



**FRONTIER**  
SCHOOL DIVISION  
Excellence and Experience in Education

THE  
**Northerner**

**Annual Report**  
**2018-2019**





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# BOARD REPORT



## Greetings from the Board

On behalf of the Frontier School Division (FSD) Board of Trustees I am pleased to provide our schools, communities and partners with this 2018-19 Report to the Community.

Our Division—with 41 schools and 21 adult education sites spanning 75 per cent of Manitoba—is committed to building and maintaining relationships across our diverse communities. Finding ways to learn and serve the unique needs of over 6,000 students and their families is always part of our journey.

There is so much our Frontier Family can be proud of from this past year, including our Divisions Literacy Plan, Numeracy Achievement Project, and our record-breaking Science Fair participation!

Within these pages you will read about an exciting new initiative that teaches Social Thinking to early years students. It is the kind of learning that puts value on young people and the space they hold in our shared village—teaching them skills that help them create respectful and rewarding interactions and relationships. I look forward to seeing this curriculum spread beyond the four schools it has had a positive impact in.

A new mindfulness practice is also contributing to positive social outcomes and student and staff wellness. We've begun to introduce it in our schools through teacher workshops, classroom presentations and packaged programs with great success.

And in keeping with our vision of schools as safe places where people are respected, cared for and valued we have been so pleased to see Grade 6 Wellness Ambassadors in action. Using the Medicine Wheel as a guide to advance wellness in their younger peers, these Ambassadors engage in activities that promote mental, physical, spiritual and emotional wellness.

One of our flagship schools—Frontier Collegiate—has seen attendance rates increasing steadily over the past four years to an impressive 96 per cent in 2018-19. We credit this to new initiatives around student engagement and policies to set out positive expectations for students and staff. The effects have also contributed to improved academic achievement at the school.

From a financial perspective, we are committed to fiscal responsibility and transparency and maintaining a stable budget. We know that this focus ensures ongoing resources for Board initiatives that prioritize students and their learning success and maintains equity in a manner that brings level funding to all students and additional support where and when it is needed.

Please feel welcome to connect with us anytime. You can learn about our schools, programming, policies and much more through our website at [www.fsdnet.ca](http://www.fsdnet.ca) and can with us on social media using Facebook at [www.facebook.com/frontierschooldivision](https://www.facebook.com/frontierschooldivision) and Twitter at [www.twitter.com/@FrontierSD](https://www.twitter.com/@FrontierSD).

I hope you will enjoy the stories, photos and highlights within this Report to the Community, and I look forward to more success for our children and our future!

Linda Ballantyne  
*Board Chair*





# INDIGENOUS WAY OF LIFE



## Indigenous Way of Life

Indigenous Way of Life is an essential element of everything that happens in Frontier School Division. Throughout the rest of the subjects in this report, our Indigenous Way of Life department continues to enrich all parts of the Frontier Family through teaching and learning practices inclusive of Indigenous Education Models.

We also seek opportunities to build professional competency to support Indigenous education and increase Indigenous representation among our staff to reflect the people we serve.

We want children and staff to have access to teachings of the rich cultural histories and significant contributions made by Indigenous people in Canada. We also provide opportunities to participate in cultural teachings, ceremonies, Knowledge Keepers/Elders circles, language classes and other activities to promote and build the kind of positive relationship and understanding we are called to by the Truth and Reconciliation Commission of Canada.

Here are some of our highlights from the past year:

### Language

The Indigenous Way of Life Team hosted the first Language Gathering in November 2018, uniting language teachers across the division to share strategies and knowledge and establishing them as the FSD Language Revitalization Team. The teachers worked together to strengthen their language programs in the areas of planning, land-based teaching and cultural inclusion.





The Kaki otinihcki Kitanikaniskacik (Chosen to Lead) team—five teachers chosen to support language promotion, revitalization and stabilization across FSD. The team includes (left to right) Louisa Munsters, Ann Margaret Day-Osborne, Charlotte Bird, Dennis Daniels and Kim Halcrow.



Two new puppet teachers, Kookum and Mooshum, were created by Indigenous artist Trish Laye and only speak Indigenous languages. The duo is available to schools across the division to help students engage with language programming.



Students from Wanipigow School and Chan Kaha Otina Dakota Wayawa Tipi School were invited to celebrate their language and singing skills by participating in a video to recognize 2019, the International Indigenous Year of Languages.

## Cultural Knowledge

Traditional Teachings were held at the FSD office throughout the year to create awareness surrounding Indigenous culture, teachings and way of life. As well, four seasonal feasts to mark the equinoxes and solstices were led by Elder Levinia Brown.

Other cultural events put on by our IWOL team included a Gypsumville Family Fun Day with a traditional Sitting Squat Tuf-of-War game and Blanket Exercises at Helen Betty Osborne Ininiw Education Resource Centre and Misipawisitk Pimatisimeskanaw (Grand Rapids Culture Camp).



Science Instructional Coaches Jacqueline Monteith and Arif Kassum worked alongside Elder Wilfred Buck to create an FSD film focused on traditional Cree star teachings.



## Connections to the Land



FSD was one of many partners at Birdtail Sioux Camp for a project that included on the land teachings, storytelling with Elders and hands on traditional fun games/activities.



Russell Pierce and many helpers created a garden at Helen Betty Osborne Ininiw Education Resource Centre for students to engage in hands-on learning about food sovereignty, sustainability and wellness.



## Artists in the Schools



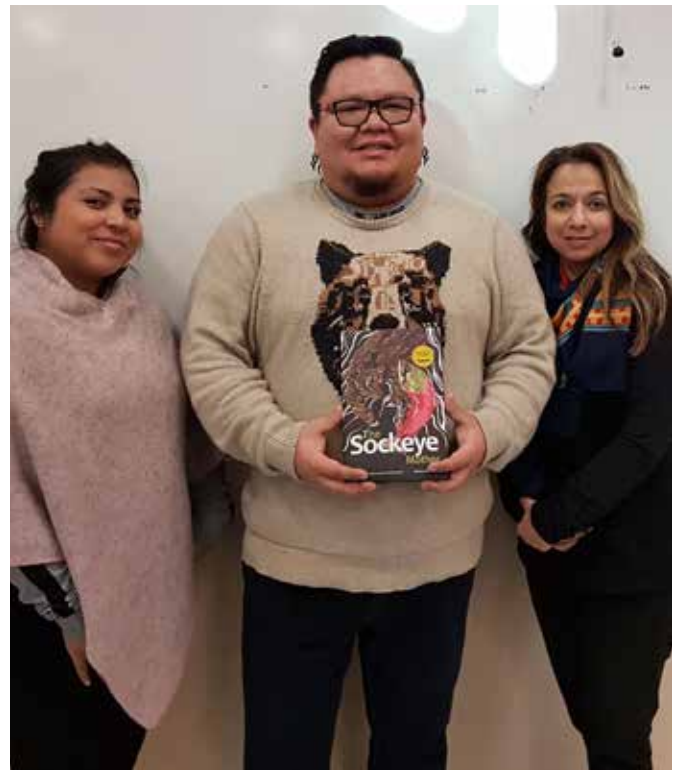
Shawna Grapentine created a canvas acrylic painting for Churchill.

Annie Beach made a painting for Black River and facilitated art sessions in Wabowden for Indigenous Day.



## Voices in the Circle

Frontier School Division was chosen to host the Voices in the Circle program to celebrate Indigenous Writing in Canada. Acclaimed Indigenous authors travelled to the Duke of Marlborough and Grand Rapids schools to share their stories, mentor and spark creativity. Pictured are authors Deborah Delaronde and Brett Huson with FSD staff.





# Professional Development



Kevin Lamoureux worked with Area One Principals as the first PD Pilot focused on Administrators referencing the 'Ensouling our Schools' resource to discuss wellness, reconciliation, mental health and well-being in work and at home.

# Annual Events



Division students and staff support Residential School survivors for Orange Shirt Day on September 30.



National Indigenous Peoples' Day on June 21 celebrated and honoured Indigenous history and culture. Pictured are celebrations at Birdtail Sioux, Cranberry Portage and Churchill.



Assistant Superintendent April Krahn presents the newly created "Indigenous Way of Life: Celebration of Self, Community and Culture Award" at the FSD Science Fair.

# ENGLISH LANGUAGE ARTS





The celebration of reading and literacy skills in our schools and community builds identity and remains at the core of Frontier’s vision.

A video produced by Wanipigow School captures this sentiment perfectly. It shows photos of hallways crammed with reading students—heads down and focussed on open books. The video is captioned with “We like to read. Our students like to read. We are creating a culture of readers.”

Creating a culture of readers is a goal we all share. It opens a world of opportunity, growth and wonder for our children that will last their lifetimes.

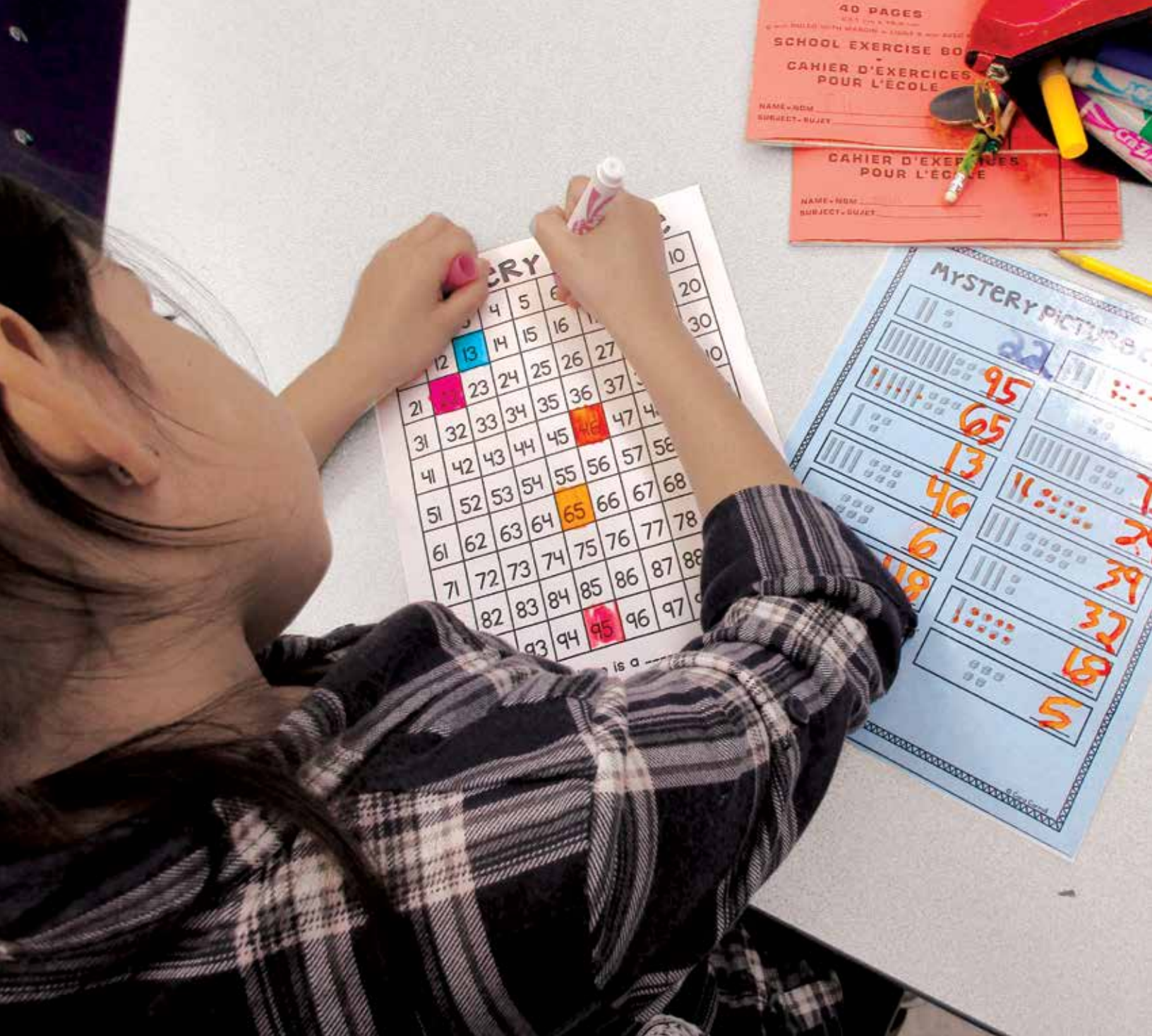
The Division’s Literacy Plan continues focus on reading, and our goal is to ensure all students are achieving reading outcomes appropriate for their age and grade.

We are committed to providing students with a range of learning opportunities to develop literacy skills at all grade levels, including early childhood programming to enhance students’ language and vocabulary development through listening, speaking, play and literacy experiences.

Our teachers are trained to meet the learning needs of all students, and they continually engage in professional conversations with peers to stay current and examine student data to inform instruction.

The reading journey for students in Frontier School Division continues onward positively!





# MATHEMATICS



Achievement in mathematics is Frontier School Division's second major academic focus. Our goal is to ensure that our students are always meeting the grade level mathematics outcomes by the end of the school year.

Over the past two years, teachers from Frontier School Division, along with colleagues from other rural school divisions, have been involved in a Numeracy Achievement Project, facilitated by the Manitoba Rural Learning Consortium. Teachers meet regularly, learning together to improve mathematics instruction for student success. In 2018-19, Grade 7 and 8 teachers from across the Division, along with their Grade 6 and 9 colleagues, also participated in the project.

Beyond our participation in the Numeracy Achievement Project, Frontier School Division has developed a Divisional plan that focusses on mathematics instruction to increase student success.

Our students can be found engaging in math through a variety of play-based and group initiatives. Whether it's using dominos for number recognition and counting or working in small groups multiplying polynomials, students can practice math through a hands-on and energetic approach.

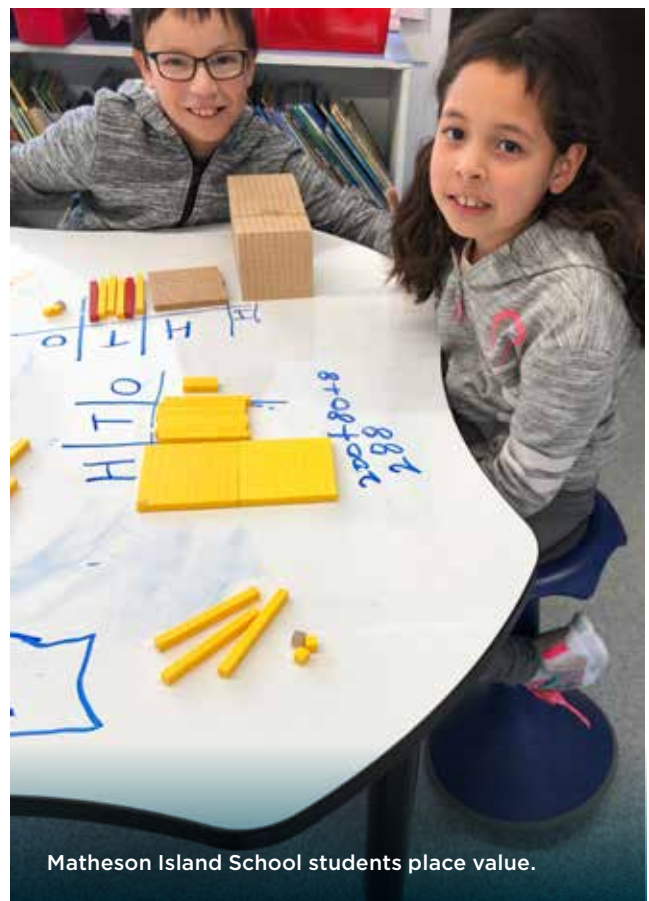
As we continue to move forward and explore the best ways to keep our students engaged and improving in mathematics, our assessment data would indicate efforts are paying off.



Berens River School students learning through play: "Shut the box" practices number recognition and addition.



Duke of Marlborough School Grade 9 students multiplying polynomials in small groups.



Matheson Island School students place value.

# SCIENCE





The science program at Frontier School Division gives students authentic learning experiences to promote scientific literacy and sustainable development through repeated exposure to land-based learning. In this way, we strive to provide students with opportunities to connect to a more global scientific community and pave their way to a greater understanding of how science informs their world.

The 2019 Frontier School Division Science Fair attracted a record 54 projects from 80 students representing 14 schools. The Fair was hosted for the first time at the Manitoba Museum. Students took advantage of their time there including exploring the Science Gallery! A huge thank you to the Manitoba Museum and all the teachers, principals, chaperones, students, volunteers, judges, and presenters for supporting this special event.

We are also proud of the Global Science: Water in the Arctic and Beyond event held in Churchill in October for early, middle and senior years students and educators. This event facilitated streaming conversations with students and experts from around the world focused on all aspects of water science, recreation, water in our communities and more.

And finally, the horticulture program at Leaf Rapids School is a great example of our scientific students in action. This program—which includes vermicomposting, greenhouse growing and solar energy use—shows how students can connect and build success with science that impacts our world.



Students present their project at the Gillam School Science Fair.



The horticulture program at Leaf Rapids school provides a space for students and the community to practice vermicomposting with a greenhouse space and solar energy.



Duke of Marlborough Students on the Envirothon team won first place for Oral Presentation in the Northern Regional and Provincial event.







# WELLNESS



Frontier School Division values our family of students and staff. Strengthening the health and wellness of every member of our family lifts us all. Knowing this, we strive together to create and promote opportunities for wellness so they exist in all communities and schools.

Using the concept of the Medicine Wheel, wellness can be seen as a combination of four areas: mental, physical, spiritual and emotional. Within this wellness framework, we saw Grade 6 students lead an initiative last year as Wellness Ambassadors. They organized and performed activities throughout the year to advance wellness in their schools and communities, and in June they hosted Wellness Fairs to engage and share with students, staff and the community the knowledge gained on personal and collective wellness.

Mindfulness is another initiative helping our students achieve greater wellness. At Chan Kagma Otina Dakota Wayawa Tipi School, students and staff have been practicing mindfulness and discovering a greater understanding of their emotions. The words of our students show us that wellness gained through mindfulness can reach into hearts and reduce conflict.

“When I get mad, and try to fight, I breath (instead),” said one Grade 5 student.

“I just take a deep breath and it makes me feel calm. Then I can go up and say ‘sorry’,” said a student in Grade 3.

Another path to wellness is learning healthy ways to interact with others. Last year four schools implemented a Social Thinking curriculum in early years classrooms to share concepts like thinking with your eyes, whole body listening, understanding hidden rules and expected and unexpected behaviours. Schools that participated are planning to integrate ten social thinking concepts from the curriculum into all their classrooms.

We know that beyond the obvious benefits, wellness in our students and staff can increase school engagement and the individual success. It also increases knowledge of what mental health and well-being is, and the likelihood that a person in need will find mental wellness assistance.



Chief Superintendent Reg Klassen visits Stevenson Island School in February 2019.



# PATHWAYS TO SUCCESS



At Frontier School Division, we understand that creating successful pathways to success is about more than offering strong programming, which we are already proud to do. It's about creating a culture in which students have the opportunity to explore, engage, create and challenge themselves through a variety of disciplines that help round them as people.

Whether it's exploring the arts, practicing new skills in job placements, or sports, Frontier students are encouraged and supported in finding their own pathways to success. Learn more about just some of the exciting activities students participated in during the 2018-19 school year below:

## Post-Secondary Education and the Workforce

Frontier School Division continues to expand our career development programming and approach to technical vocational education. We are proud to provide opportunities to schools and communities who may not otherwise have access to this kind of programming.

We continue to develop and expand programming to support small schools and career development with an emphasis on Vocational Training and Career Development. These education and training opportunities are delivered by our mobile trailers that come to the schools to provide training opportunities.

These training opportunities are about more than helping young people prepare for a future career. This programming helps give back to our communities as students learn skills that are essential for providing their home communities with the skills and services they need to thrive.

Creating pathways to success for our students is also about ensuring they have a variety of opportunities to explore.

Some of these great opportunities can be seen below.



High school students from Rorketon School on a work placement at Standard Machines in Winnipeg.



Youth from Helen Betty Osborne Ininiw Education Resource Centre participating in Health Quest at the University of Manitoba.



High school student participating in a Winnipeg work experience placement at Darcy's ARC Pet Shelter.



Hairstyling program student at Frontier Collegiate.

# Health and Physical Education



Students participate in the 10th Annual High School Games at Frontier Collegiate.



Students participating in the 13th Annual Frontier School Division Ice Fishing Derby.



Trap Setting competition at the 45th Annual Frontier Games in Norway House Cree Nation.





## Music and Visual Arts



Brochet School students work on virtual art with Microsoft PowerPoint.



Students from schools in Area 3 participating in the Fiddle Jam hosted by Falcon Beach School.



Student artwork is displayed proudly at the February 2019 School Committee Conference.



Frontier's Got Talent provides students with the opportunity to show off their musical talents in their own, personalized ways.

# ATTENDANCE



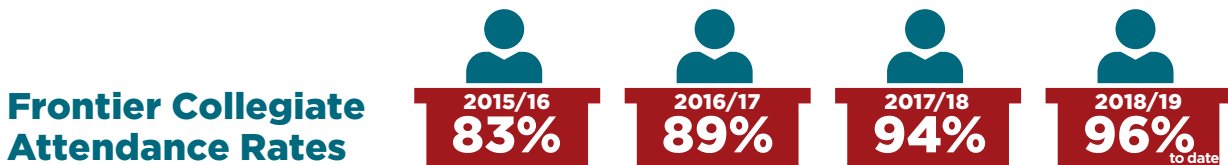


Improved attendance, fewer suspensions and increased student engagement are a few of the many accomplishments that we have been proud to share over the 2018-19 school year.

In Frontier, finding new initiatives to increase attendance means working closely with our school communities, teachers and board members to make programming work for everyone. This means ensuring that the cultural practices of each community we work with are recognized and respected, while balancing the expectations and mandates from the Province for education in Manitoba.

Increasing and maintaining attendance means finding new and progressive approaches to education that not only improve attendance numbers, but the learning and teaching experience for students and staff alike.

We saw particularly proud results at Frontier Collegiate and Frontier Mosakahiken School over the 2018-19 school year that highlight this work in action.



At Frontier Collegiate, improvements have been made across the board over the last 4 years, with new approaches to student engagement driving higher attendance rates and resulting in fewer suspensions. In 2015 school attendance rate was 83%, while the 2018-19 school year boasted a fantastic 96%.

A key priority for the campus, improving attendance required new policies, increased monitoring and administration and campus staff taking a further role in supporting students. Further investments were also made in supports for mental health, AFM, counselling, restitution and more.



In recent years, we've also seen Frontier Mosakahiken School make significant changes as suspensions dropped from 101 in the 2017-18 school year, to only 13 in 2018-19.

Along with the significant drop in suspensions, Frontier Mosakahiken School has also increased their attendance by 13.5% and are on the path forward to seeing further increases in the coming years.

A variety of factors, including new classes on current topics, to further student engagement opportunities through the Juried Art Show and talent competitions, are connecting students and teachers in ways that build positive relationships and make for a stronger school community.





# FINANCIAL INFORMATION



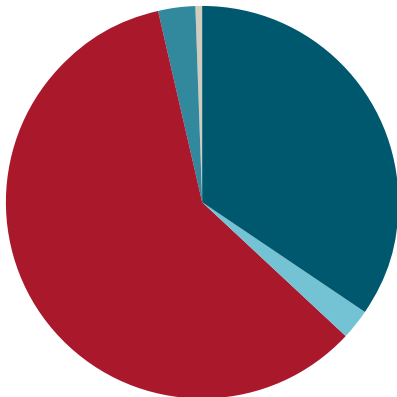
# Expenditure Comparisons

Type	2015/16 Actual	2016/17 Actual	2017/18 Actual	2018/19 Actual
Regular Instruction	58,068,696	58,261,958	59,623,308	60,272,999
Student Support Services	18,927,735	19,344,503	20,314,037	21,312,857
Community Education Services	6,009,755	6,417,119	6,271,172	6,456,675
Administration	7,179,480	6,698,887	7,046,575	7,290,505
Instructional & Pupil Support	6,684,319	7,082,894	7,505,004	7,644,905
Transportation	11,355,370	11,479,272	11,723,894	11,949,484
Operations & Maintenance	22,305,070	22,805,992	24,169,791	23,985,328
Fiscal	1,178,500	1,210,239	1,250,671	1,215,206
<b>Total</b>	<b>131,708,925</b>	<b>133,300,864</b>	<b>137,904,452</b>	<b>140,127,959</b>

## Budget Themes

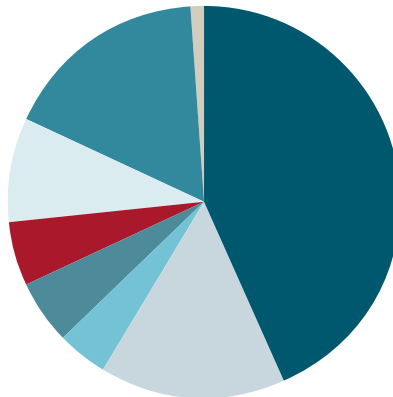
- Academics (Literacy & Numeracy)
- Indigenous Way of Life
- Staff and students wellbeing

Revenue



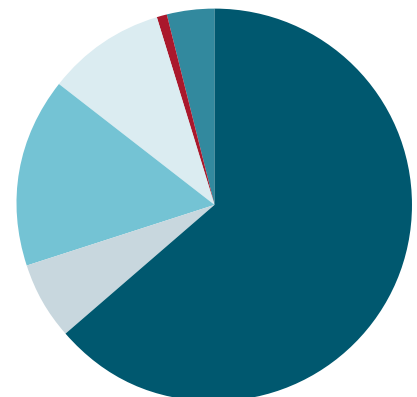
- Provincial Government
- Municipal Government
- ISC / First Nations
- Private Organizations
- Other Sources

Expenditures by Program



- Regular Instruction
- Student Support Services
- Community Education Services
- Administration
- Instructional and Pupil Support
- Transportation
- Operations and Maintenance
- Fiscal

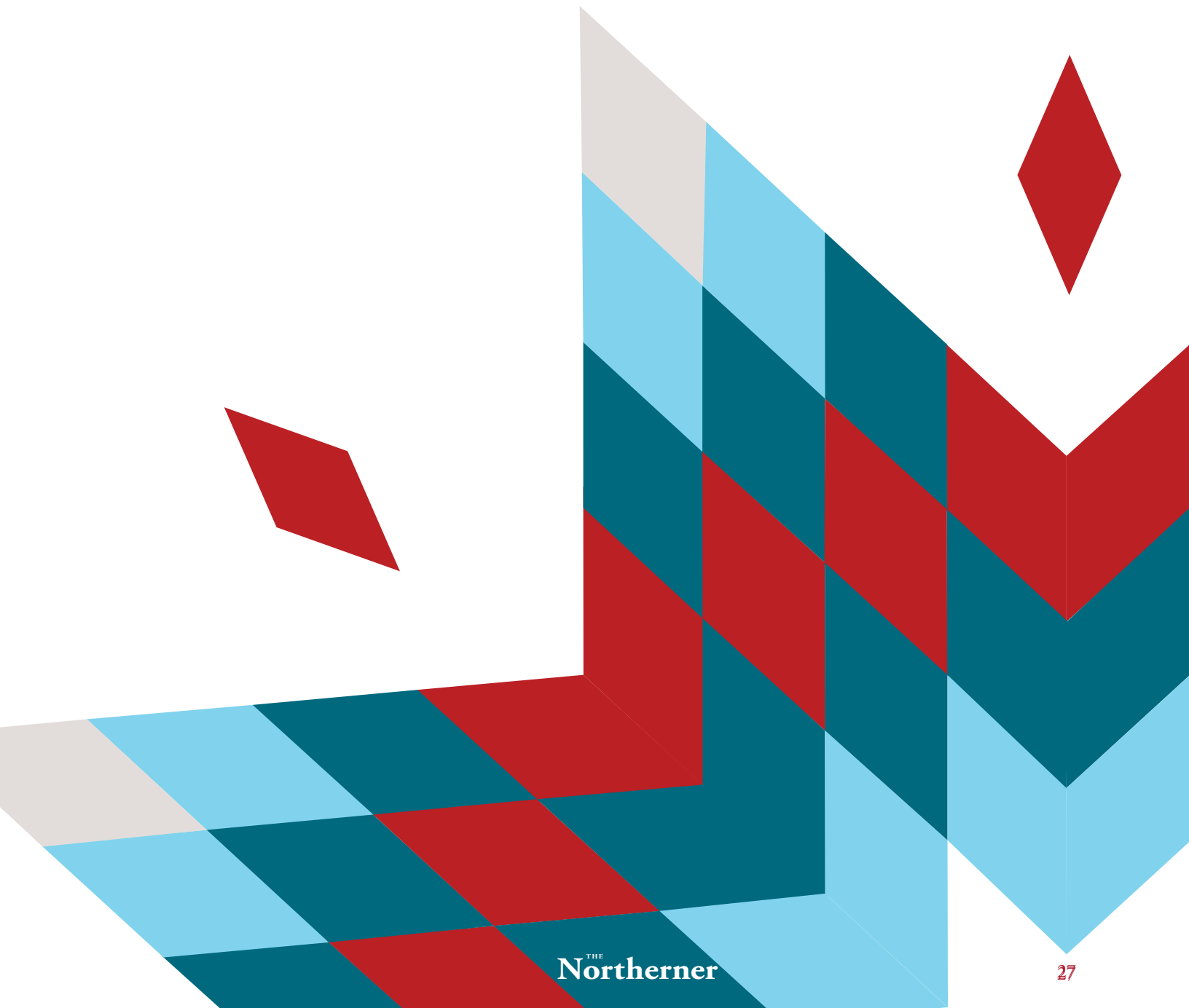
Expenditures by Object



- Salaries
- Benefits
- Services
- Supplies and Materials
- Interest and Bank Charges
- Payroll Tax
- Transfers

<b>Frontier School Division Operating Fund 2019/2020 Budgeted Revenue and Expenditures</b>	
<b>Revenue</b>	
Provincial Government	\$49,090,718
Municipal Government	\$3,248,562
ISC / First Nations	\$84,730,358
Private Organizations	\$4,571,284
Other Sources	\$478,644
<b>Total</b>	<b>\$142,119,566</b>
<b>Expenditures by Program</b>	
Regular Instruction	\$61,598,956
Student Support Services	\$21,858,988
Community Education Services	\$5,715,550
Administration	\$7,429,682
Instructional and Pupil Support	\$7,646,024
Transportation	\$11,982,580
Operations and Maintenance	\$24,272,786
Fiscal	\$1,265,000
<b>Total</b>	<b>\$141,769,566</b>
<b>Surplus / (Deficit) before Capital Transfer</b>	<b>\$350,000</b>
<b>Transfer to Capital Fund</b>	<b>(350,000)</b>
<b>Net Current Year Surplus / (Deficit)</b>	<b>\$0</b>
<b>Expenditures by Object</b>	
Salaries	\$90,412,794
Benefits	\$9,124,792
Services	\$22,040,351
Supplies and Materials	\$13,574,858
Interest and Bank Charges	\$15,000
Payroll Tax	\$1,250,000
Transfers	\$5,351,771
<b>Total</b>	<b>\$141,769,566</b>







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