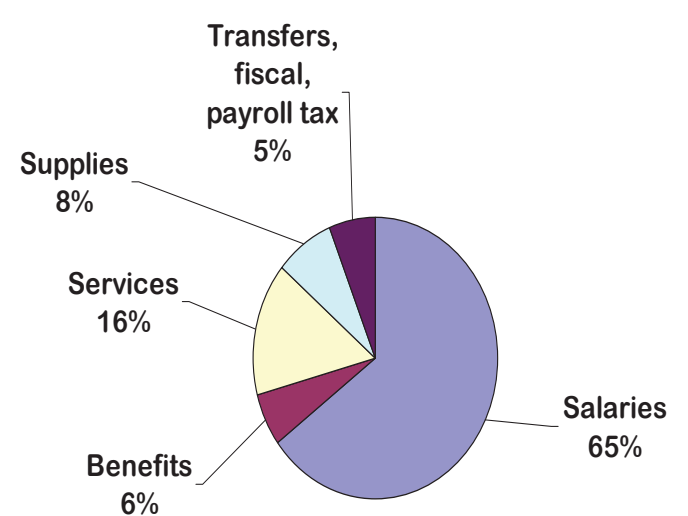
REVENUE



EXPENDITURES by Program



EXPENDITURES by Object



Highlights of the 2010/11 Budget

- The budget is based upon the strategic plan, "Charting the Future".
- Language and culture emphasized.
- Land based education incorporated.
- Threat Assessment training implemented.
- Human resource plan addressing employee compensation systems.
- Provision for collective agreement increases included (teaching, unionized and non-union support staff).
- Divisional management information systems continue to be upgraded.