

Annual Report 2010 / 2011

Message from the Board Chairperson

The 2010/11 school year has been one of change.

We have completed our first full year as a new Board of Trustees. While the election brought back a number of familiar faces three new trustees; Dennis Day, Raymond Beardy and Delores Boulette joined the existing trustees.

At the school committee

level we were pleased that we have 239 people who are volunteering to make schools better places for their children. It is the willingness of people to participate in our three-tier system of governance that will ensure the aspirations of the local community are reflected in the school. We as a Board know that the strength of our system lies in the fact that parents and members of the

community are willing to step up and volunteer their skills and energy in making our schools great places for kids.

During our first year the Board has spent a great deal of time discussing "Charting the Future" planning out our direction for the next four years. As a Board we have restated and re-affirmed the beliefs we have as a Board, these being:

- Student learning is at the heart of our school division. Everything that we do as a Board and as a Division needs to support this singular objective. We need to keep in mind that schools and school systems exist to meet the needs of the students.

- All of our students can learn regardless of background or circumstance. Our Board knows that for our students to be successful we have to believe in their ability to learn and achieve at the highest levels. We also know that students learn best within a safe, healthy, caring environment.

- Staffs within our school division have the ability and the responsibility to close the achievement gap that exists between many of our children and the rest of the province. Our Board believes that every child needs to find success within our school system. It is the expectation of the Board that each school, in partnership with their school committee, examines and discusses how students in the school are performing academically, socially and emotionally on a regular basis. The role of the school committee in these conversations is critical in holding the school accountable and then supporting staff as they move toward addressing the identified needs of the school.

During the past year the Board has taken concrete steps to move us forward in the direction of the things that we believe in. We have adopted a new goal one in "Charting the Future". This goal states that effective schools are essential for student success and that the Board expects to see the characteristics of effective schools in all of our schools. These characteristics are:

- a strong belief among all staff that our children can learn and perform at the highest levels,

- a focus in the school on instructional leadership. The focus of administration and our staff needs to be on student learning,

- staff within our school clearly focus on the mission of learning for all,

- staff work hard to minimize the things that distract a school from its mission of learning for all,

- each school focuses of frequently monitoring student progress so that if a student is not learning we can quickly change the way in which the student is being taught,

- every staff member takes responsibility to ensure that there is a safe and orderly environment within the school so that student learning is not distracted by misbehavior,

- staff in each of the schools actively reaches out to the parents as partners in their children's education.

As a Board we want all of our schools to be effective by working on the areas mentioned above and have adopted effective schools as our first goal in "Charting the Future". We encourage all of our school committees to spend time at each of your meetings discussing how the characteristics of effectiveness are seen in your school. Each of your administrators have received information and spent time discussing this topic. They will be able to provide you with additional information at your school committee meetings.

Throughout this report you will find a great deal of information on the programs that we are offering in our school division. We have also included information on things such as graduation rates, student test results, and financial information. While we have many challenges as a school division we are

committed to our mission of learning for all and our goal that every school within Frontier School Division is an effective school.

Board of Trustees 2010-14

LINDA BALLANTYNE
Chairperson
Grand Rapids
(Area 2)
Tel. 639-2219

MARION PEARSON
Vice-Chairperson
Cranberry Portage
(Area 4)
Tel. 472-3213

GRAEME MONTGOMERY
South Indian Lake
(Area 1)
Tel. 374-2020

RAYMOND BEARDY
Ilford (Area 1)
Tel. 288-4206

JOHN PARENTEAU JR.
Duck Bay
(Area 2)
Tel. 572-8880

MARG IMRIE
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(Area 3)
Tel. 349-2410

DELORES BOULETTE
Wanipigow
(Area 3)
Tel. 363-7325

DONNA CALVERT
Sherridon
(Area 4)
Tel. 468-2033

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Norway House
(Area 5)
Tel. 359-6296

DENNIS DAY
Norway House
(Area 5)
Tel. 359-6305


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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).

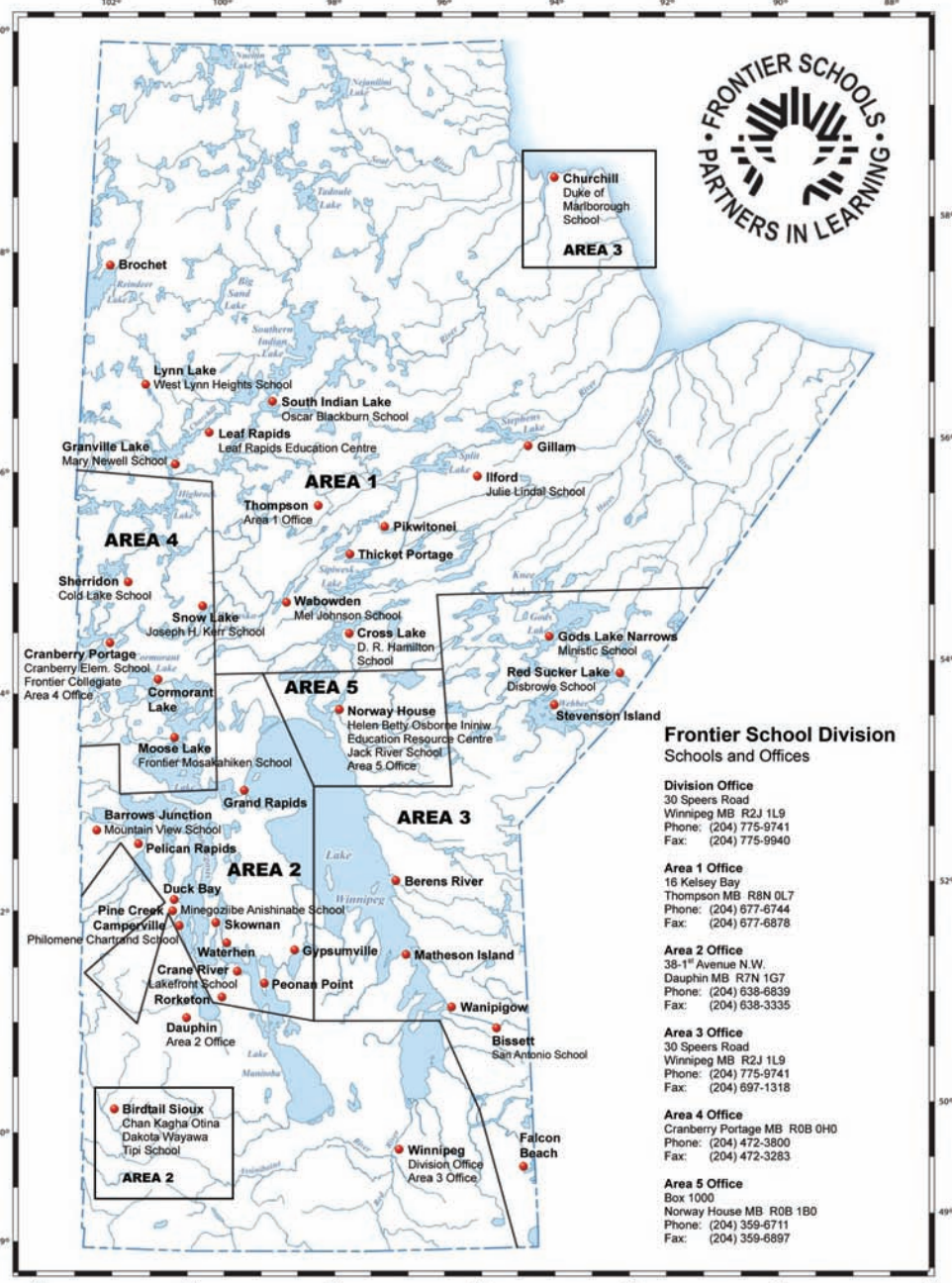


Frontier School Division

**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.

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 Kelsley Bay
Thompson MB R8N 0L7
Phone: (204) 677-6744
Fax: (204) 677-6878

Area 2 Office
38-1st 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

School Enrollments 2010

AREA 1 SCHOOLS	STUDENTS
Brochet	154
D.R. Hamilton	77
Gillam	418
Julie Lindal	27
Leaf Rapids	190
Mary Newell	11
Mel Johnson	163
Oscar Blackburn	317
Pikwitonei	22
Thicket Portage	41
West Lynn Heights	174
Area 1 Schools Total	1594
AREA 2 SCHOOLS	STUDENTS
Chan Kagha Otina Dakota Tipi	136
Duck Bay	109
Grand Rapids	319
Gypsumville	85
Lakefront	37
Minegoziibe Anishinabe	257
Mountain View	38
Pelican Rapids	19
Peonan Point	11
Philomene Chartrand	112
Rorketon	123
Skownan	85
Waterhen	84
Area 2 Schools Total	1415

AREA 3 SCHOOLS	STUDENTS
Berens River	290
Disbrowe	7
Duke of Marlborough	168
Falcon Beach	47
Matheson Island	24
Ministic	13
San Antonio	10
Stevenson Island	19
Wanipigow	303
Area 3 Schools Total	881
AREA 4 SCHOOLS	STUDENTS
Cold Lake	12
Cormorant Lake	127
Cranberry Portage Elementary	97
Frontier Collegiate Institute	260
Joseph H. Kerr	144
Frontier Mosakahiken	473
Area 4 Schools Total	1113
AREA 5 SCHOOLS	STUDENTS
Helen Betty Osborne Ininiw Education Resource Centre	1165
Jack River	420
Area 5 Schools Total	1585
HOME PLACEMENT	STUDENTS
	44
TOTAL	6632

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Please address all correspondence to:

Frontier Northerner c/o Ms. D. Laubmann, Frontier School Division
30 Speers Road, Winnipeg, Manitoba R2J 1L9

English Language Arts Program Report

English Language Arts (ELA) includes the following;

- listening
- writing
- speaking
- viewing
- reading
- 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.

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.

Frontier School Division's Strategic Plan *Charting the Future* recognizes the importance of ELA by addressing it in Strategic Goal #2.

"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 and summative 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 School Division Grade 3 Provincial Reading Assessments 2010-2011

Reading Competencies	LEVELS OF PERFORMANCE							
	Out of Range - Below		Needs Ongoing Help		Approaching Expectations		Meeting Expectations	
	FSD Results	Provincial Results	FSD Results	Provincial Results	FSD Results	Provincial Results	FSD Results	Provincial Results
Competency 1 Student reflects on and sets reading goals	2.8%	2.6%	25.9%	12.4%	38.7%	27.9%	32.6%	57.1%
Competency 2 Student uses strategies during reading to make sense of texts	2.8%	2.8%	26.4%	13.3%	31.3%	22.9%	39.6%	61.0%
Competency 3 Student demonstrates comprehension	3.0%	2.9%	26.6%	13.0%	35.2%	27.3%	35.2%	56.8%

These results indicate that at the Grade 3 level 70.9% of our students are either meeting grade level expectations or approaching grade level expectations in the area of reading competencies.

This is an increase of 2.4% over 2009-2010 results. 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 2010 - 2011

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	5.7%	3.5%	31.2%	10.3%	39.6%	32.7%	23.6%	53.5%
Student chooses language (word choice & sentence patterns) to make an impact on the reader	5.7%	3.5%	35.4%	12.1%	38.3%	37.3%	20.6%	47.1%
Student uses conventions (spelling grammar &/or punctuation) and resources (spell checker, thesauruses, dictionaries, etc.) to edit and proofread to make meaning	6.4%	3.8%	29.2%	12.0%	39.3%	33.1%	25.1%	51.0%

In the area of expository writing 62.2% of our Grade 8 students are meeting or approaching mid-grade 8 levels of performances at mid-year. After a steady improvement from 2007-2010, this year's results are showing a decrease. This will receive attention through focus conversations with middle years teachers and resources to support expository writing.

2007-2008 = 61%,

2008-2009 = 67%,

2009-2010 = 69%,

2010-2011 = 62.2%.

The use of the writing continuum will continue to be emphasized.

continued on page 4...

... continued English Language Arts Program Report

Frontier School Division Provincial Grade 8 Reading Comprehension Results 2010 – 2011

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	5.4%	3.4%	18.2%	7.4%	40.5%	26.9%	35.9%	62.3%
Student interprets a variety of texts	5.4%	3.5%	24.3%	9.6%	38.8%	29.6%	31.4%	57.3%
Student responds critically to a	5.4%	3.5%	29.0%	12.7%	41.8%	33.7%	23.8%	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 three years this indicates an 8% increase.

2007-2008 = 63% 2008-2009 = 69% 2009-2010 = 71% 2010-2011 = 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.

Frontier School Division Grade 12 English Language Arts 2010 - 2011

	Number of Frontier Students Writing Exam	Frontier Pass Rate	Provincial Pass Rate
January 2011	102	63.2%	85.2%
June 2011	79	62.7%	84.4%

Divisionally, the number of students writing the Grade 12 standards tests decreased by 29 students. Of the 181 students who wrote the ELA Standards test, 63% achieved a passing grade. This is a 4% increase over last year. Students must take additional responsibility 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 completed 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 use as a basis for discussion of improvement plans with School Committees and Area Superintendents,
- 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 → Adolescent Literacy Learning Community

This initiative develops the reading and writing continua combined with various support resources and professional development for teachers. This component of the Divisional assessment program creates 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 by teachers and administrators 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
- Resources and References
- Early Literacy Resources

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

In 2010/11, the Continua Learning Community met three times and worked diligently to complete projects started the previous year. Feedback from teachers using the Writing Continuum indicated that this document would be easier to share with students and parents if it were also written in student-friendly language. This was finished in both a poster format that teachers could use in their classrooms as well as a checklist format perfect for student portfolios. As well, the CLC chose writing samples to accompany each of the nine stages on the Writing Continuum so students and parents could have a visual sample of what a piece of writing could look like at a particular stage of writing development. Some of these samples were further analyzed so that teachers could see how focused observation and conversations with a student could lead to ensuring that many descriptors in a particular stage would be recorded as observable student behaviors. Currently, these projects are being formatted and will soon be linked to the ELA section of the Frontier School Division website.

In 2011/12, the focus of this learning community will move to the topic of adolescent literacy. Last spring, some of the members attended the International Literacy Summit held in Winnipeg. Many issues explored at the conference pertained to the issues that Frontier School Division has been observing as we analyze our data in the middle and high school area. This learning community will now be called the Adolescent Literacy Learning Community and will examine best practice in reaching the adolescent literacy learner. We will begin with sharing our learning from the conference with the new middle and high school members chosen for this group, and then we will embark on some book and article studies. Our goal will be to examine best practice and share strategies and learning with other middle and high school teachers within our schools.

Frontier School Division has a comprehensive approach to student learning and 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.

Mathematics

Math Assessment Team & the Middle Years Assessment

After a successful implementation to pilot schools, the Middle Years Assessment (Grades 4-8) has been implemented of our schools in the 2011-12 school year. The assessment topics for the 2010-11 school year were Statistics, Fractions and Operations. The assessment 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 has been well-received by teachers, administration and parents from across the Division.

The assessment has been most successful in giving teachers and administrators tangible data to identify and plan for students' strengths and weaknesses in those targeted areas of mathematics.

Consultants

Throughout the 2010-11 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 to support provincial targets and the Divisional assessment.

Grade 10 Math Conference

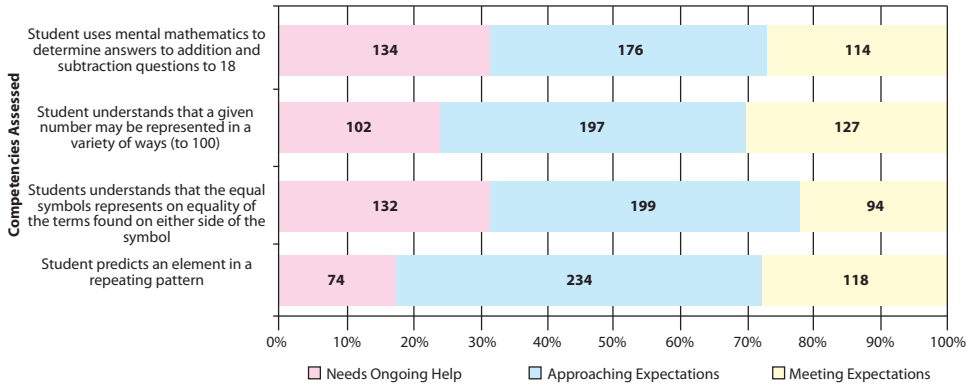
A Division-wide, two-day in-service for Grade 10 mathematics teachers was held in September 2010 in Thompson. Presentations included the new Grade 10 Essential mathematics curriculum and the new Grade 11 Applied and Pre-Calculus courses, as well as using blogs and the internet to support classroom strategies. A presentation was also provided on the methods to adapt and modify courses. 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 continued to participate in the 2010-11 training program. In the 2010-11 school year, teachers were in-serviced in areas of: Math Facts, Fractions, LwICT, Geometer's Sketchpad and continued to learn about 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.

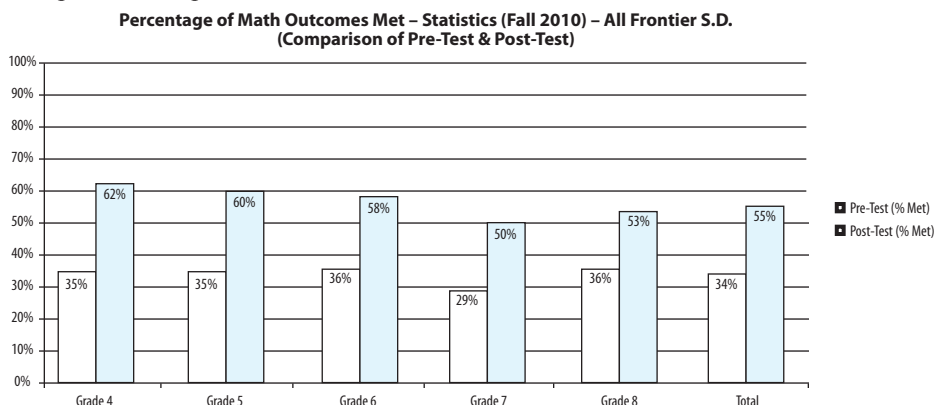
Grade 3 Assessment in Numeracy (Provincial Assessment)

Manitoba Education requires all Grade 3 teachers to do assessments on their students in the fall term and submit the data for provincial tabulation. The chart illustrates the results for the students in Grade 3 in the fall of 2010.



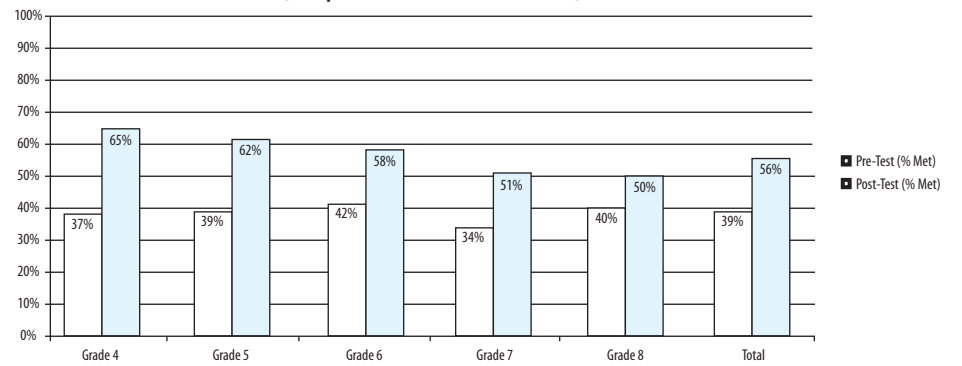
Middle Years Assessment: Grade 4-8 Mathematics (Divisional Assessment)

The outcomes from Grades 2 to 8 assessed students' abilities in the area of Statistics. The assessment was implemented September to November of 2010.



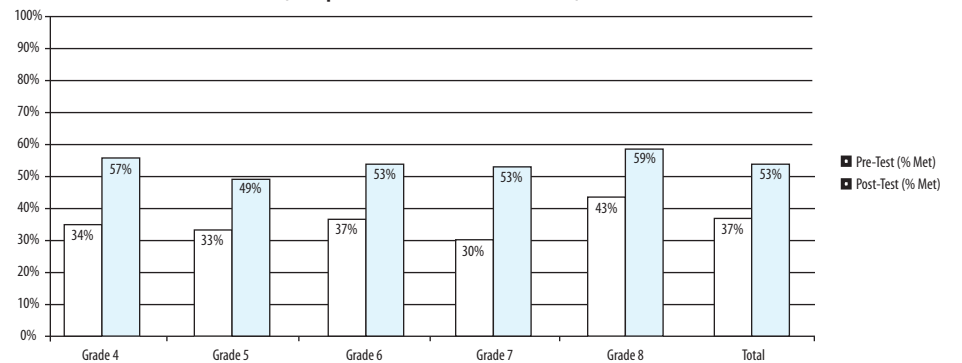
The outcomes from Grades 2 to 8 assessed students' abilities in the area of Fractions. The assessment was implemented January to March of 2011.

Percentage of Math Outcomes Met – Statistics (Winter 2011) – All Frontier S.D. (Comparison of Pre-Test & Post-Test)



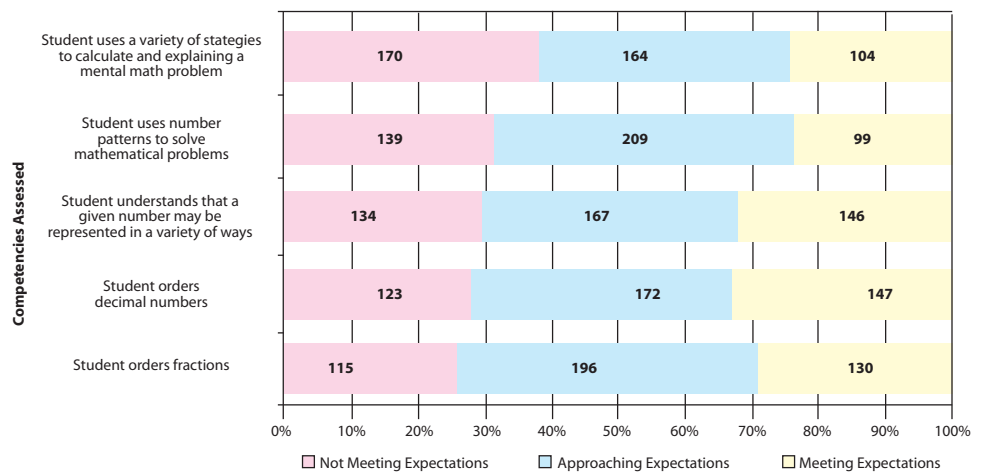
The outcomes from Grades 2 to 8 assessed students' abilities in the area of Operations, Decimal Concepts, Decimal Operations and Integers. The assessment was implemented April to May of 2011.

Percentage of Math Outcomes Met – Operations (Spring 2011) – All Frontier S.D. (Comparison of Pre-Test & Post-Test)



Middle Years Assessment: Grade 7 Mathematics (Provincial Assessment)

Manitoba Education requires all Grade 7 teachers to do assessments on their 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 2011.



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 2011.

Grade 12 Consumer Mathematics

	Number of Frontier School Division Students	Frontier School Division Pass Rate	Provincial Pass Rate
January 2011	29	60.0%	85.4%
June 2011	43	55.8%	84.5%

Grade 12 Pre-Calculus Mathematics

	Number of Frontier School Division Students	Frontier School Division Pass Rate	Provincial Pass Rate
January 2011	8	62.5%	74.2%
June 2011	14	14.3%	81.4%

Grade 12 Applied Mathematics

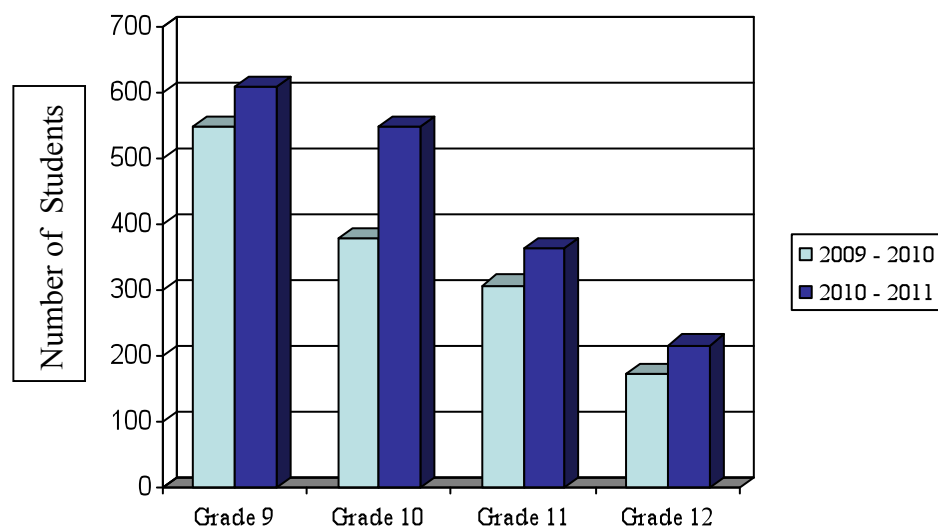
	Number of Frontier School Division Students	Frontier School Division Pass Rate	Provincial Pass Rate
January 2011	15	40.0%	71.3%
June 2011	49	59.2%	66.4%

Science Report

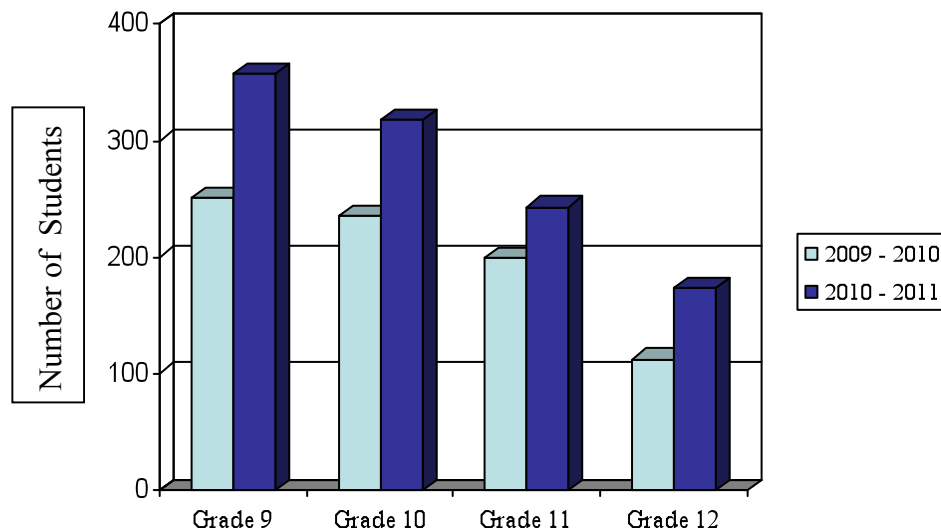
Science Enrollments and Successes

The overall science enrollment is increasing at all grade levels from the previous school year. The overall success rate also continues from the 2009 – 2010 school year.

**Science Enrollment for
2008 - 2009 and 2009 - 2010**



**Science Success Rates for
2008 - 2009 and 2009 - 2010**



**Table Summary of Science Enrollment and Success
For 2009 - 2010 and 2010 - 2011**

Grade Levels	09/10 Grade 9 Enrollment	09/10 Grade 9 Success Rate	10/11 Grade 9 Enrollment	10/11 Grade 9 Success Rate
Grade 9	251/548	46 %	357/609	59 %
Grade 10	235/379	62 %	318/548	58 %
Grade 11	199/308	65 %	243/363	67 %
Grade 12	112/174	64 %	173/217	80 %

It should be noted that contrary to the overall increase in student enrollment and success in science programs, the enrollment in the Chemistry subject area is decreasing at a significant rate. Students are tending to enroll in the Biology subject area. This enrollment decline in Chemistry is a concern in that many Science, Technology, Engineering, and Mathematics (STEM) careers require the study of Chemistry. When we think of the future prosperity in the north; career areas such as mining, water stewardship, conservation, medicine, forestry, Hydro, and others require some chemistry background. Without this Chemistry background, our students may miss out on some of these professional career opportunities.

It is possible that the state of our labs i.e. facilities and equipment, concerns with storage, disposal of chemicals, and difficulty of subject material makes it easier for some staff and students to gravitate to Biology subject areas.

Science Program Support Services

Since the start of the 2010 – 2011 school year Science Consultant Rockford McKay has provided services/school visits to 29 schools in all areas of the Division. The breakdown for area service workshops included:

- Area 1 – five,
- Area 2 – twelve,
- Area 3 – five,
- Area 4 - four,
- Area 5 – four.

These workshops or other science support services provide science programming support in the form of a promoting science inquiry through science magic show, Flight workshop, science lab pre-safety inspections, and chemical inventory/disposal services.

The science magic show presents a series of 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.

The flight workshop provides staff and students the opportunity to discover hands-on flight experiences. The participants first learn about the theory of flight, and then build model planes from paper, Styrofoam, and balsa wood. Participants then learn to fly radio controlled planes via computer simulator and radio controller. Once a level of proficiency has been obtained, participants fly a real radio controlled plane with an instructor on a buddy box.

These workshops focus on 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.

These classroom demonstrations help promote learning science outcomes through a hands-on approach to learning. For many teachers, this requires additional time to collect and prepare for this type of learning. A suggestion to help teachers implement such a learning environment is to have a teacher assistant help prepare these types of activities. St. James-Assiniboia School Division has noticed a marked increase in lab activities once a lab assistant was hired to help teachers in the preparation of labs and activities.

Other outcomes in science are addressed such as the attitude

of safety. These processes and attitudes are essential learning in Cluster 0 in the science curriculum.

Science support was also given in the form of science laboratory safety pre-checks. The Province's Manitoba Safety and Health Department surveyed school science labs. As well, the Divisional Science Consultant in school visitations has also performed pre-inspection checks, and ensured inventories were updated and cleanup/organizations completed.

Recommendations for upgrades have been forwarded to the Province and was a prelude to the Lab Renewal Grant offered by the Province to upgrade lab safety equipment in schools. Survey results were forwarded to the Province for the Lab Renewal Grant, and as a result, the Division was successful in that Grand Rapids School will receive a new Science lab for the 2011-12 school year.

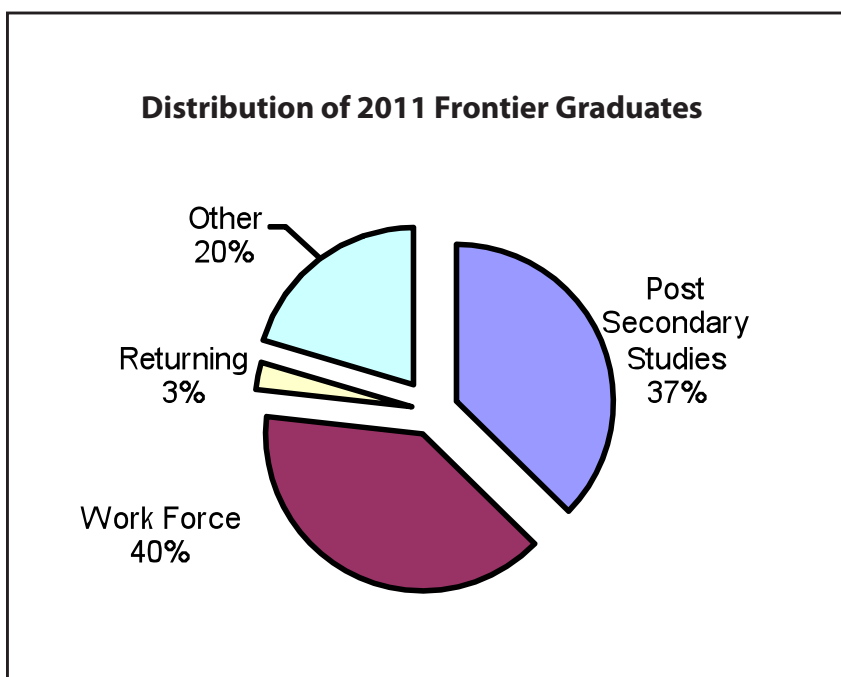
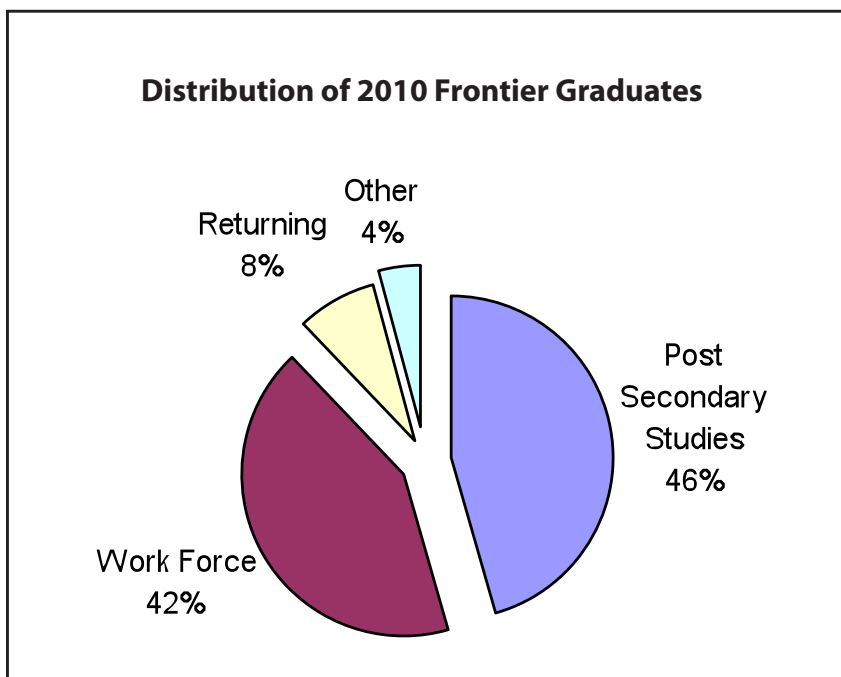
There has been a number of other support service provided but not mentioned such as judging at science fairs, attending Envirothons, and providing other science supports our classrooms.

The upcoming school year will see new teacher professional development. Teachers will participate in professional development in areas of Sustainable Education such as Water Stewardship. Integrating Data Logger Technology in some classrooms where electronic sensors are used to collect experimental data such as water quality in lakes, streams etc. The rekindling of the Science Teacher Network, so that teachers have a forum to discuss and share science program issues with each other.

Another area that will see work is integrating land-based activities with science programming. An example would be collecting data on water quality using GPS technology and data loggers. Collecting of samples would require boating/canoeing with possible camping opportunities. There are initial discussions taking place to develop and implement a Frontier School Division Science Camp. This camp will give students an opportunity to be immersed in extended science activities and experiences hard to duplication at a classroom level.

Transition to Post-Secondary Education and the Workforce

Schools were surveyed in September to determine where their students went after graduating in June 2011. The charts below give an indication where our graduates are going over the past two years; 40% of graduates planned to enter some sort of post-secondary studies (university, college, trade school, business college), while 40% 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 partnerships were maintained and developed with University College of the North, University of Manitoba, University of Winnipeg, Manitoba Conservation, Assiniboine Community College and Red River College.

In 2011, 20% 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 endeavours. 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 of 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", "Bullyproofing Your School", "FISH", "The STARS Program", "The FAST Program", and Red Cross programs such as "RespectED", to name a few.

A major component of Frontier School Division's Safe Schools initiative is "Threat Assessment". 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 2008 Level One Threat Assessment Training took place in Winnipeg with Division Administrators, Superintendents, Trustees and some Consultants and Counsellors in attendance. In August 2009 Level Two Threat Assessment took place. Participants in these workshops were trained 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. Case studies were provided and this gave participants opportunities to practice assessments in small group settings. Both levels of training were 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 2010-2011 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 One and Two 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 was to offer Threat Assessment training for all schools across our Division. This training was completed and resulted in Threat Assessment teams being formed in all schools. 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".

The "Roots of Empathy" program has been in place in our Division since the fall of 2007. This program has achieved documented results nation-wide in increasing empathy and caring in the students who participate. In Frontier, approximately 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 thank Healthy Child Manitoba for its continued generous support of this important program over the past several years.

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 2010-2011 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 Superintendent, 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

2005/06	2006/07	2007/08	2008/09	2009/10	2010/11
84.3%	83.7%	82.9%	83.7%	83.65%	83.94%

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 83.69%. 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 164.7 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 183 days (193 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 Schools 2009/10	Number of Schools 2010/11
95+%	1	0
90 - 94%	7	8
85 - 89%	11	7
80 - 84%	6	12
79% & under	15	13

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.

High School 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 that the 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,

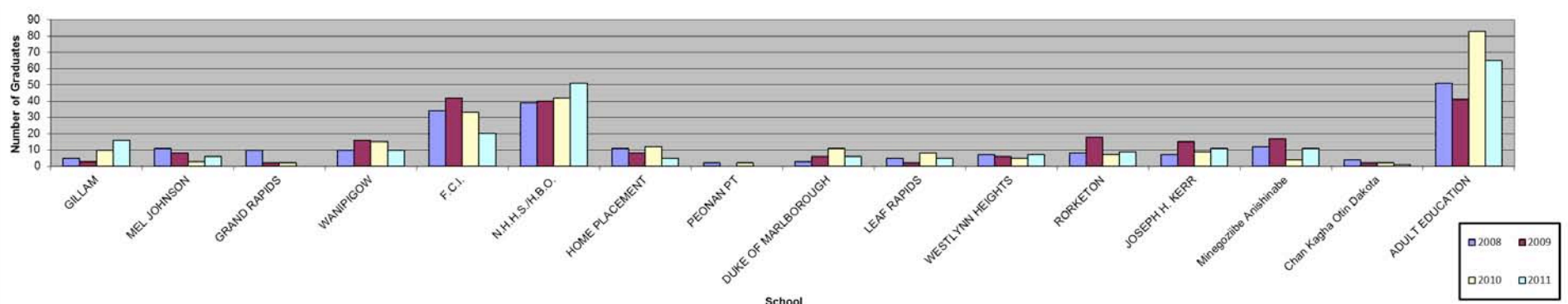
- number of students going into other programs (i.e. Home Placement, Hockey Programs, etc.).

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.

Graduation Counts 2008-2011



First Nations Language and Culture

The First Nations Language and Culture (FNLC) team within Frontier School Division has been researching and reviewing information from various sources, established partnerships, and have set a course of action based on identified priorities.

The Team has had a very busy year addressing the objectives outlined in the work plan for 2010-2011. Other objectives will be ongoing and progress into the 2011-2012 school year.

At the beginning of September and October of 2010 the Team's attention was primarily focused on a needs assessment survey, designed to gather information on the needs of teachers and the language programs in our schools. The last two questions on the survey were very important as they referred to the most immediate needs that language teachers had in order to have an effective language program where students will learn to speak the language.

The survey was sent out to all schools, although particular attention was given to nine schools that have established some form of teaching an aboriginal language. Survey findings were compiled and a major report went to the Frontier School Board in January of 2011.

Below is a graph highlighting the priorities identified by the needs assessment survey as determined by the participants and the FNLC Team.

Various activities have taken place throughout the 2010-11 year noted below:

- The first gathering of language teachers from nine schools within our Division was held in September. The teachers were brought in so that they would have input into the overall plan for the FNLC curricula.
- Over the year the Team attended several key conferences, workshops and meetings:
- October 2010 – a trip to the Gift of Language Resource Center in La Ronge, Saskatchewan and many ideas and resources were brought back.
- January 2011 – staff attended a workshop held in Thompson facilitated by Mystery Lake, Frontier School Division, MFNERC and UCN. At this gathering a language team from Blue Quill (Alberta) presented many language teaching strategies to all in attendance.
- April 2011 – Team members travelled to Montana for an extensive four-day teaching strategy session on the Accelerated Second Language Acquisition, (ASLA) with Dr. Greymorning. This strategy has since been tested by the Wanipigow language teachers and there is much excitement among teachers and students.
- Lastly, a Team visited two schools; Helen Betty Osborne Ininiw Education Resource Center in Norway House, and Wanipigow.

In addition to these activities and visits over the year, we have developed some very important partnerships:

- Mystery Lake School Division – We plan to continue dialogue, to share on-going information, and to eventually share language and culture resources.
- Aboriginal Languages Manitoba (ALM) – We have met several times with Dan Highway to look at working together to establish a Language Resource clearing house and assistance in the standardization of the Syllabic-based sound System (SRO) which has already been adopted by Mystery Lake School Division and the University College of the North (UCN). Plans continue into the fall.
- Province of Manitoba – We have met with Tony Tavares (Consultant Diversity Education and International Languages Instruction) and Audrey North (Aboriginal Language Consultant) with the Curriculum and Assessment Branch to open up dialogue and to share our plan for the Language and Culture document. The Province is supportive, providing assistance and advice on the development of the document.
- University of Winnipeg – We are working together on a major Rocky Cree/English Picture book and other accompanying resources. This project has led to a completed manuscript of the story, which has been field tested at Oscar Blackburn School. The manuscript is currently with the publisher. The book itself will be launched in South Indian Lake in the

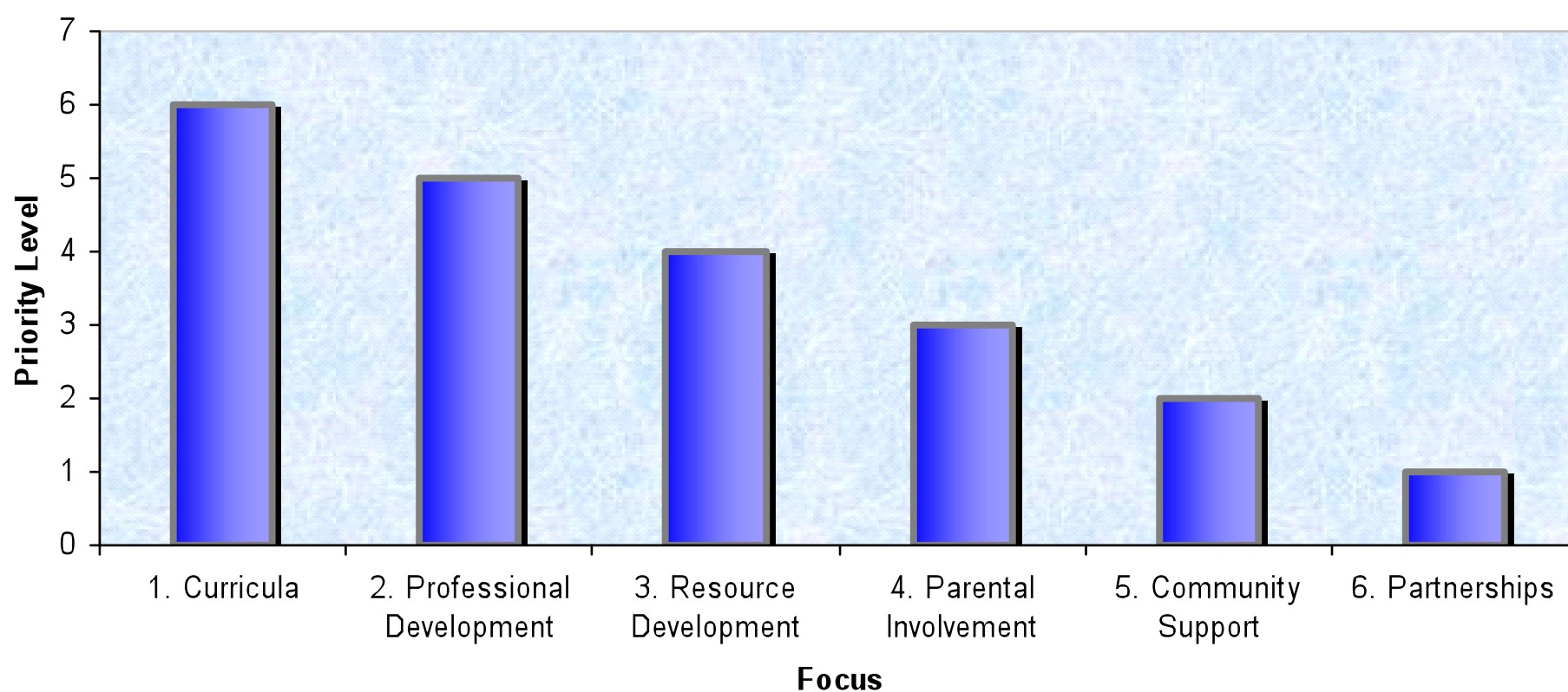
Spring of 2012. This book is based on the Museum of Man and Nature Archeological find of the Nagami Bay Women near South Indian Lake in the 1990's. There will be continued work on this in the fall with the University.

- University of Manitoba – Together we are working on improving the literacy skills of Aboriginal students who fall behind when they get to university. There is also a new project on the gathering of information on the Rocky Cree of Manitoba. The information will be used to develop a Social Studies unit for Grade Six and possibly Grade Nine.
- Gift of Language (LaRonge) – Discussions to share their online template showcasing interactive language activity sites continue. They will be working closely with ALM on this project.

Towards the end of this first year the FNLC Team conducted an intensive four-day Language and Culture workshop – “Boot Camp” style – which resulted in a draft document listing the major topics to be further developed for the FNLC manual and teacher guides.

Our next steps and plan of action for the fall is to further develop and add content to the draft outline of our document: *Our Journey: Miskanow/Mikana*, including the development of the Teacher guide.

FNLC Priorities



1. Curricula include the development of a standardized writing system.

2. Resource Development includes creating teaching materials, software, and web-based resources.

3. Professional Development includes Technology (equipment and training), Language teacher training, and cultural competency training.

4. Partnerships include a clearing house for FNLC resources

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 AWARENESS AND PERSONAL AWARENESS

Regional Career Days

Regional Career Days were hosted in Helen Betty Osborne Ininiw Resource Centre and Frontier Collegiate Institute. Over 45 presenters and 1,200 students attended these events. 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 the “hands-on” interaction. Over 500 students also attended Career Fairs in Winnipeg, The Pas, Thompson, Dauphin and Brandon.

Career Studies/Work Education

Approximately 255 students from 25 schools participated in Work Education Programs during the 2010–11 school year. Of that number of students, 96% successfully completed their work experience requirements towards their credit. In November, 48 students participated in the annual Health Career Session and Introduction to University Session. It was a five-day exploration of health fields and possible careers. This program is run in partnership with the Canadian Medical Hall of Fame. The University of Winnipeg annual Mini University session had 23 students participate in this activity.

PERSONAL AWARENESS

Teen Talk

The Teen Talk 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 week held in May at Frontier Collegiate, with 15 high school students receiving this training.

Student Leadership, Encounters with Canada, Humanitarian Law

Student Leadership using the new Exploring Humanitarian Law (EHL) curriculum developed in partnership with the Red Cross. Sixty-one students from five schools participated activities that introduce young people to the basic rules of international humanitarian law (IHL). The learning materials, which are based both on historical and contemporary situations, show how IHL aims to protect life and human dignity during armed conflict and reduce and prevent the suffering and destruction that result from war. Students also participated, in a ‘first of its kind in Canada’ EHL symposium in June 2011. Student Leadership students raised over \$6,000 for local/community initiatives this past year. The Encounters

with Canada program had 18 student participants from seven Division High Schools.

HEALTH AND WELLNESS **/ PHYSICAL EDUCATION**

Curriculum

The implementation of the **Manitoba Physical and Health Education Curriculum** outcome was achieved through curriculums being distributed to all new teachers in the fall and to existing teachers at the Fall Physical Education meeting. Thirty-five schools are now “**In Motion Schools**” and continue to commit to offering the recommended time allotment for Physical Education. This number is an increase of two over last year.

Active Living

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

- 10 schools were trained in First Aid,
- all schools participated in Health Week,
- 35 schools participated in the Terry Fox Run,
- 9 schools participated in the Manitoba Marathon with over 100 students/teachers along with Division Office staff participating as well,
- Track and Field Meets were held in all 5 areas in the Division,
- 60% of schools ran Intramural Programs, and
- over 200 students participated in Safety Day hosted by Rorketon School.

Outdoor Education was promoted and supported in many schools throughout the Division. Camping gear was sent out to schools for canoe and camping trips. Five schools took advantage of this program. A Fishing Derby with 16 schools participating and over 600 student entries was held in March. The Circus and Magic and Performing Arts (CAMP) program was hosted at Frontier Mosakahiken School for 300 students from Area 4. Over \$15,000 of worth equipment from this event remained the school. The Division hosted one Canoe Clinic this year.

Sports

The **37th 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 Division event.

Healthy Foods

The Division continues to support the implementation of the Healthy Food Policy and offers support to all schools that need assistance. Healthy food is consistently offered in breakfast, lunch, and snack programs throughout the school year. The Halloween Handover collected candy from seven schools this year. 200 kg of candy was collected and distributed to shelters in Winnipeg.

Alternate Pathways to Success

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 to small schools programs and career development programs.

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 reports on early years, middle and senior years, and adult education highlight our successes.

EARLY YEARS Career Trek – Children Rising Program

Career development needs to begin at a very young age. Frontier School Division has been working with Career Trek to develop a sustainable model of career development beginning at Grade 4.

This program offers hands-on experience in different careers, which gets young students excited about one day going to university, college or taking part in an apprenticeship. It also helps them figure out what professions they would enjoy, and which ones they might not. Students in this program will participate multiple times until they graduate.

This project began in Skownan and has expanded to more schools in Area 2. The following schools participated in Career Trek in 2010-11.

Philomene Chartrand School	Skownan School
Minegoziibe Anishinabe School	Gypsumville School
Duck Bay School	Rorketon School

MIDDLE YEARS TO SENIOR YEARS

Frontier School Division has been working with the Technical Vocational Initiative to develop program models that will encourage student to engage in technical vocational education. The result of the past three years can be summarized in the program pathway below:

Exposure (Middle Years)

- Workshops were conducted to train staff in safe equipment operation and how to deliver small industrial arts projects. As a result, many small schools now have small industrial arts labs that allow them to offer introductory projects
- Annual small schools trades' workshops were coordinated where students are exposed to areas such as cosmetology, woodworking, small motors, and manufacturing.
- Career X – Grade 8 program designed to encourage students to explore programs requiring post-secondary training and begin connecting high school to college.

Exploration (Grade 9/10)

- Expanded Options Program (EOP) allows

MIDDLE YEARS TO SENIOR YEARS



students to explore individual credit courses in program areas such as mechanics, cosmetology, woodworking, cooking, entrepreneurship, and the arts. Students can use these courses as credits toward graduation.

- Individual schools offer where possible number of industrial arts courses including wood working, furniture making, or decal design.
- Guest instructors visited schools to deliver special programs.
- Frontier School Division partnered with Mystery Lake School Division and River East Transcona School Division to deliver a unique computer assisted design program called CATIA. Teachers from Helen Betty Osborne Ininiw Education Resource Centre and F.C.I. attended a one-day orientation session in February 2011, with the intention of teaching students to design F1 Racers cars, which they can race in competition. The Division expects this program to begin in 2011-12 school year.
- Work Education Programs at this level allow students to experience real life entry level work experience.

Credit Programs (Grade 11/12)

The Expanded Options Program allows more intense explorations in fields such as Health Care and University orientation.

Introduction to University Tour

Twenty-six students were introduced to University of Manitoba, University of Winnipeg, Brandon University, University College of the North, Red River College and Assiniboine Community College in a one week trip in November 2010. In May 2011, students returned to their designated University or College and attended unique orientations.

Introduction to Health Care

Twenty-four students were introduced to the health care field. The goal of this program is to broaden students' knowledge around careers in health care. This is a hands-on experience hosted by the universities, business, and health organizations.

Northern Technical Centre

The Career Studies department was fully engaged in assisting Frontier Collegiate Institute develop the Northern Technical Centre programing proposal this past year. The proposal was passed by the Frontier Board of Trustees.

Planned Technical Vocational 8-credit programs offered by the Division and the

Consortium include:

- Cosmetology
- Building Construction
- Heavy Duty Mechanics
- Introduction to Mechanics
- Introduction to Trades
- Commercial Cooking
- Digital Media
- Entrepreneurship
- Community Building Construction Programs
- High School Apprenticeship Program (HSAP)
- Work Education Programs (at this level allow student to select more focused real life work experiences).

Modular Learning

Helen Betty Osborne Ininiw Education Resource Centre assigned a total of 17 credits last year to students in Grades 9-12. 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 complete several courses in one time slot. There may be close to 20 students in the classroom at a time all working on a different course or module within a course. This program supports students to keep making progress towards meeting their graduation requirements.

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

The G.O.A.L. 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 participated in this program.

Outreach Program

Gillam School operated an outreach program for 16 students who have encountered challenges in the regular high school program. This program is designed to increase the success of the student and keep them connected to school. Last year 16 students were enrolled in the 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 will 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 this past summer for students to complete core course credits they did not complete during the past year. This summer students earned a total of 39 credits towards graduation.

ADULT EDUCATION

Applied Building Construction Program (ABCP)

The Applied Building Construction Program began in 2005 in Cranberry Portage and Moose Lake. Adult students in this program work towards their Level 1 Carpentry Certificate while completing the necessary requirements of the Mature Student High School Diploma. This program integrates not only classroom, academics, and the skilled trade, but also the development of employability skills required to keep a job. The strength of this program is that the projects are real and needed in each community.

Leaf Rapids Applied Building Construction Program

This was a follow-up to the Whitewater Inn Rehabilitation Program funded by Leaf Rapids Town Properties and Manitoba Infrastructure and Transportation. The program focused on students acquiring their Level 1 Carpentry credential. Participants used their applied skills in housing renovation for the Town of Leaf Rapids. 14 students completed this program.

Churchill Applied Building Construction Program

This program ran from January to June, 2011 and was delivered in partnership with Employment Manitoba. Similar to the Leaf Rapids Program 7 participants completed their Level 1 Carpentry, Mature Student High School diploma requirements, and renovated homes for Manitoba Housing.

Housing Quality Initiative

This program's goal is to develop skills and abilities of people within our communities to complete basic maintenance around the house. A partnership with Canada Mortgage and Housing Corporation was established which allowed the Division to train trainers and develop curriculum for use in the K-12 school program. The curriculum was piloted in Skownan and Chan Kagma Otina Dakota Wayawa Tipi School.

Marine and Outdoor Power Products Technician Program

Frontier is worked with Manitoba Apprenticeship and Manitoba Education to develop the necessary course work to offer this program. Ultimately this program will certify students in the repair of quads, snowmobiles, outboard engines and other similar products.

2010/2011 Financial Information

Enrollment Comparisons

	Sept 30/2007 (Actual)	Sept 30/2008 (Actual)	Sept 30/2009 (Actual)	Sept 30/2010 (Actual)	Sept 30/11 (Budget)	Increase (Decrease)
Total	6,312	6,413	6,408.1	6,558.1	6,711.1	153
FTE	5,910	5,981	5,947.1	6,091.6	6,279.1	187.5

Notes:

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

Staffing Comparisons

Position	2007/08 Actual	2008/09 Actual	2009/10 Actual	2010/11 Actual	2011/12 Budget
Teaching	490	502	532	537	544
Consultants	18	19	20	20	20
P.E.N.T.	31	33	33	33	33
Teacher Assistants	385	375	379	373	392
Support Staff	342	329	384	364	385
Board	10	10	10	10	10
Total	1,276	1,268	1,359	1,337	1,384
Enrollments	5,910	5,981	5,947.1	6,091.6	6,279

Expenditure Comparisons

Type	2007/08 Actual	2008/09 Actual	2009/10 Actual	2010/11 Actual	2011/12 Budget
Regular Instruction	43,138,836	45,614,463	46,805,303	48,579,678	52,412,981
Exceptional	14,350,349	14,970,427	16,217,518	16,639,902	18,859,060
Community Education Services	3,821,734	5,047,927	5,650,457	5,551,423	6,028,238
Administration	5,437,263	5,469,960	5,948,858	5,861,145	6,083,806
Instructional & Pupil Support	5,164,823	5,379,256	5,789,832	6,457,887	6,530,667
Transportation	7,366,356	8,078,245	8,174,427	8,836,698	9,298,345
Operations & Maintenance	16,414,917	16,838,542	17,296,306	17,417,165	18,623,995
Fiscal	1,974,816	1,534,953	1,679,454	2,009,018	2,125,000
Total	97,669,094	102,933,773	107,562,155	111,352,916	119,962,092

Frontier School Division

Operating Fund

2011/12 Budgeted Revenue and Expenditures

Revenues

Provincial Government	46,845,321
Federal Government	0
Municipal Government	2,719,006
Other School Divisions	0
First Nations	65,355,771
Private Organizations and Individuals	4,600,218
Other Sources	941,776
Total	120,462,092

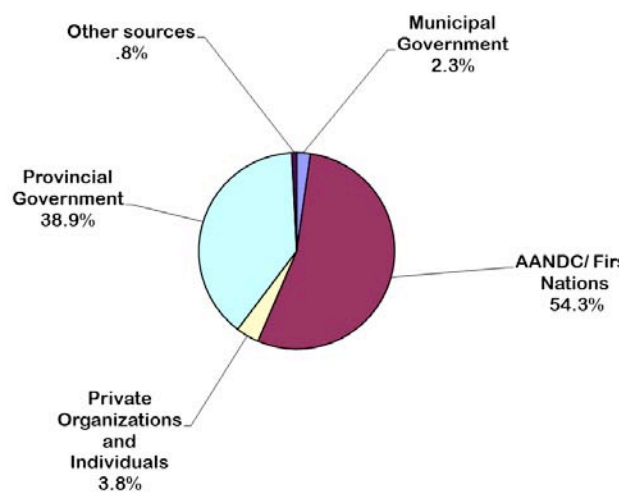
Expenditures

Regular Instruction	52,412,981
Exceptional	18,859,060
Community Education and Services	6,028,238
Divisional Administration	6,083,806
Instructional and Pupil Support Services	6,530,667
Transportation of Pupils	9,298,345
Operations and Maintenance	18,623,995
Fiscal	2,125,000
Total	119,962,092
Surplus/(deficit) before Capital Transfer	500,000
Capital Transfer	(500,000)
Net Current Year Surplus / (Deficit)	-

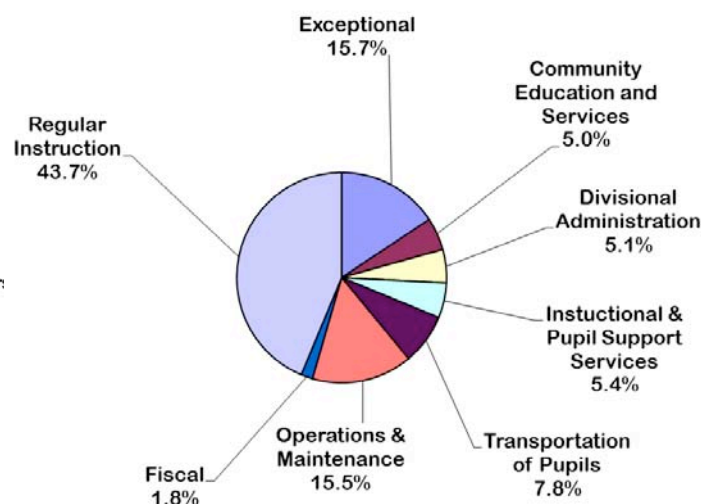
Expenditures by Object

Salaries	78,279,872
Employee Benefits	7,819,147
Services	16,906,903
Supplies & Materials	10,294,942
Interest & Bank Charges	550,000
Payroll tax	1,575,000
Transfers	4,536,228
Total	119,962,092

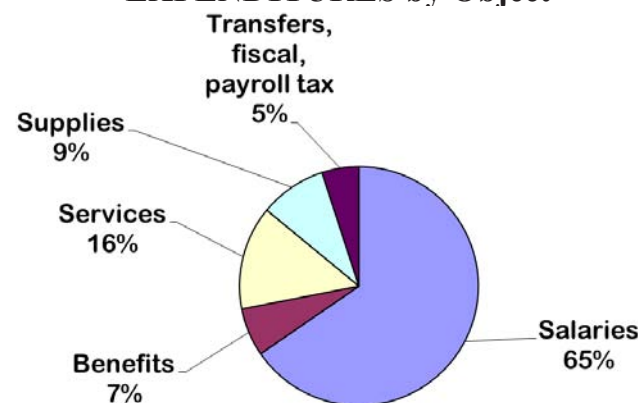
REVENUE



EXPENDITURES by Program



EXPENDITURES by Object



Highlights of the 2011/12 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.