



FRONTIER
SCHOOL DIVISION
Excellence and Experience in Education

THE NORTHERNER

SCHOOL COMMITTEE CONFERENCE REPORT EDITION 2019





INTRODUCTION

Working collaboratively, we can influence our next generations.

Frontier School Division's Annual School Committee Conference is an important event in our school year and always promises to be an exciting, inspiring gathering. We were very proud to celebrate 41 years in 2019!

It takes a great deal of planning and work to ensure we have a successful gathering. Our Board is proud of the efforts and commitment that each individual involved demonstrates every year, and we thank each and every participant for their interest in the education of the children in our communities.

Mino pimatisewin, translated into English, means "walking in a good way." This year, we chose this as our conference theme. Our Board believes it is important to create conditions in our schools for our children to be aware and learn about the Seven Sacred Teachings – humility, truth, respect, wisdom, sharing, courage and love – so that they can walk in the good way.

We continue to form partnerships with families and community leaders to foster the development of students who are strong of character and active participants within their community and broader society. This year, like so many years before, Frontier School Division has experienced much growth and change as we continue to provide our staff and students with the best working conditions and education possible.

This report gives you a look at the excitement, inspiration and ideas that came out of the conference and demonstrates our attendees' hard work and dedication to excellence and experience in education.



WALKING IN A GOOD WAY

This year's conference theme helps us to define our way forward.

Mino pimatisewin – walking in a good way – reminds each of us of our role and responsibilities in the education journey. Individuals, families and communities need to work together to learn, grow and make the world a better place.

As a school division, we are dedicated to developing and maintaining caring, healthy, safe and inclusive schools. Our three Focus Areas outlined in our strategic plan – academics, way of life, and wellness – are intricately tied together. Improvement in one area ultimately improves and strengthens the other two.

- Academics: Every student will obtain the literacy and numeracy skills necessary to achieve success in their education journey.

- Way of life: Indigenous perspectives, language and way of life will be an active aspect of each curriculum.
- Wellness: Every school will provide a caring, healthy, safe and inclusive learning and working environment for students, staff and community.

The job of staff at each school is to work towards achieving the outcomes of each of the Focus Areas. Our staff and our School Committee members can help our communities to understand the importance of each area and their connectedness as we collectively strive to walk in the good way.



“I am honored to be part of such a great learning experience, by some very important people in Frontier School Division.”

“I encourage all members to continue to inspire the students and be supportive of their continuing education.”

OUR FOCUS ON INDIGENOUS WAY OF LIFE

“Indigenous perspectives, language and way of life will be an active aspect of each curriculum.”

Frontier School Division is committed to ensuring that our Indigenous students will know their history and identity, are proud of their language, way of life and heritage, and will be able to communicate using their cultural language.

We recently held a language gathering, the first of its kind for Frontier, where participants shared best practices and developed recommendations for moving forward. Registration for the gathering was overfilled, which indicates this type of gathering is highly sought after for many of our educators.

In 2019, we revised some of our policies on Indigenous Heritage and Culture Requirements, which we will be introducing in the near future. We also are working on an Indigenous Framework that will help guide our work, including increasing Elder involvement in our schools and developing guidelines.

To demonstrate our commitment to improving student learning and the skills of our teachers, we also take part in

deep conversations about and gain better understanding of reconciliation. To this end, all five Areas participated in professional development which concentrated on reconciliation and outlined what that entails for teachers and students in the context of working and learning in school.

Future plans which support our focus on Indigenous way of life include: a language bowl; a competition for students; a review of how we staff language teachers in our schools; involvement of more community champions in our programming; an increased number of Elders in our schools; more professional development on land-based learning programs; and language instruction and assessment, treaty education and reconciliation.



OUR FOCUS ON ACADEMICS

“Every student will obtain the literacy and numeracy skills necessary to achieve success in their education journey.”

English Language Arts and Mathematics are some of the core subject areas in our schools. Regardless of their roles, all our staff support our students to help them develop the foundational literacy and numeracy skills appropriate for their age and/or grade level.

To ensure that our students receive the instruction they need to develop literacy skills, all of our schools have schedules that include 100 minutes for literacy instruction every day from Grade 1 to 4 and 90 minutes for Grades 4 to 6. For numeracy, we also have 60 minutes of math timetabled every day for students for Grades 1 to 8, and all of our high schools have Grade 9 mathematics scheduled all year long, rather than only for one semester.

This past spring all schools assessed their students’ reading achievement from Grade 1 to 8 using the Fountas and Pinnell Benchmark Assessments. Each school has also created a “data wall” where each student’s reading progress is tracked over the course of the year.

We also carried out the first annual assessments for mathematics curriculum outcomes for Grades 6 to 9, and we now have a

baseline of math data which we will compare on a yearly basis and which will help inform teachers for their lessons and long-term planning.

We have held numerous professional development sessions across the Division on reading instruction, as well as sessions for the high schools which have a Reading Apprenticeship program. As our teachers’ skills improve in reading instruction we will add opportunities which focus on writing instruction.

Last year, selected schools in Areas 3, 4 and 5 participated in a Math pilot project with the Manitoba Rural Learning Consortium for Grade 6 and 9 teachers. This past September, we added two more schools and expanded the project to Grade 7 and 8 teachers. Beginning in September 2019, all schools in all five areas will be involved in this program.



OUR FOCUS ON WELLNESS

“Every school will provide a caring, healthy, safe and inclusive learning and working environment for students, staff and community.”

Each of our schools plays a role in achieving our wellness outcomes: to be respectful and caring communities; to support students and staff in achieving a healthy lifestyle; to support students and staff in achieving mental wellness; and to be safe and secure environments conducive to learning.

We continue to offer numerous programs for students, and almost all of our schools run more than one of these programs. New this year is our involvement in the WE Well-being pilot project which empowers youth and families to promote their own positive well-being and the well-being of their community.

One school in each of our five Areas is participating in this project. We join over 200 other schools from across Canada, but we are one of only two divisions in Manitoba to be involved! We are looking forward to sharing the results of this pilot, as early indications show it to be an effective program.

All of our schools now run the Tell Them From Me (TTFM) online survey for students in Grades 4 to 12. The survey is mandatory and will provide valuable information from our students about their social-emotional condition, physical health and academic achievements.

The survey also provides important data on bullying, safety, learning climate, student-teacher relationships and numerous other factors that affect student engagement. In addition, we can add our own questions that focus on topics and issues that are specific to our Division. The results help schools and the Division plan and attend to emerging issues on a regular basis.



CELEBRATION OF ART

Every year the Frontier School Division Juried Art Show comes alive with color, talent and expression. This year the students brought out the best in drawing, painting, sculpting, crafts, film and photography.

Thanks to the following judges who spent two days provide thoughts on the fabulous art work on display.

Art Adjudicators:

**Visual Arts
(except Photography and Film)**

Shawna Grapentine,
Frontier Traveling Artist

Pat Lazo,
Artistic Director of Graffiti Art Gallery

Doug Melnyk,
*Well known Winnipeg artist in many
mediums*

Photography

Hans Arnold,
Frontier Travelling Artist

Filmmaking and Animation

Bradley Hampson,
Assistant Superintendent Technology

Colleen Slight,
Library Services Consultant

This year saw 273 entries from 154 students from 23 Frontier schools, and the judges noted that the work is getting better and better every year. Many pieces were selected to be part of an exhibition at Graffiti Art Gallery in Winnipeg and will be included as part of their Winnipeg student outreach programming.

Drawing: Grades 7 & 8

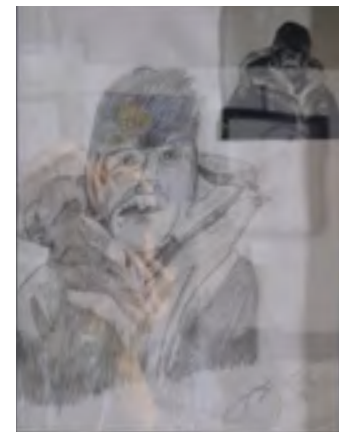
1. Owen Olson, Peonan Point School *"The Frog"*



2. Donna Prest, Wanipigow School, *"Untitled"*



3. Jordy Clarke, Brochet School, *"Papa"*

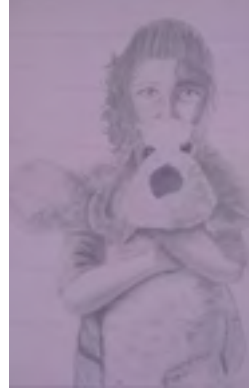


Drawing: Grades 9 & 10

1. Morgan Olson, Peonan Point School "Siren"



2. Paige Anderson, Helen Betty Osborne Ininiw Education Resource Centre, "Partner's in Crime"



3. Marley Iwankow, Falcon Beach School, "Mother Nature"

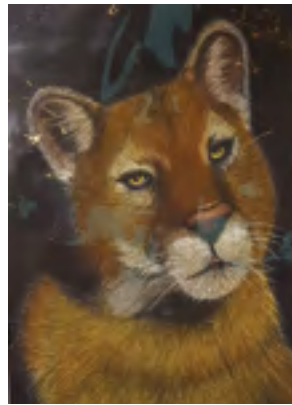


Drawing: Grades 11 & 12

1. Robyn Clarke Helen Betty Osborne Ininiw Ed. Resource Centre, "Untitled"



2. Damon Flett, Wanipigow School, "Untitled"



3. Merilyn Collinridge, Wanipigow School, "Untitled"



Mixed Media: Grades 7 & 8

1. Janet Fontaine, Cormorant Lake School, "Family"



2. Nikki Genaille, Cormorant Lake School, "Peacock"



3. Kenau Dick, Cormorant Lake School, "Sisters"



Mixed Media: Grades 9 & 10

1. Morgan Olson, Peonan Point School, *"The Gears of Thought"*



“Every year it is a highlight to see the art. Every year it seems more quality pieces.”

Mixed Media: Grades 11 & 12

1. Gregory Carswell, Joseph H Kerr School, *"Underwater Treasures"*



2. Jasper Spence, Duke of Marlborough School, *"Sunken Ship"*



Painting: Grades 7 & 8

1. Mya Como, Cranberry Portage Elementary School, *"Refection"* (tie)



1. Jaydan Flett, Berens River School, *"Vases"* (tie)



3. Romeo Laliberty, Cranberry Portage Elementary School, *"The Teepee By Art Gallery"*

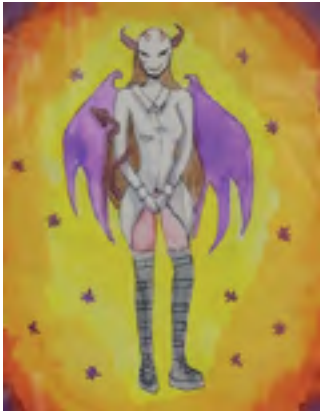


4. Emma Carriere, Cranberry Portage Elementary School, *"A Walk Though for the Brighter Future"*



Painting: Grades 9 & 10

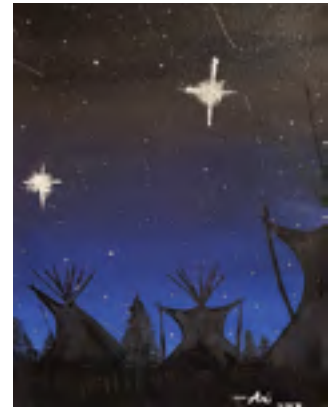
1. Taquesha Simpson, Helen Betty Osborne Ininiw Ed. Resource Centre, *"Untitled"*



2. Katrina Duncan, Helen Betty Osborne Ininiw Ed. Resource Centre, *"Headdress"*

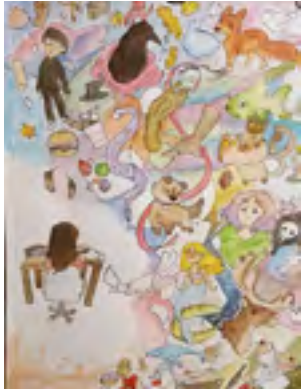


3. Arianna Dare, Grand Rapids School, *"Traditionally Calm"*



Painting: Grades 11 & 12

1. Nickia McIvor, Duke of Marlborough School, *"3:00 AM"*



2. Gregory Carswell, Joseph H Kerr School, *"Ribbon of Self Expression"*



3. Pearl Mink, Grand Rapids School, *"Mystic Pearl"*



Pottery/Sculpture: Grade 7 & 8

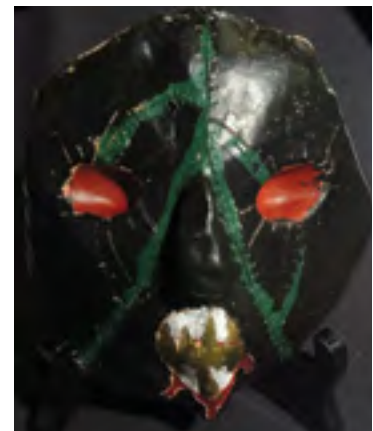
1. Katie Collins, Matheson Island School, *"The Windy Day!"*



2. Mason McGregor, Helen Betty Osborne Ininiw Ed. Resource Centre, *"Untitled"*



3. Jacob Muswagun, Helen Betty Osborne Ininiw Ed. Resource Centre, *"Mask #1"*



Pottery/Sculpture: Grade 9 & 10

1. Morgan Olson, Peonan Point School,
"The Queen's Armour"



2. Lily-Anne Johnson, Helen Betty Osborne Ininiw Ed. Resource Centre, *"Dragon Vase"*



3. Lily-Anne Johnson, Helen Betty Osborne Ininiw Ed. Resource Centre,
"Pitfired Vase #2"



Pottery/Sculpture: Grade 11 & 12

1. Lynea Robinson/Tammy Mitchell/Charisma Ferland/Regina Crane, Grand Rapids School, *"Disney Art of Claymations (2 pce)"*



2. Ruth Olson, Peonan Point School,
"Bass"ic



Crafts: Grades 7 & 8

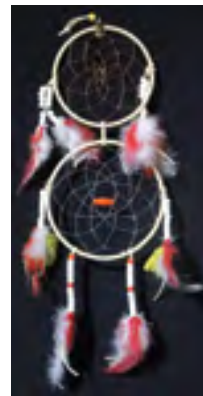
1. Kia Iwankow, Falcon Beach School,
"Antlers"



2. Harmony Genaille, Mel Johnson School, *"Lighter Case"*



3. Charlese Guiboche, Lakefront School, *"Dreamcatcher"*



Crafts: Grades 9 & 10

1. Stanley Evans, Helen Betty Osborne Ininiw Ed. Resource Centre, *"Bandsaw Box"*



2. Abigail Olson, Peonan Point School, *"Mukluks"*



3. Arianna Dare, Grand Rapids School, *"Flower"*



Crafts: Grades 11 & 12

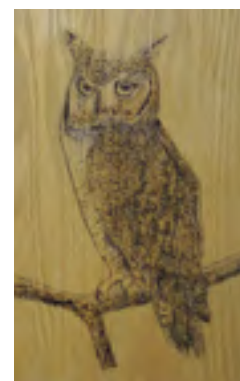
1. Deanna Robertson, Grand Rapids School, *"Grand Rapids Sunset"*



2. Albert Throop, Helen Betty Osborne Ininiw Ed. Resource Centre, *"Pie Lifter with Laser Cut Words"*



3. Marilyn Collinridge, Wanipigow School, *"Great Horned owl"*



Digital Photography: Grades 7 & 8

1. Treena Campbell, Frontier Mosakahiken School, *"Untitled"*



2. Janet Fontaine, Cormorant Lake School, *"Standing Tall"*



3. Fernonde Monias, Frontier Mosakahiken School, *"Untitled"*



Digital Photography: Grades 9 & 10

1. Glenda Poker, Helen Betty Osborne Ininiw Ed. Resource Centre, *“Sun Rays in Trees”*



2. Glenda Poker, Helen Betty Osborne Ininiw Ed. Resource Centre, *“Sunrise Over lake and Trees”*

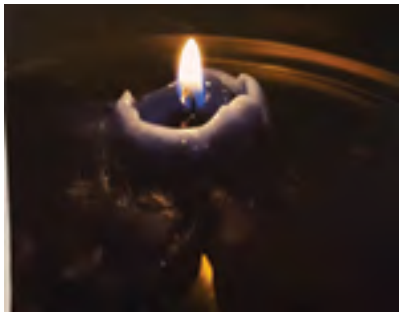


3. Kyler Apetagon, Helen Betty Osborne Ininiw Ed. Resource Centre, *“A Squirrel on a Branch”*



Digital Photography: Grades 11 & 12

1. Halle Neepin-Tait, Helen Betty Osborne Ininiw Ed. Resource Centre, *“Candle”*



2. Daylan Williams, Helen Betty Osborne Ininiw Education Resource Centre, *“Sunflower”*



3. Roman Swanson, Helen Betty Osborne Ininiw Education Resource Centre, *“Beautiful Flowers”*



Enhanced Photography: Grades 7 & 8

1. Dawson Woodhouse, Gypsumville School, *“Black and White Tree”*



“Cannot express how impressed I am with all of our students’ talent! From pottery to drawings to paintings, it was all so impressive, unbelievable talent.”

Enhanced Photography: Grades 9 & 10

1. Rauiri Levesque, Falcon Beach School,
"Sunflower"



2. Alexander Muswagon, Helen Betty Osborne Ininiw Ed. Resource Centre, *"Foggy tree"*



3. Alexander Muswagon, Helen Betty Osborne Ininiw Ed. Resource Centre,
"Rushing Water"



Enhanced Photography: Grades 11 & 12

1. Gregory Osborne, Helen Betty Osborne Ininiw Education Resource Centre, *"Plane Taking Off"*



2. Gregory Osborne, Helen Betty Osborne Ininiw Education Resource Centre, *"Dew Droplets"*

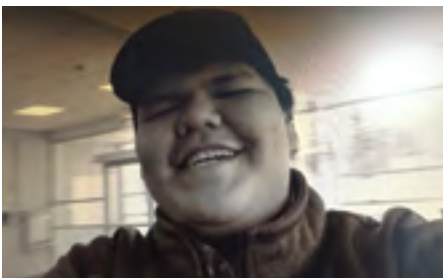


Filmmaking: Grades 7 & 8

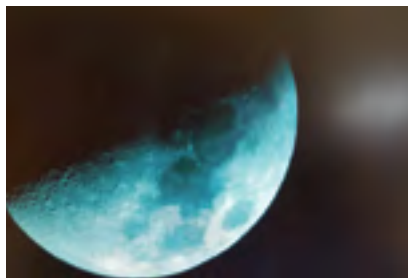
No entries

Filmmaking: Grades 9 & 10

1. Drew Manoakesick, Frontier Collegiate,
"Boot Commercial"



2. Gilbert Head/Serenity Hunter/
Albert Patchinose, Frontier Mosakahiken School, *"The Fog"*



3. Drew Manoakesick, Frontier Collegiate,
"A Broken Heart"

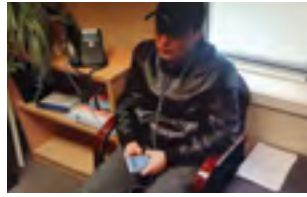


Filmmaking: Grades 11 & 12

1. Jacob Bird, Frontier Collegiate, *“Rememberance Day: Never Forget”*



2. Delilah Wood, Frontier Collegiate, *“Alone - Silent Film” (tie)*



2. Marcel Knight, Frontier Collegiate, *“The Doors” (tie)*



3. Nicky McKay, Frontier Collegiate *“Imagination”*



Animation: Grades 7 & 8

1. Tristin Bourassa, Barrows Junction School, *“Godzilla”*



Animation: Grades 9 & 10

1. Marshall McPherson, Stevenson Island School, *“The Wild”*



2. Rauiri Levesque/Marie Fontaine, Falcon Beach School & San Antonio School, *“Fiddlin’ Friends s”*



Animation: Grades 11 & 12

No entries

People’s Choice

Morgan Olson, Peonan Point School, *“Peonan Point School”*

*“Every year is so nice,
I always learn so
much. Thanks to all
who make it happen.”*

*“Beautiful
artwork by
‘our children.’”*

MUSICAL INCLINATIONS

Once again, musical performances were a highlight of the conference.

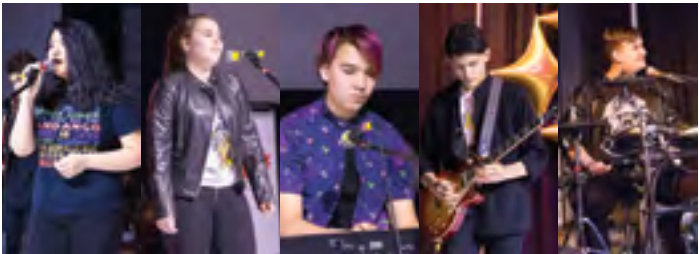
This year, “Frontier’s Got Talent” was opened up to all grades and all forms of talent, from drum groups and bands to dancers, musicians, comedians and singers. Of the 32 submissions, 15 acts were selected to perform at the School Committee Conference dinner. The talent was amazing and the student performances were exceptional.

Student hosts Morgan Olson (Peonan Point School) and Pacey Monias (Frontier Collegiate) did a wonderful job introducing and entertaining the crowd. With the Wanipigow stage crew running stage and sound for the event, it has truly become an all-student-run evening!

Frontier’s Got Talent

Gillam Band

Area 1



Conference attendees also enjoyed a performance by the Frontier Fiddlers to close out the conference. This year’s event showcased Level 3, 4 and 5 Fiddlers selected from all five areas representing 15 different schools. Their show at the conference was the cherry on top of a fabulous week of rehearsing and performances, including two shows at the West End Cultural Centre.

It is always exciting and enjoyable to see some of the incredible, diverse youth talent coming out of our Division!

Duck Bay Infinity Dancers

Area 2



Gifford Sanderson Memorial Dancers

Area 2



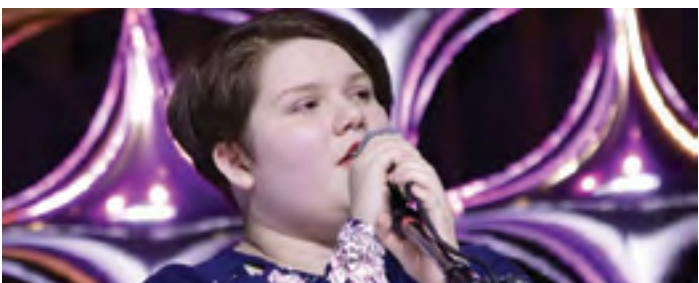
The Eagles Drum Group

Area 2



Lily Lundie

Area 3



Tina Ozsorkiewicz

Area 3



Wanipigow School Band

Area 3



Austin Matheson

Area 4



Cryshane Laronde

Area 4



George Harper

Area 4



Gilbert Wood

Area 4



Moose Lake Stompers

Area 4



Royal Family Hip Hop Dancers

Area 4



Farrah Dixon

Area 5



Last Messiah

Area 5



Hosts

Morgan Olson & Pacey Monias



Frontier Fiddlers:

Fiddlers Group



Small Section Fiddlers



“Every year our students are excelling and have so much talent. We should all be proud as educators, parents and grandparents.”



DIVISIONAL RECOGNITION

Each year at our conference, we are proud to recognize those people who have made outstanding contributions that motivate the rest of us.

The time and energy these individuals have given to Frontier School Division, specifically for the good of our students, is invaluable. This year, we were pleased to present the Frontier Achievement Award and Long-Standing Service Awards to hard-working and dedicated staff, administrator and volunteers.

Frontier Achievement Award



The Frontier Achievement Award was established in January 1998 to recognize and honour the achievements of a former Frontier School Division student.

This year's recipient was nominated by his colleagues. Vern Anderson attended Oscar Blackburn School in South Indian Lake before moving to Cranberry Portage, graduating from Frontier Collegiate in 1984. Since then, he has dedicated his life to working with students and becoming a positive influence in as many young lives as possible.

As a Student Advisor in Frontier's Work Education Program, Vern is a role model and mentor to many students. He assures all students in our program that he is available anytime and encourages them to call him whenever they need help. Even now, he still receives calls from former students, making plans to see a football game or just checking in.

Vern goes above and beyond what can be expected of any employee, organizing fun outings, donating time and resources to those in need, volunteering for a wide range of community services and even helping students overcome personal struggles.

He has also been instrumental in creating the Arnold Dysart Award, a bursary for an Oscar Blackburn student graduating from Frontier Collegiate. Criteria for the award includes two things he is very passionate about: volunteering and community involvement.

Vern is proud of his Indigenous heritage and shares his knowledge of the Cree language and culture with everyone. He recognizes that everyone is valuable and needs to be cherished.

We are honoured to name Vern as our very worthy recipient of this year's Frontier Achievement Award.

Long-Standing Service Awards

The following staff were recognized for their long-standing service to Frontier School Division:

15 years



Isabell Ouskun from Julie Lindal School Committee, Area 1

20 years



Evelyn Dick from Skownan School Committee, Area 2

25 years



Hilbert Mosiondz from Mel Johnson School Committee, Area 1



Lynn DuBois from Cranberry Portage School Committee, Area 4

35 years



Isaac Laponsee from Brochet School Committee, Area 1



Graeme Montgomery from Oscar Blackburn School Committee, Area 1



Esabelle Genaille from Cormorant Lake School Committee, Area 4

40 years



Marion Pearson from Cranberry Portage School Committee, Area 4



PRESENTATIONS

A Focus on Frontier Synergy

The whole is greater than the sum of its parts. This is the basic meaning of synergy. At Frontier, we apply this concept to our three focus areas: indigenous way of life, wellness and academics.

Superintendent Reg Klassen's presentation introduced us to this concept and encouraged group discussion around these three focus areas. Participants discussed what each of the following statements mean to them and what it would look like to put them into action:

- Every school will provide a caring, healthy, safe and inclusive learning and working environment for students, staff and community
- Indigenous perspectives, language and way of life will be an active aspect of each curriculum
- Every student will obtain the literacy and numeracy skills necessary to achieve success in their education journey

The remainder of his presentation reminded us that the strength in one area has the potential to strengthen another, and this is important in order to move forward. The growth of each is like ripples in a pond that spread when a pebble is dropped.



The Foundation of a Good School Committee

Presenters Gloria Whitford and Kelly Jacobson discussed the purpose and functions of the school committee and how to ensure that yours is successful.

Their presentation covered the role of Local School Committees in reviewing issues and making recommendations about a wide variety of educational issues, including: recruitment; capital projects; facilities; budget; policies and procedures; programs and activities; priorities and the Strategic Plan; transportation; communication and parental involvement.

Committees also have a role in advocacy and work with parents, community and local leaders on significant issues on behalf of the school. They also promote programs and activities of the school to encourage participation and involvement.

Understanding the 3 “C’s” of an Effective School Committee

Presenters Della Perih and Nora Ross helped us to understand the “3 Cs” for a strong and effective school committee: confidentiality, code of conduct and conflict of interest.

Confidentiality – the state of keeping or being kept secret or private – is about knowing what you can’t talk about after your meetings. This includes student and staff concerns, interviews and hiring, and programming and initiatives that haven’t been formalized.

Code of Conduct – an agreement on rules of behaviour for the members of a group or organization – outline how all members of the school committee are expected to act.

Finally, conflict of interest occurs when an employee, committee member, trustee, or their immediate family member places, or is perceived to place their own interests above the interests of the Division. In our small communities this can sometimes be present a problem, as it often seems everyone is related to someone! Our advice is to step away from the process if possible, or to get the Principal’s assistance to handle the process with the help of another staff member.

Working Collaboratively to Influence our Next 7 Generations

The Indigenous Way of Life Team led an excellent discussion with participants about school priorities, how to support or advance these priorities, and how to help students and staff “walk in a good way.”

They also brought in previous or current Frontier students and had them discuss their journey with the Division. Their journey sparked discussion among the participants, and many questions enriching the dialogue that focused on “walking in a good way.”





We Are All Leaders

Kevin Chief took the opportunity to remind us that we are all treaty people and need to showcase this to the rest of the country. One of the most significant ways we can do this is through Indigenous language.

Canada and Canadians are less culturally rich without Indigenous languages. You can't talk about the history of Manitoba and Canada without acknowledging the unique relationship with Indigenous peoples. This is our heritage.

Chief emphasized the importance of Frontier School Division teaching Indigenous languages, asking: "If our elders don't teach kids to speak the language, where can you go to learn it?" He recognized and appreciated the sincerity with which Frontier leads this movement in education.









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