PART A – OPERATING EXPENSES
Administration and Finance Division

The Administration and Finance Division provides executive management, planning and policy, central comptrollership and overall administrative support services to Education, Citizenship and Youth and Advanced Education and Training. In addition, it ensures the development of effective management practices related to comptrollership and human resource development.

Included in this division are the offices of the Ministers and the Deputy Minister, Aboriginal Education Directorate, Human Resource Services, Financial and Administrative Services, and Systems and Technology Services.

The Administration and Finance Division maintains responsibility for management information systems across the Department as well as the development and management of the Schools Information System.

Executive Support

This line provides additional compensation to which individuals appointed to the Executive Council are entitled.

The Minister's and Deputy Minister's office provide educational leadership to Manitoba education systems, which ensure the provision of high quality and equitable training and education programs together with support services. In addition, administrative leadership is provided to the departments to ensure the effective, efficient coordination of human and financial resources.

<table>
<thead>
<tr>
<th>Expenditures by Sub-Appropriation</th>
<th>Actual 2003/04 $000</th>
<th>Estimate 2003/04 FTE $000</th>
<th>Variance Over (Under) $000</th>
<th>Expl. No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries and Employee Benefits</td>
<td>28.8</td>
<td>1.00</td>
<td>29.0</td>
<td>(0.2)</td>
</tr>
<tr>
<td>Total Sub-Appropriation</td>
<td>28.8</td>
<td>1.00</td>
<td>29.0</td>
<td>(0.2)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditures by Sub-Appropriation</th>
<th>Actual 2003/04 $000</th>
<th>Estimate 2003/04 $000</th>
<th>Variance Over (Under) $000</th>
<th>Expl. No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries and Employee Benefits</td>
<td>557.8</td>
<td>9.00</td>
<td>534.6</td>
<td>23.2</td>
</tr>
<tr>
<td>Other Expenditures</td>
<td>150.9</td>
<td>114.1</td>
<td>36.8</td>
<td>1</td>
</tr>
<tr>
<td>Total Sub-Appropriation</td>
<td>708.7</td>
<td>9.00</td>
<td>648.7</td>
<td>60.0</td>
</tr>
</tbody>
</table>

1. Over expenditure is due to higher than anticipated transportation expenditures relating to executive fleet vehicles assigned to the Minister and Deputy Minister, travel expenditures in excess of budget, and other minor variances.
Aboriginal Education Directorate

The mandate of the Aboriginal Education Directorate is to provide leadership and coordination for departmental initiatives on Aboriginal education and training. The objectives are: to ensure an integrated approach to Aboriginal education and training within Manitoba Education, Citizenship and Youth and Manitoba Advanced Education and Training; to promote the removal of systemic barriers to Aboriginal student success; and to participate in, and ensure linkages with, inter-sectoral initiatives related to Aboriginal education and training.

The Directorate coordinates the implementation of the Aboriginal Education and Training Framework and provides support and leadership to all branches and units within Manitoba Education, Citizenship and Youth and Manitoba Advanced Education and Training.

An Aboriginal Human Resource Strategy for Manitoba Education, Citizenship and Youth and Manitoba Advanced Education and Training is under development by the Aboriginal Education Directorate and the Human Resource Services Branch.

The Directorate chairs the Post-Secondary Partnership Committee, which includes representation from all provincial universities, two colleges, and the Council on Post-Secondary Education. The purpose of this committee is to make post-secondary institutions more inclusive and culturally relevant for Aboriginal students. A consultation session on Aboriginal teacher education was held with the post-secondary institutions and Aboriginal organizations.

Manitoba Education, Citizenship and Youth participated with Western and Northern Canadian Protocol (WNCP) partners to develop an Aboriginal Languages and Cultures project. The Directorate continues to co-chair the WNCP Aboriginal Languages Working Group.

Manitoba Education, Citizenship and Youth collaborated with educational stakeholders and Aboriginal political organizations to develop an action plan on Kindergarten - Senior 4 Aboriginal education.

Ninety cultural and anti-racist education workshops were conducted during the 2003/04 fiscal year. These included direct service to schools, educators, post-secondary institutions, parents, government departments and community agencies.

Directorate staff partnered in the planning of Aboriginal focused research in relation to increasing high school graduation rates, Adult Learning Centres, and teacher education.

The Aboriginal Education Directorate continues to implement the Aboriginal Identity Field (AIF). The purpose of the AIF, which has been integrated within the province-wide Education Information System, is to improve baseline data collection through improved data analysis.

Directorate staff consult and collaborate on an ongoing basis with various Aboriginal organizations including the Assembly of Manitoba Chiefs (AMC), the Manitoba Metis Federation (MMF), the Aboriginal Council of Winnipeg (ACW) and various grassroots organizations.

Aboriginal Education Directorate staff continue to work in collaboration with other departments on issues related to Aboriginal education and training.

The Directorate has coordinated its branch activities within Sustainable Development and Procurement Guidelines through the use of services by Aboriginal businesses in Manitoba and by the purchase and use of recycled paper and toner cartridges.
## Human Resource Services

This branch reports to the Deputy Ministers’ Steering Committee of the departments within the amalgamated sector. This includes Advanced Education and Training, Education, Citizenship and Youth, Labour and Immigration, as well as the Office of the Fire Commissioner, Manitoba Gaming Control Commission and Manitoba Text Book Bureau.

The Branch assists departmental management in the delivery of programs by providing a comprehensive range of human resource management services including pay and benefits services.

The Branch operates first and foremost as a service provider in both attitude and practice. Services provided include recruitment and selection, staff relations, organizational review and consultation, classification and job analysis, performance management, employee counselling and referral, management and staff development, salary and benefits administration, Respectful Workplace and Workplace Health and Safety. These services are also provided to the Special Operating Agencies within the Human Resources amalgamated sector.

This branch is also responsible for the pro-active coordination of the employment equity programs within each individual business area in the amalgamated sector.

The Branch provides coordination and communication with ongoing government initiatives such as Enterprise Systems Management, Service Manitoba, Better Systems Initiative, and others. The human resource professionals are delegated Civil Service Commission signing authorities and as such have accountability to the Civil Service Commission.

The Branch provides coordination of common concerns and issues with other government agencies, which have responsibilities in the human resource area, including other provincial government amalgamated sectors, central agencies and other levels of government.

The Human Resource Services Branch is committed to Manitoba's Sustainable Development program and will continue to practice and enhance its involvement. This includes standard initiatives such as using recycled paper, remanufactured toner cartridges, blue box recycling of paper and recycling aluminum cans, glass and plastic bottles as well as turning off lights, computers, photocopier and printers whenever possible.

### Expenditures by Expl. Sub-Appropriation

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$000</td>
<td>$000</td>
<td>$000</td>
<td></td>
</tr>
<tr>
<td>Salaries and Employee Benefits</td>
<td>359.8</td>
<td>7.00</td>
<td>469.4</td>
<td>(109.6)</td>
</tr>
<tr>
<td>Other Expenditures</td>
<td>198.5</td>
<td>131.0</td>
<td>67.5</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Sub-Appropriation</strong></td>
<td><strong>558.3</strong></td>
<td><strong>7.00</strong></td>
<td><strong>600.4</strong></td>
<td><strong>(42.1)</strong></td>
</tr>
</tbody>
</table>

1. Over expenditure is due to payment for one position budgeted in salaries but paid from other expenditures due to a secondment agreement with the Winnipeg School Division, increased grant payments, and other minor variances.
1 (d) Human Resource Services

<table>
<thead>
<tr>
<th>Expenditures by Sub-Arrangement</th>
<th>Actual 2003/04 $000</th>
<th>FTE</th>
<th>Estimate 2003/04 $000</th>
<th>Variance Over (Under) $000</th>
<th>Expl. No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries and Employee Benefits</td>
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<td>13.00</td>
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<td>(0.5)</td>
<td></td>
</tr>
<tr>
<td>Other Expenditures</td>
<td>155.2</td>
<td>146.9</td>
<td>146.9</td>
<td>8.3</td>
<td></td>
</tr>
<tr>
<td><strong>Total Sub-Arrangement</strong></td>
<td><strong>911.5</strong></td>
<td><strong>13.00</strong></td>
<td><strong>903.7</strong></td>
<td><strong>7.8</strong></td>
<td></td>
</tr>
</tbody>
</table>

Financial and Administrative Services

Financial and Administrative Services provides leadership on financial and administrative matters for the Departments of Education, Citizenship and Youth and Advanced Education and Training. Responsibilities include ensuring that the comptrollership functions of both departments are appropriately maintained and meet the needs for financial control, accountability, and the reporting, safeguarding and protection of financial and physical assets. The Branch also provides comprehensive support services in assessing resource requirements and allocations to programs and branches, including direction and support in financial and business planning, reporting, monitoring and control policies, processes and procedures.

Financial management and accountability activities include: coordinating the annual estimates of both departments and other financial planning processes; monitoring and reporting financial performances; conducting specialized financial reviews and analyses; preparing reports to support timely financial management decisions; safeguarding physical and financial assets; and providing accounting services to the Departments. The Branch’s expected results include the effective and efficient operation of financial management systems, timely management decisions, and compliance with all financial management, financial planning and audit requirements of the Government of Manitoba.

As part of a government-wide initiative, the Branch developed a procurement action plan for sustainable development and developed procedures to meet the expected objectives of the plan. Activities include: ordering recycled paper and toner cartridges, which meets the intent of Goal #2 - Pollution, Prevention and Human Health Protection; and ordering from local vendors, meeting the intent of Goal #5 - Community Economic Development. In addition, the Branch participated on two government-wide committees to facilitate the implementation of the requirements under The Sustainable Development Act (Goal #1- Education, Training and Awareness Leading).

1 (e) Financial and Administrative Services

<table>
<thead>
<tr>
<th>Expenditures by Sub-Arrangement</th>
<th>Actual 2003/04 $000</th>
<th>FTE</th>
<th>Estimate 2003/04 $000</th>
<th>Variance Over (Under) $000</th>
<th>Expl. No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries and Employee Benefits</td>
<td>721.7</td>
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</tr>
<tr>
<td>Other Expenditures</td>
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<td>(12.7)</td>
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<td></td>
</tr>
<tr>
<td><strong>Total Sub-Arrangement</strong></td>
<td><strong>941.4</strong></td>
<td><strong>16.00</strong></td>
<td><strong>1,144.8</strong></td>
<td><strong>(203.4)</strong></td>
<td></td>
</tr>
</tbody>
</table>

1. Under expenditure is due to three vacancies for part of the fiscal year, one full year vacancy, and other minor variances.
Systems and Technology Services

The Systems and Technology Services (STS) Branch provides services across the Departments of Education, Citizenship and Youth and Advanced Education and Training to improve program efficiency and accountability through the use of information technology. In addition, STS is responsible for providing a departmental computing environment including information databases, customized applications, and backup/recovery services for program requirements outside the scope of the managed desktop environment. STS supports the technology and innovation needs for the Departments of Education, Citizenship and Youth and Advanced Education and Training. STS represents both departments to central units such as the Managed Environment, Desktop, Telecom, Manitoba Information & Communication Technology (MICT) and other corporate initiatives.

Working with Community Learning and Youth staff, STS is completing “Youth Programs”, a replacement for the legacy CLYPIS system. Youth Programs is more efficient and performs faster than the legacy CLYPIS system. As well, the Green Team and Home Town applications have been kept updated.

Education works closely with Manitoba Information and Communications Technology (MICT) to collaborate on application development and operations, to ensure systems are developed and used in the most cost effective manner.

STS works closely with all areas within the Department of Education, Citizenship and Youth, the Department of Advanced Education and Training, and Manitoba Education, Research and Learning Information Networks (MERLIN) to provide expertise and consultation on any technology and innovation initiatives to assist in meeting the challenges, service delivery needs and business requirements of the educational community serviced by both departments.

STS encourages the use of web sites for the storage and dissemination of departmental forms (Goal #2 - Pollution, Prevention and Human Health Protection). The Branch offers the use of conference calls to minimize travel to regularly scheduled meetings (Goal #3 - Reduction of Fossil Fuel Emissions).

### 1 (f) Systems and Technology Services

<table>
<thead>
<tr>
<th>Sub-Appropriation</th>
<th>Actual 2003/04 $000</th>
<th>FTE</th>
<th>Estimate 2003/04 $000</th>
<th>Over (Under) $000</th>
<th>Variance Expl. No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries and Employee Benefits</td>
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<td>12.00</td>
<td>801.2</td>
<td>65.8</td>
<td></td>
</tr>
<tr>
<td>Other Expenditures</td>
<td>234.1</td>
<td></td>
<td>262.4</td>
<td>(28.3)</td>
<td></td>
</tr>
<tr>
<td><strong>Total Sub-Appropriation</strong></td>
<td><strong>1,101.1</strong></td>
<td><strong>12.00</strong></td>
<td><strong>1,063.6</strong></td>
<td><strong>37.5</strong></td>
<td></td>
</tr>
</tbody>
</table>

Research and Planning

The Research and Planning Branch was established in September 2000 with a mandate to work with all operating units of Manitoba Education, Training and Youth and Manitoba Advanced Education. In September 2002, the Departments were realigned into Manitoba Education and Youth and Manitoba Advanced Education and Training. The Research and Planning Branch mandate became focused on the Education and Youth (now Education, Citizenship and Youth) Department. The two departments coordinate their work to advance strategic plans for education and training in the Province.

The Research and Planning Branch supports education policy and program development. The Branch takes a lead role in conceptualizing, designing, undertaking, and supporting effective
research, planning, evaluation, and knowledge management activities. The Branch collaborates with, and assists other branches and other educational stakeholders. The Branch primarily supports the Deputy Minister and the School Programs, Bureau de l’éducation français (BEF), and MB4Youth divisions.

The Branch played a lead role in:

**The implementation of the Kindergarten to Senior 4 (K-S4) Agenda:** The Branch facilitates:
- working groups to address specific action areas;
- updates to the Agenda document;
- annual publication of *A Profile of Student Learning and Performance in Manitoba*;
- coordination of action leaders;
- the Steering Committee of assistant deputy ministers and directors; and
- information management support for the working of the Agenda

**The annual Statistical Profile of Education and Training in Manitoba:** a compilation of financial, enrolment, and resource allocation information about the Departments of Education, Citizenship and Youth and Advanced Education and Training. The Branch coordinates the data gathering and publication.

**The Class Size Grant:** introduced in 2003 for demonstration and research over three years. The Branch manages this initiative, receiving proposals, recommending funding and working with successful applicants. Sixteen school divisions were funded for research projects during the 2003/04 school year. The grant continues for 2004/05 with a renewed application cycle.

**Project management for Planning in Education:** working collaboratively with Program and Student Services, Program Development, Curriculum Development and Implementation (BEF), Assessment and Evaluation and the Manitoba School Improvement Program, the initiative focuses on developing and delivering professional learning and policy information to Manitoba school and school division planning leaders. A working group prepared a summary report on the 700-plus school plans that had been submitted for 2002/03 and reviewed those submitted for 2003/04 as well as the reports by schools to their communities. In response to general interest from the field, the Department developed and published *Supporting Inclusive Schools: School-Based Planning and Reporting: A Framework for Developing and Implementing Annual School Plans and Reports*. Staff followed up with regional workshops to support the document.

**Research project on post-secondary and career guidance practices in high schools:** during 2002/03 the Branch coordinated a research project, funded by the Canada Millennium Scholarship Foundation (CMSF) on “The Role of Guidance in Post-Secondary Planning”. In 2003/04 the Branch published the Manitoba results.

**Development of demonstration/research pilot projects:** the Branch coordinated development of pilot projects in secondary to post-secondary transitions, in partnership with the Canada Millennium Scholarship Foundation and other provinces. The multi-year projects are intended to assist students less likely to pursue post-secondary education and training programs in assessing their options and making successful transitions. During 2003/04 a memorandum of understanding was signed for the Future to Discover Project and negotiations proceeded for the Making Education Work Project, which will focus on Aboriginal students.

**Transitions Survey, Grade 6 to Senior 4:** in partnership with the Canada Millennium Scholarship Foundation, the Research and Planning Branch led the Department’s support for a province-wide survey of current students from Grades 6 to Senior 4. This survey will provide information on post-secondary plans and factors that affect student choices. It will be carried out in 2004/05.

**The creation of the Manitoba Education Research Network (MERN):** the Research and Planning Branch facilitated relationship building and funded some developmental activities that led to the
creation of MERN. This unique organization includes various educational partners in a loosely connected network of education faculties, educators and department staff with the purpose of both facilitating and disseminating Manitoba educational research. The unifying construct is the MERN web site, www.mern.ca, officially launched in December 2003. Three province-wide research forums held in 2003/04 featured over 60 presentations of “made in Manitoba” education research. Branch staff is facilitating significant research partnerships in our public education system.

Knowledge management: branch staff organized knowledge sharing in various formats. They coordinated the Department’s Intranet site, organized various information sharing sessions, analyzed important products and events (ex: budgets, election promises and throne speeches) for department use.

Department research and planning tasks: branch staff supported a variety of departmental activities led by other branches and related to research and planning. Examples include support to the development of the Aboriginal Education and Training Strategy and the ensuing Action Plan, enrolment projections for the proposed University College of the North, planning support for the educational component of the Northern Development Strategy, and support to a review of the dual credit option.

The Research and Planning Branch continues to implement activities as identified in the Manitoba Advanced Education and Training and Manitoba Education, Citizenship and Youth’s Sustainable Development Procurement Action Plan FY 2003-2004. One major activity is the office recycling program, which will reduce solid waste sent to the landfill. In addition, the Branch is working toward using environmentally preferred products and services in its daily operations.

### 1 (g) Research and Planning

<table>
<thead>
<tr>
<th>Sub-Appropriation</th>
<th>Actual 2003/04 $000</th>
<th>FTE</th>
<th>Estimate 2003/04 $000</th>
<th>Variance Over (Under) $000</th>
<th>Expl. No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries and Employee Benefits</td>
<td>578.0</td>
<td>7.00</td>
<td>525.0</td>
<td>53.0</td>
<td></td>
</tr>
<tr>
<td>Other Expenditures</td>
<td>232.8</td>
<td>185.8</td>
<td>47.0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Total Sub-Appropriation</strong></td>
<td><strong>810.8</strong></td>
<td><strong>7.00</strong></td>
<td><strong>710.8</strong></td>
<td><strong>100.0</strong></td>
<td></td>
</tr>
</tbody>
</table>

1. Over expenditure is due to partial payment for one position budgeted in salaries but paid from other expenditures due to a secondment agreement with the Winnipeg School Division, and other minor variances.

### Recoverable from Advanced Education and Training

Administrative support is provided through the Department of Education, Citizenship and Youth in the areas of human resource services, financial and administrative services, systems and technology services, and initiatives related to Aboriginal education and training.

### 1 (h) Recoverable from Advanced Education and Training

<table>
<thead>
<tr>
<th>Sub-Appropriation</th>
<th>Actual 2003/04 $000</th>
<th>FTE</th>
<th>Estimate 2003/04 $000</th>
<th>Variance Over (Under) $000</th>
<th>Expl. No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recoverable from Other Appropriations</td>
<td>(325.0)</td>
<td>0.00</td>
<td>(325.0)</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td><strong>Total Sub-Appropriation</strong></td>
<td><strong>(325.0)</strong></td>
<td><strong>0.00</strong></td>
<td><strong>(325.0)</strong></td>
<td><strong>0.0</strong></td>
<td></td>
</tr>
</tbody>
</table>
School Programs Division

The mandate of the School Programs Division (SPD) is to provide leadership and support for educational programming in Manitoba schools from Kindergarten to Senior 4 (K-S4), through the development and implementation of a policy and program framework for the K-S4 school system. The development and implementation of the policy and program framework is guided by the priorities outlined in the K-S4 Agenda for Student Success document.

This mandate is achieved through the work of the Division Administration office, Manitoba School for the Deaf, Assessment and Evaluation Branch, Program Development Branch, Program and Student Services Branch, Schools’ Finance Branch, and the Manitoba Text Book Bureau.

Division Administration

The Division Administration office provides leadership respecting the development, implementation and review of policy and programs. The activities of the office include the coordination of policy, program and budget development and implementation; facilitation of intra-divisional and inter-departmental linkages; collection and analysis of information in support of departmental and divisional priorities and goals; coordination of human resource development initiatives; and ensures ongoing communication and collaboration with educators, parents and the community. The activities of the office also provides leadership respecting the development, implementation and review of sustainable development-focused policies and programs.

The accomplishments of the Division are presented on a branch-by-branch basis.

2 (a) Division Administration

<table>
<thead>
<tr>
<th>Expenditures by Sub-Appropriation</th>
<th>Actual 2003/04 $000</th>
<th>FTE</th>
<th>Estimate 2003/04 $000</th>
<th>Variance Over (Under) $000</th>
<th>Expl. No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries and Employee Benefits</td>
<td>321.5</td>
<td>5.00</td>
<td>313.6</td>
<td>7.9</td>
<td></td>
</tr>
<tr>
<td>Other Expenditures</td>
<td>116.3</td>
<td>76.9</td>
<td>39.4</td>
<td>39.4</td>
<td>1</td>
</tr>
<tr>
<td>Total Sub-Appropriation</td>
<td>437.8</td>
<td>5.00</td>
<td>390.5</td>
<td>47.3</td>
<td></td>
</tr>
</tbody>
</table>

1. Over expenditure due to increased Accommodation Cost Recovery System (ACRS) charges, increased activity in Northern Strategy and Sustainable Development, and other minor variances.

Manitoba School for the Deaf

The Manitoba School for the Deaf (MSD) provides specialized Kindergarten to Senior 4 academic programming and residential facilities for Deaf and hard of hearing children. There were four main objectives of the school in 2003/04. First, to provide appropriate, individualized and comprehensive educational programming for Deaf and hard of hearing children attending the MSD programs. Second, to provide selective assessment and support services to school divisions and districts in the province that deliver educational programming and services for Deaf and hard of hearing children attending community schools. Third, to provide a classroom forum for community-based students to visit on a regular weekly, bi-weekly or monthly basis. The fourth objective was to provide tours and resources for visitors and professionals who work with children who have a hearing loss. During the 2003/04 school year, MSD hosted almost 454 visitors who related to the final three objectives listed above. New desktop video conferencing projects were established in Brandon, Portage La Prairie and Thompson. This provided an electronic way of communicating in American Sign Language (ASL) between staff and students from MSD and Deaf students in their home school.
The Manitoba School for the Deaf serves Deaf and hard of hearing children who require a special school placement and who benefit from a bilingual-bicultural environment that includes the use of ASL. The school developed student competence in core subjects, provided vocational orientation opportunities and supported students in developing their ability to function in society. MSD followed curricula and procedures established by Manitoba Education, Citizenship and Youth. This included the Grade 3 assessment and Grade 6, Senior 1 and Senior 4 standards tests. During the 2003/04 school year, 85 students were enrolled at MSD. From Sunday to Friday evenings, 15 students lived in residence. Four students graduated in June 2003; one entered The University of Winnipeg and three entered the workforce.

The MSD Robotics Club was again very successful in provincial competitions. Students qualified and competed at the National Robotics games in Winnipeg in May. One of the major events of the school year was the first phase of a research project by Dr. Charlotte Evans of The University of Manitoba using American Sign Language to develop written English. The MSD Advisory Council for School Leadership continued to work actively with the school administration to support the above activities and planned activities that brought together the parents, staff, students and members of the Deaf community.

The Manitoba School for the Deaf maintained its designation as an Environmental Green School through continued efforts in environmental awareness and recycling projects. This past year an increased effort was made at the elementary level. In terms of school operations, the use of video-conferencing from MSD to rural sites increased from three to five during the year, thus reducing greenhouse gas emissions as a result of less staff travel to and from these sites. The school also had a reduction in the use of copy paper.

### 2 (b) Manitoba School for the Deaf

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries and Employee Benefits</td>
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<td>56.35 FTE</td>
<td>3,062.4 $000</td>
<td>(38.2)</td>
</tr>
<tr>
<td>Other Expenditures</td>
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<td>615.4 FTE</td>
<td></td>
<td>(27.4)</td>
</tr>
<tr>
<td>Total Sub-Appropriation</td>
<td>3,612.2 $000</td>
<td>56.35 FTE</td>
<td>3,677.8 $000</td>
<td>(65.6)</td>
</tr>
</tbody>
</table>

### Assessment and Evaluation

The mandate of the Assessment and Evaluation Branch is to carry out summative student assessments based on provincial curricula; to support a system-wide, classroom-based, beginning of the year, Grade 3 assessment in reading and numeracy/notions de calcul; and to provide support and advice on formative assessments according to departmental initiatives. The Branch provides expertise and support in the areas of assessment, evaluation, statistics, research and computer programming. The Branch also provides an information base for policy and program improvements for the Kindergarten to Senior 4 educational system.

The Branch implements a system-wide classroom-based assessment program at the Grade 3 level and develops and administers standards tests in English Language Arts and Mathematics/Mathématiques. Standards test results are prepared and distributed by the Branch in various types of feedback reports to division/district offices and schools. Standards tests provide objective measures of student performance directly related to provincial curriculum objectives, outcomes and standards. They connect curriculum, learning, teaching, and assessment and the test results help improve classroom instruction, student learning and school effectiveness.

Another activity of the Branch is to provide assessment support documents and learning opportunities for educators to improve student assessment methods and evaluation techniques to
measure student achievement. The Branch provides professional learning opportunities in support of sound assessment methods and evaluation techniques for classroom teachers.

Other significant branch activities include participation in national and/or international testing programs in education such as the Programme for International Student Assessment (PISA), the Youth In Transition Survey (YITS), and the School Achievement Indicators Program (SAIP) under the guidance of the Council of Ministers of Education Canada (CMEC).

For the 2003/04 fiscal year, the objectives of the Assessment and Evaluation Branch were: to ensure educators, parents, and the community receive information and data respecting student achievement and educational outcomes; to support a system-wide, classroom-based, beginning of the year, Grade 3 assessment in reading and numeracy/notions de calcul; to improve assessment literacy through supporting and assisting schools and school divisions in the development and implementation of effective assessment policies, processes and methods; to develop, pilot and administer standards tests in English Language Arts and Mathematics/Mathématiques based on best practice, research and evidence; to analyze test and assessment results and provide schools and divisions with feedback reports on standards tests and assessments prepared by the School Programs Division (SPD) and the Bureau de l’éducation française (BEF); to participate in national and/or international assessments of student performance; and to develop and maintain an information base on the results of the assessments and standards tests prepared by the SPD and the BEF.

Under the leadership of the Director, five managers lead the operating units responsible for carrying out the Branch mandate, including support activities such as logistical support and data entry, and management for the Branch and for the BEF.

The Branch’s mandate and objectives are accomplished through the work of five operating units with the following functions:

- **The Test Development Unit** coordinates the development, implementation, reporting and analysis of the Grade 3 Assessment in Reading and Numeracy/notions de calcul and standards tests in Mathematics/Mathématiques and English Language Arts, and provides support and advice in assessment and evaluation.
- **The Test Administration Unit** coordinates the logistics associated with test development, piloting, printing, registration, mailing, and marking.
- **The Information Systems Unit** provides support for data entry, data management, analysis and reporting.
- **The Administrative Services Unit** coordinates the commitment accounting system, budget preparation, cash flows, web page and communication management functions for the Branch.
- **The Document Production Unit** coordinates the word-processing of all tests, manuals, reports, correspondence and other information related to standards tests, assessments and field supports.

What follows are the results for the 2003/04 fiscal year organized by objectives.

The Assessment and Evaluation Branch achieved the objective of ensuring educators, parents, and the community receive information and data respecting student achievement and educational outcomes. The Branch provided information, which made up part of the provincial report on a range of student outcomes in Manitoba. The report was called *A Profile of Student Learning and Performance in Manitoba 2002-2003* and was released in February 2004.

The objective of supporting a system-wide, classroom-based, beginning of the year, Grade 3 assessment in reading and numeracy/notions de calcul was achieved. The annual provincial report was released in June. This report identified the percentage of students attaining each level of performance on each critical competency in reading and numeracy. Six Year-at-a-Glance training
sessions on how to conduct the Grade 3 Assessment were held across the Province in September and October for all teachers new to Grade 3 and the Grade 3 Assessment. Additionally, four half-day sessions were held in October for administrators (superintendents of school divisions, principals of funded independent and band-operated schools) to help them interpret their local results from the assessment. In September, the Department sponsored *A Symposium on Numeracy and Literacy in Elementary Years*, which was attended by teachers, parents, school/division teams, university faculty members and pre-service students from across the Province. Sessions included school literacy and numeracy plans, parent partnerships, differentiation of strategies to meet student needs, classroom-based assessments and data monitoring. Between September and December, Grade 3 and Grade 4 teachers assessed their students on the identified critical competencies in reading, lecture and numeracy. Teachers and parents received meaningful information about students’ knowledge and skills in Reading and Numeracy early in the school year. School divisions summarized divisional results and forwarded this information to the Department in December. They reported on the number of students attaining each level of performance on identified critical competencies in reading, lecture and numeracy. The Assessment and Evaluation Branch also worked with other branches to prepare a consultation document regarding the Grade 3 assessment in reading and numeracy/notions de calcul.

The Department’s 2003/04 Funding of Schools Program included an Early Numeracy Initiative to assist school divisions and districts with the design and implementation of early numeracy programming that will increase the mathematical proficiency of all Kindergarten to Grade 4 students, with an emphasis on low-achieving students in early years.

The objective of developing and providing assessment literacy through supporting and assisting schools and school divisions in the development and implementation of effective student assessment policies, processes and methods was achieved. In addition to reprinting the parent brochure on the Grade 3 assessment, the Department provided teachers with standards tests, marking guides, marking feedback reports, and learning opportunities. Taken together, these support documents provided teachers, schools, and school divisions with useful resources for improving classroom assessment and making the best use of provincial assessment results. Learning opportunities, training, and support related to marking and reporting of results were provided to local marking coordinators. Presentations were made to the educational community on various topics related to assessment and evaluation. The Department began a structured dialogue with school and divisional administrators regarding assessment policy and reporting in a series of forums.

The objective of developing, piloting, and administering standards tests in English Language Arts and Mathematics/Mathématiques based on best practice, research and evidence was achieved. The Grade 6 English Language Arts and Senior 1 Mathematics/Mathématiques Standards Tests were administered province-wide as optional, locally marked standards tests. Standards tests based on the Senior 4 English Language Arts, Senior 4 Pre-Calculus Mathematics/Mathématiques, Applied Mathematics/Mathématiques, and Consumer Mathematics/Mathématiques curricula were administered in January 2004. The Branch provided training and assistance to local marking coordinators for standards tests in English Language Arts and Mathematics/Mathématiques. Pilot standards tests were developed in Grade 6 English Language Arts, Senior 1 Mathematics/Mathématiques, Senior 4 English Language Arts, and Senior 4 Pre-Calculus, and Applied and Consumer Mathematics/Mathématiques.

The objective of analyzing test and assessment results and providing schools and school divisions with feedback reports on standards tests and assessments prepared by the SPD and BEF was also achieved. The Assessment and Evaluation Branch analyzed results for pilot tests and province-wide standards tests in English Language Arts and Mathematics/Mathématiques. The Branch conducted an audit sampling of locally marked standards tests in English Language Arts and Mathematics/Mathématiques and reported results to school divisions. The Branch prepared summary profiles of student achievement at the school, division, and provincial level for all tests and
reported these results to school divisions. It also provided statistical analysis and information technology support to the BEF for their français and français–immersion standards tests.

The Assessment and Evaluation Branch worked with the CMEC and Statistics Canada in coordinating the administration of the Programme for International Student Assessment (PISA) in the spring of 2003, administered in conjunction with Statistic Canada's Youth in Transition Survey (YITS). The focus of the assessment was reading. The Branch also collaborated with the CMEC and science consultants and teachers in developing and submitting items for possible inclusion in the PISA 2006 science assessment.

The Branch worked with the CMEC in preparing for the April 2004 administration of the School Achievement Indicators Program (SAIP) science assessment, including reaching agreement with the BEF and the CMEC regarding the reporting of results to meet the needs and interests of our Français and French Immersion programs. The Branch has met with the CMEC and representatives from across the country, as planning continues to replace the SAIP assessments with the PCAP (pan-Canadian assessment program) assessment scheduled for its first administration in the spring of 2007 (13-year-olds).

The Branch also worked with consultants from other departments to summarize and prepare advisory notes on reports emanating from both PISA/YITS and SAIP, and acted in an ongoing role as a liaison with the CMEC in providing background and interpretive information to government and to the public regarding Manitoba's participation in, and results from national and international assessments.

The Branch continued to develop and maintain an information base on the results of the assessments and standards tests prepared by the SPD and the BEF. The Branch worked with Systems and Technology Services (STS) within the Education Information System (EIS) to develop and maintain an information base for policy and program improvements in assessment.

The Assessment and Evaluation Branch made progress in the strategic direction of Manitoba's Sustainable Development Procurement Goals. A sustainable development procurement action plan was developed to increase participation regarding sustainable procurement practices (Goal #1). Reduction in solid waste production was achieved by re-using office supplies where possible and practical (ex: binders, file folders, envelopes) reducing material/packaging, maintaining blue box paper recycling program, and developing a pop can recycling plan in keeping with the goal of reducing solid waste sent to landfill (Goal #2). Conference calls, faxes and emails were used to reduce the need for transportation (via staff cars, courier services, etc.) and reduce fossil fuel emissions (Goal #3). In order to reduce the consumption of resources in a sustainable and environmentally preferable manner (Goal #4), lights, photocopiers, and computers were turned off when not in use, and environmentally preferable products were used whenever possible (ex: recycled paper). To increase the participation of Aboriginal peoples in providing for Government's goods and services needs, Aboriginal educators were recruited for Test Development Committees. Representatives from the Branch participated in an Aboriginal Procurement workshop. Goods and services were purchased from small businesses and community based businesses whenever possible, expedient, and cost-effective. These activities supported the goal of ensuring that procurement practices fostered and sustained community economic development (Goal #5).

### 2 (c) Assessment and Evaluation

<table>
<thead>
<tr>
<th>Expenditures by Sub-Appropriation</th>
<th>Actual 2003/04 $000</th>
<th>Estimate 2003/04 $000</th>
<th>Variance Over (Under) $000</th>
<th>Expl. No.</th>
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<tr>
<td>Salaries and Employee Benefits</td>
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<td>Other Expenditures</td>
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<tr>
<td><strong>Total Sub-Appropriation</strong></td>
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<td><strong>5,551.9</strong> (536.5)</td>
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</tbody>
</table>
Program Development

The mandate of the Program Development Branch is to support the development and implementation of a policy and program framework for the Kindergarten to Senior 4 (K-S4) English Program and the Senior Years Technology Education Program.

The programs, curricula, and distance learning courses developed by this branch form the basis for what is taught in Manitoba schools or provided to distance learning students.

Organization of the Program Development Branch

The Branch’s mandate is accomplished through the work of four units:

- Curriculum
- Distance Learning and Information Technologies
- Program and Policy Services
- Production Support

The Curriculum Unit is responsible for the development of curriculum documents (print and electronic) for the English and Senior Years Technology Education programs, including curricula for compulsory and optional subject areas. The Unit’s responsibilities also encompass planning and delivering curriculum implementation sessions, and in collaboration with educational partners, providing opportunities for curriculum-related professional learning. Additional responsibilities include communicating with post-secondary institutions to ensure alignment of new Senior Years curricula and college/university admission/pre-requisite requirements, providing staff input into the development of provincial assessments and distance learning courses, the integration of technology into curriculum, and the evaluation of learning resources to ensure curriculum congruence.

The Distance Learning and Information Technologies Unit is responsible for the coordination of development and implementation of information technology projects and activities which support teaching, learning, and assessment with respect to Technology as a Foundation Skill, and coordination of distance learning course development (print and electronic). This unit manages the K-S4 section of the Department’s web site, which facilitates communication, and delivery of policy and program information to educational stakeholders. This unit also provides print and electronic courses, materials and services for distance learners, and administers General Education Development (GED) testing.

The Program and Policy Services Unit is responsible for the development of policy and support documents (print and electronic) to improve teaching, learning, and assessment. To support the implementation of curricula in Manitoba schools, this unit coordinates Manitoba reviews of curriculum-matched learning resources, and participates in the Western and Northern Canadian Protocol (WNCP) reviews for English language arts and mathematics. To support the K-S4 Educational Agenda initiative, the Unit provides service to the field on questions related to school programs, program policy, graduation requirements, dual credits, time allotments, and course codes. It also registers School-Initiated Courses (SICs) and Student-Initiated Projects (SIPs), and monitors school offerings in International Baccalaureate and Advanced Placement courses. In addition, the Unit supports career development, entrepreneurship, and youth transition initiatives. These include Take Our Kids to Work, Career Cruising, Winnipeg and Brandon Career Symposia, and Canada and Manitoba Prospects. Consultants also coordinate the Technology Education Initiative and provide support for technology programming through activities such as monitoring equipment replacement grants and advising the Public Schools Finance Board (PSFB) regarding school facilities.
The Production Support Unit responds to the priorities of the School Programs Division. Staff are responsible for those tasks and functions which relate to bringing documents (print and electronic) to final form and subsequent distribution to teachers, students, administrators, and the public. These documents include policy documents, curriculum framework documents, foundation for implementation documents, distance learning courses, support documents, and documents for the public.

The following information is organized according to the major activities of these four units within the Program Development Branch.

Curriculum Activities:

**Manitoba Curriculum Projects**
- In the area of science, the Branch completed foundation for implementation documents for Senior 2 Science and Senior 3 Physics for print and electronic distribution in Fall 2003.
- Branch staff finalized *Senior 4 Family Studies: Manitoba Curriculum Framework of Outcomes*, and continued development on a framework for Industrial Arts.
- A draft version of *Senior 2 (20S), Senior 3 (30S), and Senior 4 (40S) Computer Science: Manitoba Curriculum Framework of Outcomes* was released for field validation in 2003/04. Development continues on computer applications courses.
- During 2003/04, the Branch completed *With the End in Mind*, a video to orient new teachers to planning for teaching and learning with Manitoba curricula.
- Program Development Branch consultants and project teams continued work on curricula for Aboriginal languages and culture, and Senior 4 Aboriginal studies. The Branch also supported Mystery Lake School Division in its initiative to develop a curriculum for K-4 English/Cree bilingual programming.

**Western and Northern Canadian Protocol Curriculum Projects**
- In 2003/04, Manitoba Education, Citizenship and Youth, in conjunction with its Western and Northern Canadian Protocol partners, released student and teacher resources entitled *Essentials of Mathematics 12*, to support Manitoba’s Senior 4 Consumer Mathematics.
- Branch representatives participated on a project team to review the *Common Curriculum Framework for Mathematics, Kindergarten to Grade 12*, to determine the extent of revisions necessary to update this framework.
- As a partner in the WNCP consortium, the Branch consultant for International languages continued inter-jurisdictional work on curriculum materials for Spanish, Ukrainian, and German language programming.

Technology Activities:

The Program Development Branch coordinates projects, the focus of which is to engage students in learning experiences related to student achievement of curricular outcomes, and that ensure students develop the information technology skills and competencies identified in *Technology As a Foundation Skill Area: A Journey Toward Information Technology Literacy* (1998).

**Computer Guided Learning (CGL) Project**
Manitoba Education, Citizenship and Youth was involved in the development of *The Learning Equation* 7, 8, 9, 10 CGL courseware starting in 1994. The Department completed the purchase of a provincial site license for the courseware in 2002/03. All Grade 7-Senior 2 schools now own their own copy of the courseware, at no cost to them.
This license provides access to the courseware for 49,866 students in Grades 7-Senior 2. The total number of teachers trained to use the curriculum-matched resource has passed 1,500. Branch staff will continue to provide training opportunities upon request. The Senior 3 version of the courseware is available for purchase through the Manitoba Text Book Bureau. Development of the Senior 4 version of this courseware is continuing. Implementation of the project was handed off to the Curriculum Unit in 2003/04.

**Computer Literacy Initiative (TFS)**

Technology as a Foundation Skill - A Model for Implementation

Focus groups were conducted with Computer Education Co-ordinators of Manitoba. A K-8 development team was created, and met for four days to work on the TFS Developmental Continuum for Information and Communication Technology (ICT) Literacy. A TFS Online Learning Community has been set up and currently has over 100 members from the field.

**Curriculum Information Technology Integration (CITI) Project**

The *Curriculum Navigator* has been completed and contains information technology and curriculum integration strategies for use by K-8 teachers. During 2003/2004, the inclusion of Aboriginal perspectives into mathematics strategies continued, as did the evergreening of the English Language Arts (ELA), mathematics and science strategies. Implementation activities related to the use of this dynamic resource will continue throughout 2004/05.

**Curriculum Multimedia Support**

Produces Multimedia programs to support Manitoba curriculum, including videos, DVDs/CD-ROMs, and web material. Approximately 23 videos were produced to support educators and students. Some of the topics covered include Electronics, Science, Aboriginal Perspectives, Physical Education/Health Education, Special Needs, Early Childhood, Multilevel Classroom, and Social Studies. Numerous video and audio clips were also produced, which are converted to content that can be used on the web.

**Curriculum Navigator (CN2)**

The Curriculum Navigator XML pilot project has been completed and development and production licenses of Tamino have been acquired. Prototypes of new administration and public interfaces have been developed and content for K-4 social studies prepared for entry. K-4 social studies content entry and Grade 5-S1 social studies content development will continue throughout 2003/2004.

**Distance Learning Activities:**

Development of print-based distance learning continued in 2003/04 with six new courses being released along with the field validation of one additional course. Revisions to 27 existing courses were completed. Continuous improvement of existing courses will be a focus in 2004/05. Manitoba Education, Citizenship and Youth has completed the development of 28 online courses, trained 100 new online teachers in pedagogy and best practices in web-based teaching, and provided orientation to web-based teaching and learning to many more teachers. Enrolment in web-based department-hosted courses doubled over the previous year to 1,800 registrations. A new initiative is the support for blended learning by the availability of web-based courses to teachers and students in face-to-face classes. The necessary hardware and software infrastructure has been acquired. Development of web-based courses and teacher training activities will continue in 2004/05.

**General Education Development**

The General Education Development (GED) testing service provides adults, who do not have a high school diploma, with an opportunity to attain a High School Equivalency Diploma. Individuals use the High School Equivalency Diploma to apply for employment, admission to some post-secondary institutions or enlistment in the armed forces. The GED Testing Service implemented the new forms of GED test battery January 1, 2002. Of the 673 GED
candidates tested in 2003/04, 435 of them achieved scores high enough to qualify for the diploma.

**GrassRoots Program**
The GrassRoots Program was a tripartite partnership involving Manitoba Education, Citizenship and Youth, Manitoba Education, Research and Learning Information Networks (MERLIN), and Industry Canada. The goal of the program was to support teachers in their development of educationally valuable content that was posted on the Web. Manitoba GrassRoots funded 228 projects in 2003/04. The program ended March 31, 2004 when Industry Canada discontinued funding for the program.

**Independent Study Option (ISO)**
Independent Study Option enrolment statistics for 2003/04 totalled 4,500 course registrations. Tutorial service continued to be provided to distance learners by telephone, email, fax, and/or on a walk-in basis.

**Interdisciplinary Middle Years Multimedia (IMYM) Project**
Research reports related to teacher adoption of this technology integration model were completed and posted online. Training modules for online professional learning were created. A new interdisciplinary unit at Grade 5, Climate Change, was developed and piloted using an online format.

**Strategic Technology-Assisted Professional Learning Environment (STAPLE) Project**
STAPLE is an online professional learning environment that will provide interactive learning experiences, allow time for practice in the classroom, accommodate the ability to reflect on promising practices, and offer collaboration and mentoring opportunities with other professionals in Manitoba. The Grade 5 (2002/03) and Grade 7 (2003/04) STAPLE pilots tested an online delivery model using WebCT™ software. Additional STAPLE pilots created during 2003/04 include examples of using online professional learning in the context of a curriculum development team, the development of a support document, use of a professional learning community in a professional organization and a school division, and the pilot of a new interdisciplinary unit.

**Teacher Mediated Option (TMO)**
The Teacher Mediated Option, which provides additional teacher support to distance learners, offered thirty courses to 721 students in 51 schools. During 2003/04, 1,715 students registered for online courses offered in 23 different school divisions and 3 independent schools.

**Web Technologies**
The content and organization on the K-S4 web site is managed by staff within the Distance Learning and Information Technologies Unit. Use of the web site continues to increase. A monthly average of 500,000 pages viewed was recorded in 2003/2004. Enhancements continued to be made to the K-S4 Education Agenda sections. A new Staff Contacts Database was launched. The Publications Catalogue was redesigned and the web site search engine enhanced. As well, this project provided support for the design and development of the Council of Ministers of Education Canada (CMEC) Online Learning Portal and the WNCP Aboriginal Languages web site. The design and maintenance of the education department’s joint English web site is managed through this project.

**Learning Resources Activities:**
The Program Development Branch is responsible for the identification of print and multimedia learning resources in support of new, existing, and revised curriculum and distance learning courses, with particular attention to curriculum match and issues of bias and balanced presentation.
Curriculum-matched learning resources are evaluated in one of two ways: collaboratively with Western and Northern Canadian Protocol jurisdictions, or within Manitoba.

**Manitoba Learning Resource Reviews**
From April 1, 2003 to March 31, 2004, seven Manitoba learning resources reviews were completed: Physical Education/Health Education K-8 and S1-S2; Physics 30S/40S; Industrial Arts (Productions Skills) S1-S4; Industrial Arts (Safety) 5-S4; Geography S2; and Social Studies 5-8. The recommended learning resources were listed in the *Manitoba Text Book Bureau Catalogue*, and annotated bibliographies were posted online for Manitoba schools. Manitoba has a process in place for the review of learning resources on a continual basis, and branch consultants participate in an annual review to update resources listed in new editions of the *Manitoba Text Book Bureau Catalogue*.

**Western and Northern Canadian Protocol (WNCP) Learning Resources Reviews**
Manitoba is the lead province for the Western and Northern Canadian Protocol (WNCP) English Language Arts Continuous Submission Project. In 2003/04, the project included a review of WNCP Recommended Resources to identify out-of-print and new editions for resources recommended in 1997.

**Publishers' Workshops**
Branch staff coordinated the annual Manitoba Publishers' Workshop in October 2003. This workshop updated the publishing industry about future reviews.

**Document Production Activities:**
Project teams, comprised of Program Development Branch consultants and teachers from across Manitoba, also initiated or continued work on the following documents during 2003/04:

**Curriculum Documents**
- Released one final print and one web curriculum framework to the field
- Released four final print and two web foundation for implementation documents to the field

**Distance Learning Courses**
- Released five distance learning courses
- Edited and desktop published revisions for 23 distance learning courses

**Policy and Support Documents**
- *Subject Table Handbook, 2003/2004*
- *Technology Subject Table Handbook, 2003/2004*
- *Manitoba Text Book Bureau Catalogue 2003/2004 content*
- *Locally Developed Curricula: School-Initiated Courses and Student-Initiated Projects*
- *The Dual Credit Initiative: Pathways to Post Secondary Education in Manitoba*
- *American Sign Language and the Special Language Credit Option*
- *Keeping Your Facilities SAFE: A Support Document for Industrial Arts Teachers*
- *Independent Together: Supporting the Multilevel Community*
- *Integrating Aboriginal Perspectives into Curricula: A Resource for Curriculum Developers, Teachers and Administrators*
- *A Self-managed Career Portfolio Guide*
- *A Teacher's Guide for the Video, Sila Alangotok - Inuit Observations on Climate Change: A Resource for Senior 2 Science*
- *Physical Education/Health Education GLO Posters*
Annotated Bibliographies of Learning Resources

- Social Studies Kindergarten to Grade 8 Learning Resources
- Senior 2 Social Studies: Geographic Issues in the 21st Century
- Physical Education/Health Education Learning Resources: K-S2
- Physics 30S and Physics 40S Learning Resources

Consultation Documents

The following documents formed the basis of consultations with educational stakeholders during 2003/2004:

- The Arts in Education: Draft Statement
- Report on English as a Second Language Program Review: The Renewal of Kindergarten to Senior 4 ESL Programming in Manitoba
- Executive Summary of Findings and Recommendations: An Action Plan for the Renewal of Kindergarten to Senior 4 ESL Programming in Manitoba
- Diversity and Equity: An Action Plan for Ethnocultural Equity

Parent Documents

- A Time to Know Which Way to Go: The Senior Years – A Record of Graduation Requirements for Parents and Students
- Helping Your Child Learn Math: A Parent’s Guide
- Helping Your Child Learn to Read: A Parent’s Guide

Field Support Activities:

- Curriculum consultants worked with teacher implementation teams to deliver regional Year at a Glance sessions in support of Middle Years mathematics, K-8 and Senior Years English language arts, K-S3 science, and K-S2 physical education/health education. Branch consultants also supported implementation of the Grade 3 Assessment in Reading and Mathematics, and the Early Numeracy Initiative. Consultants also coordinated Summer Institutes related to science (with Science Teachers’ Association of Manitoba) and literacy across the curriculum (with The University of Manitoba).
- In 2001, following discussions between the Minister of Education, Citizenship and Youth and the Grand Chief of the Assembly of First Nations, a Joint Working Group was established to address educational issues that affect First Nations learners. The Branch is represented on the Working Group. In 2003/04, the Working Group met on five occasions to discuss a range of issues.
- In response to requests, curriculum consultants delivered school/divisional inservices for teachers and/or administrators related to K-S4 English language arts, K-S4 mathematics, K-S2 science, K-S2 physical education/health education, Aboriginal awareness, International language programming, and English as a Second Language (ESL) programming.
- At the request of the Manitoba First Nations Education Resource Centre, branch consultants also provided professional development for specialists who support First Nations schools across Manitoba.

In addition, branch staff initiated professional learning opportunities for teachers, administrators, and parents. These included sessions related to:

- Teaching and learning using information technology (Interdisciplinary Middle Years Multimedia Project, computer guided learning, STAPLE, online course delivery);
- Education and career planning (The Blueprint for Life/Work Designs and Graduation Requirements; The Real Game and The Play Real Game (youth transition workshops); and Senior Years policies and programming.

The enhancement of the Branch’s online Implementation Initiatives: Year at a Glance system expedited the registration process for these sessions.
Locally Developed Curricula
A total of approximately 1,800 School-Initiated Courses (SICs) and Student-Initiated Projects (SIPs) were received, reviewed, and processed during the 2003/04 school year for Senior Years schools. A process to transfer the registration of Adult Learning Centre SICs and SIPs to the Adult Learning and Literacy Branch has been completed. Consultants also provided consultation and advice to schools in the preparation of locally developed curricula. Online registration of SICs is now available. This new process requests that schools and divisions agree to share their local SICs with others.

Graduation Requirements/Subject Courses Codes
Consultants provided advice to schools requesting assistance in meeting graduation requirements in a time of transition.

Facility Reviews
Branch staff reviewed proposals for construction or upgrading of science labs, computer labs, home economics labs, and fine arts facilities and provided recommendations related to standards and facilities.

Curricula developed by Program Development Branch contain learning outcomes, suggestions for instruction, and/or suggested learning resources that focus on sustainable development concepts.

New science curricula focus on sustainable development as a key foundation for scientific literacy. One of the General Learning Outcomes – Science, Technology, Society and the Environment – explicitly addresses sustainable development.

- To support teaching and learning about sustainable development for Senior 2 Science, in 2003/04, Program Development Branch released A Teacher’s Guide for the Video, Sila Alangotok: Inuit Observations on Climate Change. This publication, funded by the Sustainable Development Innovations Fund (SDIF), was the result of a partnership with the International Institute for Sustainable Development and Learning for a Sustainable Future.

- Program Development Branch continued development of Climate Change resources as part of the Grade 5 Integrated Middle Years Multimedia (IMYM) Project, and of a new Senior 3 science course, Current Topics in the Sciences. Both of these projects are funded by the federal and provincial Climate Change Action Funds.

In the new social studies curriculum, environmental awareness is incorporated into the framework. The curriculum outcomes expect students to recognize that a sustainable natural environment is essential to human life, assess the impact of human interaction with the environment, propose possible solutions to environmental problems, and live in ways that respect principles of environmental stewardship and sustainability.

- During 2003/04, a development team worked to ensure that the K-4 social studies foundation for implementation reflected these goals.

During 2003/04, Program Development Branch also coordinated meetings of the eight Manitoba schools that are members of the UNESCO Associated Schools Project Network (ASPnet). The ASPnet is an association of more than 7,000 schools in 172 countries. Under this project, schools engage in theme-based activities that work toward a culture of peace. Manitoba schools chose "Environmental Concerns" as their theme for a provincial ASPnet project, under the specific heading of "sustainable development". This will also support the UN decade of Sustainable Development, which begins in 2005. The schools will embark on individual and inter-divisional projects related to sustainable development over the next few years.
Program and Student Services

The mandate of the Program and Student Services Branch is to work closely with educators and parents to promote and support the effective implementation of provincial policies, programs and planning and priority initiatives that support the educational success of students in the Kindergarten to Senior 4 (K-S4) educational system in Manitoba. The Branch also delivers specialized education and support services to blind/visually impaired, Deaf/hard of hearing and Deaf-blind students enrolled in community schools, library/media resources and information services and consultation to school division personnel, collateral personnel and parents. The Branch's primary goal is to provide support to schools through effective planning, monitoring of categorical support and the provision of professional learning opportunities. Of primary importance to the goal of support to schools is the facilitation of a strong link among schools, families and communities.

The objectives of the Branch are to support the development of inclusionary environments and maximize learning outcomes for students with diverse needs; to provide special format materials and learning equipment; to administer the education program at the Manitoba School for the Deaf; to approve and monitor categorical funding to both provincially funded and independent funded schools; to negotiate and monitor educational service agreements with institutions providing specialized programs; and to facilitate interdepartmental service coordination for students with special needs.

The Branch is organized into five units with the following functions:

- **The School Support Unit** provides specialized implementation support to school divisions and funded independent schools in the provision of programming support for students with special needs and those at risk to not succeed in schools. The Unit also provides information and assistance to divisions and schools, including funded independent and band operated schools, regarding departmental policies and guidelines, and collaborates with divisions to develop activities to support the implementation of priority areas. The Unit facilitates a stronger link among schools, families and communities through the provision of parent-friendly support materials, information-sharing sessions for families and partnerships with organizations that provide a voice to parents in the education system. The Unit is involved in school improvement activities through school and divisional planning sessions as well as parent and community initiatives. The Unit is also involved in collaboration and consultation with divisions to engage in meaningful Aboriginal family and community involvement in the education of Aboriginal students and in the integration of Aboriginal perspectives into all curricula. This dialogue will help to address issues pertaining to the academic achievement of Aboriginal students.

- **Deaf/Hard of Hearing Services Unit** provides consultative support to school divisions and funded independent schools respecting programming for students who are Deaf or hard of hearing.

- **The Manitoba School for the Deaf** (MSD) provides specialized Kindergarten to Senior 4 academic programming and residential facilities for Deaf and hard of hearing children who require a special school placement and who benefit from a bilingual-bicultural environment.
that includes the use of American Sign Language (ASL). See section on The Manitoba School for the Deaf contained within this report.

- **Blind/Visually Impaired Services Unit** provides consultative and material support to school divisions and funded independent schools for programming for students who are blind or visually impaired. In addition, the Unit provides Special Materials Services support for students in K-S4 who require alternate format materials in braille, large print and audiotape.

- **The Instructional Resources Unit** continues to provide K-S4 educators with curriculum implementation support, professional development resources, and educational research materials; departmental staff with essential library services and resources including the latest educational research; teachers-in-training with library services as preparation for teaching; and all of the above clients, including the general public, with library services to facilitate life-long learning and parental involvement.

### School Support Unit

Consultants for Special Education continue to provide professional learning opportunities in the area of Individual Education Planning (IEP) and support for programming for students with special needs. Province-wide sessions were held for student services administrators and resource and special education teachers on request from the regions and/or school divisions. Clinical supervision was provided on request for speech/language pathologists, social workers and psychologists employed by school divisions in rural and northern Manitoba. Case consultations were provided for children with a broad range of special needs including those with severe multiple disabilities, autism, emotional/behavioural disorders, and extreme learning and communication disorders.

Special needs programs were monitored through the review of divisional Student Services Plan Reports, in accordance with departmental guidelines articulated in *Special Education in Manitoba - Policy & Procedural Guidelines for the Education of Students with Special Needs in the Public School System*. The Unit provided support to six pilot divisions who entered Year 2 of a pilot for the Student Services Grant.

In partnership with teachers, professional learning opportunities were provided through regional inservices and workshops to promote academic achievement for students through the planning of the Early Childhood Development Initiative, the Aboriginal Academic Achievement grant, the Early Literacy Initiative and the Early Behaviour Intervention Initiative. Professional development opportunities were also provided for educators as well as new and existing principals throughout the province.

Consultants for School Support, in partnership with the Research and Planning Branch, reviewed school/divisional plans as submitted to the Branch. Staff reviewed the information submitted, consulted with schools/divisions and provided further support as requested. Regional sessions were held to begin the Planning in Education initiative to link department, division and school planning.

The Unit provided support to parent councils and advisory councils for school leadership.

In consultation with the Manitoba Association of School Superintendents (MASS), the Manitoba Association of School Trustees (MAST), the Manitoba Teachers’ Society (MTS), the Manitoba Association of Parent Councils (MAPC), the Student Services Administrators Association of Manitoba (SSAAAM) and the First Nations Education Resource Centre, staff from the Unit continued development of the following documents:

- **Building School Partnership: A Handbook, for Parents, Families, Councils and the School Community**
- **Working Together: Aboriginal Parents, Families and School Involvement**
- **Incorporating Aboriginal Perspectives in Curriculum**
- **Supporting Inclusive Schools: A Handbook for Developing and Implementing Programming for Students with Autism Spectrum Disorder**
The following documents were completed:

- *Working Together: A Guide to Positive Problem Solving for Schools, Families and Communities*

**Categorical Grants**

The *Early Literacy Intervention Initiative* was allocated provincially to divisions to support Reading Recovery™ and other internally/externally developed early literacy programs intended to dramatically increase the reading and writing proficiency of the lowest achieving Grade 1 students. Approximately 74% of students participating in the program reach an average achievement level within 20 weeks.

*Special Needs Categorical Funding* was allocated provincially for students requiring and receiving extensive support in educational programming. The submission process continued to be streamlined and the review of applications continued to be centralized. Professional development opportunities for those educators involved in special needs funding were provided through seven regionally based information sessions.

The *Students at Risk Innovations Grant* continued over the 2003/04 school year and 16 programs for Innovations Grants completed the third year of a three-year cycle. The grants provided schools and school divisions with opportunities to collaborate with Manitoba Education, Citizenship and Youth on valuable research projects. For the 2004/05 school year support from this grant will be incorporated into the Students at Risk Formula grant that is allocated to all public schools.

The *Aboriginal Academic Achievement Grant* was allocated to school divisions across the province to address the need to improve the academic achievement of Aboriginal students by encouraging schools to develop measurable outcomes and indicators for Aboriginal students. The majority of the grants were allocated for human resources (teachers and teacher assistants) and for literacy and language development materials. All school divisions provided detailed program plans and evaluation reports. A report on those plans was developed for distribution to schools.

The *Early Behaviour Intervention Initiative Grant* was allocated provincially to support school divisions in developing early intervention initiatives in grades K-6 to help students with behaviour problems. Interventions were selected and instituted by individual school divisions based on their research into effective practice and evaluation of local needs. Interventions were continued, modified or replaced based on their ability to achieve the division’s targeted outcomes.

The *Early Childhood Development Initiative* was in year 2 of implementation in 2003/04. This grant has provided school divisions with support to implement intersectoral services for pre-schoolers (birth to age 5) to increase readiness for school entry.

**Special Education Review**

The Program and Student Services Branch continues to address priorities related to students with unique learning needs. During the 2003/04 fiscal year, the following initiatives were addressed:

- Bill 13 - (an Amendment to the Public Schools Act, appropriate educational programming) was passed. (Third Reading and concurrence - May 12, 2004.)
- Student Outcome Rubrics Project - This project has been developed through the Western and Northern Canadian Protocol (WNCP) as a joint project among Saskatchewan Learning, the Federation of Saskatchewan Indian Nations, Manitoba Education, Citizenship and Youth, and three Manitoba school divisions (Park West, Fort La Bosse and Southwest Horizon). Through the Student Outcome Rubrics Project, IEP teams set measurable performance goals in the learning domains, which are deemed priorities for the student by the IEP team. The teacher then creates a five-point scale with a scoring rubric for indicating progress.
• Educational Assistant Training Framework - This initiative has focused on the development of a training system for paraprofessionals. Using feedback from a variety of groups including paraprofessionals and their supervisors, the key responsibilities are foundational knowledge, skills and attitudes, and the core competencies required to perform the duties of an educational assistant have been identified.
• Student Services Grant Pilot Project - Seven school divisions are currently working in partnership with Manitoba Education, Citizenship and Youth to pilot a new method of providing funding to divisions to address the unique needs of students. The project has collected data to assist with developing a Student Services Plan.
• Update of Student Services Handbook - This handbook is revised in consultation with stakeholder groups on a yearly basis.
• Intersectoral Projects - Staff have been involved in several interagency projects including Specialized Services for Children and Youth, Planning in Education, and the Multi-jurisdictional Implementation Team (sexually exploited children).
• Development of dispute resolution materials including a document on informal problem solving and a process for conducting formal dispute resolution.

Departmental Policies and Guidelines

The Branch provided support through professional learning opportunities, consultation and collaborative planning with school divisions in the implementation of the Department's policy documents as they relate to the work of the Branch. Divisions received support in developing the skills required to implement professional development opportunities. Communication and collaboration with school divisions occurred on a regular basis in support of initiatives that were a priority for both school divisions and the Department. A priority throughout all initiatives was the inclusion of Aboriginal perspectives and the increased involvement of families and community.

Deaf and Hard of Hearing Services Unit

In the 2003/04 school year, the Branch continued to provide support to Deaf and hard of hearing students who attended schools beyond the perimeter highway in Winnipeg. Six Consultants for the Deaf and Hard of Hearing Services Unit provided support to schools for more than 334 students who have a hearing loss. Services provided ranged from direct teaching or modeling lessons, collaborating with professionals and parents with all stages of the IEP process and assisting with student hearing aids and classroom amplification equipment. Consultants of the Deaf and Hard of Hearing Services Unit assist students who rely upon cochlear implants, amplification devices, speech and/or American Sign Language to communicate in their home school settings. In June, the consultants hosted 28 students, aged 10 to 14 years, when they visited the Manitoba School for the Deaf, the Science Museum, the Discover the Universe Centre, attended a Goldeyeyes game and participated in recreational activities. This event helped students learn to socialize with each other, recognize mutual needs and develop skills related to becoming more independent.

The Educational Interpreting Consultant Team from MSD continued to provide support, throughout the province, to children who use American Sign Language (ASL) in their community-based programs. Their support involved modeling proper syntax and vocabulary of ASL and improving the skills of the signing educational assistants and other staff who work with these students. They also presented a series of 10 workshop sessions related to ASL usage and interpreting. At the request of many school divisions, the Educational Interpreter Consultants assessed the interpreting skills of many educational assistants who use ASL in their school programs. Staff continued to hold regular meetings with members of the Advisory Board on Deaf and Hard of Hearing Programs and the Manitoba Association of Visual Language Interpreters.

Blind/Visually Impaired Services Unit

This unit was involved in the Canadian Association of Educational Resource Centres, a group of provincial centres creating and circulating Braille and other alternate format materials to students
across Canada. Following participation in the Task Force on Access to Information for Print Disabled Canadians, the Unit Coordinator continued to participate in the Council on Access for Print Disabled Canadians, a council formed by The National Library of Canada and the Canadian National Institute for the Blind (CNIB).

Partnerships were a focus of the Unit. Collaboration continued with the CNIB, transitioning pre-schoolers and students leaving secondary school for post-secondary or vocational environments between the two services working with school divisions and regional health authorities.

Services to students who are blind/visually impaired were provided through three main service areas:

**Special Materials Services**

The library and production centre, known as Special Materials Services, supported blind/visually impaired and other perceptually disabled students in K-S4 with alternate format textbooks and materials in braille, large print and audiotape. Special Materials Services maintained and circulated a provincial library collection of Alternate Format Textbooks. Cost savings were achieved through inter-library loans from other provincial resource centres across Canada, and by sourcing materials internationally. Special Materials Services supported post-secondary blind/visually impaired students by operating a similar service on behalf of the Council on Post-Secondary Education.

The Unit continued to promote the new on-line catalogue of alternate format books. School staff and students could browse the library collection using the Internet and place orders on-line for large print, audiotape and braille textbooks.

**Consultative Services**

Eight staff members provided consultative and direct teaching/assessment services to blind/visually impaired students in schools throughout the province. The consultants provided inservicing and support to teachers, teacher’s assistants, administrative staff, parents, and community agencies on areas such as Braille Literacy, adaptations to the K-S4 curricula, and the implementation of specialized curricula. These efforts are in congruence with the Department's focus on the inclusion of all students with special needs.

**Vision Screening Program**

The Unit continued to support the vision screening of over 20,000 students with screening equipment and staff training to school divisions in Manitoba. This screening service received an endorsement of current practices from the Provincial Vision Screening Committee of Manitoba.

**Instructional Resources Unit**

The Instructional Resources Unit (IRU) continued to build local capacity to improve teaching and learning, focusing on seven major activities.

- Selection, acquisition and cataloguing of learning resources, provision of print and electronic access to IRU collections, as well as reference and information assistance. The IRU provided library services in support of K-S4 curriculum implementation, the Special Education Review, the Aboriginal Education Strategy, diversity and equity education, educational research and professional learning to address K-S4 educators’ needs, such as best practices, school improvement, research-based decision-making and school library development. With more than 9,100 active registered clients, staff fielded over 23,400 queries, catalogued over 8,400 new items and circulated over 129,000 resources. The IRU acquired over 500 video, DVD and other non-print titles including resources recommended for Physics, Geography and Ukrainian studies, duplication rights for the upcoming year of
CBC News in Review and additional copies of the first 500 recommended titles for Social Studies grades K-8. Clients and visitors were actively visiting and using IRU's electronic resources and databases, including 3,133,624 hits/visits on the web site as well as 286,147 searches performed and documents viewed. Online Public Access Catalogue served over 1,274,708 users.

- Acquisition, cataloguing and dissemination of resources identified through the Western and Northern Canadian Protocol and Manitoba Reviews of Learning Resources.
- Application of leading-edge information technologies both for services and collections, creating a virtual library accessible to all Manitoba K-S4 educators and department staff to support current awareness, including electronic bibliographies and acquisitions lists as well as provision of an OPAC and Virtual Education Information Service.
- Provision of copyright clearance through the Schools/CanCopy Pan-Canadian Agreement 1999-2004, as well as copyright information assistance and workshops. Development, through the Council of Ministers of Education Canada, of a framework for a national digital copyright policy, which was recommended to the federal government for the revision of copyright law. Negotiations with Access Copyright for a new 2004-2009 Copyright License Agreement continued.
- Provision of efficient and effective delivery for new School Programs Division documents and other education literature, to specified groups and individuals in schools and Board offices via monthly bulk mailings. Over 1,000,000 items were distributed through bulk mail services.
- Provision of displays and library instruction for the education community.

**Interdepartmental Coordination of Services**

The Branch continued its involvement at interdepartmental levels and provided leadership to facilitate service coordination of children with multi-dimensional services needs, and their families, receiving services from several departments and/or agencies (Education, Citizenship and Youth, Family Services, Health, Justice and Healthy Child Initiative). The Branch also continued to implement the interdepartmental protocol agreement for the coordination of services for children and adolescents with severe to profound emotional/behavioural programs. This included the involvement of an interdepartmental decision-making process for the provision of Level III special needs support for the school component of comprehensive interdepartmental service plans for such students. Branch staff also participated in the delivery of the Sharing the Caring training initiative. The focus of this initiative is to train personnel across service systems to deliver coordinated services and to utilize resources in an integrated manner when serving children and their families with complex service needs.

The Program and Student Services Branch carried out the activities identified in its Sustainable Development Procurement Action Plan. A sustainable development committee was established within the Branch, consisting of a coordinator and four unit representatives. The committee recently updated the Action Plan and continues to collect procurement data and raise employee awareness regarding sustainable development. The committee is at the beginning stages of developing a waste management plan with Metro Waste Management and Manitoba Transportation and Government Services.
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<th>Expenditures by Sub-Appropriation</th>
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<th>Estimate 2003/04 $000</th>
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The mandate of the Bureau de l’éducation française (BEF) Division is to develop, evaluate, and administer policies and programs relating to French-language education. The Division offers a complete range of services including all the programs emanating from the Canada-Manitoba Agreement on Official Languages in Education. The Bureau provides services to Franco-Manitoban and French Immersion schools, and to those schools offering Basic French. In addition, the Bureau maintains a liaison with the Collège de Saint-Boniface.

In the context of its mandate, the Bureau’s objectives are:

- to develop and recommend to the Minister of Education, Citizenship and Youth, policies and priorities in all areas affecting French-language education;

- to promote, plan, administer and facilitate programs and services in all aspects of French-language education for francophone and anglophone client groups from Kindergarten to Senior 4 (K–S4) and, insofar as possible, at the post-secondary level;

- to collaborate with the other divisions of the Department of Education, Citizenship and Youth (and their respective branches), as well as local communities, organizations, and all other associations at the local, national or international level; and

- to assist the Minister of Education, Citizenship and Youth in negotiating all federal assistance programs aimed at promoting the use of the official languages in education, and to administer these same programs.

The BEF Division consists of four branches, namely: the Curriculum Development and Implementation Branch, the Educational Support Services Branch, the Official Languages Program and Administrative Services Branch, and the Library and Materials Production Branch.

In short, these four branches identify the needs of francophone and anglophone groups with respect to French-language education and provide services to the educational community as a whole. In 2003/04, 5,242 francophone, 17,249 French Immersion, and 70,852 Basic French pupils benefited from the services of this division.

Manitoba passed the Sustainable Development Act a few years ago. In 2003/04, the Bureau de l’éducation française Division decided to integrate the concept of sustainable development more specifically into its annual planning process. All of the above-mentioned branches therefore applied the principles of sustainable development in their operations in order to comply with the legislative provisions on sustainable development.
Division Administration

3 (a) Division Administration

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<th>Expenditures by Sub-Appropriation</th>
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1. Over expenditure is due to an unanticipated severance payment due to the retirement of the Assistant Deputy Minister, partly offset by minor variances.
2. Over expenditure is due to increased advertising costs incurred to fill the vacant Assistant Deputy Minister position.

Curriculum Development and Implementation

The Curriculum Development and Implementation Branch continued to develop the French as a First Language and French as a Second Language - Immersion as well as the Basic French curricula. Development and implementation of curricula in all subject areas continued, particularly in Mathematics, French as a First Language and French as a Second Language – Immersion, Anglais, English LA-Immersion, Science, Social Studies, Physical Education/Health Education and Basic French. The integration of information technologies is also an important area of activity.

Learning outcomes were developed at a pan-Canadian level for Science, those for Anglais, English LA-Immersion, French as a First Language, French as a Second Language – Immersion, Mathematics and Social Studies in partnership with British Columbia, Alberta, Saskatchewan, Manitoba, the Yukon, the Northwest Territories and Nunavut, and those for Physical Education/Health Education and Basic French at a provincial level.

Moreover, the Branch consults principals and teachers on these projects and provides information on the orientation, testing and implementation of curricula.

Lastly, although not directly related to a discipline in particular, career counseling was also an important area of activity for the Division.

Anglais and English LA-Immersion

The Anglais and English LA-Immersion curricula have already been distributed to schools and a number of training sessions held in connection with them. In addition to the training sessions held for the implementation of curricula, a large amount of time was expended on training sessions dealing with the mutual and reciprocal relationship between teaching, learning and assessment practices for the classroom – the adequacy of instruction and the major practices that strengthen and highlight this mutual relationship.

The Bureau de l’éducation française Division participates in the development and distribution of the support documents and resource material bibliographies prepared by the School Programs Division (SPD) to the schools serving these two client groups. It is the responsibility of the Bureau de l’éducation française to deal with any questions related to these documents.

Currently, a continuum for reading in grades 1 to 4 in Immersion and in grades 3 to 4 in Français schools is being developed. A handbook for parents has been developed and distributed to help encourage their children to read. The BEF is currently working, in cooperation with the School
Programs Division, on a project that would present diagnostic and formative assessment practices for the classroom in the area of listening and speaking skills beginning as early as Kindergarten.

The BEF is working in cooperation with the Assessment and Evaluation Branch to develop provincial tests for Anglais and English LA-Immersion and in particular to develop an assessment policy for Grade 3. Implementation and sharing sessions for this ongoing assessment were offered throughout the year.

In cooperation with the School Programs Division, the BEF is currently developing a resource for teachers working in multi-level classrooms. The BEF is continuing to develop a web site on this topic.

**Physical Education/Health Education**

The Bureau de l’éducation française Division, together with the School Programs Division, is working on the Manitoba curriculum development project in Physical Education/Health Education. The direction of the curriculum reflects the Department’s new directions thrust.

The BEF acted as project leader in developing the first framework of learning outcomes document. This document includes an overview of the curriculum as well as general learning outcomes for Kindergarten to Senior 4 and specific learning outcomes for Kindergarten to Senior 2.

The 2003/04 school year was designated the year of implementation at the Kindergarten to Senior 4 levels. The school year was also designated, for a second year, as a planning year for the implementation of the outcomes for Physical Education/Health Education at the Kindergarten to Grade 4 levels. In addition, the curriculum implementation documents for Grade 6 and Grade 7 were distributed in 2003/04. Considerable progress was made in developing the curriculum implementation documents for grades 6 to 8. The 2003/04 school year was the first year of optional implementation for the Senior 1 and Senior 2 levels. Various training workshops related to the new Framework, as well as to implementation documents, were offered during the course of the year.

Also in the 2003/04 school year, the BEF participated in the development, translation, and distribution of a variety of implementation documents and tools in Physical Education/Health Education such as:

- a safety document for school outings;
- a document to support the teaching of sensitive material from the curricula;
- a document to guide assessment of student physical condition;
- a Manitoba Addictions Awareness Week resource material kit;
- a display card promoting the vision of the new curriculum; and
- a report to explain the new curriculum to the parents.

A certain number of these documents are available on-line on the departmental web site. This constantly evolving web site offers numerous tools and information to parents, including a description of the Physical Education/Health Education course by grade level.

The Bureau de l’éducation française was represented on a regular basis at conferences and meetings of the Agencies for School Health, the *Manitoba Physical Education Supervisors Association*, the *Association manitobaine d’Éducation physique*, the *Physical Activity Coalition of Manitoba* and the *Manitoba High School Athletic Association*.

**French as a First Language (FL1)**

Development of the curriculum related to an optional S4 French as a First Language course (Littératures francophones et Communication médiatique 40S) continued in 2003/04. It should be noted that the courses at the Senior 4 level are optional.
Certain implementation sessions dealing with the new curriculum documents were undertaken. These sessions dealt with the use of the curriculum implementation documents and were offered to school divisions/districts and schools during in-service days.

The Branch also continued to participate in developing standards tests for Grade 6 and S4 during the course of the year and to work on the assessment for Grade 3.

Work on the development of a training kit for French-language enhancement continued. This project is being carried out under the aegis of the Council of Ministers of Education, Canada (CMEC). It should be noted that Manitoba had the lead role for this project. Moreover, Manitoba participated in the development of a literary anthology in collaboration with the other Western and Northern Canadian jurisdictions.

**French as a Second Language – Immersion (FL2-I)**

The development and implementation work that was initiated with the release in early 1997 of the document entitled *Les résultats d'apprentissage manitobains en français langue seconde – immersion (M-S4)*, continued:

- the curriculum pertaining to the optional S4 French as a Second Language – Immersion course (Littératures francophones et Communication médiatique 40S) was developed. It should be noted that the courses at the Senior 4 level are optional;
- in-service days were held on a province-wide, divisional/district and school basis to familiarize teachers with the new curricula.

The Branch continued to participate in developing standards tests for Grade 6 and S4 during the course of the year, and also worked on the assessment for Grade 4.

The development of the support document *Stratégies d'enseignement de la langue française* also continued during the course of the year.

**Basic French**

Several sessions on the implementation of the Basic French curricula were provided for teachers at the Kindergarten to Senior 4 (K-S4) levels throughout the Province. During the course of the year, other workshops on the communicative and experiential approach and on the integration of information technologies were provided to teachers at all grade levels.

Work on the evaluation of pedagogical resource material at the Grade 7 and 8 levels, the development of an on-line distance education course for Senior 1, the development of support material *Les contes animés* as well as the development of a support document for the integration of information technologies and communication in teaching Basic French continued. At the same time, the support document *Les verbes en action* was distributed to schools during the summer of 2003. The BEF also distributed the document *Les lignes directrices concernant l'enseignement du Français de base* used as a guide for this field of study.

A number of research activities have been initiated to allow the implementation of several intensive Basic French pilot classes.

Lastly, the BEF collaborated with the *Théâtre du Grand Cercle* of the *Cercle Molière* for the development of pedagogical tools that would allow for a more in-depth exploration of plays.

**Mathematics**

A number of FL1 and FL2-I teachers from Kindergarten to S4 participated in the implementation sessions offered with respect to the new curricula. Support documents for workshops were distributed to participants. Development of the computer software *La Formule du savoir* for grades 7 and 8 continued.
Other tasks related to developing and administering the standards test for S1 and S4 were also carried out. More particularly, several professional development sessions were offered as part of the Grade 3 assessment as well as numeracy in early years education. In the same spirit, the development of a continuum has begun.

Development of the curricula, support documents, and materials for distance education for S1 – S4 Mathématiques as well as S3 and S4 Mathématiques du consommateur et appliquées and Principes comptables et Systèmes comptables continued.

Manitoba has been working in cooperation with the other Western provinces and Northern jurisdictions to develop software for mathematics as well as a series of school manuals for Mathématiques du consommateur at the S2 – S4 levels.

Science

With the release of the pan-Canadian Common Framework, Manitoba continued to develop new science curricula to reflect the Common Framework. The S2 curriculum was tested by the BEF during the year. Development of the S3 courses Sujets d’actualité en sciences and Physique 30S continued. Development of the Sciences intégrées 40S has begun. The Physique 30S implementation document was completed. Development of the Biologie 20S and Physique 40S courses continued. A joint BEF-SPD team is currently overseeing all aspects of the development of the new science curricula.

A number of workshops were held this year on the implementation of the new curricula for Kindergarten to S3.

In cooperation with the Louis Riel School Division, the BEF is currently developing an on-line course for Physique 30S.

Social Studies

The Western Canadian Consortium for Collaboration in Education completed its work in social studies. The Cadre commun des résultats d’apprentissage en Sciences humaines (K to 9) was completed in 2002. It should be noted that this document deals with an anglophone, Aboriginal, francophone and multicultural perspective. The Cadre manitobain des résultats d’apprentissage K to 8 was distributed in March 2003 and was followed by a series of workshops.

Development of implementation documents for Kindergarten to Senior 2 continued in 2003/04.

Information and Communication Technologies

Workshops were held for teachers. The purpose of the workshops, which were aimed at teachers in the Français and French Immersion programs, was to show how information technologies could be integrated into curricula in all basic subjects and could provide support to school practitioners for the implementation of appropriate projects or initiatives in their school environment. To that effect, the implementation of the interdisciplinary unit Voyage dans les Prairies was conducted successfully.

The Bureau de l’éducation française Division also cooperates closely with the School Programs Division on research and development projects for the effective integration of new information technologies in education. The work related to the Interdisciplinary Middle Years Multimedia (IMYM) Project continued.

Moreover, the ITIC (Intégration des technologies de l'information et de la communication) project continued during the course of the year. This is also true for the Littératie en technologies de l'information et de la communication (TIC) : un modèle de mise en œuvre project, which is designed
to establish a continuum of student development based on these technologies, and to also establish a literacy profile in TIC in grades 2, 4, 6 and 8.

A draft version of the **Cadre de résultats d'apprentissage en Informatique 20S, 30S et 40S** was distributed to the schools last September.

A working committee is developing a new Bureautique program.

Development of the Department's French-language web site also continued throughout the year.

**Special Projects**

Workshops related to career-life were given in 2003/04. These workshops helped teachers to familiarize themselves with the *Plan directeur pour le design en développement vie-travail* and the series *Jouer...pour de vrai*. Two new kits from the series *Jouer...pour de vrai* were piloted in Français and French Immersion schools at the Grade 3 and 4 levels, and Senior 3 and Senior 4 levels.

The BEF concentrated on the translation and adaptation of a portfolio related to career training which stems from Priority 4 of the Education Agenda. The document entitled *Mon portfolio de carrière, je m’en occupe* will be distributed in June.

The BEF publishes a number of documents. *Éducation Manitoba*, a newsletter intended for the school environment, is published by BEF three times a year. In addition, the On-line News of *Éducation Manitoba* is published on the government web site. During the course of the year, the BEF published various documents, such as:

- *Programmes d'études élaborés à l'échelle locale - Cours proposés par l'élève*;
- *Assurer la sécurité de vos installations – Document de référence pour l'enseignement des arts industriels*;
- *S'orienter vers l'avenir – programme français*;
- *A Time To Know Which Direction To Go – French Immersion Program*; and
- *Manitoba Text Book Bureau Catalogue (yearly)*.

The Coup d'œil sur l'année web site allows school personnel to register to attend multiple workshops offered by the BEF. The on-line registration is supported by BEF employees who maintain the web site, promote workshops, and provide all other related information with the schools.

The BEF registers the Locally Developed Curricula: School-initiated Courses and Student-initiated Projects (*Programmes d'études élaborés à l'échelle locale - Cours proposés par l'élève*) for Français and French Immersion schools. It is currently working on the creation of a web site that would provide schools the opportunity to propose their SICs on-line.

The BEF is collaborating with the Research and Planning Branch and the Canadian Millennium Scholarship Foundation (CMSF) on three projects: the publication of the report on the *Role of Guidance in Post-Secondary Planning* (published in March 2004), a survey for Grade 6 to Senior 4 students, and the *Future to Discover Pilot Research Project*.

Finally, the BEF collaborated with CBC to provide an annual writing contest *Des mots pour tout dire* to Français and French Immersion schools.
The concept of sustainable development was integrated more specifically in the Branch’s annual planning process in 2003/04.

By reducing the use of paper and other office supplies, the Branch is working toward reducing waste. Only recycled cartridges for laser printers and recycled paper are used. The Branch, insofar as possible, does not purchase new office furniture in order to maximize the use of used furniture.

The use of bicycles, car pooling, public transit, walking, etc. is encouraged as a means of transportation so as to respect the environment. Staff are encouraged to hold their meetings in the Robert Fletcher Building in an effort to limit travel. To reduce the need for travel and the amount of paper used, electronic methods of communication are also encouraged.

3 (b) Curriculum Development and Implementation

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<th>Expenditures by Sub-Appropriation</th>
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<th>Expl. No.</th>
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</thead>
<tbody>
<tr>
<td>Salaries and Employee Benefits</td>
<td>550.2</td>
<td>18.50</td>
<td>1,228.5</td>
<td>(678.3)</td>
<td>1</td>
</tr>
<tr>
<td>Other Expenditures</td>
<td>1,035.2</td>
<td></td>
<td>623.0</td>
<td>412.2</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total Sub-Appropriation</strong></td>
<td><strong>1,585.4</strong></td>
<td>18.50</td>
<td><strong>1,851.5</strong></td>
<td><strong>(266.1)</strong></td>
<td></td>
</tr>
</tbody>
</table>

1. **Under expenditure is due to secondment salaries budgeted in salaries but paid from other expenditures, savings resulting from one vacancy and one under-filled position, Voluntary Reduced Work Week (VRW) savings, and other minor variances.**

2. **Over expenditure is due to secondment salaries paid from other expenditures but budgeted in salaries and the purchase of duplicating and broadcasting rights to the series Paul et Suzanne II and Canada a la Carte II from TFO-TVOntario, partly offset by lower program related expenses.**

Educational Support Services

The Educational Support Services Branch is responsible for, among other things, calculating and paying grants to school divisions and districts that offer French-language programs. The Branch is also responsible for carrying out assessment projects in the subject area of French. In addition, it provides the necessary liaison with the Department’s partners in French-language education and collaborates on cultural and special projects.

The Branch is responsible for a variety of issues, activities and services closely related to French-language education, such as:

- the collection and analysis of statistical data on budgets and enrolment in the different programs;
- the calculation, distribution and supervision of provincial grants to school divisions and districts for French as a First Language, French Immersion and Basic French programs;
- administration of the Canada-Manitoba Special Agreement on Investment Measures for Quality Education in the Language of the Minority;
- the development, coordination and implementation of assessment and evaluation projects; the Branch is responsible, in particular, for assessing students’ achievement in the French as a First Language program at the Grade 3 level and French as a Second Language – Immersion program at the Grade 4 (formative student assessment), Grade 6, and Senior 4 levels (standards tests);
- the educational, administrative and cultural liaisons between the Bureau de l’éducation française and the Department’s various sectors, school boards, schools and various provincial, national and international organizations involved in French-language education; and
• the administration of an interprovincial agreement aimed at implementing educational and cultural projects.

Statistics and Grants

The Branch saw to the entry, verification and analysis of various data and calculated the grants for all French-language programs. The data on student enrolment and percentage of instruction in the French language were subsequently passed on to Statistics Canada.

The Branch conducted a certain number of statistical projects in response to special requests and collaborates closely with other branches in order to prepare target packages. In addition, the Branch provided administrative support for the Canada-Manitoba Special Agreement on Investment Measures for Quality Education in the Language of the Minority.

Assessment and Evaluation Unit

The Unit administered pilot standards tests for French as a First Language (FL1), and French as a Second Language – Immersion (FL2-I) at the S4 level in April and November 2003. In addition, official tests were administered at the S4 level and training provided in June 2003 and January 2004 for divisional coordinators responsible for local marking. The audit of the local marking of these two tests took place in June 2003 and February 2004.

The Unit administered pilot standards tests for FL1 and FL2-I at the Grade 6 level in April 2003. In addition, official tests were administered at the Grade 6 level and training provided in May 2003 for divisional coordinators responsible for local marking. The audit of the local marking of these two tests took place in July 2003.

The Unit developed new standards tests for FL1, one for Grade 6 and two for S4. Work on the development of new tests for FL2-I, one for Grade 6 and three for S4, also continued.

The Unit continued to implement a set of assessment tools for reading at the beginning of Grade 3 in FL1 and a set of assessment tools for reading at the beginning of Grade 4 in FL2-I. The Unit also developed an assessment grid for FL1 Grade 4 writing.

Liaison

The Unit participated in the organization of a series of information workshops regarding the Action Plan for Official Languages in January and February. These regional meetings gave our educational partners the opportunity to be aware of the goals of the Action Plan as well as informing them of the expected deadlines of the tendering of projects.

Cultural Projects

Together with 30 Manitoba associations or groups and eight out-of-province cultural organizations, the Educational Support Services Branch coordinated 54 cultural projects involving some 22,500 students from Franco-Manitoban and French Immersion schools in Manitoba. Two curriculum guides were developed to better prepare teachers and students for cultural activities. In addition, the Unit developed an activity kit for the open house day, including two curriculum guides for activities, one poster and a theme song. A cultural guidebook, as well as a cultural newsletter was written to facilitate the coordination of cultural activities.

Cultural and Educational Agreements

The Educational Support Services Branch participated in 23 projects for students and teachers under the Quebec-Manitoba Agreement. Nineteen teachers were selected for courses or practicums in Quebec. Twenty-eight specialists from Quebec came to Manitoba to share their expertise in
pedagogy and the production of instructional materials. An author from Manitoba participated in an exchange with an author from Quebec. In addition, 11 students from Manitoba were paired with 11 students from Quebec for a six-month exchange that included three months in Manitoba and three in Quebec.

During 2003/04, the collection of various data from September 30th was fully computerized, which greatly reduced the use of paper.

The concept of sustainable development was integrated more specifically in the Branch’s annual planning process in 2003/04.

By reducing the use of paper and other office supplies, the Branch is working toward reducing waste. Only recycled cartridges for laser printers and recycled paper are used. The Branch, insofar as possible, does not purchase new office furniture in order to maximize the use of used furniture.

The use of bicycles, car pooling, public transit, walking, etc. is encouraged as a means of transportation so as to respect the environment. Staff are encouraged to hold their meetings in the Robert Fletcher Building in an effort to limit travel. Also, communicating by means of electronic format is preferred in order to limit travel and to reduce the use of paper.

3 (c) Educational Support Services

<table>
<thead>
<tr>
<th>Sub-Appropriation</th>
<th>Actual 2003/04 $000</th>
<th>Estimate 2003/04 $000</th>
<th>Variance Over (Under) $000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries and Employee Benefits</td>
<td>951.7</td>
<td>1,342.7</td>
<td>(391.0)</td>
</tr>
<tr>
<td>Other Expenditures</td>
<td>541.0</td>
<td>465.6</td>
<td>75.4</td>
</tr>
<tr>
<td>Total Sub-Appropriation</td>
<td>1,492.7</td>
<td>1,808.3</td>
<td>(315.6)</td>
</tr>
</tbody>
</table>

1. Under expenditure is due to payments for secondments budgeted in salaries but paid from other expenditures, savings resulting from two vacancies and Voluntary Reduced Work Week (VRW), and other minor variances.

Official Languages Programs and Administrative Services

The Official Languages Programs and Administrative Services Branch administers financial assistance programs under the Official Languages in Education Program (OLEP). The Branch is also responsible for the preparation, coordination and administration of the budget and the administrative and secretarial services for the Division.

On March 16, 2004, the governments of Manitoba and Canada entered into an agreement under which Manitoba received from Canada $6,234,000 to cover the costs associated with French-language instruction in Manitoba. This year, the funds were used for grants to school boards and independent schools that offer French-language programs, to the Collège de Saint-Boniface (CSB) to support the development of university and community college programs, and to the BEF for certain program development and administration costs.

Out of Canada’s contribution in 2003/04, $1,723,000 was spent on bursaries and activities related to the development of educational and cultural programs, and to provide training and professional development for teachers. A total of 877 students were thus able to commence or continue university studies in French, and 112 teachers who teach in the French language were able to upgrade their linguistic or teaching skills by taking specialized summer courses either at the CUSB or other Canadian post-secondary institutions. Canada’s contribution enabled 20 non-governmental organizations to assist Manitoba in developing or implementing innovative and experimental
educational and cultural programs, to broaden the application of existing programs, and to respond to the unmet and pressing needs in the area of French-language education in Manitoba.

Under the Official Languages in Education Program, the Official Languages Program and Administrative Services Branch worked with the Council of Ministers of Education, Canada (CMEC) to implement two national programs. These programs, funded by the Department of Canadian Heritage, enabled Manitoba to host 17 post-secondary students from outside the province to work as language monitors in Manitoba’s public schools and universities, and to send about 20 Manitoba students to work as monitors outside Manitoba. In addition, 294 students from other Canadian provinces came to Manitoba to study French or English as a second language; 269 Manitoba students participated in second-language summer courses in various provinces, primarily in Quebec, to broaden their knowledge of their culture and improve their French.

The Official Languages Programs and Administrative Services Branch is also responsible for the administration of the Canada-Manitoba Subsidiary Agreement on the Development of the Collège de Saint-Boniface.

The Official Languages Programs and Administrative Services Branch is pursuing active measures of awareness, of purchasing and the reduction of consumption in its written plan of action for sustainable development. In particular, the Unit maintains its policy regarding the purchase of recycled material and the economic development of the communities.

### 3 (d) Official Languages Programs and Administrative Services

<table>
<thead>
<tr>
<th>Expenditures by Sub-Appropriation</th>
<th>Actual 2003/04 $000</th>
<th>FTE</th>
<th>Estimate 2003/04 $000</th>
<th>Variance Over (Under) $000</th>
<th>Expl. No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries and Employee Benefits</td>
<td>826.8</td>
<td>20.00</td>
<td>842.2</td>
<td>(15.4)</td>
<td></td>
</tr>
<tr>
<td>Other Expenditures</td>
<td>1,290.1</td>
<td>1,279.8</td>
<td>10.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistance</td>
<td>1,729.5</td>
<td>1,769.4</td>
<td>(39.9)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Sub-Appropriation</strong></td>
<td><strong>3,846.4</strong></td>
<td><strong>20.00</strong></td>
<td><strong>3,891.4</strong></td>
<td><strong>(45.0)</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Library and Materials Production

The Library and Materials Production Branch is responsible for providing instructional materials and library services to teachers at the Kindergarten to Senior 4 levels in Franco-Manitoban and French Immersion schools and schools providing Basic French. Its clientele also includes departmental staff, curriculum consultants, teachers in training and professors at the faculties of education at the Collège de Saint-Boniface, The University of Manitoba and The University of Winnipeg, and parents enrolled in the Home Schooling Program as well as other stakeholders in the school system. The Branch also operates two Media Mobiles for schools in rural areas. The production centre develops resources using new media such as videos, compact discs and DVDs to support curricula and for the BEF’s Assessment and Evaluation Unit.

The objectives of the Branch are:

- to provide leadership and professional support in the development, selection and use of various media, including new technologies, as an integral part of the teaching or learning process;
- to supply resources and services to teachers (K-S4) in the Province and education professionals in order to enrich the teaching environment, and support the curriculum and the resource-based learning model;
to select, acquire, catalogue and distribute resources for pedagogical use in response to the needs expressed by the curriculum consultants of the Curriculum Development and Implementation Branch as well as schools in the Province;

• to duplicate materials from other jurisdictions for which the Branch has obtained reproduction rights for Manitoba schools;

• to make rural schools aware of the Branch’s collection of materials, including those that make use of new educational technologies, as well as the Branch’s other services; and

• to produce new media resources to provide support for Basic French courses and the Assessment and Evaluation Unit.

Library

The main purpose of the library is to distribute the 60,000 titles in its print and non-print catalogue among its users. In the course of the year, 67,100 documents and videocassettes were borrowed. The reference desk answered 2,300 requests for information and guided numerous clients through computer searches using the on-line catalogue. Clients made use of the new reservation services on the Web and reserved 200 documents. The Unit registered 49,500 lookups on the web site. Users had access to 475 CD-ROMs, which are available for loan and assessment purposes. The technical service registered 2,350 acquisitions, 170 of these being new Spanish language resources.

Library staff participated in 38 pedagogical exhibitions or presentations at schools and in school divisions and gave 30 library tours to approximately 370 educators and 290 students. The Unit also participated in four conferences and workshops such as the Conférence des éducatrices et éducateurs francophones du Manitoba, the Special Area Group (SAG) conference, the Symposium de l’Immersion and the Leading and Learning – Closing the Gap conference and displayed various exhibits. A meeting of librarians was organized and two staff members participated as judges at the public speaking contest in two school divisions.

The reading club Trois Clubs was launched for Grade 3 to Senior 4 Français and French Immersion students to promote youth literature. Over 11,000 students participated in this literary activity. The support of three community sponsors was solicited in order to present prizes to the winners of the monthly draws.

The committee responsible for the promotion of the Branch’s services published lists of new acquisitions for FL1 and FL2-I schools and two for Basic French teachers on three different occasions. The staff collaborated on two issues of the newsletter La DREF en Action as well as on a number of promotional articles in the publications of various provincial educational organizations. The committee also prepared nine theme exhibitions for the library and seven displays. A number of updates were also made to the Branch’s web site.

Thanks to grants by the Québec-Manitoba Agreement, staff was able to coordinate a visit from a writer in Manitoba schools. He visited 10 Français and French Immersion schools and introduced 15 book presentations to 396 students and 15 teachers in both urban and rural regions.

In the context of Young Canada’s Book Week and in collaboration with the organization Communication – Jeunesses, the staff organized a visit from a writer and an illustrator. These creators presented 10 book presentations to 290 students and 10 teachers.

Some staff members also sat on education committees and provincial library committees.

Production and Duplication Service

This service was responsible for the production of 24 videos for pilot and official tests for the Assessment and Evaluation Unit, administered in Manitoba schools at the Grade 6 and S4 levels in the FL1 and FL2-I programs.
A total of 267 cassettes were copied for these tests, and 138 CDs burned.

A total of 695 videocassettes and 227 audiocassettes were copied during the course of the year. The number of CDs and DVDs that were burned was 518 and 39 respectively.

Teacher-coordinator service for rural Français and French Immersion schools

The two rural school coordinator teachers visited 61 Français and French Immersion schools, and met with 1,014 teachers over the course of the year in rural areas. While ensuring the promotion of new support materials for the new curricula, the coordinator teachers planned and taught 717 courses, in cooperation with teachers and by using various education resources. Emphasis was placed on book-based activities in the classroom, the integration of new technologies including CD-ROMs and access to education sites on the Web.

Viewing Centre

The viewing centre enabled many curriculum consultants and teachers in training to assess approximately 475 CD-ROMs on-site prior to purchasing them.

In order to meet the objectives of Sustainable Development as outlined in its organizational plan, the Branch has achieved the following:

- the Sustainable Development Committee representative served on the St. Boniface College Environmental Committee;
- to reduce the use of paper, staff printed monthly and annual statistics on claims and purchase orders. For larger faxed mailouts to schools, a standard and non-personalized transmission slip was used. A duplexer was purchased and the equipment was installed on the central library’s printer;
- the practice of laminating resources has been reduced to a minimum;
- in order to meet the third objective of the Sustainable Development Action Plan, ethanol was used in vehicles driven by the coordinator teachers; and
- wherever possible, the Branch placed its purchase orders and requests for services with local and francophone bookstores and businesses.

3 (e) Library and Materials Production

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$000</td>
<td>FTE $000</td>
<td>$000</td>
<td></td>
</tr>
<tr>
<td>Salaries and Employee Benefits</td>
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<td>(68.2)</td>
</tr>
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<td>Other Expenditures</td>
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<td>330.1</td>
<td>140.1</td>
</tr>
<tr>
<td></td>
<td>906.4</td>
<td>12.00</td>
<td>834.5</td>
<td>71.9</td>
</tr>
</tbody>
</table>

1. Over expenditure is due to secondment salaries paid from other expenditures but budgeted in salaries, and greater than anticipated expenditures for resource materials, partly offset by minor variances.
Education and School Tax Credits

Manitoba Education Property Tax Credit

The Manitoba Property Tax Credit provides income-related assistance to homeowners and tenants based on occupancy costs and income. The Property Tax Credit is administered by the Canada Customs and Revenue Agency (CCRA) on behalf of the province and is claimable on annual individual income tax returns. The Resident Homeowner Tax Assistance provides an immediate benefit of $400.00 as a deduction on the municipal property tax statement.

4 (a) Manitoba Education Property Tax Credit

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Manitoba Education Property Tax Credit</td>
<td>177,616.8</td>
<td>176,437.8</td>
<td>1,179.0</td>
<td></td>
</tr>
<tr>
<td>Total Sub-Appropriation</td>
<td>177,616.8</td>
<td>0.00</td>
<td>176,437.8</td>
<td>1,179.0</td>
</tr>
</tbody>
</table>

Pensioners’ School Tax Assistance

The Pensioners’ School Tax Assistance provides income-related assistance to homeowners and tenants who are 55 years of age and over, based on occupancy costs and income. The Pensioners’ School Tax Assistance for homeowners is administered by the Canada Customs and Revenue Agency (CCRA) on behalf of the province and is claimable on annual individual income tax returns. The benefit for tenants is administered by Family Services and Housing.

4 (b) Pensioners’ School Tax Assistance

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Pensioners’ School Tax Assistance</td>
<td>2,986.0</td>
<td>3,112.4</td>
<td>(126.4)</td>
<td></td>
</tr>
<tr>
<td>Total Sub-Appropriation</td>
<td>2,986.0</td>
<td>0.00</td>
<td>3,112.4</td>
<td>(126.4)</td>
</tr>
</tbody>
</table>
Support to Schools

Schools’ Finance

The objectives of this branch are to provide operating and capital funding to Manitoba’s public school divisions in a timely and effective manner through the Funding of Schools Program; to provide operating funding to independent schools in order to meet government’s obligations for the funding of independent schools; to provide support and assistance relative to the administration, funding, management and audits of school jurisdictions; to ensure the maintenance of a relevant financial and funding framework and appropriate financial accountability mechanisms for Manitoba school divisions; to provide accounting, financial and administrative support to The Public Schools Finance Board (PSFB) to assist the Board in carrying out its responsibilities for the capital support program; and to provide funding to various educational organizations in support of educational projects, specialized educational services or activities which enhance the quality of education for Kindergarten to Senior 4 (K-S4) students in Manitoba.

The FRAME Committee (Financial Reporting and Accounting in Manitoba Education), a standing committee comprised of branch staff and school division secretary-treasurers, met 4 times during the 2003/04 school year. Revisions to the FRAME manual incorporating the Committee’s recommendations, effective for the 2004/05 school year, were issued in October 2003.

The Branch released the public school FRAME report for the 2001/02 financial statements and 2003/04 budget, and the September 30, 2003 Enrolment Report. Also released were independent school financial statement FRAME reports for the school years 2000/01 to 2002/03 inclusive.

The Branch is represented on various departmental committees, such as the Advisory Committee on the Funding of Schools Program, English as a Second Language review committee, and the Minister’s Working Group on Education Finance.

The Branch provided financial analysis in the areas of public school funding for the 2004/05 school year (announced January 27, 2004) and education taxation. They also provided assistance to school division and independent school personnel as required.

Regulations respecting the calculation and payment grants to public school divisions and Special Revenue School Districts under the Schools Finance Program for the 2002/03 school year were completed. The Allowable Assessment Differential regulation respecting the 2004 Education Support Levy mill rates was completed in April 2004.

The Public Schools Finance Board was provided with support regarding financial and administrative matters on a regular basis and at other times when required or requested, including the issuance of debentures for capital construction. In April 2003, government announced $50 million for new capital construction for the 2003/04 school year. At March 31, 2004, 94 debentures had been issued for a total of $51.9 million for both new and previously approved projects. Also, the Branch completed the PSFB audited financial statements for the year ending June 30, 2003.

Independent schools are monitored through the submission of financial statements as required by regulation. Branch staff continued to work closely with other areas of the Department and with independent schools to ensure that all requirements of The Public Schools Act, regulations, and policy were met.

The Schools’ Finance Branch has made progress in implementing a number of activities identified in their Sustainable Development Procurement Action Plan. Such actions include the exclusive use of recycled paper and recycled toner cartridges in the fax machine and printers, as well as recycling the empty toner cartridges. The Branch has, on a trial basis, dedicated one printer to use scrap paper for printing “draft” documents, and makes an effort to reuse supplies where possible, such as old file
folders and binders. Staff also makes extensive use of communication tools to reduce the amount of paper. For example, provincial grants are paid to school divisions and independent schools through electronic funds transfer, and a variety of information documents including the annual FRAME and Enrolment reports are posted on the Internet. Also on the Internet are a number of forms for the use of school divisions and municipalities including funding-related forms, and tax collection and remittance forms. Staff directs interested parties to the Internet to view and/or download these documents. The Branch, in conjunction with Systems and Technology Services and Manitoba Information and Communications Technologies, is currently exploring the use of secure e-mail for the purpose of transferring enrolment information electronically.

<table>
<thead>
<tr>
<th>Expenditures by Sub-Appropriation</th>
<th>Actual 2003/04 $000</th>
<th>FTE</th>
<th>Estimate 2003/04 $000</th>
<th>Over (Under) $000</th>
<th>Variance Expl. No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries and Employee Benefits</td>
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<td>16.50</td>
<td>924.4</td>
<td>(69.1)</td>
<td></td>
</tr>
<tr>
<td>Other Expenditures</td>
<td>216.2</td>
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<td>157.8</td>
<td>58.4</td>
<td>1</td>
</tr>
<tr>
<td>Property Assessment</td>
<td>2,420.6</td>
<td></td>
<td>2,420.6</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td><strong>Total Sub-Appropriation</strong></td>
<td><strong>3,492.1</strong></td>
<td><strong>16.50</strong></td>
<td><strong>3,502.8</strong></td>
<td><strong>(10.7)</strong></td>
<td></td>
</tr>
</tbody>
</table>

1. Over expenditure is due to increased contractual and legal fees, and other minor variances.

## Education Administration Services

### Administration Unit

The Administration Unit has responsibility for maintaining an effective legislative, regulatory and policy framework for elementary and secondary education. Toward that goal, the Unit performs a departmental coordination role in the revision of legislation and regulations. Working with department legal counsel, legislation pertaining to safe schools and appropriate educational programming was prepared. To support the capacity of divisions to effectively plan educational delivery within schools, the 2004/05 school year calendar was announced incorporating a five-year projection of the school calendar to 2008/09. In support of school administration activities, updates to the Administration Section and a complete revision of the Teacher Certification Section of the Administrative Handbook for Schools was completed and distributed to school divisions. The Unit also distributed student transfer forms to school divisions to facilitate schools of choice.

The Administration Unit also provided an advisory or consultative support role to the Department, school divisions, schools and the public on matters related to The Education Administration Act, The Public Schools Act, their supporting regulations and on the education system in general. To support the public’s need for, and the right to information much time was spent in consultation with other areas of the Department. In response to requests, information was provided by telephone, in writing and in person.

The Unit distributed a directory entitled Schools in Manitoba 2004, produced by the Professional Certification Unit, to all schools and school divisions in the province.

The Translation Unit facilitated communication of departmental program and policy thrusts by coordinating the translation and proof reading of numerous documents including: curriculum documents; funding materials; Manitoba Student Loans materials; several web sites; the Supporting Inclusive Schools documents; Manitoba Addictions Awareness materials; apprenticeship materials; literacy materials; the Manitoba Prospectus tabloid; the High Demand Occupations Report; prior learning and assessment recognition (PLAR) materials; MB4Youth materials; the FRAME report; the Working Together document; the Manitoba K-S4 Education Agenda for Student Success initiative;
the dual credit initiative; the Provincial Skills Manitoba Competition material; School Plan Reports; the Statistical Compendium; and the Canadian Counselling Association Conference materials.

This year, 646 requests were translated externally, and of these most were revised by Translation Unit staff. In addition, 373 requests were processed internally which required translation, research or proof reading. In total, the Unit processed 1,019 translation requests for the departments of Education, Citizenship and Youth, and Advanced Education and Training.

The departmental lexicon (wordbank) has been updated and now includes more than 18,000 terms.

**Independent Education Unit**

The Independent Education Unit is responsible for ensuring that students who are in funded and non-funded independent schools, and students who are home schooled receive an education equivalent to that of students enrolled in the public system. The Unit also facilitates ongoing communication between the Department, school divisions, and Hutterian communities on issues concerning the education of Hutterian students. The Coordinator of Independent Education inspects a number of funded independent schools annually and provides services for the administration and staff in these schools. Currently, there are 57 schools that are funded or on the waiting list for funding. The Coordinator also liaises with, and inspects overseas school programs in China and Thailand. The Unit is currently working with four international (overseas) programs. The Liaison Officer for Non-funded Independent Schools visited 47 schools and reported on the physical, as well as the educational status of each of these schools. The Officer also evaluated, for work purposes, credentials of close to 300 out-of-province and out-of-country students and adults. The Home School Liaison Officer processed notification of home schooling forms for over 1,500 home school students, checked progress reports for these students, liaised with home school families and visited home schools when appropriate. The Unit also liaises with organizations such as Manitoba Federation of Independent Schools, Associations of Christian Schools Inc., Manitoba Association of Christian Home Schools and Manitoba Association for Schooling at Home.

The Independent Education Unit also responds to many queries from parents regarding educational institutions and transfer of credentials from one institution to another from within the province, from outside the province, and from outside the country.

**Pupil Transportation Unit**

The Pupil Transportation Unit (PTU) supports the safe, efficient, and economical operation of the pupil transportation (school bus) system. The Unit acts as a resource to school division and district pupil transportation operations on driver and ridership training through inservicing and the Unit’s newsletter - *The Signal*. In addition, as a reminder to the public and students about the importance of school bus safety, School Bus Safety Week materials were obtained and distributed to schools. The Unit conducted five school division transportation system reviews which included three-day visits by PTU staff to each division. These reviews provided participating divisions with feedback on such areas as operating practices and regulatory compliance.

In support of the continued operation of the provincial school bus fleet, the Unit coordinated the central purchase of new school bus vehicles on behalf of participating school divisions. The central purchase includes preparation of specifications for school buses, tender documents, inspection data, and defect analysis. In addition, pilot model reviews and plant audits were conducted at chassis and body manufacturing locations. All new school buses purchased through the central tender are subjected to a final acceptance inspection performed by PTU inspectors prior to delivery to the school division.

In order to enhance preventive maintenance initiatives, mechanics’ training seminars were conducted on a range of topics and a number of service bulletins were compiled for distribution to the field along with a semi-annual *Maintenance Publication* produced by the Unit. Ongoing revisions
and updates to the School Bus Driver’s Handbook will be reflected in future editions of the publication. Discussions were held with school division and district transportation officials on school bus equipment specifications. Additionally, the Unit acted as a liaison between school bus manufacturers and school divisions and districts with respect to defective equipment/warranty issues. The Unit also worked with participating school divisions and the Department of Transportation and Government Services on the installation of strobe lights on a number of school buses. As well, a number of school divisions are currently testing “driver alert” signs which display the words “Caution, Stopping” when the bus is about to stop. The objective is to eliminate violators of the school bus “don’t pass” law.

Professional Certification and Student Records Unit

The Professional Certification Unit ensures a qualified teaching force through certification of professional personnel (teachers, clinicians, coordinators and principals) in Manitoba’s school system. Teaching certificates were issued to 634 education graduates. In addition, 48 School Clinician certificates, 34 Special Education certificates, 21 Special Education Coordinators certificates, 66 Level 1 School Administrators, and 25 Level 2 Principal Certificates were granted. Another 299 teachers from out-of-province were certified.

Approximately 18,000 computerized active teacher files were maintained and updated by staff who were also involved in gathering the various pieces of information needed to support the Teacher Professional Personnel (TPP) data base.

The Student Records office maintains a comprehensive database on Senior Years students’ final marks for the province and issues official transcripts based on these records. A total of 1,268 regular high school transcripts were issued.

The Unit also coordinates a teacher exchange program. Thirteen applications were processed and two matches were arranged with Australia and one inter-provincially.

Statutory Board and Commissions

The Education Administration Services Branch coordinates appointments to a number of statutory and non-statutory boards and commissions, and provides for the payment of expenses incurred in the operation of these boards and commissions. The Branch is directly responsible for the following boards and commissions:

Teacher Education and Certification Committee (TECC)

In December 2002, the Minister of Education, Citizenship and Youth created the Teacher Education and Certification Committee. The role of TECC is to make recommendations to the Minister on matters pertaining to teacher training programs and teacher certification. TECC met eight times this year.

Provincial Evaluation Committee

Upon request, the Provincial Evaluations Committee reviews decisions made by the Professional Certification Unit pertaining to certification, salary classification and other issues with which the Unit is involved. The Committee was not required to meet this year.

Certificate Review Committee

The Certificate Review Committee is a statutory committee, which falls under The Education Administration Act. It hears cases in which a teacher’s or clinician’s credentials are referred for review by the Minister. The Minister will then make decisions with respect to continued certification. This year, there were two certificate review hearings.
Minister’s Advisory Board

The Minister’s Advisory Board provides recommendations to the Minister on a variety of education issues. The Board was not required to meet this year.

Board of Reference

The Board of Reference handles matters referred to it with respect to school division and district boundaries. It deals with requests for land transfers between divisions, creation of wards within divisions and districts, trustee representation, dissolution and amalgamation of school divisions and districts, and enactment of regulations defining school division and district boundaries. The Board held 2 hearings this year.

Statutory Responsibilities


Staff in both urban and rural offices continue to meet the government’s procurement goals through recycling opportunities, reducing the amount of paper usage, and utilizing electronic communication whenever possible. In March 2003 a representative of the Branch attended a seminar outlining the Province’s Aboriginal Procurement Initiative. Where possible, the Branch will take opportunities to purchase goods and services from Aboriginal vendors in an effort to increase their participation and to support community economic development.

To help meet the Department’s goal of reducing fossil fuel emissions, a decrease in the use of vehicles for government business has been encouraged by car pooling to meetings. As well, the Pupil Transportation Unit also gives consideration to environmental and economical concerns for new buses by acquiring more fuel-efficient buses through the central purchase process.

5 (b) Education Administration Services

<table>
<thead>
<tr>
<th>Expenditures by Sub-Appropriation</th>
<th>Actual 2003/04 $000</th>
<th>Estimate 2003/04 FTE</th>
<th>Variance Over (Under) $000</th>
<th>Expl. No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries and Employee Benefits</td>
<td>1,666.2</td>
<td>29.50</td>
<td>1,666.2</td>
<td>0.0</td>
</tr>
<tr>
<td>Other Expenditures</td>
<td>471.0</td>
<td></td>
<td>484.4</td>
<td>(13.4)</td>
</tr>
<tr>
<td><strong>Total Sub-Appropriation</strong></td>
<td><strong>2,137.2</strong></td>
<td><strong>29.50</strong></td>
<td><strong>2,150.6</strong></td>
<td><strong>(13.4)</strong></td>
</tr>
</tbody>
</table>

Schools Information System

The Schools Information System (SIS) provides development, consulting and maintenance support for technology and innovation initiatives related to the Kindergarten to Senior 4 (K-S4) schools. The primary application within Schools Information System is the Education Information System (EIS), a series of modules providing a corporate database of K-S4 educational information to assist the Department and the field in delivering operational programs, ensuring effective program management and assessing educational accountability. An EIS Stakeholders group meets twice a year to identify policy that may affect the EIS system. An EIS Operations group meets monthly to review operational issues. The EIS application has been upgraded to allow mailing labels to be generated. The Systems and Technology Services (STS) Branch manages the Schools Information System.
EIS Collection, the software collection tool developed by Systems and Technology Services for schools and divisions to use to collect and forward data to the Department, is maintained through annual version upgrades. EIS Collection is updated annually to reflect new reporting and data collection needs. The Department continues to work closely with schools and divisions to provide assistance and training for new reporting procedures. An EIS Collection users group meets annually offering a forum for school and division staff, developers and administrators to discuss ideas, recommendations and new reporting requirements with department staff.

EIS Collection has been used across the province by schools and divisions since September 1997. Schools and divisions report enrolment, student marks and teaching information in a common data file format, even though a variety of software packages are used in the schools. Data is validated in the software tool before being forwarded to the Department. The information collected through this process is used in calculating school funding as well as to establish student demographic records, providing course registration data and to provide information on teaching activities. In the fall of 2003, a new version of EIS Collection was implemented. The new version is more efficient and performs faster. The user interface of EIS Collection has been redesigned for more effective use and now provides a context-sensitive help function. Additionally, branch staff have been working with the suppliers of school administration systems to streamline the reporting of information to EIS Collection and EIS.

In addition to the Education Information System, STS also supports related development projects for department branches working with schools and school divisions. These include Instructional Resources Unit (Educational Library), Home Schools, Distance Delivery, Curriculum Development, Pupil Transportation Unit, and Bureau de l’éducation française (BEF).

The development team continues to be committed to ongoing training and professional development. Over the past year, Information Technology (IT) staff have taken training in new IT standards and service methodologies such as the PowerStart systems analysis methodology, Project Management, and the Information Technology Infrastructure Library (ITIL) methodology. These activities are in accordance with standards and direction given by central government through Manitoba Information and Communications Technology (MICT).

The Branch supports a culture that recognizes and supports sustainable development practices. To meet the Sustainable Development Procurement Goals, information on Manitoba’s Sustainable Development Procurement Guidelines has been reviewed and circulated to all staff (Goal #1 - Education, Training and Awareness). The Branch promotes the use of recycled paper and toner cartridges along with the recycling of discarded paper (Goal #2 - Pollution Prevention and Health Protection). The Branch offers the use of conference calls to minimize travel to regularly scheduled meetings (Goal #3 - Reduction of Fossil Fuel Emissions).

<table>
<thead>
<tr>
<th>5 (c) Schools Information System</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Expenditures by Sub-Appropriation</strong></td>
</tr>
<tr>
<td>Salaries and Employee Benefits</td>
</tr>
<tr>
<td>Other Expenditures</td>
</tr>
<tr>
<td><strong>Total Sub-Appropriation</strong></td>
</tr>
</tbody>
</table>

1. Under expenditure is due to delays in professional service contracts for Project Management Mentor and Information Technology Infrastructure Library (ITIL) until 2004/05, deferral of payments for Sun maintenance contracts to the 2004/05 fiscal year, and other minor variances.
Schools Grants

Operating Grants

The objective is to provide operating support to Manitoba’s 36 public K-S4 school divisions and 2 special revenue school districts through the Funding of Schools Program on an equitable basis and in a manner that supports public schools in the delivery of public education; to provide operating support for the costs of The Public Schools Finance Board; and to meet government’s obligations in the provision of funding to independent schools.

Funding to public schools announced for the 2003/04 school year increased by 2.8% or $23.8 million to $860.9 million from $837.1 million for the 2002/03 school year.

Funding to independent schools for the 2003/04 school year is projected to increase by 8.1% or $3.2 million to $42.3 million from $39.1 million for the 2002/03 school year.

The Branch continued to work closely with the independent schools to facilitate enrolment and financial reporting consistent with the provision of funding.

General Support Grants

The objective is to reimburse school divisions/districts for the cost of the Health and Education Levy (payroll tax) paid to the Province.

A grant based on payroll costs for the 2002 calendar year, as reported to Manitoba Department of Finance, was paid to school divisions/districts.

Funding increased to $22.1 million in 2003/04 from $20.2 million in 2002/03. The 2003/04 grant included both the effect of the 2002 payroll costs plus the cost of retroactive collective agreement settlements, which were reflected through the 2002 payroll on a cash basis.

Other Grants

The objective is to provide financial support to educational organizations.

During 2003/04, grants were paid to 15 organizations that, through their various activities, enhanced the quality of education in Manitoba.

Teachers’ Retirement Allowances Fund (TRAF)

TRAF administers teachers’ pensions under the Teachers’ Pensions Act. The Fund, comprised of teacher contributions and investment earnings, pays half the cost of teachers’ pensions. The Department pays the other half. As at December 31, 2003 there were 9,048 retired teachers receiving TRAF pensions.
### 5 (d) Schools Grants
### 5 (e) Other Grants
### 5 (f) Teachers’ Retirement Allowances Fund

<table>
<thead>
<tr>
<th>Expenditures by Sub-Appropriation</th>
<th>Actual 2003/04 $000</th>
<th>FTE</th>
<th>Estimate 2003/04 $000</th>
<th>Variance Over (Under) $000</th>
<th>Expl. No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operating Grants</td>
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<td>683,913.9</td>
<td>23,709.2</td>
<td>1</td>
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<tr>
<td>General Support Grants</td>
<td>22,086.7</td>
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<td>20,848.0</td>
<td>1,238.7</td>
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<tr>
<td>Public Schools Finance Board</td>
<td>1,055.7</td>
<td></td>
<td>1,051.6</td>
<td>4.1</td>
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<tr>
<td>Other Grants</td>
<td>2,683.8</td>
<td></td>
<td>2,853.3</td>
<td>(169.5)</td>
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<tr>
<td>Teachers’ Retirement Allowances Fund</td>
<td>102,475.9</td>
<td></td>
<td>98,309.1</td>
<td>4,166.8</td>
<td>2</td>
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<tr>
<td><strong>Total Sub-Appropriation</strong></td>
<td><strong>835,925.2</strong></td>
<td>0.00</td>
<td><strong>806,975.9</strong></td>
<td><strong>28,949.3</strong></td>
<td></td>
</tr>
</tbody>
</table>

1. Over expenditure results from a change in the application of an accounting standard.

2. Over expenditure is mainly due to a large number of former Manitoba teachers, who now teach in British Columbia, transferring their Manitoba pension service to their BC pension plan as a result of a new reciprocal transfer agreement between the provinces.
MB4Youth continued to develop successful partnerships with employers and community organizations throughout the province to create employment opportunities and support the transition to work for students, youth and unemployed Manitobans. In 2003/04, 10,578 students and youth were assisted or employed through programs and services offered by the Division. MB4Youth’s unique partnership with the federal government regarding the operation of summer job centres for students/youth continues to be a model operation; new areas of partnership and collaboration are being developed on an ongoing basis.

The objectives of the MB4Youth Division are:

- To improve access to education and training opportunities and career development information, to assist youth in the transition from school to work and further learning opportunities.
- To facilitate employment opportunities by providing job referral and placement services for students and youth.
- To develop youth citizenship including community participation and leadership.

The following services facilitate the placement of students and youth into jobs in the public and private sectors, and provide career-related support service to students and youth in transition to employment.

- **Aboriginal Youth Internship Program** – provides Aboriginal students with internships in the financial and business sectors to encourage them to stay in school. The program includes cultural awareness workshops, mentorship and summer jobs with the host employers.

- **Black Youth Internship Program** – provides high school students who are of African-Caribbean origin with internships in the financial and business sectors to encourage them to stay in school. The program includes cultural awareness workshops, mentorship and summer jobs with the host employers.

- In partnership with Human Resources Skills Development (HRSD), MB4Youth continued to contract with Bridges.com to deliver an interactive website service called Career Explorer, for senior year schools and 50 youth-serving agencies in the province. A total of 3,719,808 hits and 666,663 page views were recorded from April 2003 to March 2004. Presentations on the use of Career Explorer have been done at SAG (Special Area Groups) and a few middle/senior years schools.

- Additionally, division staff were involved in the implementation of various career symposia and career fairs, most notably the Brandon and Winnipeg Career Symposia.

- The **Lieutenant Governor’s Youth Experience Program (LGYEP)** invited 50 Winnipeg and 64 rural schools to participate; 1,004 students registered in the program. The LGYEP encourages high school students to improve academically and personally.

- Under the funding area called **Career Development**, a number of special program components are supported. The **CareerFocus** component is a wage incentive available to employers who provide students with career-related work experience.

- **Youth info.works** provides wage incentives and training support to youth in the Community Access Program Youth Initiative, which is operated in partnership with Industry Canada, Junior Achievement and Human Resources Skills Development.
• **Youth Serves Manitoba** provides bursaries to post-secondary students who perform community service on a part-time basis with incorporated Manitoba non-profit or registered charitable organizations during the school year.

• **Manitoba Mentorships** provides Manitoba businesses with wage incentives to create career-related, part-time employment opportunities for post-secondary students during the school year.

• The **MB4Youth website** is a “one-stop-shop” portal that connects youth to over 200 youth programs and services. The site has an average of 118,824 hits per month.

**Partners for Careers**

• **Partners for Careers** is a joint initiative of the Province of Manitoba (Manitoba Education, Citizenship and Youth and Manitoba Northern and Aboriginal Affairs) and the Government of Canada (Human Resources Skills Development Canada). Representatives from each of the government departments serve on a steering/advisory committee for the program.

• **Partners for Careers** matches Aboriginal graduates with employment opportunities throughout the Province of Manitoba. Job placement is accomplished through two delivery agencies. These agencies serve as contractors to deliver the services of the program. The two existing agencies are the Staffing Solutions at the Centre for Aboriginal Human Resource Development in Winnipeg, and the Manitoba Association of Friendship Centres, which serve clients in 10 rural and Northern Manitoba communities. An executive director, located in Winnipeg, coordinates the efforts of the delivery agents. That office serves as a storefront, single window - The Aboriginal Programs Information Centre - providing Aboriginal job seekers, practitioners and employers with information resources on programs, agencies and initiatives for Aboriginal people related to employment, training, education and community programs. The office of the Executive Director also produces the Guide to Winnipeg for Aboriginal Newcomers, a pocket size guide with information on crucial information for newcomers. Over 30,000 books have been distributed since 2000.

• The program is in its seventh year of operation. To date it has represented more than 9,370 job seekers and successfully matched in excess of 4,557 individuals with employers. Approximately 60% of all clients served are between 16 and 29 years of age (some of the clients have been placed in employment more than once, so that the number of ‘vacancies’ filled is a larger number than the number of ‘individuals’ placed in employment).

• In partnership with the Partners for Youth program, and specifically the Young Entrepreneurs Program, Partners for Careers is the lead on Aboriginal Youth Mean Business! an initiative to support young Aboriginal citizens exploring entrepreneurship.

• **Partners With Youth** was re-profiled in 2003/04 to support rural and northern projects which improve the employability of youth with multiple barriers to employment and/or who are on income assistance. The **Young Entrepreneurs component of Partners With Youth** provides approved applicants with a business start-up grant.

• **Youth Build** is a community development program, which assists young people with multiple barriers to work alongside skilled tradespeople in rehabilitating inner city housing stock. Two **Youth Build projects in the Spence and West Broadway neighbourhood areas were approved for 2003/04.**
Youth NOW (New Opportunities to Work)

- **Youth NOW** provides youth, 18 to 29 years of age, who are receiving income assistance or are identified as youth at-risk, an opportunity to participate in project-based training and employment initiatives that will assist them to prepare for, and secure employment. The program contracts with community/non-profit organizations and private training agencies in Winnipeg, to deliver a range of training and employment interventions to meet participants' needs.

  Training and employment interventions include basic literacy and GED upgrading, employability skills and on-the-job training, work experience placements, specific skills training and job search assistance.

- **Youth Transition: From Work to Post-Secondary Education** provides recent Senior 4 graduates, who lack the funds to continue their education, with a 10 – 14 month paid work experience in the public and private sectors and a $3,000 bursary. STEP Services coordinates the program and provides full-time equivalents to departments to hire the graduates. Manitoba Student Aid provides the bursaries. Participating private sector employers qualify for CareerFocus wage subsidies. The program includes mentorship and informational sessions for the graduates.

- **Urban Green Team** provides grants to Winnipeg non-profit organizations to create meaningful, career-oriented summer jobs for youth in a variety of community development projects to improve neighbourhoods and build young leaders.

- **Rural Economic Development Initiative (REDI) Green Team** provides salary and administrative support funding to hire rural youth aged 16 to 24 to enhance the services provided in provincial parks. The **Hometown** component provides salary and capital funding on a cost-shared basis to encourage rural communities to initiate projects that will result in benefits for the local community.

- **Manitoba Youth Job Centres** provide local summer job placement services for students and youth in Winnipeg, rural and northern communities, and job search information for individuals and groups.

- **STEP Services** provides full-time equivalents to departments for student hiring, and operates a centralized registration and referral service for students seeking employment with provincial government departments and related organizations. Students and youth are also referred to private sector employers participating in provincial government employment programs such as Urban Green Team and Hometown. STEP Services promotes hiring including cooperative education work terms in government.

- **Part-Time STEP** is an extension of STEP Services, which provides part-time employment for post-secondary students for the period between September and April (for University students) and between April and mid-June (for college students). Part-time jobs are also created for post-secondary students through CareerOptions for Students with Disabilities.

- **Special Government Initiatives** provides full-time equivalents and salary dollars to departments to create student positions through CareerOptions for Students with Disabilities and the Quebec Exchange, and operates a recruitment and referral service for these positions.
In November 2003, the Division expanded its programs and services by adding Citizenship. Working with Manitoba Education, Citizenship and Youth, Citizenship provides opportunities for youth to develop knowledge required for them to become fully participating members of society.

- **Volunteers in Public Service** places volunteers in career-related short-term positions within government.

Sustainable development targets to reduce purchasing, minimize wasting and maximize recycling were met. Recycled paper was used in fax machines, printers and photocopiers. Re-manufactured toner cartridges were used in fax machines and printers. Duplexers were installed on two printers. All staff used the blue bins for recycling paper and re-used boxes and packing materials. Ethanol blended gasoline was purchased for Fleet vehicles when available.

**Highlights of Activities Coordinated by the Division**

- In partnership with the Business Leadership Network Inc., Family Services and Housing, and Human Resources Skills Development (HRSD), **Manitoba CareerFocus** supported the First Jobs program for a third year. This program assisted high school students with disabilities to gain employment experience with private sector employers during the summer months.

- **Youth Transition: From Work to Post-Secondary Education** was created to provide recent Senior 4 graduates, who lack the funds to continue their education, with a 10 – 14 month paid work experience in government and a $3,000 bursary to enable them to enroll in post-secondary education once they complete their work term. The program includes mentorship and informational presentations. In its second year, Youth Transition placed 16 students throughout Manitoba in 10 departments and one private sector employer.

- The Division hosted **Manitoba Youth Town Hall Meetings with Ministers** in Brandon, Thompson and Winnipeg. A total of 110 high school students had the opportunity to identify issues of concern and pose their questions to various Ministers.

- Due to the successful operation of the two Winnipeg-based **Youth Build** projects, a third **Youth Build** program was initiated in Thompson in 2003/04.

- The Division partnered with six federal departments, three other provincial departments and community organizations to host the “Communities in Motion: A Youth and Community Leadership Conference” (February 2003). The conference attracted over 100 young leaders and over 50 community leaders such as Mayors, First Nations representatives, educators and others.

- In 2003/04 the Division participated on an inter-departmental working group on Young Worker Safety. In January 2004, MB4Youth hosted a workshop for youth work placement coordinators to identify and discuss the safety of young workers.

- **STEP Services** partnered with Service Manitoba and Systems and Technology Services, Manitoba Advanced Education and Training and Manitoba Education, Citizenship and Youth to develop an electronic version of the Student Hiring Kit. In the spirit of student hiring, a Cooperative Education student was hired to work on the project. Now information on student hiring is available at a central location and just a click away for staff with Intranet access.
**Synopsis of Activity Levels for 2003/2004**

<table>
<thead>
<tr>
<th>Program</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aboriginal Youth Internship Program</strong></td>
<td>60</td>
</tr>
<tr>
<td><strong>Black Youth Internship</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Lieutenant Governor’s Youth Experience Program</strong></td>
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</tr>
<tr>
<td>students registered</td>
<td>1,004</td>
</tr>
<tr>
<td><strong>Career Development</strong></td>
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<tr>
<td>CareerFocus, student employed</td>
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</tr>
<tr>
<td>Youth info.works, students/youth employed</td>
<td>153</td>
</tr>
<tr>
<td>Manitoba Mentorships, students employed</td>
<td>77</td>
</tr>
<tr>
<td>Youth Serves Manitoba, students assisted</td>
<td>202</td>
</tr>
<tr>
<td><strong>Partners for Careers – Youth placed</strong></td>
<td>630</td>
</tr>
<tr>
<td><strong>Partners With Youth</strong></td>
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<tr>
<td>Projects supported</td>
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</tr>
<tr>
<td>Clients employed/assisted</td>
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</tr>
<tr>
<td>Young Entrepreneurs grants approved</td>
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<td>Total Clients employed/assisted</td>
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<td><strong>Youth Build</strong></td>
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<td><strong>Youth N.O.W., projects supported</strong></td>
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<td><strong>Youth Transition</strong></td>
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<tr>
<td>Students employed</td>
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<tr>
<td><strong>Urban Green Team</strong></td>
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<td>Projects funded</td>
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<tr>
<td>Positions approved</td>
<td>673</td>
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<td>Students and youth employed</td>
<td>716</td>
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<tr>
<td><strong>REDI Green Team</strong></td>
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<td>Projects funded</td>
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<tr>
<td>Positions approved</td>
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<tr>
<td>Students and youth employed</td>
<td>311</td>
</tr>
<tr>
<td><strong>Manitoba Youth Job Centres (47 offices)</strong></td>
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<tr>
<td>Students and youth registered</td>
<td>3,692</td>
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<tr>
<td>Individuals assisted (job search, resumes, self-marketing skills)</td>
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</tr>
<tr>
<td>Students and youth placed</td>
<td>3,549</td>
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<tr>
<td><strong>STEP Services</strong></td>
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<td>Students registered</td>
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<td>Students placed (in government)</td>
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<tr>
<td>in STEP positions</td>
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<td>in budget positions</td>
<td>800</td>
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<td>Total</td>
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<tr>
<td><strong>Part-Time STEP</strong></td>
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<tr>
<td>Students placed</td>
<td>168</td>
</tr>
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</table>
Special Government Initiatives

CareerOptions for Students with Disabilities
Students placed (in government) 46

Quebec Exchange
Students placed 10
MB4Youth Advisory Council Members 15

Youth Town Hall Meeting Participants 110

Volunteers in Public Service
Volunteers placed 5

Youth Town Hall Meetings with Ministers
Total student participation 110

Total Students/Youth Employed or Assisted 10,578

6 (a) Salaries and Employee Benefits
6 (b) Other Expenditures
6 (c) CareerStart Initiatives
6 (d) Youth Community Partnerships
6 (e) Partners for Careers
6 (f) Recoverable from Aboriginal and Northern Affairs
6 (g) Recoverable from Urban and Rural Economic Development Initiatives

<table>
<thead>
<tr>
<th>Expenditures by Sub-Appropriation</th>
<th>Actual 2003/04 $000</th>
<th>FTE</th>
<th>$000</th>
<th>Variance Over (Under) $000</th>
<th>Expl. No.</th>
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</thead>
<tbody>
<tr>
<td>Salaries and Employee Benefits</td>
<td>1,747.3</td>
<td>120.73</td>
<td>1,599.7</td>
<td>147.6</td>
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<tr>
<td>Other Expenditures</td>
<td>477.8</td>
<td>405.9</td>
<td>71.9</td>
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<tr>
<td>CareerStart Initiatives</td>
<td>1,201.1</td>
<td>1,130.8</td>
<td>70.3</td>
<td></td>
<td></td>
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<tr>
<td>Youth Community Partnerships</td>
<td>6,405.7</td>
<td>7,025.7</td>
<td>(620.0)</td>
<td></td>
<td></td>
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<tr>
<td>Partners for Careers</td>
<td>321.2</td>
<td>334.0</td>
<td>(12.8)</td>
<td></td>
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<tr>
<td>Recoverable from Other Appropriations</td>
<td>(4,108.5)</td>
<td>(4,412.5)</td>
<td>304.0</td>
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<tr>
<td>Total Sub-Appropriation</td>
<td>6,044.6</td>
<td>120.73</td>
<td>6,083.6</td>
<td>(39.0)</td>
<td></td>
</tr>
</tbody>
</table>
Capital Grants for School Divisions

Capital grants provide for the capital expenditures of school divisions. Additional information on the grants may be found in The Public Schools Finance Board Annual Report.

### 7 Capital Grants for School Divisions

<table>
<thead>
<tr>
<th>Expenditures by Sub-Appropriation</th>
<th>Actual 2003/04 $000</th>
<th>Estimate 2003/04 FTE</th>
<th>Variance Over (Under) $000</th>
<th>Expl. No.</th>
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</thead>
<tbody>
<tr>
<td>(a) Principal Repayments</td>
<td>22,234.3</td>
<td>22,149.1</td>
<td>85.2</td>
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<tr>
<td>(b) Capital Grants</td>
<td>5,823.3</td>
<td>5,801.0</td>
<td>22.3</td>
<td></td>
</tr>
<tr>
<td><strong>Total Sub-Appropriation</strong></td>
<td><strong>28,057.6</strong></td>
<td><strong>0.00</strong></td>
<td><strong>27,950.1</strong></td>
<td><strong>107.5</strong></td>
</tr>
</tbody>
</table>
Amortization and Other Costs Related to Capital Assets

This main appropriation provides for the costs related to capital assets.

8 (a) Desktop Services

<table>
<thead>
<tr>
<th>Sub-Appropriation</th>
<th>Actual 2003/04 $000</th>
<th>FTE</th>
<th>Estimate 2003/04 $000</th>
<th>Variance Over (Under) $000</th>
<th>Expl. No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amortization Expense - Hardware and Transition</td>
<td>209.6</td>
<td></td>
<td>209.6</td>
<td>0.0</td>
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</tr>
<tr>
<td>Enterprise Software Licenses</td>
<td>197.4</td>
<td></td>
<td>197.4</td>
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</tr>
<tr>
<td><strong>Total Sub-Appropriation</strong></td>
<td><strong>407.0</strong></td>
<td>0.00</td>
<td><strong>407.0</strong></td>
<td><strong>0.0</strong></td>
<td><strong>0.0</strong></td>
</tr>
</tbody>
</table>

8 (b) Amortization Expense

<table>
<thead>
<tr>
<th>Sub-Appropriation</th>
<th>Actual 2003/04 $000</th>
<th>FTE</th>
<th>Estimate 2003/04 $000</th>
<th>Variance Over (Under) $000</th>
<th>Expl. No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amortization Expense</td>
<td>177.0</td>
<td></td>
<td>177.0</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td><strong>Total Sub-Appropriation</strong></td>
<td><strong>177.0</strong></td>
<td>0.00</td>
<td><strong>177.0</strong></td>
<td><strong>0.0</strong></td>
<td><strong>0.0</strong></td>
</tr>
</tbody>
</table>

8 (c) Interest Expense

<table>
<thead>
<tr>
<th>Sub-Appropriation</th>
<th>Actual 2003/04 $000</th>
<th>FTE</th>
<th>Estimate 2003/04 $000</th>
<th>Variance Over (Under) $000</th>
<th>Expl. No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interest Expense</td>
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<td>18.1</td>
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<td><strong>Total Sub-Appropriation</strong></td>
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<td>0.00</td>
<td><strong>18.1</strong></td>
<td><strong>0.0</strong></td>
<td><strong>0.0</strong></td>
</tr>
</tbody>
</table>