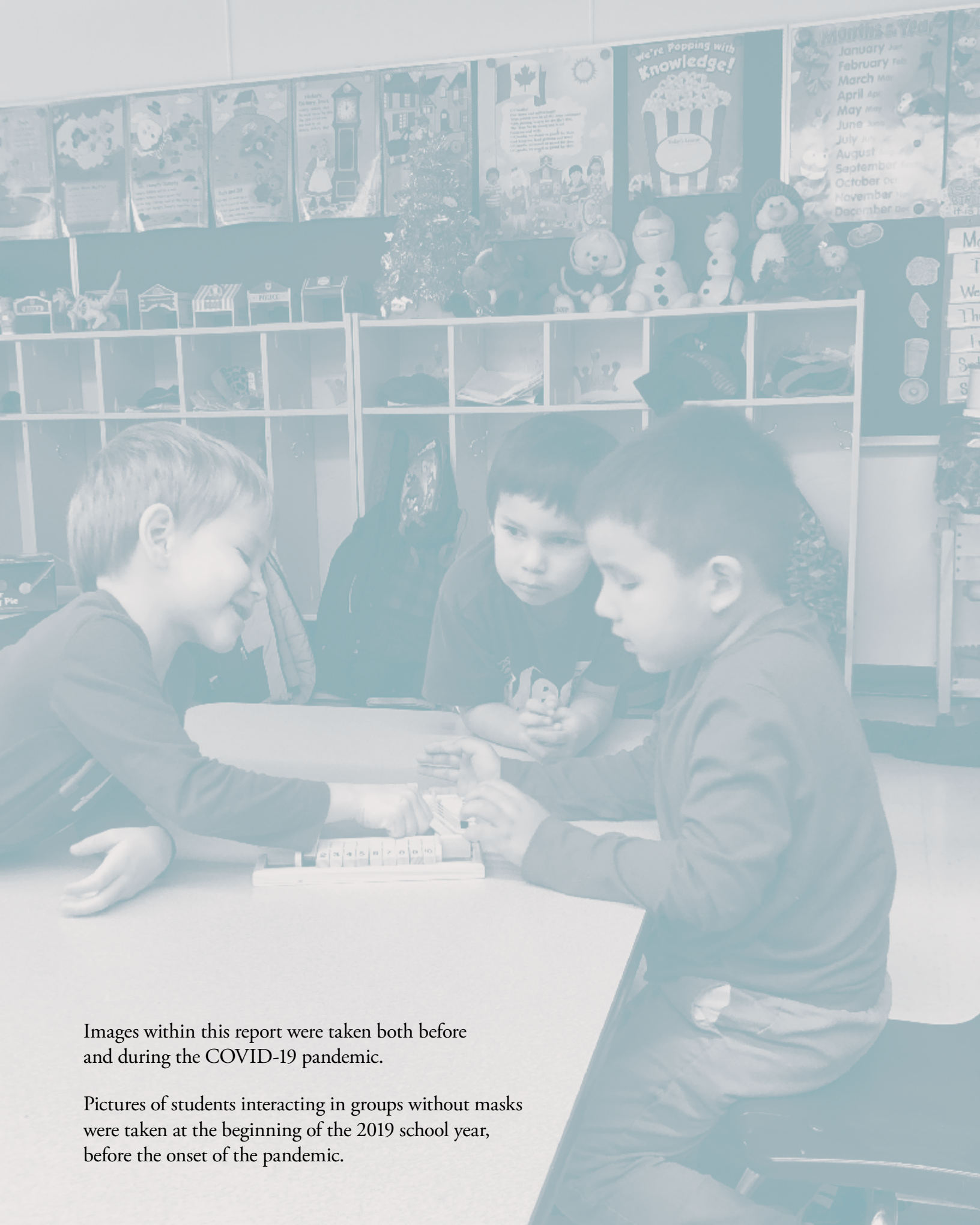


The Northerner

ANNUAL REPORT 2019/2020





Images within this report were taken both before and during the COVID-19 pandemic.

Pictures of students interacting in groups without masks were taken at the beginning of the 2019 school year, before the onset of the pandemic.

Message from the Board Chairperson



Last year began like any other year but ended in June with no students in the school, only teachers and some support staff. As each of us is acutely aware, our world changed significantly with the onset of COVID-19.

In March, students left our schools to go home and begin their remote learning journey. Our staff were magnificent as they, with little to no preparation, transitioned from classroom instruction to online and learning package instruction. We have endless stories of staff going above and beyond to ensure students received the best education given the unprecedented circumstances we found ourselves in.

In the next pages you will read about our accomplishments in the 2019/20 school year. Much of this was accomplished with the onset of a Pandemic that kept us from doing things the Frontier way, carrying out our business face to face.

The Frontier School Division Board of Trustees is grateful to all fourteen hundred employees for their willingness to pivot and do what was required to make last year a successful year. It required courage and fortitude, and the true character of the Frontier family emerged as we faced these difficult situations. For that we are eternally grateful.

Thank you.

Linda Ballantyne

Leading Literacy

The ability to communicate effectively is a fundamental part of our daily lives... which is why our Divisional Literacy Plan ensures students are achieving reading and writing outcomes appropriate for their age and grade.

The pandemic changed many things, but not that focus. And the fact that, during these unprecedented times, we continue to see gains in reading across our Division is a testament to our leaders, teachers, support staff and our parents/guardians.

- Teachers sent home learning packages, that included materials for reading and writing, new books, old favourites, writing books and access to online learning platforms.
- Teachers connected with families and students at home using a wide-range of outreach options to keep personal connections strong; organizing for pick-up of materials, making phone and FaceTime calls, using Facebook Messenger and even in-person visits to the student's door.
- Parents confirmed that students were reading and writing at home and a few even sent video clips or copies of their child's writing to their teachers which, in turn, inspired the teachers.



Success Story

READING, WRITING AND RETHINKING

How do you minimize lost learning after a summer away from literacy?

That was the focus for teachers as they prepared for the start of school in September 2019. The Literacy Coach went to individual schools and – as part of the Area 3 Team – planned and implemented grade group meetings on literacy, numeracy and way of life. The teachers also implemented classroom frameworks like Reading Apprenticeship at the high school level, Daily Five and a Reader's Workshop at the elementary level. New and returning teachers requiring additional support received training.

There was the introduction of PAWs (Proficiency Assessment for Writing), first implemented at large schools, then at the first Grade Group B meeting. The PAWs writing assessment training was completed by the end of October.

Finally, teachers met in grade groups to discuss student reading assessment, bringing student reading and writing assessments to show growth over time.

With plans to adapt to what students needed, teachers not only kept students engaged and learning, they did so without losing sight of learning goals for their students. That alone is an incredible success!

Embracing the Indigenous Way of Life

At Frontier School Division, we are committed to advancing Indigenous pride by inviting Indigenous role models and champions into our schools, and consistently including localized knowledge by welcoming and honouring elders and knowledge keepers into the classroom.

Obviously, this year we had to find new ways to engage those voices. And we did so because it is a priority for our Division. The fact that Indigenous Way of Life is how we live our lives, and not a single core subject, gave us new opportunities for our students to explore and connect with Indigenous culture and community.



- We launched a new language app for non-speakers in addition to unveiling a beautiful language video in celebration of the International Indigenous Year of Languages.
- Land-based Coordinators and Outdoor Education Teachers attended a Land Based Gathering, focusing on defining Outdoor Education and Land Based Pedagogy, sharing best practices, outlining land-based framework models and co-curricular approaches. This informed the lessons they then passed on to their students.
- The treaties and the land - including protocols, historical significance, Indigenous worldview and the connection to the elders and creation stories - were shared.
- There are plans to revamp the Blanket Exercise with an experiential session that will include a student-centered approach to reconciliation through a theatrical production with Indigenous playwrights.
- Frontier School Division piloted the Kihtheyak (Elders-in Residence) program in Norway House supporting both schools.
- Wanipigow Elders continue to support the school with language promotion, stabilization, revitalization and supporting students, staff and the community.



LANGUAGE REVITALIZATION

Language App

Hello Tansi Boozhoo Waaciye Aniin HoiHan



- Language Promotion
- Identity
- Self-Empowerment
- International Year of Indigenous Languages 2019

Language speakers on app:

Ojibway: Frankie Beaujeau
 Cree: Carmen Beardy
 Oj-Cree: Martha Stevenson
 Dakota: Calvin Pompana



Success Story

TRAINING FOR TEACHERS ON TREATIES

We are proud to accredit the newly developed **Grade 12 Treaty and the Treaty Relationship Program** across the Division as a School-Initiated Course (SIC). In partnership with the Treaty Relations Commission of Manitoba (TRCM), a four-day training session was offered to 197 staff members.

This experience will prepare teachers to share their new knowledge and understanding of treaties with their students, and give everyone a deeper appreciation of both the history and the role of treaties in today's world.

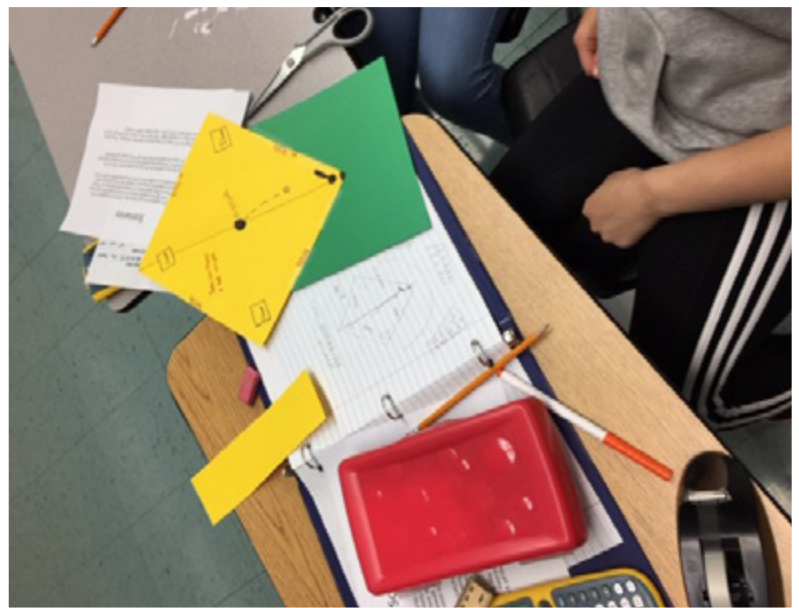


Getting More Out of Math

Math is a fundamental subject for students, and we are constantly looking for ways to improve how to engage our students in numeracy. This year was no exception.

Through a partnership with the Manitoba Rural Learning Consortium (MRLC), the Division implemented the Numeracy Achievement Project to provide training that built teacher expertise in mathematics instruction. Teachers across the Division report that students return to school after breaks with foundational knowledge and confidence in their ability, and that success is a reason to continue the new Program next year.

- Students engaged in small group instruction with individual manipulatives prior to COVID-19 and remote learning.
- Teachers used technology to connect with families, even when connectivity and telecommunications are limited.
- Students became familiar with Teams and other platforms, and are now better prepared to move to online learning if necessary.
- The principles and guidelines of the Numeracy Achievement Project are being implemented across the Division.
- Prioritized Pacing Guides have been put into action and are helping guide learning during the pandemic.



Numeracy Action Equals Student Success

In Area 5, all of our Grade 5-9 teachers are fully participating in the Numeracy Action Project. Our grades 1-4 were also involved using the pacing guides and having regular PLC discussions on how to incorporate the ideas into an early years classroom.

We continue throughout the year with in-person professional development, as well as using an online platform where necessary. Teachers also see an increase of students taking ownership of their learning, which inspires others to do the same. Through this teaching and learning it is expected that students will return after summer break retaining more of the math foundations from the previous year.

All of our teachers are very positive about the numeracy project as it is more about the instruction and less about the tools... and is working!

Virtual Learning, Real Lessons

If there is any subject you would expect to be able to pivot quickly, it would be science. After all, exploration and discovery are innate parts of science. So it's no surprise that our science programs were able to provide students fun and authentic learning experiences in a virtual learning environment using novel approaches.

- Science Instructional Coaches provided teachers with instruction on Distance Education pedagogy, tools and methods for teaching from a distance and our changing teacher role – all critical for this years' classes!
- Coaches also created a series of 5 STEM (Science, Technology, Engineering & Mathematics) cards that highlighted the FSD partnership with our Indigenous Way of Life (IWOL) department, as well as our partnership with Parks Canada. For every STEM card/ activity created, our IWOL department included connections in the Indigi-Tech section, while Parks Canada included connections to land and animals in the Bio-Links section.
- Recognizing our Frontier students and families were spending a lot of quality time outside, the Science and Health & Wellness departments joined forces for the Earth Day Photo Challenge; a multi-discipline about learning lessons from the world around us.
- The Science and Health & Wellness departments' Fishing Derby also inspired some friendly competition with a challenge to students and staff to catch a fish, and either clean it for eating or dissect it from a Science lens.
- We met Simon the Scientist! Simon and his mom created a live series on Facebook focused on Keeping Kids Curious while learning from home. Simon explored multiple early and middle years Science concepts using hands-on activities with easy-to-find materials... and each session also with a challenge for students all around Canada!





Success Story

A PHENOMENAL SCIENCE FAIR

Frontier School Division Science Fair 2020 was a great success!

Our students showcased their ideas, talent, and their amazing personalities at our largest science fair to date, hosted at Red River Collegiate. We were both honoured and humbled to have amazing partners in Science Education who were involved in judging, providing special awards, planning, and more. Our Indigenous Way of Life department also helped to provide amazing hands-on activities for our students during the event.

Our 89 FSD student participants were honoured with 22 special awards, placements for each grade level category, and we all celebrated our three Canada Wide Science Fair representatives!

Canada wide Science fair representatives:

NAME(S)	PROJECT	SCHOOL
Samantha Glenday	Is Bioplastic Our Future?	Leaf Rapids Education Centre
Rauri Levesque	Catching Zzzzzz's	Falcon Beach
Kaitlyn Podolchuk	Wildfires	Falcon Beach

Keeping Well by Working Together

Wellness took on an entirely new level of importance during the pandemic. Truly we all faced new challenges to our physical, mental and emotional well-being, and had to find new ways to support one another.

This is where everyone in Frontier School Division – from teachers and staff, to students, to families and community – truly stepped up to be there for one another. In person when we could. Virtually when we had to. But always together and it's what has been getting us through.

- The Division with support from the Canadian Red Cross co-hosted the Northern Youth Leadership Conference in Norway House Cree Nation at Helen Betty Osborne Ininiw Educational Resource Centre. Approximately 660 students in Grades 7-12 participated in the two-day youth conference which included workshops that encouraged wellness, physical activity, creativity, emergency preparedness, cultural teachings, health relationships and safe communities.
- 32 Counselors from across Frontier School Division participated in a series of workshops which included training with the Canadian Red Cross. In particular, counselors explored the concept of Vicarious Trauma: the profound shift in world view that occurs in helping professionals when they work to support individuals who have experienced trauma. They also explored the text *Ensouling our Schools: A Universally Designed Framework for Mental Health, Well-Being and Reconciliation* with author Kevin Lamoureux. It is grounded in the belief that our schools can be re-envisioned to better address the mental, spiritual and emotional well-being of both staff and students.



Success Story

WITH OR WITHOUT STUDENTS... MINEGOZIIBE ANISHINABE SCHOOL'S CARING DOESN'T END

Minegoziibe Anishinabe School in the Pine Creek First Nation has always held the well-being of students, staff and community at the heart of all that they do. One example is the breakfast program made possible by donations from such organizations as Breakfast Canada and the countless hours of staff volunteering of their time.

When in-class learning was suspended in March, 2020, the staff was concerned not only about student learning, but also regarding the many ways that they care for their students. The Principal – who makes the round trip to Dauphin or Swan River to pick up supplies for the program - did not hesitate for a second. She applied for Breakfast Canada's Special COVID-19 Grant.

Upon receiving the grant, staff pitched in to pack food hampers for families social Assistance, delivering eggs, milk, cereal, cheese, yogurt, cereal bars, fresh fruit and vegetables every two weeks. Bus drivers chipped in as well, driving the goods to each home for doorstep deliveries.

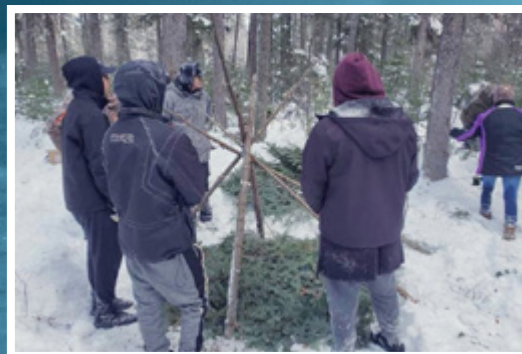
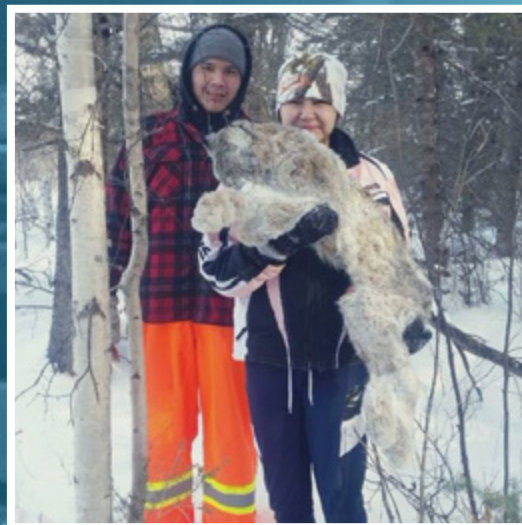
The expressions on the families' faces when the hampers were delivered was heart-warming... and included "social-distanced hugs" from students and parents who missed the school staff.

Charting Pathways to Success

Technical Vocational Education gives students the opportunity to learn the theoretical and practical aspects of a trade, which in turn helps make it easier to go from school to work, or to a post-secondary education in a trained occupation.

In the Fall of 2019, we were pleased to open the new Welding Shop at Frontier Collegiate. With generous financial and in-kind support from the Canadian Welding Bureau Foundation, the program was outfitted with five state of the art welding machines. The Foundation also provided their ACORN Welding Education Curriculum, suggestions for equipment, and support with shop layout and design – all of which will provide students with the latest knowledge and skills they need to succeed in industry.

Engaged Learners Winter Cultural Gathering: In January students and staff from Frontier Collegiate and Engaged Learners joined to host a **Winter Cultural Gathering** at Egg Lake. Knowledge Keepers and Traditional Gift Givers from around Manitoba came together to share cultural knowledge and teachings with students in Frontier School Division. Youth learned about the construction and teachings of the Tipi, participated in traditional food preparation including trapping, fish scaling and harvesting. The group also successfully built outdoor shelters using materials from the land. In addition, facilitated sessions were offered on soapstone carving and traditional Indigenous beading. Youth had the opportunity to make their own hand drums. The gathering was filled with student engagement and excitement.



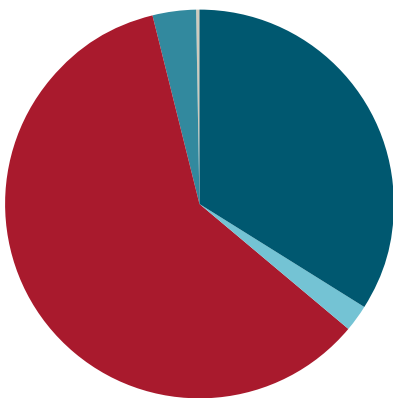
Expenditure Comparisons

Type	2016/17 Actual	2017/18 Actual	2018-19 Actual	2019-20 Actual
Regular Instruction	58,261,958	59,623,308	60,272,999	61,224,937
Student Support Services	19,344,503	20,314,037	21,312,857	19,758,187
Community Education Services	6,417,119	6,271,172	6,456,675	6,431,103
Administration	6,698,887	7,046,575	7,290,505	7,082,682
Instructional & Pupil Support	7,082,894	7,505,004	7,644,905	7,096,034
Transportation	11,479,272	11,723,894	11,949,484	10,760,948
Operations & Maintenance	22,805,992	24,169,791	23,985,328	24,159,280
Fiscal	1,210,239	1,250,671	1,215,206	1,252,201
Total	133,300,864	137,904,452	140,127,959	137,765,372

Budget Themes

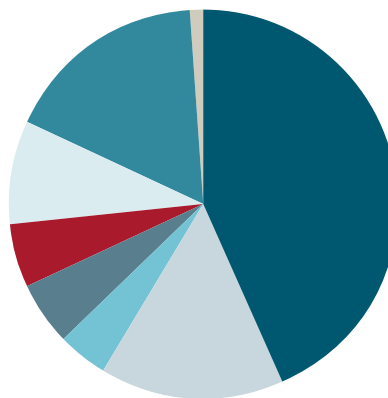
- Academics (Literacy & Numeracy)
- Indigenous Way of Life
- Staff and students wellbeing

Revenue



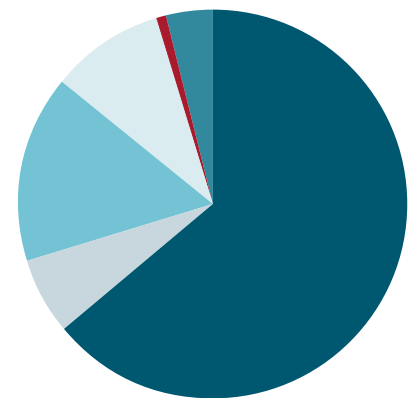
- Provincial Government
- Municipal Government
- ISC / First Nations
- Private Organizations
- Other Sources

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, Materials and Equipment
- Interest and Bank Charges
- Payroll Tax
- Transfers

Frontier School Division Operating Budget 2020-21 - Revenues and Expenditures	
Revenue	
Provincial Government	\$49,448,578
Municipal Government	\$3,297,893
ISC / First Nations	\$87,252,076
Private Organizations	\$4,968,565
Other Sources	\$397,015
Total	\$ 145,364,127
Expenditures by Program	
Regular Instruction	\$62,969,895
Student Support Services	\$22,046,113
Community Education Services	\$5,887,821
Administration	\$7,517,311
Instructional & Pupil Support	\$7,921,166
Transportation	\$12,267,356
Operations & Maintenance	\$24,689,465
Fiscal	\$1,290,000
Total	\$ 144,589,127
Surplus / (Deficit) before Capital Transfer	\$775,000
Transfer to Capital Fund	(775,000)
Net Current Year Surplus / (Deficit)	\$0
Expenditures by Object	
Salaries	\$92,499,165
Benefits	\$9,300,395
Services	\$22,595,695
Supplies, Materials & Equipment	\$13,515,443
Interest and Bank Charges	\$15,000
Payroll Tax	\$1,275,000
Transfers	\$5,388,429
Total	\$144,589,127



Grade 12 ECA

- ① Hook, Context, Example, Analysis, Conclusion

- ① APB Summary
- ② APB Essay

Grade 12 ECA

- ① Topic, Context, Example, Analysis, Conclusion
- ② Topic, Context, Example, Analysis, Conclusion

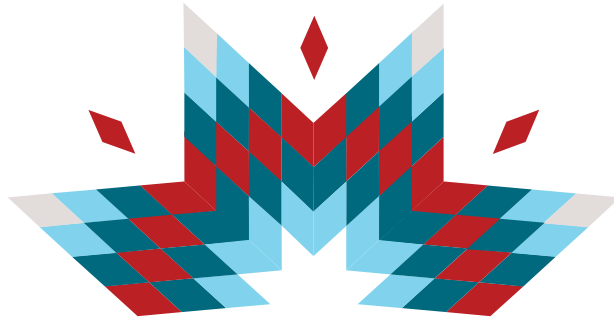
③ APB Essay

- ① Introduce your Topic
↳ 2-3 sentences
- ② Thesis - 1 sentence
- ③ Outline your Supporting Details
↳ 2-3 sentences



PANIC! AT THE DISCO





FRONTIER

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Excellence and Experience in Education

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