PART A – OPERATING EXPENSES
Administration and Finance

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

Included in this division is the office of the Minister and the Deputy Minister, 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 the 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 Department to ensure the effective and efficient co-ordination of human and financial resources.

| 1 (a) Minister's Salary | | |
|---|---|---|---|---|
| Expenditures by Sub-Appropriation | Actual 2010/11 $000 | Estimate 2010/11 FTE | Variance Over (Under) $000 | Expl. No. |
| Salaries and Employee Benefits | 37 | 1.00 | 37 | 0 |
| Total Sub-Appropriation | 37 | 1.00 | 37 | 0 |

| 1 (b) Executive Support | | |
|---|---|---|---|---|
| Expenditures by Sub-Appropriation | Actual 2010/11 $000 | Estimate 2010/11 FTE | Variance Over (Under) $000 | Expl. No. |
| Salaries and Employee Benefits | 589 | 8.00 | 578 | 11 |
| Other Expenditures | 98 | 112 | (14) | |
| Total Sub-Appropriation | 687 | 8.00 | 690 | (3) |

Human Resources Management

Effective March 1, 2010 the Government of Manitoba realigned responsibility for the delivery of human resource services and the associated staff to the Civil Service Commission, with the goal to improve service delivery to all departments and employees. For additional information of this realignment, please refer to the Civil Service Commission’s 2010/11 Annual Report.
Financial and Administrative Services

Financial and Administrative Services provides leadership on financial and administrative matters for Manitoba Education and Manitoba Advanced Education and Literacy. Responsibilities include ensuring that the comptrollership functions of both departments and of Manitoba Labour and Immigration 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: co-ordinating the annual estimates of both departments and other financial planning processes; monitoring and reporting financial performance; 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, as well as compliance with all financial management, financial planning and audit requirements of the Government of Manitoba.

Sustainable Development

The Branch strives to make the best use of resources, which means considering efficiency, effectiveness, concern for the environment and the well-being of staff. This includes, among other things, the replacement of paper-based reporting with electronic data collection methods, the use of recycled paper, two-sided printing, and the encouragement of professional development. The Branch works hard to minimize the use of resources through re-using and recycling paper and the increased use of automation and information technologies such as voice mail and e-mail. The goal of the Branch is to include sustainable development principles and guidelines in its regular activities on a continuous basis so that the inclusion of such principles and guidelines becomes an instinctive element in the conduct of Branch activities.

1 (c) Financial and Administrative Services

<table>
<thead>
<tr>
<th>Expenditures by Sub-Appropriation</th>
<th>Actual 2010/11 $000</th>
<th>FTE</th>
<th>Estimate 2010/11 $000</th>
<th>Variance Over (Under) $000</th>
<th>Expl. No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries and Employee Benefits</td>
<td>752</td>
<td>12.00</td>
<td>916</td>
<td>(164)</td>
<td></td>
</tr>
<tr>
<td>Other Expenditures</td>
<td>218</td>
<td>335</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Sub-Appropriation</td>
<td>970</td>
<td>12.00</td>
<td>1,251</td>
<td>(281)</td>
<td></td>
</tr>
</tbody>
</table>

Systems and Technology Services

The Systems and Technology Services (STS) Branch provides services across Manitoba Education and MAEL to improve program efficiency and accountability through the use of information technology. In addition, STS is responsible for overseeing the 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 of the Department and MAEL. The Branch offers a Project Management capability so that both business and information technology projects are conducted employing a rigorous, internationally accepted standard for the management of projects. STS represents both departments to central units such as Business Transformation and Technology.

STS is working with MAEL on projects regarding the implementation of a model to enhance services to their clients, increase efficiency within the branches and streamline traditional paper processes.

STS works closely with all areas within the Department, MAEL and Manitoba Education, Research and Learning Information Networks 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 (post-secondary and K-12) serviced by both departments.

STS continues to enhance the ICT-related business capabilities of the Branch as defined by the ICT Restructuring initiative.

**Sustainable Development**

STS encourages the use of websites for the storage and dissemination of departmental forms. The Branch offers the use of conference calls to minimize travel to regularly scheduled meetings. It should be noted that the Manitoba government recognizes the value of education and collaboration alternatives that result from improved network services such as video conferencing. STS is working with other branches and Manitoba departments in the implementation of collaborative network tools that will enhance pedagogical and administrative environments in rural communities.

### 1 (d) Systems and Technology Services

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$000</td>
<td>FTE</td>
<td>$000</td>
<td></td>
</tr>
<tr>
<td>Salaries and Employee Benefits</td>
<td>1,164</td>
<td>4.00</td>
<td>1,036</td>
<td>128</td>
</tr>
<tr>
<td>Other Expenditures</td>
<td>273</td>
<td>391</td>
<td>(118)</td>
<td></td>
</tr>
<tr>
<td>Total Sub-Appropriation</td>
<td>1,437</td>
<td>4.00</td>
<td>1,427</td>
<td>10</td>
</tr>
</tbody>
</table>

### Recoverable from Advanced Education and Literacy

Administrative support is provided to Manitoba Advanced Education and Literacy in the areas of financial and administrative services, systems and technology services and initiatives related to Aboriginal education and training.

### 1 (e) Recoverable from Advanced Education and Literacy

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$000</td>
<td>FTE</td>
<td>$000</td>
<td></td>
</tr>
<tr>
<td>Recoverable from Advanced Education and Literacy</td>
<td>(570)</td>
<td>(570)</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Total Sub-Appropriation</td>
<td>(570)</td>
<td>0.00</td>
<td>(570)</td>
<td>0</td>
</tr>
</tbody>
</table>
School Programs

The mandate of the School Programs Division (SPD) is to provide leadership and support for educational programming in Manitoba schools from K-12 through the development and implementation of a policy and program framework for the K-12 school system.

This mandate is achieved through the work of the Division Administration office, Manitoba School for the Deaf, Instruction, Curriculum and Assessment Branch, Program and Student Services Branch, Educational Resources 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 co-ordination 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; co-ordination of human resource development initiatives; provision of dispute resolution co-ordination regarding Bill 13 Appropriate Educational Programming; and ensuring ongoing communication and collaboration with educators, parents and the community.

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

2 (a) Division Administration

<table>
<thead>
<tr>
<th>Sub-Appropriation</th>
<th>Actual 2010/11 $000</th>
<th>Estimate 2010/11 $000</th>
<th>Variance Over (Under) $000</th>
<th>Expl. No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries and Employee Benefits</td>
<td>296</td>
<td>313</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>Other Expenditures</td>
<td>71</td>
<td>72</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Total Sub-Appropriation</strong></td>
<td><strong>367</strong></td>
<td><strong>385</strong></td>
<td><strong>18</strong></td>
<td></td>
</tr>
</tbody>
</table>

Manitoba School for the Deaf

The Manitoba School for the Deaf (MSD) is part of the Deaf and Hard of Hearing Unit, which provides support to over 300 Deaf and hard of hearing students both in the school and throughout the Province. Some staff at the School provide outreach consultative support traveling to various locations in the Province as specialized resource personnel, while teachers and educational assistants within the school provide on-site educational programming using the Manitoba provincial curriculum. The MSD K-12 program serves students who are Deaf and hard of hearing in an American Sign Language (ASL) – English bilingual/bicultural environment.

The focus during the 2010/11 school year included continuing implementation of outreach initiatives to provide enhanced support to school divisions throughout the Province, particularly in regards to ASL development; continuing development of the Home Stay program as a residential option for students living outside of Winnipeg; enhancing ASL and oral language proficiency through the establishment of a Language Lab; maintaining strong community partnerships; and increasing access for students, their parents and teachers in rural and northern school divisions. The School also has a partnership with the Toyohashi School for the Deaf in Japan and participates in regular student exchange visits.
The Outreach Team members and resource staff at MSD provide specialized services including psychology, social work, audiology, speech language pathology, guidance and ELA/ASL support for students who are Deaf and hard of hearing and attending schools in their home community.

As of September 30, 2010, 63 students were enrolled at MSD. Eight students lived in home environments, as part of the Home Stay program during the week while attending school and also traveled home on weekends and holidays. Some of the ongoing school-based highlights include the Robotics Club, the Drumming Club, the Girls’ Club, sports intramurals, and numerous student council field trips. The Schools’ Advisory Council for School Leadership provided support and direction to administration, staff and the community with regards to development of the school vision.

Sustainable Development

The Manitoba School for the Deaf has continued its designation as an Environmental Green School through ongoing efforts in environmental awareness and recycling projects. The School houses a video conferencing classroom. This system allows the Branch to consciously reduce its carbon footprint by reducing travel and still maintaining contact with schools. The video conferencing capabilities have allowed “face to face” meetings without the travel requirement. School divisions have opted to have staff participate in learning opportunities such as ASL training using video conferencing with the advantage of enabling more participants, reducing costs and reducing travel. In addition, the Branch is maintaining contact with schools through D-Link technology and a video phone booth, which allows “one to one” communication with the added benefit of being accessible for students and staff within the Branch who are Deaf.

During the past year, the school continued to increase recycling opportunities at all school levels. MSD implemented waste reduction activities in co-operation with Waste Stream Services.

Key Accomplishments

- Implementation of the Manipulative Visual Language Program, which is a program that encourages English literacy using a visual format. Teacher training was provided and the program continued.
- Continued partnership with St. James/Assiniboia School Division high schools that allows the students to attend classes that are not offered at MSD with the support of an ASL-English interpreter.
- Assignment of a provincial subject code for American Sign Language Arts courses that are offered at MSD from Kindergarten to Grade 12.
- Continued improvement to the Language Lab where students receive specialized programming in ASL and English.
- Continued use of a film studio to enhance student work and creativity. Enhanced Public Relations continue through networking days, which are hosted at MSD and provide the opportunity for students, parents, resource teachers, interpreters, and other school staff members to attend professional development opportunities, to socialize with others in the field and to become familiar with MSD and its educational program.
- Continued partnership with the Society for Manitobans with Disabilities with regard to the Shared Reading Project. This involves trained Deaf tutors visiting families in their home and assisting them in reading to their Deaf children using ASL and specialized DVDs of published books.
- Continued partnership with Toyohashi School for the Deaf in Japan, which allows exchange visits for staff members and students.
- Continued implementation of the Roots of Empathy Program, which encourages parents of babies to make regular visits to a classroom, so the students can observe the babies’ growth and progress, and accomplish related learning units under the direction of the teacher.
New Initiatives

Over the coming year consultation with parents and key partners on the future direction of educational programming at the Manitoba School for the Deaf will continue to ensure that programming is responsive to the changing expectations of parents and the needs of Deaf students is the starting point for planning for the education of Deaf students in an ASL environment in the future.

2 (b) Manitoba School for the Deaf

<table>
<thead>
<tr>
<th>Expenditures by Sub-Appropriation</th>
<th>Actual 2010/11 $000</th>
<th>FTE</th>
<th>Estimate 2010/11 $000</th>
<th>Variance Over (Under) $000</th>
<th>Expl. No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries and Employee Benefits</td>
<td>3,584</td>
<td>55.85</td>
<td>3,800</td>
<td>(216)</td>
<td></td>
</tr>
<tr>
<td>Other Expenditures</td>
<td>429</td>
<td></td>
<td>383</td>
<td>46</td>
<td></td>
</tr>
<tr>
<td>Total Sub-Appropriation</td>
<td>4,013</td>
<td>55.85</td>
<td>4,183</td>
<td>(170)</td>
<td></td>
</tr>
</tbody>
</table>

Instruction, Curriculum and Assessment

The mandate of the Instruction, Curriculum and Assessment Branch (ICAB) is to articulate the K-12 English program framework that is the basis of teaching, learning and assessment in Manitoba schools and to support its implementation. Branch activities are framed in the context of the K-S4 Education Agenda.

Organization of the Instruction, Curriculum and Assessment Branch

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

- Development Unit
- Assessment Unit
- Learning Support and Technology Unit
- Distance Learning Unit
- Finance and Administration Unit

- The Development Unit (DU) is responsible for the development and implementation of provincial curricula (print and electronic) for the English and Senior Years Technology Education programs, including curricula for compulsory and optional subject areas. Responsibilities also include planning and delivery of curriculum-related professional learning opportunities. The Unit provides service to the field on questions related to school programs and policies, and registers School-Initiated Courses (SICs) and Student-Initiated Projects (SIPs). The Unit develops distance learning courses, identifies curriculum-matched learning resources and supports projects in assessment and learning technologies.

- The Assessment Unit (AU) is responsible for the collaborative development and implementation of provincial classroom-based assessment policies at Grades 3, 7 and 8, the development and implementation of the Province’s Grade 12 standards testing program (English Language Arts and Mathematics for all school programs) and the development and implementation of provincial report cards (in collaboration with the Bureau de l’Éducation Française). The Unit also serves educators, the public and government by providing expert advice and services in the areas of assessment and evaluation, research, statistics and interpretation of educational assessment data and reports, and the assistance with and co-
ordination of professional learning opportunities within and outside of the Department and government. The Unit also currently provides professional support to the Development Unit (Biology curriculum development) and to the Learning Support and Technology Unit (several low-SES initiatives). Staff from the Unit co-ordinate Manitoba’s participation in national and international assessment programs, and provide support in pan-Canadian and federal initiatives related to educational indicators.

- **The Learning Support and Technology Unit (LSTU)** is responsible for providing leadership and support to curriculum consultants, classroom teachers, educational communities and stakeholders in the integration of cross-curricular skills, knowledge, attitudes, technologies and essential learning that will help engage students and prepare them to be contributing members of society; both locally and globally. This includes initiatives and curriculum development in the areas of Aboriginal Perspectives, Business and Marketing Education, Career Development, Diversity and Equity, Early Childhood Development, Education for Sustainable Development, International and Heritage Languages, Literacy with ICT across the Curriculum, Middle Years Education, Senior Years ICT, Student Success, and Technology Education. Staff in LSTU also develop web-based courses, and support school divisions in evaluating and monitoring categorical grants.

- **The Distance Learning Unit (DLU)** provides compulsory and optional courses in print, audio conference or online format. The Unit is responsible for exploring ways to enhance equity and access to distance learning services and working collaboratively with school divisions and other educational stakeholders to ensure that all Manitoba students have access to quality distance learning offerings that meet their needs.

- **The Finance and Administration Unit (FAU)** provides financial management services to the Branch and co-ordinates reporting processes in response to government requirements.

2 (c) Instruction, Curriculum and Assessment

<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>
<td>6,335</td>
<td>91.42</td>
<td>7,238</td>
<td>(903) 1</td>
</tr>
<tr>
<td>Other Expenditures</td>
<td>4,505</td>
<td>4,159</td>
<td>346</td>
<td></td>
</tr>
<tr>
<td>Assistance</td>
<td>437</td>
<td>428</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Total Sub-Appropriation</td>
<td>11,277</td>
<td>91.42</td>
<td>11,825</td>
<td>(548)</td>
</tr>
</tbody>
</table>

1. *Under expenditure mainly reflects costs for secondment salaries paid to school divisions, budgeted in Salaries but paid from Other Expenditures (16-2C-2). Under expenditure also reflects savings as a result of Voluntary Reduced Workweek and vacancies.*

Program and Student Services

The mandate of the Program and Student Services Branch is to work closely inter-departmentally, with educators and with families to promote and support the effective development and implementation of provincial policies, programming and planning and priority initiatives that support the educational success of students in the K-12 educational system in Manitoba. The Branch delivers specialized education and support services to students in K-12 schools who have exceptional learning needs, including those who are blind/visually impaired and Deaf/hard of hearing. The Branch’s primary goal is to provide support to schools through effective planning, monitoring of categorical support, consultant and specialist teacher 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 appropriate educational programming and maximize learning outcomes for students with exceptional needs; to administer educational programming at the Manitoba School for the Deaf; to approve and monitor categorical funding to both public schools and funded independent schools; to negotiate and monitor educational service agreements with institutions providing specialized programming; and to facilitate interdepartmental service co-ordination for students with exceptional needs.

The Branch is organized into three units, in addition to the Manitoba School for the Deaf (MSD), with the following functions:

- **The Student Services Unit** provides support to school divisions and funded independent schools in the provision of appropriate educational programming. The Unit also provides information and assistance to school divisions, including funded independent and band operated schools, regarding the Department’s appropriate educational programming standards, policies and guidelines, and collaborates with divisions to develop activities to support the implementation of departmental 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 provides consultant support to divisions and funded independent schools for programming for students who are blind or print impaired; provides access to assistive technology to school divisions on a trial basis; and, in collaboration with the Educational Resources Branch, provides support to students in K-12 who require textbooks and materials in Braille, large print, audio and electronic formats. The Unit is involved in school improvement activities through school and divisional planning and the Planning in Education Initiative. One of the Unit’s priorities is Aboriginal family and community involvement in the education of Aboriginal students, particularly those with exceptional needs. The Unit provides additional professional support to school divisions in rural and northern Manitoba where specialist support is not easily accessed.

- **Deaf and Hard of Hearing Services Unit** includes the Manitoba School for the Deaf and the Outreach Team. The Outreach Team provides consultative support and information to school divisions and funded independent schools with respect to educational programming, standards, policies and guidelines for students who are Deaf and hard of hearing and particularly students who attend school in rural or northern Manitoba. Staff collaborate with divisions and partner organizations to support students. As indicated within the Student Services Unit, this Unit also supports the various departmental priorities and the involvement of community and Aboriginal families in the education of Aboriginal students.

- **The Financial and Administration Unit** provides administrative support and financial management services to the Branch and co-ordinates reporting processes in response to government requirements. The Unit provides financial support to both the Program and Student Services Branch and the Manitoba School for the Deaf.

- **The Manitoba School for the Deaf** provides education based on the Manitoba provincial curriculum for K-12 students who are Deaf or hard of hearing in an American Sign Language (ASL)-English bilingual/bicultural environment. See the section on The Manitoba School for the Deaf contained within this report.

The following information highlights the major activities of these units within PSSB.

**Student Services Unit:**

- Continued leadership role within Manitoba Education to work with school divisions and communities towards the implementation of the appropriate educational regulations and standards through consultation, in-servicing and support tools. Support for the implementation of appropriate educational programming, an amendment to *The Public*
Schools Act and the Standards for Student Services continue to be a priority for the Student Services Unit.

- Implemented the recommendations from the External Funding Review of the Level II and III application process developed through extensive consultation with school divisions and other partners. In 2008/09, the Branch began implementing maximum year funding for students with life-long disabilities who meet current funding eligibility criteria, multi-year funding for eligible students who meet Emotional/Behavioral Disorder (EBD) II criteria and a process for annual reporting of attendance. Staff from the PSSB engages in a review of 1/3 of the school divisions annually.

- Continued to work with school divisions to make the reporting processes for categorical grants and school plans more efficient while meeting the shared need to collect and utilize information for continuous improvement.

  - Special Needs Categorical Funding is allocated provincially for students requiring and receiving extensive support in educational programming. The student specific application process and the review of applications continue to have the goals of portability and maximum/multi-year funding. Professional development opportunities for those educators involved in special needs funding are ongoing.

  - 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, the increased involvement of families and community and appropriate educational programming.

  - In the 2007/08 school year, Manitoba Education revised the Categorical Grant and School Plan reporting processes. The revised Categorical Grant and School Plan Reporting processes consist of a three year reporting cycle with visits to school divisions on a rotational basis. The school divisions' response to the visits continues to be positive and the increased opportunity for dialogue and collaboration between divisions and Manitoba Education supports accountability.

- Participated in the review of school/divisional plans as submitted to the Branch. Staff reviewed the information submitted, consulted with schools/divisions and provided further support as requested.

- Continued to provide professional learning opportunities to support schools and school divisions. Province-wide sessions were held for student services administrators and resource/special education teachers and administrators in core competency areas of special education/administration, mental health and behavior management as well as on requested topics from the regions and/or school divisions.

- Provided clinical supervision on request for speech/language pathologists, social workers and psychologists employed by school divisions in rural and northern Manitoba.

- Provided school division consultations for children with a broad range of special needs including those with severe multiple disabilities, autism, emotional/behavioural disorders and extensive learning and communication disorders.

- Monitored special needs programming support through the review of divisional Student Services Plan Reports. In partnership with educators across the Province, professional learning opportunities were provided through regional in-services and workshops to promote academic achievement for students. Professional development opportunities in the areas of positive behaviour planning, autism, individual educational planning, policy implementation, counselling and other programming supports were also provided for educators throughout the Province. Annual orientation sessions were held for new Student Services Administrators, principals and resource teachers.

- Provided itinerant support to Blind/visually impaired students in their local schools. Services were provided in collaboration with the local school team and included direct teaching,
modeling lessons, supporting the Individual Education Planning process, academic programming, as well as providing workshops and consultative support to educators. Distance technology is used daily to support rural and northern students and staff. The consultants within the Blind/Visually Impaired Services provide direct programming, consultative services and material support to school divisions and funded independent schools for programming to blind/visually impaired K-12 students. In collaboration with the Educational Resources Branch, the consultants for the blind/visually impaired supported schools in programming for students. The supports include Braille, specialized technology/adaptive equipment, as well as orientation and mobility training.

- Completed additional workshop series on Specific Learning Disability areas. Expanded and enhanced the assistive technology resources available to support students with learning and communication disabilities.
- Worked collaboratively with the Departments of Justice, Family Services and Consumer Affairs and Health to enhance a wraparound planning process for children with complex emotional and behavioral needs.
- Met regularly with the Student Services Inclusive Education Advisory Committee to share information and consult on future initiatives.
- Finalized the provincial interdepartmental protocol for planning for students with profound emotional/behavioral needs using a wrap around approach. Once approved, interdepartmental training sessions will be held across the Province.

Deaf and Hard of Hearing Services

- Provided itinerant support to Deaf/hard of hearing students in their local schools. Services were provided in collaboration with the local school team and included direct teaching, modeling lessons, supporting the Individual Education Planning process, academic programming, as well as providing workshops and consultative support to educators. Distance technology is used daily to support rural and northern students and staff. The consultants for the Deaf and hard of hearing (Outreach Team) work in collaboration with the MSD staff. Specialized resource personnel from MSD are accessed to support students throughout the Province as required.
- Continued collaboration with the University of Manitoba to establish a Deaf specialization in the post-baccalaureate (after degree) program and to do ongoing exploration regarding a certified Teacher of the Deaf program for Manitoba candidates.
- Continued to organize an annual Deaf and Hard of Hearing Provincial Forum with stakeholders involved in the field of Deaf education. Stakeholders include professionals, Deaf community members and 12 different organizations.
- Continued to organize provincial networking days to support the learning and social interaction of Manitoba’s Deaf and hard of hearing students, as well as the staff who work with them.
- Co-hosted provincial workshops with the Society for Manitobans with Disabilities and Central Speech and Hearing Clinic.
- Established and chaired a Cochlear Implant Research Interest Group with representation from the service providers in education and health.
- Supported and organized opportunities for Deaf and hard of hearing and blind and visually impaired students, their teachers and families to collaborate, interact and learn together. Opportunities included student get-togethers, networking days for staff, professionals and families and overnight camps.

Rural and Northern Initiative

- Continued to provide enhanced support to rural and northern school divisions. Four consultants are assigned responsibility to rural and northern school divisions in the area of student services to provide enhanced training in learning disabilities, programming and support in adaptive technology, student-specific consultation, clinical supervision and resources.
• Expanded use of video conferencing to provide support to rural and northern Manitoba. The video conferencing classroom has been used to provide professional learning opportunities for teachers, clinicians, educational assistants and other professionals, as well as provide case conferencing with specialists from PSSB around student-specific planning.

• Continued work with Manitoba First Nations Education Resource Centre (MFNERC), Mystery Lake and Frontier School Divisions to explore effective ways to provide access to professional learning opportunities in the north. Administered a new Rural and Northern Bursary. The goal of the bursary is to support school divisions in the recruitment and retention of clinicians such as psychologists and speech language pathologists in hard to fill areas. Twenty-two students have entered into service agreements with Manitoba school divisions resulting in staff to fill positions in the areas of psychology, occupational therapy and deaf education/interpreter services.

• Increased the Branch’s capability to provide professional learning opportunities in a variety and/or combination of methods including online courses, video-conference, u-stream, summer institutes and in-person; especially with school teams in rural and northern schools/divisions. Over 800 educators and clinicians participate in a recent series of workshops in the area of Mental Health either in person, via video conferencing, and/or through u-stream.

• Continued the Access Technology initiative by providing rural and northern school divisions' access to adaptive equipment and software for short term loan.

Special Initiatives:
• Continued to work with the Youth Justice Educational Intake Team, in partnership with Manitoba Justice and The Winnipeg School Division. The Team is comprised of two specialist teachers who work in the Youth Corrections Division to ensure that youth who are incarcerated receive the necessary assessments to assist in planning for continued educational programming both while incarcerated and when the youth transitions into the community. This project assists youth who are involved with justice. The primary goal of the Intake Team continues to be identifying potential learning difficulties and planning for educational programming while the youth is incarcerated and while they transition to the community.

• Provided a leadership role in identifying issues related to School Attendance. The first stage of this initiative included hiring Probe Research to complete a review of the issues related to school attendance. The report of findings was posted on the Manitoba Website in 2009/10.

• Began implementation of the Attendance Reporting process in all public school divisions within the province in February 2011.

• Participated in the Point Douglas Lord Selkirk Park Community Revitalization Initiative.

Document Production
• In consultation with the Manitoba Association of School Superintendents (MASS), Manitoba School Boards Association (MSBA), Manitoba Teachers’ Society (MTS), Manitoba Association of Parent Councils (MAPC), Student Services Administrators’ Association of Manitoba (SSAAM), MFNERC and community consultations, the following document was completed: Towards Inclusion: Supporting Positive Behaviour in Manitoba Classrooms and provided regional and school division-based overviews and planning.


Additional Activities/Field Support
The Branch continues to work with school divisions and communities to support the implementation of the following documents:

• Appropriate Educational Programming in Manitoba: Standards for Student Services
• Appropriate Educational Programming: Handbook for Student Services
• Working Together: A Guide to Positive Problem Solving for Schools, Families and Communities, and accompanying brochure
• Working Together: A Guide for Parents of Children with Special Needs, and accompanying brochure
  - Bridging to Adulthood: A Protocol for Transitioning Students with Exceptional Needs from School to Community
  - Educators’ Resource Guide Supporting Students Who Are Deaf and/or Hard of Hearing
  - Educational Assistants in Manitoba Schools
  - Working Together: A Parent’s Guide on Transitioning Youth to Community
• Not in My School – Learn how you can help stop bullying at school and in your community brochure
• Manitoba Sourcebook for School Guidance and Counseling Services: A Comprehensive and Developmental Approach
• Speaking and Listening: First Steps to Literacy

Service/Funding Agreements
• The Branch manages a number of Program Agreements with educational partners and school divisions including:
  - Behavioural Health Foundation
  - Kelsey SD - Positive Behaviour Support
  - Louis-Riel SD – Inter-divisional Student Services Program (ISSP)
  - Louis-Riel SD – STEP
  - Marymound Inc. – School
  - Marymound Inc. – Youth Emergency Education Service
  - Manitoba School Boards Association - Safe Schools Manitoba
  - Mystery Lake SD - Northern Learning Resource Centre
  - New Directions –Training Resources for Youth (TRY) Program
  - Red River Valley SD – ISSP
  - River East Transcona SD – ISSP
  - Winnipeg SD – ISSP
• A Letter of Agreement with MFNERC first signed in May 2007 allowed one staff from MFNERC to work with the Department’s Deaf and Hard of Hearing Services Unit in a learning/mentoring relationship while providing consultative support to First Nations communities regarding programming for students who are Deaf and hard of hearing. While building the capacity of MFNERC to program for Deaf and hard of hearing students in First Nations communities, the partnership provides an opportunity for department staff to learn skills from the MFNERC staff for working with individuals, schools and communities involving First Nations cultures.
• A Letter of Agreement with Nunavut allowed 2 staff, a Consultant for the Deaf and a Consultant for the Blind to travel to Nunavut to support several Deaf and hard of hearing and blind students in their home communities.

Interdepartmental Co-ordination of Services

Staff continue to be involved in several interagency projects including:
• Transition Planning for Youth aged 16-21
• Specialized Services for Children and Youth
• Fetal Alcohol Spectrum Disorder (FASD) Strategy Steering Committee
• First Nations Persons with Disabilities
• The Provincial Advisory Committee on Child Abuse
• The Multi-jurisdictional Implementation Team (sexually-exploited children)
• Consultation Committee on Education for Children who are Deaf and Hard of Hearing
• The Manitoba Association of Visual Language Interpreters

The Branch continued its involvement at interdepartmental levels and provided leadership to facilitate service co-ordination of children with multi-dimensional services needs, and their families, receiving services from several departments and/or agencies (Education, Family Services, Health, Justice and Healthy Child Manitoba). The various working groups continue to collaborate to ensure service systems deliver co-ordinated services and utilize resources in an integrated manner when serving children and their families with complex service needs including:

• Disabilities Issues Office – Disability Framework an Opening Doors Initiative
• Inter departmental co-ordination of services for children and adolescents with severe to profound emotional/behavioural disorders
• Healthy Child Manitoba – Interdepartmental Planning and Coordination Committee, with a focus on the following strategies: FASD, Autism, Mental Health, Sexually Exploited Youth and Domestic Violence
• Children's Therapy Initiative
• The Unified Intake and Referral System (URIS)

Sustainable Development

The Program and Student Services Branch staff consider the long-term impacts of decisions regarding its programs/services on the economy, the environment and the health and well-being of people (ex: the “needs of the public” are kept in mind when programs are being developed and/or implemented). The Branch carries out management procedures in line with sustainable development including decision-making, planning, budgeting and procurement processes. Sustainable Development procurement action plans have been developed and activities carried out and monitored by the Branch’s Sustainable Development Coordinator/Sustainable Development Team. The Branch implemented waste reduction activities in co-operation with Waste Stream Services within all Branch offices. Fuel consumption has been reduced by requesting staff travel together whenever possible and sustainable development has been considered throughout procurement processes. Staff are encouraged to utilize electronic rather than paper files and the Branch has increased its use of electronic notices to stakeholders in the field.

A “green” board room established in 2008 has procedures and usage policies to support minimal environmental impact. All caterers are informed of the “no styrofoam, no plastic” requirement. In addition to day to day functions, the board room houses a video conferencing system. This system allows the Branch to consciously reduce its carbon footprint by reducing travel and still maintaining contact with schools. The video conferencing capabilities have allowed “face to face” meetings without the travel requirement. School divisions have opted to have staff participate in learning opportunities, and in consultation processes, using video conferencing with the advantage of enabling more participants, reducing costs and reducing travel. In addition, the Branch is maintaining contact with schools through D-Link technology and a video phone booth, which allows “one to one” communication with the added benefit of being accessible for students and staff within the Branch who are Deaf.
### Educational Resources

The mandate of the Educational Resources Branch is to provide support to the School Programs Division, other areas within Manitoba Education, other departments, and classroom educators through the production and distribution of print and non-print educational resources. The Branch ensures educator access to resources through the Instructional Resources Library, the K-12 website, and student access to the alternative format material collection for those who are blind or visually impaired. As part of the shared services mandate, the Branch also provides services for other areas of Manitoba Education, such as the Aboriginal Education Directorate and the Deputy Minister’s office.

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

- **The Media Production Services Unit (MPSU)** provides support and services to Manitoba educators, students and departmental staff by producing alternate format materials (Braille, tactile drawings, large print, e-text and audio books) for print-disabled Manitoba K-12 students and qualified post-secondary students attending Manitoba colleges and universities. MPSU also manages the production of multimedia projects to support the Manitoba curriculum and provides leadership, production and support in the development and maintenance of the Manitoba Education (English) websites (Internet and Intranet).

- **The Instructional Resources Unit (IRU)** provides K-12 educators with curriculum implementation support, professional learning resources and educational research materials; departmental staff with essential library services and resources including the latest educational research; and teachers-in-training with library services as preparation for teaching. The Branch also provides all of the above clients, including the general public, with library services to facilitate life-long learning and parental involvement. The mandate of the IRU has been expanded to include Alternate Format Services, which includes the cataloguing, circulation and inter-library loan functions related to alternate format materials.

- **Document Production Services Unit (DPSU)** responds to the priorities of SPD for tasks and functions that relate to bringing documents to final form and subsequent distribution to teachers, students, administrators and the public. Staff in the unit are responsible for editing and designing quality provincial documents in print and electronic formats, in accordance with departmental and professional publication standards and with copyright legislation and tariffs. These resources include, but are not limited to policy documents, K-12 curriculum frameworks, implementation,
and support documents, brochures, newsletters, monographs, independent study courses, reports and provincial standard test documents.

**Media Production Services Unit**

The **Media Production Services Unit (MPSU)** provides support and services to Manitoba educators, students and departmental staff in the following areas:

- Production of alternate format materials in Braille, tactile drawings, large print, e-text and audio books, for print disabled Manitoba K-12 students
- Production and circulation of alternate format materials for post-secondary students who are print disabled attending Manitoba colleges and universities
- Production of multimedia projects to support the Manitoba curriculum, for multi-channel distribution through DVDs, CD-ROMs and the Web
- Leadership, production and support in the development and maintenance of the Manitoba Education (English) websites (Internet and Intranet), which provide information, resources and services to departmental staff and the educational community

**Alternate Format Production**

Braille production during the 2010/11 fiscal year resulted in 82 completed new titles, comprising 29,211 pages (seatwork, literary, Nemeth and Braille reprints) and 1,662 tactile drawings.

The production of electronic text (e-text) materials continued steadily with the completion of 108 titles comprising 30,627 electronic pages for K-12 and post-secondary students.

Large print production has more than doubled to 89 titles and 7,442 pages. As well, 157 new audio books were produced for K-12 and post-secondary students.

Post-secondary circulation of alternate format materials served 97 blind/visually impaired and 231 print disabled students.

Staff continues to work inter-provincially to share resources, reduce costs, and to research best practices for the benefit of students who are print disabled in Manitoba.

**Curriculum Multimedia Support**

Curriculum Multimedia projects resulted in a variety of multimedia programs, which support Manitoba curriculum, including videos, audio language courses, DVDs/CD-ROMs and web material. The Audio/Video production team continued to help advance the media production facility towards High Definition Video. The wide scope of media projects undertaken during the year, some completed and others on-going, served various clients within the Department and outside agencies. Support was provided to the Instruction, Curriculum and Assessment Branch for the Independent Study Option and the Science and Social Studies curricular areas (including a new video project titled World War II Stories), as well as program areas within the Program and Student Services Branch. Other projects supported the Manitoba Educational Resource Network (MERN), the Manitoba Museum, the Manitoba Reading Association, and the Aboriginal Education Directorate (with the DVD From Apology to Reconciliation).

**Web Services**

Staff at MPSU manages the content and organization of the Manitoba Education (English) public website (including the K-12 website) and the Manitoba Education intranet website.
The Manitoba Education public website includes more than 7,000 web pages, more than 13,000 PDF files and 8 interactive web applications.

During the 2010/11 year, Web Services continued to develop and support the following initiatives:

- **The Educator Services Initiative (ESI):** the Manitoba Professional Learning Environment (MaPLE) is a platform to deliver online professional learning (PL) opportunities and resources offered by Manitoba Education to educators and school administrators, with a particular focus on rural and northern areas. Phase 1 was completed in 2009 where a benchmark of educators’ specific PL needs and an account of the most appropriate PL delivery models to meet their needs were determined. Phase 2 of the initiative, completed in December 2010, established the technical framework of the online platform. Development of the environment’s system design began January 2011 and continues in conjunction with the development of an appropriate communication strategy.

- Staff at MPSU maintains and administers The Workshop Registration System (WRS), a single point of online registration to a wide-range of professional learning opportunities offered by Manitoba Education.

- Manitoba educators have extensively used the WRS throughout the year to obtain registration in over 60 workshops during the school year and summer months. The WRS currently has over 8,000 registered users.

- As well as providing website design, development and maintenance support to all program areas of School Programs Division, staff at MPSU supported and maintained the following websites:
  - The Education and Literacy Gateway
  - The Community Schools Program Initiative
  - The Aboriginal Education Directorate
  - The Educating for Action Conference
  - The Technical Vocational Initiative
  - The Western and Northern Canadian Protocol
  - Career Development Gateway

**Instructional Resources Unit**

The Instructional Resources Unit (IRU) continued to build local capacity to improve teaching and learning, focusing on the following 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-12 curriculum implementation, Appropriate Educational Programming, the Aboriginal Education Strategy, diversity and equity education, educational research and professional learning to address K-12 educator’s needs.

- With more than 9,000 active registered clients, staff fielded 15,828 queries, catalogued over 4,037 new items, weeded 3,429 items and circulated 91,021 resources. Thirty programs of instruction were presented to teachers, teachers-in-training and future school library support staff.

- The IRU acquired over 129 audio-visual titles and series.

- Duplication rights were acquired for the 2011/12 year of CBC News in Review.

- Application of emerging technology both for electronic collections and patron services; improving the virtual library accessibility to all Manitoba K-12 teachers, educators, and Department staff to support current awareness and information needs, including electronic bibliographies and new acquisition lists; as well as provision of enhanced Online Public Access Catelogue (OPAC) along with a number of recently acquired electronic books, literature reviews, and full text educational journals and online encyclopaedias.
IRU provided access to 3,605,000 visitors to its internet-based website, OPAC, and Virtual Education Information System. The resource utilization included fulfillment of 1,780,500 requests for specific web pages; 1,800,000 visits to OPAC; and it also served 25,000 registered patrons through the Virtual Education Information Service using eBooks, full text journal articles, bibliographic and research databases as well as full text versions of general and educational encyclopaedias online.

In 2010, Manitoba Education launched a pilot project to test the provision of video streaming for Manitoba’s schools. Through video streaming, schools were able to view digitized media titles, including educational programs and video clips, via the internet. The streaming video pilot project included two products and levels of participation. The project included CBC News in Review, a monthly current affairs magazine produced by CBC television for use with students in grades 7 to 12.

IRU conducted a survey on the Video Streaming Pilot Project (VSP) to gather data on what VSP pilot participants experienced during the project (April to June 2010). As a result of teacher interest expressed via this survey, IRU has continued to prepare over 500 selected video clips from its media collection and acquired digital rights for streaming CBC News in Review (October 2008 to June 2012).

Acquisition, cataloguing and dissemination of resources identified through the Western and Northern Canadian Protocol and Manitoba Reviews of Learning Resources.

New and revised bibliographies and catalogues included:
- Black History
- Classroom Assessment
- Conflict Resolution: Safe Schools
- English as an Additional Language
- Family Diversity
- Fractured Fairytales & Nursery Rhymes
- Human Rights
- Louis Riel & the Métis People
- New Teachers
- Parents as Partners in Education
- School Bus Safety (updated)
- Teaching Refugee & War-Affected Students
- Treaties in Canada

Provision of copyright clearance through the Access Copyright School Tariff 2005-2009 as well as copyright information assistance and workshops. The tariff fee was set by the Copyright Board of Canada at $5.16/full time equivalent student. The Copyright Information website at http://www.edu.gov.mb.ca/K-12/iru/copyright/index.html was updated.

Through the CMEC, development of a framework for a national digital copyright policy, which was recommended to the federal government for the revision of copyright law. The key element is the proposed Educational Use of the Internet amendment, which would permit teachers and students, Kindergarten through Post-Secondary, to use publicly available copyrighted information on the Internet, without seeking permission or paying royalties.

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. Approximately 598,495 items were distributed through bulk mail services.

Provision of support services to school libraries, including reference and collections assistance, consultations, reviews of new and renovated school library facilities, cataloguing information and website information. WebExport provided customized cataloguing through the Internet to over 110 school libraries in Manitoba.

3,426 items were loaned out from the alternate format collection to 896 students in Manitoba, and 824 items were catalogued. Formats loaned include Braille, large print, audiotape and MP3 and electronic text.

Through resource sharing with other centres belonging to the Canadian Association of Educational Resource Centres for Alternate Format Materials (CAER), 146 items were
borrowed through inter-library loan for use by the students and 122 items were loaned from the Department collection, resulting in an overall production cost-saving of $311,141.

- Twenty-three school divisions participated in the Vision Screening program. Alternate Format Services provided and refurbished 285 pieces of equipment for the schools in support of the program.

Document Production Services Unit

The Document Production Services Unit responds to the priorities of the School Programs Division. Staff are responsible for those tasks and functions that relate to bringing documents (print and electronic) to final form and subsequent distribution to teachers, students, administrators and the public. These resources include the following:

Document Production Activities:

Curriculum and Support Documents
- Grade 11 Biology: A Foundation for Implementation
- Kindergarten Mathematics: Support Documents for Teachers
- Grade 1 Mathematics: Support Document for Teachers
- Grade 2 Mathematics: Support Document for Teachers
- Grade 5 Mathematics: Support Document for Teachers
- School Leaders’ Guide to Early Years Curricula
- School Leaders’ Guide to Middle Years Curricula
- Locally Developed Curricula: School-Initiated Courses and Student-Initiated Projects
- Manitoba Music Month Grant Application 2010
- Formulair de demande de subvention 2010 pour le Mois de la musique
- Music Month: Celebrating Music in Manitoba Schools – April 2010
- Mois de la musique: Célébrer la musique au sein des écoles du Manitoba – avril 2010
- Music Month Certificates 2010
- Premier’s Reading Recognition Program 2010
- Music Noon Hour Legislature 2010 Schedules
- Life Is a Gift: A Grade 11 Manitoba Biology Resources for Organ Donation and Transplantation
- Severe Weather Awareness in Manitoba: A Poster Series and Teacher’s Guides for Grade 5 Science (bilingual posters)
- Successful Futures for All Students: A Guide to Career Development Programming for Manitoba School Leaders
- Guidelines for the Implementation of the Middle Years Experiential Learning Grant
- Lake Winnipeg Water Stewardship: A Resource for Grade 8 Science
- Towards Inclusion: Supporting Positive Behaviour in Manitoba Classrooms
- Pour l’inclusion: Appuyer les comportements positives dans les classes du Manitoba
- Safe and Caring Schools (web page updates)
- Working Together: A Parent’s Guide to Transition from School to Community
- Un travail collectif : Renseignements aux parents – la transition de l’école à la communauté
- Community Use of Schools and School Use of Community Facilities: A Handbook for Reviewing and Developing Facility-Use Policies, Procedures, and Agreements for Schools, School Divisions, Municipalities, and Recreation Commissions
- Profile of Student Learning and Performance in Manitoba, A, 2006-2010
- Profil de l’apprentissage et du rendement des élèves au Manitoba 2006-2010
- Social Justice: Educating for ACTion (MASS Conference, November 2010)
Provincial Standards Tests and Policy Documents

- Provincial Assessment Policy, Kindergarten to Grade 12: Academic Responsibility, Honesty, and Promotion/Retention
- Letters re: Provincial Student Report Cards (with Report Card Information Form), Changes in Classroom Assessment, Changes in Grading and Reporting—English and French
- Information for Local Marking
- Information pour la correction à l'échelle locale
- Test basés sur les normes, mathématiques 12e année, bulletin d'information, 2010-2011
- Politiques et modalités pour les tests basés sur les normes 2010-2011
- Grade 12 English Language Arts Standards Testing Documents 2010/2011
- Grade 12 Applied Mathematics Standards Testing Documents 2010/2011
- Grade 12 Consumer Mathematics Standards Testing Documents 2010/2011
- Grade 12 Pre-Calculus Mathematics Standards Testing Documents 2010/2011

Independent Study

- Independent Study Option (ISO): Teacher Reference (Flyer)
- Planning for Distance Learning 2010 (Flyer)
- Grade 11 Promotions: A Course for Independent Study, Field Validation Version
- Grade 9 Mathematics (10F): A Course for Independent Study, Field Validation Version
- Grade 11 Consumer Mathematics (Module 8 only)
- Grade 10 Essential Mathematics: A Course for Independent Study, Field Validation Version
- Grade 11 Active Healthy Lifestyles: Physical Education/Health Education (30F): A Course for Independent Study, Field Validation Version
- Grade 12 Active Healthy Lifestyles: Physical Education/Health Education (40F): A Course for Independent Study, Field Validation Version
- Grade 11 Biology (30S): A Course for Independent Study, Field Validation Version
- Grade 11 Chemistry (30S): A Course for Independent Study, Field Validation Version
- Grade 12 Family Studies (40S): A Course for Independent Study
- Grade 9 Home Economics (10G): A Course for Independent Study
- Grade 9 English Language Arts (10F): A Course for Independent Study
- Grade 11 Physics (30S): A Course for Independent Study
- Grade 9 Physical Education/Health Education (10F): A Course for Independent Study

Newsletter and Monographs

- Education Manitoba, Volume 8, Number 3, May 2010
- Education Manitoba, Volume 9, Number 1, October 2010
- Career Path, Supports, and Challenges of Senior Education Administrators in Manitoba: The Effects of Position, Context, and Gender (MERN Monograph 2)
- Les parcours, les soutiens et les défis professionnels des cadres supérieurs en éducation au Manitoba : Les effets du poste, du milieu et du sexe (MERN Monograph 2)
- A Study of Arts Education in Manitoba Schools (MERN Monograph 3)
- Étude sur l’éducation artistique dans les écoles du Manitoba (MERN Monograph 3)
- ESD Newsletter, Volume 1, Number 2 (March 2010)
- Bulletin de l’EDD, Volume 1, Numéro 2 (mars 2010)
- ESD Newsletter, Volume 1, Number 3 (June, 2010)
- Bulletin de l’EDD, Volume 1, Numéro 3 (juin 2010)
- ESD Newsletter, Volume 2, Number 1 (November 2010)
- ESD Newsletter, Volume 2, Number 2 (March 2011)
Sustainable Development

The Educational Resources Branch staff consider the long-term impacts of decisions regarding its program/services on the environment. Branch staff are encouraged to use electronic rather than paper files. An increased awareness of the website has been promoted to school divisions and outside agencies.

### 2 (e) Educational Resources

<table>
<thead>
<tr>
<th>Expenditures by Sub-Appropriation</th>
<th>Actual 2010/11 $000</th>
<th>FTE</th>
<th>Estimate 2010/11 $000</th>
<th>Variance Over (Under) $000</th>
<th>Expl. No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries and Employee Benefits</td>
<td>3,659</td>
<td>65.50</td>
<td>3,739</td>
<td>(80)</td>
<td></td>
</tr>
<tr>
<td>Other Expenditures</td>
<td>1,324</td>
<td>65.50</td>
<td>1,293</td>
<td>31</td>
<td></td>
</tr>
<tr>
<td><strong>Total Sub-Appropriation</strong></td>
<td><strong>4,983</strong></td>
<td><strong>65.50</strong></td>
<td><strong>5,032</strong></td>
<td><strong>(49)</strong></td>
<td></td>
</tr>
</tbody>
</table>
Bureau de l’éducation française Division

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 is made up of four branches: the Curriculum Development and Implementation Branch, the Educational Support Services Branch, the Official Languages Programs and Administrative Services Branch, and the Library and Materials Production Branch. Together, the branches provide a complete range of services, including all of the programs emanating from the Canada—Manitoba Agreement on Minority-Language Education and Second-Language Instruction. The Division’s clientele includes the Français and French Immersion schools, and the schools offering Basic French courses. The Division also maintains a liaison with the Collège universitaire de Saint-Boniface.

It should be noted that in 2010/11, 5,236 Francophone, 19,739 French Immersion, and 62,016 Basic French students benefited from the services of the BEF Division.

Division Administration

The Division Administration Office provides leadership with respect to the development, implementation and review of policy and programs related to French language education in Manitoba. The activities of the office include the co-ordination of policy, program and budget development and implementation; facilitation of intra-divisional and interdepartmental linkages; collection and analysis of information in support of departmental and divisional priorities. Most specifically, the BEF Division has identified the following three priorities:

- Improving the academic performance of students enrolled in the Français and French Immersion programs in the area of literacy and numeracy;
- Improving the teaching and learning of Basic French;
- Supporting the offering of the French Immersion program in rural and northern Manitoba.

The BEF is the lead in the Department for developing a strategy on rural education. The Department continues to work with the school divisions to implement various measures designed to better support divisions experiencing declining enrolments.

3 (a) Division Administration

<table>
<thead>
<tr>
<th>Expenditures by Sub-Appropriation</th>
<th>Actual 2010/11 $000</th>
<th>FTE 2010/11 $000</th>
<th>Estimate 2010/11 $000</th>
<th>Variance Over (Under) $000</th>
<th>Expl. No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries and Employee Benefits</td>
<td>184</td>
<td>2.00</td>
<td>184</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Other Expenditures</td>
<td>22</td>
<td>22</td>
<td>22</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Total Sub-Appropriation</td>
<td>206</td>
<td>2.00</td>
<td>206</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

Curriculum Development and Implementation

The Curriculum Development and Implementation Branch develops the French as a First Language (FL1), French as a Second Language – Immersion (FL2–I) and Basic French curricula. The Branch has two principal mandates. Firstly, it is responsible for developing French education curricula. These curricula provide the basis for instruction, learning and assessment in various subjects and courses. Secondly, it is responsible for supporting and facilitating the implementation of the curriculum documents designed to guide student learning.
In addition to these two principal mandates, the Branch fulfills other standing and occasional responsibilities, including the following:

- developing curriculum supplements to support instruction, learning and learning assessment;
- collaborating with the School Programs Division on the development and implementation of policy documents;
- developing a directory of educational resources to support curriculum implementation;
- registering School-Initiated Courses (SICs) and Student-Initiated Projects (SIPs);
- supporting the integration of information and communication technology (ICT) in Manitoba schools;
- developing the French component of the Department of Education website;
- developing distance learning courses (in hard-copy and electronic formats); and
- developing policy.

Less directly, the Branch supports the development and implementation of the assessment instruments developed by the Educational Support Services Branch (for learning assessment in Lectures, FL1 and FL2–I) and the Instruction, Curriculum and Assessment Branch (for learning assessment in Notions de calcul, Mathématiques, Anglais and English LA – Immersion).

The Branch also consults with school administrators and teachers on these projects and shares information on curriculum orientation, testing and implementation.

It should be noted that the learning outcomes for Science have been developed at the pan-Canadian level; those for Anglais, English LA – Immersion, FL1, FL2–I, Mathematics and Social Studies at the Western and Northern level with British Columbia, Alberta, Saskatchewan, the Yukon, the Northwest Territories and Nunavut; and those for Physical Education/Health Education, Arts Education and Basic French at the provincial level.

Work related to curriculum development and implementation continued in all school subjects.

**Anglais and English LA – Immersion**

The Anglais and English LA – Immersion curricula have been distributed in the schools. Distribution of these documents was followed by training sessions. In addition to the curriculum implementation sessions, a considerable amount of time was devoted to the reciprocal relationship between classroom teaching, learning and assessment and the pedagogical theory and practices that foster and emphasize that relationship.

The Branch collaborated with the School Programs Division in the development of support documents and bibliographies of resource material and their distribution to Français and French Immersion schools. It is the BEF’s responsibility to deal with any questions related to these documents.

Phase 1 of the Developmental Reading Continuum project for Grades 1–4 in French Immersion schools and Grades 3 and 4 in Français schools continued to evolve. A brochure was developed and distributed to help teachers and parents understand how to use a developmental reading continuum and to help encourage learners to read. A *Thinking Like a Reader* poster was created to help learners develop reading strategies and reflection skills.

The BEF worked closely with the Instruction, Curriculum and Assessment Branch on the development of provincial Anglais and English LA – Immersion tests, and on the development and implementation of a formative assessment policy for Grade 3 and the Middle Years.
Lastly, the BEF continued developing policies on English as an Additional Language (EAL) learning. The BEF collaborated with the School Programs Division to develop K–12 curricula for EAL and for newcomers.

The BEF, in conjunction with the Division scolaire franco-manitobaine (DSFM), continues to work with teachers, administrators, division co-ordinators and student services personnel as well as members of the community in the development of upgraded programming in the areas of literacy, academic learning, language learning and numeracy for under-educated newcomers in Grades 6–12. Work continues in the development of stages to be used in conjunction with instruction and assessment in the ‘Mise à niveau’ framework. The framework addresses the needs of newcomer students with interrupted schooling. The framework courses in Français and numeracy will each lead to one credit for secondary students (Level 1 – Beginner).

**Arts Education**

The curriculum frameworks of outcomes for K–8 Arts Education are now available in electronic format on the Arts Education website. Voluntary implementation of the frameworks has been underway at the K–8 level since fall 2008. During the 2011/12 school year, province-wide implementation of the K-8 Arts Education will be compulsory. Two Arts Education committees, one for the French Immersion program and the other for the Français program, worked to develop materials to support the implementation of the new K–8 frameworks for their respective program. These committees are piloting the new frameworks and documenting their learning scenarios in order to create implementation support materials that will be shared on a new website next year. This development will continue in the 2011/12 school year.

In co-operation with the School Programs Division, the BEF was actively involved in the April 2011 Celebrating Music in Manitoba Schools project. This multi-pronged initiative included developing a proclamation and a poster; managing Music Month grants to facilitate collaboration between schools and Manitoba musicians; and organizing noon-hour performances at the Legislative Building every Wednesday in April in partnership with the Manitoba Music Educators’ Association.

**Physical Education/Health Education (PE/HE)**

The BEF collaborated with the Distance Learning Unit to release the new independent study course Éducation physique et Éducation à la santé 10e année (20F) – Cours d'études indépendantes.

A BEF committee met to discuss and recommend planning strategies to cluster learning outcomes within and across grade levels in K-12 Physical Education/Health Education.

The Department was given responsibility for implementing certain recommendations of the Healthy Kids, Healthy Futures all-party task force report. The BEF is involved in the following activities ensuing from the recommendations:

- conducting and reporting on a survey of school divisions and municipalities with regard to user fees and policies on the use of school facilities by community groups and community facilities by schools;
- developing a provincial policy requiring school divisions to review or update their facility use policies and procedures
- developing a handbook directed at school divisions and municipalities to support community use of schools and school use of community facilities.

The BEF is also partnered with the Department of Healthy Living, Youth and Seniors in the province’s Healthy Schools initiative. The PE/HE curriculum consultant was involved in Healthy Schools projects and activities, including:

- the Healthy Schools Conference in February 2011;
• the Healthy Schools in motion workshop in May 2011; and
• an evaluation of the Healthy Schools initiative.

Along with various partners, the BEF contributed to the creation of a new network, the Manitoba Partners for Addictions Awareness, which will include the Manitoba Addictions Awareness Week Committee but with a broader perspective.

The BEF was represented on a regular basis at conferences and meetings of the Joint Consortium for School Health (School Health Coordinators' Committee), Partners in Planning for Healthy Living, the Manitoba Physical Education Supervisors Association, the Manitoba Physical Education Teachers' Association, Movement Skills Manitoba and the Manitoba Addictions Awareness Week Committee.

Basic French (FL2–B)

A number of workshops were provided to K–12 teachers throughout the Province. For example, there were sessions on the communicative experiential approach; new resources at the Direction des ressources éducatives françaises (DREF); integrating Franco-Manitoban and Francophone cultures; formative assessment; integrating ICT; literacy; unit planning sessions and FL2 teaching methodology. The guide for Basic French teachers, À vos marques, prêts, partez, and the draft document En route vers le succès langagier were also shared.

Evergreen, Border Land, Seine River, Brandon, Mystery Lake, St. James-Assiniboia, Portage la Prairie, Garden Valley, Prairie Rose, Prairie Spirit, Southwest Horizon, Turtle River, Turtle Mountain and Mountain View school divisions as well as the Catholic School Board were all given sessions tailored to meet their needs.

The second Forum on the Revitalization of Basic French took place in October 2010 and was organized and led by the French Second Language Liaison Officer and the Basic French consultants. There were forty people in attendance including teachers, principals, superintendents, consultants, organizations and trustees. Four priorities were identified: Curriculum (rethinking and developing new curriculum), Teacher Training (supporting professional development for teachers), Promotion (promoting the value of language education), Policies and Practices (developing consistent policies and practices for teaching and learning of Basic French).

The curriculum consultants organized a committee of teachers to pilot and give feedback on the draft document En route vers le succès langagier. This document was the result of the work of the K–12 continuum committee, which met in previous years. It will be made available on the Basic French website and its goal is to provide instructional support to teachers, providing key elements of language instruction through two themes: Food and School. This document provides current information on methodology and assessment and will act as a bridging document while the new curriculum is being developed.

The curriculum consultants also chaired their project management committee, which allowed for collaboration between the Curriculum Development and Implementation and Educational Support Services branches. The members of the committee have developed the vision, goals and guiding principles for Basic French that will be incorporated in the new curriculum document. Further collaboration between the two branches has led to the development of student profiles in oral communication. Video clips and a support document will allow teachers to better understand the expectations of oral communication at the end of Grade 8 and at the end of Grade 12. They will also guide course planning and assessment from Grades 4 to 12.

The support document, Chantons, bougeons, amusons-nous, provides Grades 4 to 8 teachers with the essential tools to integrate music into the Basic French classroom by introducing ten traditional folk songs. It is available online and was sent to all schools who teach Basic French 4-8.
The support documents *Les contes animés 1* and 2 are currently being revised.

This was the 6th year of the Intensive French (IF) approach in Manitoba; St. James-Assiniboia, Louis Riel and Pembina Trails school divisions offer Intensive French, Enhanced French or both. The curriculum consultants were able to attend the spring national meeting for Intensive French where a new approach to evaluating writing was introduced. One of the consultants also attended the fall national meeting of Intensive French, which was held in Winnipeg. A Manitoba teacher from the Louis Riel School Division was able to take part in the national committee’s writing of units for Grades 9, 10 and 11 Enhanced French. The following support was offered by the BEF for those involved or interested in either Intensive or Enhanced French: classroom visits, professional development, videotaping of student oral proficiency profiles, review of support materials and current resources and meetings with divisional administration who are considering the implementation of Intensive French.

As in the past, the curriculum consultants continued to work collaboratively with partners such as curriculum consultants from the school divisions, the universities, the Manitoba Association of Teachers of French (MATF), Canadian Parents for French (CPF) and the Canadian Association of Second Language Teachers (CASLT).

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

Two BEF consultants provided pedagogical support to the DSFM teachers who requested it.

Professional training sessions on the Grade 3 provincial assessment were offered to DSFM teachers by the K-8 curriculum consultant.

A workshop was given by the K-8 curriculum consultant to the undergraduate students of the Faculty of Education at the Collège universitaire de Saint-Boniface (CUSB).

The updating of the common framework of FL1 outcomes for K–12, which began in September 2009 under the aegis of the Western and Northern Canadian Protocol for Collaboration in Education (WNCP) was continued. The BEF is co-ordinating the project. The participants from the various jurisdictions met four times throughout the year and several conference calls have been put in place to pursue the project. Work on the update will continue until June 2012.

Regular updates on the progress of the project development were provided to the BEF Division Assistant Deputy Minister, Curriculum Development and Implementation Director, the BEF Assessment Unit and WNCP directors.

Two advisory committees, one comprised of teachers and administrators from DSFM schools while the other included consultants from the DSFM, met once to review a draft version of the common framework of FL1 outcomes for K-12.

Two BEF consultants attended a session given by the DSFM. Various workshops on different topics were on the program.

Two days of consultation with Grade 12 teachers were organized by the Grade 12 standards test assessment team. The purpose of this consultation was to present the results of a study on text synthesizing and fiction writing to the teachers and consult with them on the possibility of making changes in future tests.

The Grades 9-12 Curriculum Consultant worked in partnership with the Assessment Curriculum Consultant by promoting effective classroom-based assessment and communication practices that maximize learning for all students.
Four-day workshops were given by the Grades 9-12 Curriculum Consultant to the First Year Teacher in partnership with the Éducatrices et Éducateurs francophones du Manitoba.

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

The BEF consultants provided pedagogical support to the teachers, school administrators and divisional curriculum consultants as required. At the K-8 level, professional development and consultation was offered in the area of Reading and Reading assessment. The French as a Second Language – Immersion consultants 9-12 also worked in partnership with other BEF consultants on the Collabaunord project.

The BEF continues to co-ordinate the updating of the Common Framework of FL2–I outcomes for K–12 under the aegis of the WNCP. The participants from the involved jurisdictions met three times during the 2010/11 school year and several conference calls were also held to advance the project. The project has been extended for an additional year and will be completed in June 2012. Consultations on the project work were held with a group of both FL2-I teachers K-12 and French Immersion divisional consultants. In addition, regular updates on the progress of the project’s evolution were provided to the BEF Division Assistant Deputy Minister, Curriculum Development and Implementation Director, the BEF Assessment Unit and WNCP directors.

In partnership with the ELA-Immersion Consultant, the K-8 FL2-I Curriculum Consultant met with the Winnipeg School Division French Immersion Consultant and school personnel to discuss the implications of using Reading Recovery as an intervention program for French reading for Grade 1 students.

A developmental continuum for reading and a language progress chart continue to be refined. The development of a document to guide the use of the reading continuum and language progress chart is currently underway. These new documents will be available to teachers during the 2011/12 school year.

Both French as a Second Language – Immersion consultants were members of the planning committee for the French Immersion Manitoba Conference, French Immersion Students in Manitoba: Proud, Engaged, Global Citizens.

The Grades 9-12 Curriculum Consultant worked in partnership with the Assessment Curriculum Consultant by promoting effective classroom-based assessment and communication practices that maximize learning for all students.

Four-day workshops were given by the Grades 9-12 curriculum consultant to the First Year Teacher in partnership with the Éducatrices et Éducateurs francophones du Manitoba.

Mathematics

Training workshops were provided to K–8 teachers in the French Immersion program on a request from schools or schools divisions. The math department continued to work within the Collabaunord professional learning community and provided support to École St-Eustache.

The BEF continued its partnership with the DSFM to provide ongoing training to K–8 teachers.

At the start of the school year, training sessions on the Grade 3 Notions de calcul formative assessment were offered at the K–3 levels for FL1 and FL2-I teachers. The BEF continues to work closely with the Instruction, Curriculum and Assessment Branch on the implementation of math assessment for Grade 3. They are presently working on a project to develop an online tool to further assist teachers with formative assessment. This will be an add-on to the existing support document. The BEF continues to work closely with the Instruction, Curriculum and Assessment Branch on the implementation of math assessment in the Middle Years. Training sessions were offered at the
beginning of the school year. Plans are in progress to revamp the support document for the Middle Years assessment.

A professional training session was offered to Louis Riel School Division providing training sessions for the Prime diagnostic resource. Two 3-day sessions took place starting in September 2010. Follow-up support was also offered to schools who participated in the training for this formative assessment program. Collaboration with Louis Riel School Division will be continuing for the 2011/12 school year.

At the WNCP level, sessions to assess Grade 12 resources for the three pathways were held in August 2010 and March 2011. Sessions to assess the second half of the Grade 11 resources were completed in October 2010.

The Français and French Immersion schools have been using the Manitoba framework of outcomes for Grades 9–12 since June 2009. Since the start of 2010/11, the year of compulsory implementation of the Grade 10 mathematics courses, Mathématiques au quotidien 10e année and Introduction aux mathématiques appliquées et pré-calcul 10e année, workshops have been available to teachers in the Français and French Immersion programs to acquaint them with the new curriculum. Workshops on the new courses that will be implemented as of September 2011, Mathématiques au quotidien 11, Mathématiques appliquées 11 and Mathématiques pré-calcul 11 have also been available.

In the context of distance education, the BEF continued to work on the production of documents. The Grade 9 mathematics has been available since fall 2010; two documents for the Grade 10 mathematics, Mathématiques au quotidien and Introduction aux mathématiques appliquées et pré-calcul, should be available before December 2011. The BEF also worked on the mental arithmetic document for Grade 9 math, which is now available on the departmental website, and started work on two mental arithmetic documents for Grade 10.

The BEF continued to work closely with the Instruction, Curriculum and Assessment Branch to develop the provincial tests for the existing Grade 12 courses (Mathématiques appliquées, Mathématiques du consommateur and Mathématiques Pré-calcul) and to implement a new assessment scheme corresponding to the new Mathematics program (Mathématiques appliquées, Mathématiques au quotidien and Mathématiques Pré-calcul).

Science

Manitoba continued to develop new Science curricula consistent with the Pan-Canadian Common Framework. Development work continued on the Chimie 30S, Chimie 40S, Biologie 40S and Physique 40S implementation documents. Drafts of each of these documents have now been completed and final versions are being prepared for Physique 40S. A final version of the Biologie 30S implementation document was released in the spring. The BEF also helped develop Lake Winnipeg Water Stewardship: A Resource for Grade 8 Science, designed to give a Lake Winnipeg focus to the Grade 8 Science water systems cluster, within a context of inquiry.

In co-operation with the CUSB, the BEF continued an ongoing professional learning project with the DSFM's Grade 9 teachers. The aim of the project is to improve Science teaching and learning. Three sessions were offered this year on writing to learn.

The BEF also contributed to a professional learning project on sustainable development, along with the CUSB and the DSFM. The project's aim is to equip teachers with strategies for approaching Science, Technology, Society, and the Environment issues related to water quality. Lessons were developed and placed on a wiki; a videoconference with a professor from the University of Sherbrooke was held in the fall to discuss Education Sustainable Development, and training was completed this spring for a water monitoring program called Adopt a River.
Together with the School Programs Division, the BEF continues to develop initiatives aimed at connecting students and scientists. A Scientists in the Classroom grant program provides teachers with up to $1000 to give students an opportunity to make connections with people working in science. This year, the grant program was expanded to include K–12 teachers. In previous years, Grades 5–10 teachers were eligible.

In co-operation with the School Programs Division and the Canadian Cancer Society, the BEF supported the development of a DVD resource to support the Health and Physics document, which was designed to support the Grade 12 Physics curriculum.

**Social Studies**

The new K–10 Social Studies curricula have been in province-wide implementation since the 2008/09 school year. The development of the new Grade 11 Histoire du Canada is in its final phase of revision and a draft synopsis is available online. The course overview poster is in print and will be distributed before fall 2011; the curriculum implementation document will be made available online and in print form for the beginning of school year 2011. A supporting resource in DVD format, Histoire francophone et métisse du Manitoba has been provided to Grade 11 Français and French immersion teachers.

The BEF continues to collaborate with the School Programs Division on the development of a new optional Grade 12 course to replace the existing options Problèmes mondiaux and Le monde contemporain. The new course, Enjeux mondiaux: citoyenneté et durabilité, will be piloted by a group of teachers in the Français, French Immersion and English programs in fall 2011. The BEF continues to work on another new Grade 12 option Le cinéma, témoin de l’histoire moderne, based on principles of media literacy and historical thinking. This option is available in draft version to teachers who wish to offer the course.

As a follow-up to the publication of the departmental document on Middle Years Education, the BEF has been involved in providing posters and information sessions as well as in the development of a practical online handbook to support middle years pedagogy.

The BEF has collaborated with the Museum of Manitoba on the creation of a resource kit on the Winnipeg Strike of 1919 for Grade 11 history teachers. The BEF has also developed resource kits (Découvrons Louis Riel et le peuple Métis) available at the DREF library for K–3 and 4–6 teachers. The BEF is currently developing a new interdisciplinary teacher guide for Grade 5 teachers to support the integration of traditional Aboriginal teachings in the classroom.

To support curriculum implementation, the BEF continues to offer professional learning sessions on themes related to social studies curriculum, cultural diversity, Aboriginal perspectives and sustainable development as well as in response to requests from teachers or schools.

The BEF continues to sit on the national advisory committee for the Teachers Institute on Canadian Parliamentary Democracy and to participate in the national Benchmarks for Historical Thinking project. The BEF also participates and serves as liaison to participating French schools in the activities of the UNESCO Associated Schools Project Network. The BEF also sits on the school selection committee for the citizenship education grant program run by MB4Youth. The BEF is involved with the School Programs Division in various sustainable development projects (ex: sustainable schools handbook, Education for Sustainable Development newsletter, the Education for Sustainable Development school grants program and Eco-Globe schools).

**Information and Communication Technology (ICT)**

The Literacy with ICT developmental continuum is intended to be a framework that describes the ways in which students use ICT to learn. The continuum was designed to be incorporated into all K–12 curricula. The last several years have seen a focus on the implementation of the continuum in the
early and middle years, K–8, and is now beginning to move toward implementation at the senior years 9–12.

To support and further the development of this project, the BEF also provided the following resources and support:

- portraits adapted to the age of the students describing the development of their ICT literacy;
- a simplified version of the continuum adapted to the age of the students to enable them to participate in the assessment activities;
- a website containing resources, including examples of learning situations, samples of student work, general information for teachers and answers to frequently asked questions on implementation;
- an online learning community with resources to support the implementation teams;
- online self-assessment checklists for teachers to help them set professional learning objectives;
- sample reports to parents;
- ongoing consultation with the implementation team in each school or school division;
- two additional “mentor training” days a year for the action research and implementation teams while the project is being implemented; and
- a guide for parents (of children in K - 8) on learning through ICT.

Training workshops were offered to teachers working in the Français and the French Immersion programs. The purpose of these workshops was to show how ICT can be integrated into the curricula of all the basic subject areas and to support stakeholders in the implementation of relevant projects or initiatives in their schools.

This year, the Digital Learning consultant for the BEF provided support and training to teachers across the Province individually and in collaboration with other curriculum consultants. The Digital Learning consultant also worked with the DSFM curriculum consultant responsible for integration of ICT and learning on a year-long project. This project saw 30 teachers from across the DSFM involved in an intensive year-long professional learning experience that has evolved into an engaged community of practice leveraging the affordances of new technologies to support student learning. There are plans to continue work with this group in the 2011/12 school year and expand it to another group of 30 teachers.

The BEF experimented with a webinar workshop format for Français and French Immersion teachers across Manitoba and facilitated a podcasting workshop with a class of Grade 5 French Immersion students in Thompson via videoconference.

Podcasting for Language Learners was a popular theme for workshops this year. This training was given at various conferences, school divisions and Collège universitaire de Saint-Boniface for teachers of Basic French pursuing their Masters degree.

In accordance with the Literacy with ICT Action Plan, the Digital Learning Consultant gave a number of presentations on the topic of leveraging technology to support deep learning for students across all disciplines to pre-service teachers at Collège universitaire de Saint-Boniface, The University of Manitoba, The University of Brandon and The University of Winnipeg.

As a member of the Collabaunord project team supporting French Immersion teachers in the North, workshops for teachers in The Pas and Flin Flon touched on many subjects including:

- effective use of interactive whiteboards in the classroom
- podcasting to promote reflective learning
- video production
- web 2.0 tools to support student learning
The Digital Learning consultant also supported other curriculum consultants by sharing expertise in areas such as:

- social media in education
- digital imagery to engage learners and foster reflection
- wikis in education and for professional development
- presentation design

A digital archive is available of some of the professional training opportunities supported by the Digital Learning consultant for the BEF at: http://latic.pbworks.com.

**Special Projects**

Training workshops were offered to the education community. These workshops helped teachers and guidance counsellors become acquainted with resources supporting their implementation of career development programming. In addition, a session on the electronic Career Cruising service was offered to the education community and to government and non-government agencies working with youth and adults.

The BEF registers School-Initiated Courses (SICs) and Student-Initiated Projects (SIPs) developed by Français and French Immersion schools. The BEF also supports schools that develop SICs by providing technical assistance.

The following items were published and distributed:

- *Éducation Manitoba*, a newsletter for the education community published by the BEF twice a year;
- the *Coup d’œil sur l’année* poster (informing the education community of training opportunities offered by the BEF);
- the *Un avenir prometteur pour tous les élèves – La programmation de développement de carrière dans les écoles : guide pour les administrateurs scolaires* support document (sent out to high schools offering French-language programming);
- the *Arts industriels au secondaire – Framework of outcomes* (posted on the Department website); and
- the French version of the Manitoba Text Book Bureau Catalogue.

The following documents are in the development phase:

- *Développement de carrière – programmes d’études de la 11e et 12e années*: the Grade 11 implementation document will be distributed to schools for the start of the 2011/12 school year. The Grade 12 implementation document will be revised during 2011/12.

The BEF participated in, and will continue to be involved with the following initiatives:

- Manitoba Mentors’ program: A survey of existing mentorship programs was undertaken by BEF and the Schools Program Division. The results are now being analyzed and will inform the project as it goes forward. BEF will represent Education on the advisory committee and also sits on the Task group.
- School attendance: Further to the Probe Research report, a committee has been struck to study the recommendations and decide how the Department should respond to them. The BEF continues to be represented on this committee.
- The BEF is represented in the Career Development Strategy. The BEF is involved at two levels: activities and programs relating to the new strategy for rationalizing the efforts of eight departments (Education; Advanced Education and Literacy; Entrepreneurship, Training and
Trade; Justice; Healthy Living, Youth and Seniors; Labour and Immigration; Family Services and Consumer Affairs; and the Civil Service Commission); in the area of career development, the BEF is acting as project co-leader for the Working Group Sub-Committee. This sub-committee is responsible for a series of career development-related projects that directly or indirectly affect all Manitobans (information, resources and programs).

- The BEF is also present on the Department’s Career Development Committee tasked with streamlining the efforts (services, resources and programs) of Department employees (BEF, School Programs Division, MB4Youth and the Technical Vocational Education Initiative).

- The BEF is helping to develop the Educator Services Initiative, a gateway aimed at meeting the needs of Manitoba teachers with regard to professional learning, access to resources and pedagogical information, as well as opportunities for collaboration.

Professional Development

The *Coup d’œil sur l’année* website allows school personnel to register for the many workshops offered by the BEF. The online registration is supported by the BEF employees who maintain the website, promote the professional learning workshops, and handle all related communication with the education community. To encourage the involvement of the BEF curriculum consultants in teachers’ professional learning related to curriculum assessment and implementation, the BEF works closely with FL2-I divisional consultants. These efforts are bearing fruit and relationships have developed between schools and the BEF regarding professional development activities to further support curriculum implementation and best practices.

The BEF continues to support the Collabunord initiative in response to discussions that began in late 2008/09 on how to provide support for professional learning to French Immersion schools in northern and northwestern Manitoba. The goal is to build communities of professional learners, foster closer co-operation between these regions and the BEF and give new momentum to the French Immersion program. The project continued in 2010/11. Visits by curriculum consultants to Dauphin, The Pas, Flin Flon and Thompson, supported by videoconferences, led to the establishment of three professional learning communities. BEF consultants met with school division leaders in October. This has led to discussions to establish a “consortium” to deliver high school French Immersion programming across five northern communities – the goal being to increase French Immersion student graduation rates. Follow-up work continues.

Sustainable Development

The BEF continued to offer interdisciplinary workshops to schools on the topic of education for sustainable development (ESD) as requested by schools.

The BEF continues to collaborate with the School Programs Division on the grant program to support ESD and the Eco-Globe Schools recognition program. The BEF continues to add educational resources on the BEF’s ESD website and to distribute the Department’s quarterly newsletter on sustainable development to its network of educators and schools.

In partnership with the CUSB, the BEF is planning a summer institute on the theme of education for a viable future.

The BEF continues its collaboration with the *Groupe d’éducation et d’écosurveillance*, a water monitoring and education group, to train teachers and people working in the field of the environment and enable them to participate in the Adopt a River project. This is an environmental awareness and education program that focuses on issues affecting the aquatic environment. The program gets students to observe waterways and gather data to assess their health. This information can then be shared by posting it to a website.

The Branch continues to strive to incorporate the concept of sustainable development more effectively into its annual planning process.
By reducing the use of paper and other office supplies, the Branch is working toward reducing waste. The Branch only uses recycled toner cartridges and paper.

The Branch continues to encourage employees to use more environmentally friendly methods of transportation such as cycling, car-pooling, public transit, walking, etc. In addition, in an effort to limit travel, most of the Branch’s meetings were held at the Robert Fletcher Building. To further minimize paper use and travel, employees were strongly encouraged to use electronic methods of communication.

3 (b) Curriculum Development and Implementation

<table>
<thead>
<tr>
<th>Sub-Appropriation</th>
<th>Actual 2010/11</th>
<th>FTE</th>
<th>Estimate 2010/11</th>
<th>Variance Over (Under) $000</th>
<th>Expl. No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries and Employee Benefits</td>
<td>840</td>
<td>16.50</td>
<td>1,448</td>
<td>(608)</td>
<td>1</td>
</tr>
<tr>
<td>Other Expenditures</td>
<td>982</td>
<td></td>
<td>428</td>
<td>554</td>
<td>2</td>
</tr>
<tr>
<td>Total Sub-Appropriation</td>
<td>1,822</td>
<td>16.50</td>
<td>1,876</td>
<td>(54)</td>
<td></td>
</tr>
</tbody>
</table>

1. Under expenditure mainly reflects costs for secondment salaries paid to school divisions, budgeted in Salaries but paid from Other Expenditures (16-3B-2). Under expenditure also reflects savings as a result of Voluntary Reduced Workweek and lower requirement than budgeted for employee benefits.

2. Over expenditure mainly reflects costs for secondment salaries paid to school divisions, budgeted in Salaries (16-3B-1) but paid from Other Expenditures.

Educational Support Services Branch

The Educational Support Services Branch is responsible for calculating grants to school divisions providing French-language instruction; projects related to the assessment program at the provincial, national and international levels; liaison with provincial, national and international partners in French education; and policy on French-language education and issues pertaining to The Public Schools Act as it relates to Français schools.

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

- statistics: the annual collection and analysis of data pertaining to additional expenditures and enrolment in the French as a First Language (FL1), French as a Second Language – Immersion (FL2–I) and Basic French programs
- grants: the calculation and monitoring of provincial grants to school divisions and independent schools for the FL1, FL2–I and Basic French programs
- assessment: at the provincial level
  - development and administration of Grade 12 standards tests in the FL1 and FL2–I programs
  - support for schools with respect to the project to assess reading at the start of Grade 3 in the FL1 program and at the start of Grade 4 in the FL2–I program
  - support for schools with respect to the project to assess reading comprehension and expository writing partway through Grade 8 in the FL1 and FL2–I programs
  - support for schools with respect to the project to assess student engagement partway through Grade 7 in the FL1 and FL2–I programs
  - development of new assessment guidelines in co-operation with the Instruction, Curriculum and Assessment Branch and consultation with FL1 and FL2–I schools to evaluate the proposed thrusts
• liaison: provision of administrative support to school divisions with respect to the teaching of French as a Second Language and promotion of the French Immersion Program and Basic French instruction
• policy: development and implementation of policy and guidelines relating to French education in Manitoba
• assignments received related to The Public Schools Act: examination of issues and questions pertaining to the schools legislation as it relates to French-language education

Statistics and Grants

The Branch saw to the entry, verification and analysis of various data, and calculated the grants for the FL1, FL2–I and Basic French programs. The data on student enrolment and percentage of instruction in the French language were subsequently passed on to Statistics Canada.

The Branch carried out a number of statistical projects in response to special requests and worked closely with other branches to target mailings.

Assessment

The Branch administered pilot Grade 12 standards tests in FL2–I in April and November 2010. Official tests were also administered at the Grade 12 level in FL1 and FL2–I, and training was provided in June 2010 and January 2011 for the divisional co-ordinators responsible for local marking. The local marking of these two tests was audited in June 2010 and February 2011.

The Branch developed two new Grade 12 standards tests in FL1, and two new Grade 12 tests in FL2–I.

The Branch was also responsible for the development of the new Provincial Report Card scheduled to be piloted in September 2011.

Liaison

The Branch organized training sessions on Basic French and FL2–I instruction with northern Manitoba school divisions (Collabaunord) in fall 2010 and March 2011 and organized a forum on revitalizing Basic French in the Province that was held in October. A one-day French Immersion in Manitoba Provincial Conference was held in March. The Branch co-ordinated the meetings of the divisional co-ordinators responsible for French Immersion and participated in the meetings of the Association manitobaine de directrices et des directeurs des écoles d’immersion française (Manitoba Association of Immersion Principals). The Comité consultatif en français langue seconde (CCFLS) met on three occasions to provide feedback on matters related to FL2-I education.

Sustainable Development

The Branch works with the School Programs Division on the development and implementation of web-based applications for communicating and sharing information related to the assessment projects in order to maximize human and financial resources and cut down on paper use. In addition, e-mail is used for certain types of communication with the schools.

By reducing the use of paper and other office supplies, the Branch is working toward reducing waste. The Branch only uses recycled toner cartridges and paper. Employees are encouraged to place used paper, glass bottles and aluminum cans in recycling bins.

The Branch encourages employees to use more environmentally friendly means of transportation such as cycling, car-pooling, public transit, walking, etc. In addition, in an effort to limit travel, most of the Branch's meetings were held at the Robert Fletcher Building. Information and communication technology (audio- and video-conferencing) is also favoured in order to minimize travel.
### Official Languages Programs and Administrative Services Branch

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, co-ordination and administration of the budget and the administrative and secretarial services for the Division.

On March 31, 2010, the governments of Manitoba and Canada entered into an agreement giving Manitoba $49,260,800 to cover a portion of the supplementary costs associated with French-language education and instruction for the four-year period ending in 2012/13. This agreement provides funding for the Division scolaire franco-manitobaine, the Collège universitaire de Saint-Boniface, the Anglophone school boards and the independent schools that offer French curricula. It also enables the Province to recover a portion of the operating expenses of the BEF. In addition to the financial contribution secured under the four-year agreement, the Government of Canada has approved complementary contributions to the Province of Manitoba to implement initiatives that address emerging priorities.

Within the framework of the OLEP, the Branch collaborated with the Council of Ministers of Education, Canada on the implementation of national programs funded by Canadian Heritage (Odyssey, Explore and Destination Clic). Fifteen post-secondary students were hired to work as language assistants in public schools in Manitoba through the Odyssey program. Approximately twenty students from Manitoba were assigned similar postings outside the Province.

Through the Explore and Destination Clic programs, 347 students from other Canadian provinces came to Manitoba to study French or English as a Second Language, and 337 Manitoba students went to Quebec and other provinces for summer courses to improve their French and broaden their knowledge of French culture.

More than 50 school divisions and non-government organizations received financial support helping them to develop and implement innovative educational and cultural programs, to broaden the application of existing programs, and to respond to specific needs in the area of French-language education in Manitoba.

The Branch participated in 13 projects for students and teachers under the Quebec–Manitoba Agreement. Students enrolled in the post-baccalaureate and master’s degree programs in Education at the CUSB attended a summer institute in Quebec. A Manitoba writer participated in an author...
exchange with a writer from Quebec. In addition, two students from Manitoba were paired with two students from Quebec for a six-month exchange consisting of a three-month stay in each province.

The Branch also administers a bursary program enabling teachers and students to pursue studies in French. A total of 422 post-secondary students commenced or continued university studies in French in the past year, and 116 teachers who teach in French upgraded their linguistic or pedagogical skills through summer courses at the CUSB or another Canadian post-secondary institution.

Sustainable Development

The Branch continues to implement the awareness-raising, purchasing and consumption reduction measures set out in its sustainable development action plan. In particular, the Branch has maintained its policy regarding the purchase of recycled materials and local economic development.

<table>
<thead>
<tr>
<th>3 (d) Official Languages Programs and Administrative Services</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Expenditures by Sub-Appropriation</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Salaries and Employee Benefits</td>
</tr>
<tr>
<td>Other Expenditures</td>
</tr>
<tr>
<td>Assistance</td>
</tr>
<tr>
<td><strong>Total Sub-Appropriation</strong></td>
</tr>
</tbody>
</table>

1. Over expenditure mainly relates to capital grant assistance for the Garderie Jolys Co-op Inc to support the construction of a child care facility at École Réal-Bérard in St. Pierre Jolys, which will be fully offset by a corresponding increase in revenue from the Government of Canada. Increase is partially offset by costs for a portion of the French Second Language Revitalization Program, budgeted in Assistance but paid from Other Expenditures (16-3D-2), savings as a result of reductions applied to Teacher Training/Student Aid and Special Project/French Revitalization.

Library and Materials Production Branch

The Library and Materials Production Branch (DREF) is responsible for providing instructional materials and library services to K–12 educators and education professionals in Manitoba’s Français and French Immersion schools and to schools providing Basic French. Its clientele also includes Department staff; Division curriculum consultants; professors and student teachers at the Collège universitaire de Saint-Boniface, University of Manitoba and University of Winnipeg faculties of education; parents enrolled in the Home Schooling Program; and other stakeholders in the school system. The Branch also provides the services of two teacher co-ordinators to rural Français and French Immersion schools. The production centre develops resources using media such as CDs and DVDs to support curricula and the work of the BEF assessment unit.

The objectives of the Branch are to:

- provide leadership and professional support in the development, selection and use of all forms of media, including new technologies, as an integral part of the teaching or learning process;
- provide library services and resources to educators and education professionals to support K–12 curriculum implementation, student learning, assessment and performance, pedagogical research and professional learning and to meet educators’ needs in terms of best practices and the enrichment of school libraries;
• 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 and by the Province’s schools;
• duplicate materials from other jurisdictions for which the Branch has obtained reproduction rights for Manitoba schools;
• promote best teaching practices, collection resources, and Branch services in rural Français and French Immersion schools, through the teacher coordinators; and
• produce new media resources to support the curricula and the assessment unit.

Library

The library’s primary purpose is to circulate the more than 55,770 print and non-print resources in its collection, and to provide documentation and information services. The library provides services to support the implementation of K–12 curricula, research in education and professional learning geared to the needs of K–12 educators. Throughout 2010/11, it lent 66,492 items to more than 4,040 active clients. The reference desk answered 1,622 requests for information and introduced a number of clients to its online catalogue search, reservation and renewal services. Clients used the new on-line reservation service to make 1,600 requests and to reserve 4,016 items. The circulation desk prepared 4,836 packages, 1,987 of which were sent out by regular mail and 2,849 by divisional courier. Users had access to 1,563 CD-ROMs and 1,510 DVDs for loan and assessment purposes. The technical service recorded 3,495 acquisitions.

The library provided support services to school libraries, including help in selecting collection materials, and offered advice and information on websites and cataloguing issues. Personalized bibliographic records were sent via Internet to 12 school libraries in Manitoba through the Web Export service to further save school divisions’ time and money.

Library staff participated in 12 presentations/displays in schools and school divisions to support the introduction of new curricula. The library also conducted 52 tours of its facility and services. Direct contact was made with some 816 educators and 147 student teachers through these activities. The Branch and its staff also attended conferences such as the Éducatrices et éducateurs francophones du Manitoba conference, and the Special Area Group (SAG) conference.

The reading clubs initiative aimed at promoting youth literature continued at the K–9 levels in the Français and French Immersion schools. More than 8,410 students participated in this literary activity and, thanks to the support of three community sponsors, 150 prizes were awarded during monthly draws.

To promote the Branch, staff published lists on three separate occasions of new acquisitions for Français and French Immersion schools, along with lists for Basic French teachers. The committee also prepared ten internal theme-based exhibitions for the library and five external displays. A number of updates were also made to the Branch’s website.

In partnership with Communication Jeunesse, the DREF organized six author encounters, in 5 French Immersion schools for 169 students and 6 teachers; along with 5 encounters with an illustrator for 143 students and 5 teachers, in 5 other French Immersion schools.

The staff also arranged for a second author’s visit through grants from the Quebec–Manitoba cooperation and exchange program. The author visited 9 Français and French Immersion schools and gave 14 literary presentations to 320 students and 15 educators.

Production and Duplication Service

This service was responsible for producing 42 DVDs, 1 CD-ROM and 12 CDs on behalf of the assessment unit for the pilot and official Grade 12 tests administered in the FL1 and FL2–I programs, among other projects. Furthermore, a total of 668 DVDs and 1,465 CDs were burned.
Teacher Co-ordinator Service for Rural Français and French Immersion Schools

The two teacher co-ordinators, through the library's outreach program visited 64 Français and French Immersion schools and met with 1,329 teachers over the course of the year. They taught a total of 1,075 courses in conjunction with teachers, using a variety of instructional resources. They also promoted support materials for the new curricula. An emphasis was placed on the integration of new technology, including access to educational websites and TFO's online video streaming.

Sustainable Development

The Branch continued to incorporate the concept of sustainable development into its annual planning process. Recycled paper and printer cartridges were used to cut down on waste. The practice of laminating resources was reduced to a minimum. The policy regarding overdue items was modified to reduce the frequency of late slips mailed out, therefore eliminating to a large extent the paper and envelopes required.

For larger, faxed mail-outs to schools, a standard, non-personalized transmission slip was used. As part of the Printer Refresh Project, two printers were eliminated and the new multifunctional machines have facilitated productivity.

Where possible, ethanol was used to fill the vehicles driven by the teacher co-ordinators. Wherever possible, the Branch placed its purchase orders and requests for services with local Francophone businesses and bookstores.

The Branch continued to encourage employees to use more environmentally friendly methods of transportation such as cycling, car-pooling, public transit, and walking. Electronic communication was encouraged to cut down on travel and the use of paper.

3 (e) Library and Materials Production

<table>
<thead>
<tr>
<th>Expenditures by Sub-Appropriation</th>
<th>Actual 2010/11 $000</th>
<th>FTE</th>
<th>Estimate 2010/11 $000</th>
<th>Variance Over (Under) $000</th>
<th>Expl. No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries and Employee Benefits</td>
<td>561</td>
<td>11.00</td>
<td>595</td>
<td>(34)</td>
<td></td>
</tr>
<tr>
<td>Other Expenditures</td>
<td>356</td>
<td></td>
<td>274</td>
<td>82</td>
<td></td>
</tr>
<tr>
<td><strong>Total Sub-Appropriation</strong></td>
<td><strong>917</strong></td>
<td><strong>11.00</strong></td>
<td><strong>869</strong></td>
<td><strong>48</strong></td>
<td></td>
</tr>
</tbody>
</table>
Education and School Tax Credits

Education Property Tax Credit

The Education Property Tax Credit provides income-related assistance to homeowners and tenants based on occupancy costs and income. Most homeowners receive the basic $650 credit as a reduction on the municipal property tax statement. This is known as the Education Property Tax Credit Advance. Tenants and homeowners who have not received the Advance, and anyone who is entitled to an additional, income-tested amount, can claim this refundable credit on their annual income tax return. The objectives of the credit are to provide income tax relief to all Manitobans, and to provide an additional tax reduction for those with lower incomes.

4 (a) Education Property Tax Credit

<table>
<thead>
<tr>
<th>Expenditures by Sub-Appropriation</th>
<th>Actual 2010/11 $000</th>
<th>FTE</th>
<th>Estimate 2010/11 $000</th>
<th>Variance Over (Under) $000</th>
<th>Expl. No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education Property Tax Credit</td>
<td>274,822</td>
<td>0.00</td>
<td>268,751</td>
<td>6,071</td>
<td>1</td>
</tr>
<tr>
<td>Total Sub-Appropriation</td>
<td>274,822</td>
<td>0.00</td>
<td>268,751</td>
<td>6,071</td>
<td>1</td>
</tr>
</tbody>
</table>

1. *Increased expenditure mainly reflects natural growth in entitlements for 2010/11 as well as an accounting adjustment related to the 2009 tax year based on federal data, partly offset by net payments made to municipalities and school divisions.*

School Tax Assistance for Tenants and Homeowners (55+)

This program provides income-related assistance to homeowners and tenants who are 55 years of age and over, based on occupancy costs and income. The objective of this program is to reduce the amount of education property tax paid by lower-income Manitobans over 55 years of age.

4 (b) School Tax Assistance for Tenants and Homeowners (55+)

<table>
<thead>
<tr>
<th>Expenditures by Sub-Appropriation</th>
<th>Actual 2010/11 $000</th>
<th>FTE</th>
<th>Estimate 2010/11 $000</th>
<th>Variance Over (Under) $000</th>
<th>Expl. No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Tax Assistance for Tenants and Homeowners (55+)</td>
<td>1,363</td>
<td>0.00</td>
<td>1,677</td>
<td>(314)</td>
<td>1</td>
</tr>
<tr>
<td>Total Sub-Appropriation</td>
<td>1,363</td>
<td>0.00</td>
<td>1,677</td>
<td>(314)</td>
<td>1</td>
</tr>
</tbody>
</table>

1. *Under expenditure is mainly due to an interaction between the entitlement formula and the incomes of seniors eligible, which led to a reduced requirement for the income tested portion of the tax credit.*
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 that enhance the quality of education for K-12 students in Manitoba.


The Branch is represented on various departmental committees, such as the Advisory Committee on the Funding of Schools Program, Departmental Renewal Strategy Committee and the FRAME Committee.

The Branch provided financial analysis in the areas of public school funding for the 2010/11 school year (announced January 27, 2011) and education taxation. They also provided assistance to school division and independent school personnel as required.

Regulations respecting the calculation and payment of grants to public school divisions and Special Revenue School Districts under the Funding of Schools Program for the 2009/10 school year were completed.

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 March 2009, government announced $310 million for new capital construction for four years beginning in the 2009/10 school year, investing $85 million in the first year and $75 million for each of the following three years. For the fiscal year ended March 31, 2011, 67 debentures were issued for a total of $58.9 million for both new and previously approved projects.

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.

Sustainable Development

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 dedicated one printer for using scrap paper for printing “draft” documents, and makes an effort to re-use supplies where possible, such as old file folders and binders. Staff also make extensive use of alternative communication tools to reduce the amount of paper used. For example, information on Summary Budgeting and Reporting is posted on the Internet; provincial grants are paid to school divisions and independent schools through electronic
funds transfer; funding calculations are e-mailed to school divisions; property assessment and Education Support Levy calculations are e-mailed to municipalities; 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 used by school divisions, independent schools and municipalities including funding-related forms, and tax collection and remittance forms. Branch staff direct interested parties to the Internet to view and/or download these documents.

### 5 (a) Schools Finance

<table>
<thead>
<tr>
<th>Expenditures by Sub-Appropriation</th>
<th>Actual 2010/11 $000</th>
<th>Estimate 2010/11 FTE</th>
<th>Variance $000</th>
<th>Expl. No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries and Employee Benefits</td>
<td>1,070</td>
<td>15.50</td>
<td>1,070</td>
<td>0</td>
</tr>
<tr>
<td>Other Expenditures</td>
<td>147</td>
<td>150</td>
<td>-3</td>
<td></td>
</tr>
<tr>
<td>Property Assessment</td>
<td>2,994</td>
<td>2,994</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>Total Sub-Appropriation</strong></td>
<td><strong>4,211</strong></td>
<td><strong>15.50</strong></td>
<td><strong>4,214</strong></td>
<td>(3)</td>
</tr>
</tbody>
</table>

### Education Administration Services

#### Administration Unit

The Administration Unit has the responsibility of maintaining an effective legislative, regulatory and policy framework for elementary and secondary education. Toward that goal, the Unit performs a departmental co-ordination role in the revision of legislation and regulations.

The Administration Unit also continues to fulfill an advisory and 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. Much time was spent responding to the high volume of requests for advice and in meeting a wide array of consultative expectations, which the Unit answered in writing, in person and by telephone.

The Translation Unit facilitated communication of departmental program and policy thrusts by coordinating the translation and proofreading of numerous documents including: curriculum documents, funding material, Public Schools Finance Board material, Manitoba Student Loans material, Adult learning and literacy website, Building Student Success with Aboriginal Parents material, Pan-Canadian Assessment Program materials, Manitoba Youth Leadership Scholarship material, School Planning Reports, Middle Years Assessment material, Manitoba Addictions Awareness material, Community Schools material, Education Manitoba articles, the Manitoba Prospects tabloid and Career Development material.

This year, 5,097 pages were translated externally. Staff of the Unit translated, researched and proofread 1,368 pages. In total, the Unit processed 6,465 pages for Manitoba Education and Manitoba Advanced Education and Literacy.

Both the departmental lexicon (word bank) and the new localization software (SDLX) continue to be utilized, updated and enhanced in an effort to streamline the translation process and increase efficiency and productivity.
Sustainable Development

Staff in both urban and rural offices continue to meet the government’s sustainable development goals through recycling opportunities, reducing the amount of paper usage and utilizing electronic communication whenever possible. With respect to the Province's Aboriginal Procurement Initiative the Branch will, where possible, 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.

Independent Education Unit

The Independent Education Unit is responsible for ensuring that students who are enrolled in funded and non-funded independent schools and students who are home schooled receive an education that is deemed equivalent to that of students enrolled in the public school system. The Unit facilitates ongoing communication between the Department, independent schools, school divisions and Hutterian communities. The Independent Education Unit also liaises with organizations such as the Manitoba Federation of Independent Schools, the Association of Christian Schools International, the Archdiocese of Winnipeg Catholic Schools, the Archdiocese of St. Boniface and the Ukrainian Archeparchy of Winnipeg Catholic Schools, the Manitoba Association of Christian Home Schools and the Manitoba Association of Schooling at Home. The Unit responds to many inquiries from parents, departmental staff and outside agencies regarding independent education in Manitoba. In addition, the Co-ordinator and staff members have made presentations to university classes on independent education and on other educational topics as requested, as well as facilitated workshops on school governance for school board members and representatives of parent advisory councils.

The Co-ordinator of the Independent Education Unit annually inspects approximately half of the funded independent schools and provides services for the administration and staff in all of the funded independent schools. Currently, there are 59 schools that are funded or on the waiting list for funding. Responsibilities for monitoring and supporting home schools, non-funded schools and international schools are divided among three Liaison Officers. Non-funded schools are divided geographically among all three staff members who are responsible for reporting on the physical and educational status of 45 non-funded schools. One of these liaison officers also inspects and acts as a liaison with overseas school programs in China, Thailand, South Korea, Ghana, and Egypt and chairs the Steering Committee on Affiliated Schools Overseas. Responsibilities for home schools are divided geographically between the other two Liaison Officers. The Officers processed Notification of Home Schooling forms for over 2,200 home schooled students, checked progress reports twice a year for these students, liaised with home school families and organizations and visited home schools as necessary. One of these Liaison Officers is also responsible for liaison with Hutterian communities.

Pupil Transportation Unit

The Pupil Transportation Unit (PTU) supports the safe, efficient and economical operation of the pupil transportation (school bus) system in Manitoba.

The Unit acts as a resource to school division pupil transportation operations on driver and ridership training through inserviceing and the Unit’s newsletter The Signal. As a reminder to the motoring public and students about the importance of school bus safety, the 2010 School Bus Safety Week theme was “Be Aware, Know The Danger Zone!”. Material was obtained and distributed to schools in early October.
As a consequence of changes in provincial and federal regulations, as well as periodic revisions to school bus safety standards as set forth by the Canadian Standards Association, a review and rewrite of the *School Bus Driver's Handbook* was undertaken in 2010. The Unit has now produced an updated version of the School Bus Driver's Handbook and made arrangements for its distribution. School divisions have purchased the handbook and distributed it to people interested in becoming school bus drivers. Most divisions have also distributed it to their veteran drivers. The Unit has made a number of presentations on the new handbook at several school divisions' Professional Development Inservices for School Bus Drivers. The Unit also issues School Bus Operator Certificates to newly qualified school bus drivers trained by certified instructors using this handbook, and maintains a registry of all certified school bus operators in the Province.

In support of the continued operation of the provincial school bus fleet, the Unit co-ordinated the central tender purchase of new school bus vehicles on behalf of participating school divisions. The central tender 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 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. School buses purchased outside the central tender have now been included in the acceptance inspection process. Contractors providing school bus service to school divisions are also being included in the inspection process.

In order to enhance preventive maintenance initiatives, mechanics’ training seminars were conducted on a range of topics. The two day seminar was held in Winnipeg and repeated in Brandon for two days.

PTU’s senior field officer is a member of the Canadian Standards Association’s (CSA) D250 Technical Committee on School Buses. The mandate of this national committee is to develop Canadian safety standards for school bus vehicles. Participating on the CSA committee ensures Manitoba’s views and concerns are communicated prior to implementing new standards. Since May 2007, the Technical Committee has reworked and put into effect a new school bus safety standard (D250-07). Additionally, the Committee has developed safety standards for a multi-functional activity bus (MFAB), which is an alternative vehicle to 12-15 seat passenger vans. The MFAB D270 standard was released in June 2008. The committee is finalizing the latest version (D250 for 2012), which will now include specifications for Transportation of Persons with Physical Disabilities, extracted from the CSA Standard D409. The new Standard will now be one document for the specifications of a standard school bus and school buses used to transport students in wheelchairs or other mobility aids.

The Unit acted as a liaison between school bus manufacturers and school divisions with respect to defective equipment/warranty issues. Information collected about defective parts or manufacturing is collated and stored in a data base that is then shared with the manufacturers.

Each year, the Unit performs rotational audits of a number of school divisions to ensure that their transportation systems are in compliance with *The Public Schools Act*, its Regulations, and with local policy as well as best known practices for the safe transportation of students. Upon being audited by the Unit, school divisions are made aware of areas of strength and concern, and where policy and practices may be lacking are advised to make corrections or adjustments for compliance. Follow-up communication ensures that actions have been taken and that they are appropriate.

The Unit communicates with staff from Vehicle Standards and Inspections (a division of Manitoba Public Insurance) with regard to the annual inspection of 10% of the Province’s school bus fleet. As well, the Unit is informed of Manitoba Infrastructure and Transportation’s school division roadside inspections and operational audits. Statistics obtained from these inspections are used to assess the effectiveness of local preventive maintenance programs.
One of the Unit’s two Field Officers works out of the Rivers, Manitoba location and provides assistance to school divisions in western regions of the Province. The Winnipeg office houses the Unit’s Senior Field Officer, Field Officer and Administrative Secretary.

**Professional Certification and Student Records Unit**

The Professional Certification Unit ensures a qualified teaching force through certification of professional personnel (teachers, clinicians, co-ordinators and principals) in Manitoba’s school system. Teaching certificates were issued to 715 education graduates. Another 287 teachers from out-of-province were certified. In addition, 85 School Clinician certificates, 77 Special Education certificates, 11 Special Education Coordinators certificates, 67 Level 1 School Administrators and 23 Level 2 Principal Certificates were granted among other teacher certification services.

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 1,713 regular high school transcripts were issued.

The Unit also co-ordinates a teacher exchange program. Nine applications were processed but no matches were found.

**Statutory Board and Commissions**

The Education Administration Services Branch co-ordinates 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 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 five 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 did not meet this year.

**Certificate Review Committee**

The Certificate Review Committee is a statutory committee that falls under *The Education Administration Act*. The Committee 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. There were no hearings in 2010.

**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 4 hearings during the 2010/11 fiscal year.

**Statutory Responsibilities**


**5 (b) Education Administration Services**

<table>
<thead>
<tr>
<th>Expenditures by Sub-Appropriation</th>
<th>Actual 2010/11 $000</th>
<th>Estimate 2010/11 FTE</th>
<th>$000</th>
<th>Variance Over (Under) $000</th>
<th>Expl. No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries and Employee Benefits</td>
<td>2,050</td>
<td>31.50</td>
<td>2,138</td>
<td>(88)</td>
<td></td>
</tr>
<tr>
<td>Other Expenditures</td>
<td>673</td>
<td></td>
<td>702</td>
<td>(29)</td>
<td></td>
</tr>
<tr>
<td>Total Sub-Appropriation</td>
<td>2,723</td>
<td>31.50</td>
<td>2,840</td>
<td>(117)</td>
<td></td>
</tr>
</tbody>
</table>

**Schools Information System**

The Schools Information System (SIS) provides project management, consulting and business analysis support for technology and innovation initiatives related to the K-12 administrative environment. The primary application within the Schools Information System is the Education Information System (EIS). EIS consists of a series of modules providing a corporate database of K-12 educational information to assist the Department and the field in delivering operational programs, ensuring effective program management and assessing educational accountability. The Systems and Technology Services (STS) Branch manages the Schools Information System.

EIS Collection, the software collection tool developed by STS for schools and divisions to use to collect and forward data to the Department, is maintained through annual version upgrades. The Department continues to work closely with schools and divisions to provide assistance and training for new reporting procedures. The K-12 Schools Information Management Advisory Council, comprised of representatives from the Manitoba Association of School Business Officials and the Manitoba Association of School Superintendents, collaborates with the Department regarding the effective management, use and stewardship of education information regarding the Manitoba K-12 community.

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. To support school division staff, a toll-free Service Desk function assists users of EIS Collection encountering questions regarding the system. Branch staff continue to work with school divisions and the suppliers of school administration systems to streamline the reporting of information to EIS and EIS Collection.

STS continues to enhanced the web-based applications for Collection of Assessment Results regarding Early and Middle Years Assessment and Provincial Test Student Registration. In addition
to the EIS, STS manages 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 the Bureau de l’Éducation française.

All departmental service requests (desktop and application) are recorded and monitored in an electronic Issue Tracker to ensure technology service levels remain at acceptable levels and service can be quickly restored should system failures occur.

STS continues to transfer technical responsibilities of the Branch to ICT Services Manitoba while enhancing the ICT-related business capabilities of the Branch as defined by the ICT Restructuring Initiative.

**Sustainable Development**

The Branch supports a culture that recognizes and supports sustainable development practices. The Branch promotes the use of recycled paper and toner cartridges along with the recycling of discarded paper. It should be noted that the Manitoba government recognizes the value of education and collaboration alternatives that result from improved network services such as video conferencing. STS is working with other branches and Manitoba departments in the implementation of collaborative network tools that will enhance pedagogical and administrative environments in rural communities.

**5 (c) Schools Information System**

<table>
<thead>
<tr>
<th>Expenditures by Sub-Appropriation</th>
<th>Actual 2010/11 $000</th>
<th>FTE</th>
<th>Estimate 2010/11 $000</th>
<th>Variance Over (Under) $000</th>
<th>Expl. No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries and Employee Benefits</td>
<td>511</td>
<td>3.00</td>
<td>634</td>
<td>(123)</td>
<td></td>
</tr>
<tr>
<td>Other Expenditures</td>
<td>102</td>
<td></td>
<td>201</td>
<td>(99)</td>
<td>1</td>
</tr>
<tr>
<td>Total Sub-Appropriation</td>
<td>613</td>
<td>3.00</td>
<td>835</td>
<td>(222)</td>
<td></td>
</tr>
</tbody>
</table>

1. Under expenditure mainly results from lower costs for professional contracts than originally budgeted and reflects the deferral of work related to the eventual replacement of the Legacy Education Information System (EIS).

**Aboriginal Education Directorate**

The mandate of the Aboriginal Education Directorate (AED) is to provide leadership and coordination for departmental initiatives within Aboriginal education and training. The objectives are: to ensure an integrated approach to Aboriginal education and training within Manitoba Education, Manitoba Advanced Education and Literacy (MAEL) and Manitoba Aboriginal and Northern Affairs (MANA); to promote the removal of systemic barriers to Aboriginal student success; and to participate in, and ensure linkages and collaboration with inter-sectoral research and policy initiatives related to Aboriginal education and training.

AED co-ordinates the implementation of the Aboriginal Education and Employment Action Plan and provides support and leadership to all branches and units within Manitoba Education, MAEL, METT and MANA on matters as they relate to Aboriginal education and training.

AED works with and supports the Aboriginal Education Directorate Advisory Council. The Council provides advice, guidance and makes recommendations on matters as they relate to initiatives and action areas within K-12 education with regards to Aboriginal people. AED also works with and supports the Advanced Education, Training and Literacy Aboriginal Advisory Council. This Council
provides advice, guidance and makes recommendations on matters as they relate to post-secondary education, training, literacy and employment.

Directorate staff participated in the planning and implementation of Aboriginal-focused research both inter-departmentally and with external agencies.

AED partners with all provincial educational institutions to make post-secondary education more inclusive and culturally relevant for Aboriginal students and to promote Aboriginal teacher education. Implementation of A Journey from Cultural Awareness to Cultural Competency Training Manual and Kit continued in the 2010/11 school year.

AED continues to work with school divisions and other partners in the collection of Aboriginal identity data. The purpose of the data collection, which has been integrated within the Province-wide Education Information System, is to improve baseline data for policy development and planning programs for student success.

The Aboriginal Educators Profile Book Footprints For The Future was developed and disseminated to school divisions and stakeholders in 2010/11.

Manitoba Education continues to work with the Council of Ministers of Education, Canada (CMEC) on its Aboriginal Education Action Plan to strengthen self-identification and co-ordinate what and how data is collected and shared.

Manitoba continues to dialogue with delegates from Assembly of Manitoba Chiefs, Manitoba Metis Federation, Mother of Red Nations and Aboriginal Council of Winnipeg regarding the CMEC Summit on Aboriginal Education.

AED co-ordinates 39 Building Student Success with Aboriginal Parents demonstration projects, 25 Community Schools Partnership Initiative project sites, 6 Making Education Work research project sites.

Manitoba Education participated with Western and Northern Canadian Protocol (WNCP) partners to continue implementation of the Aboriginal Languages and Cultures website project. Manitoba Education continues to participate on the WNCP First Nations, Metis & Inuit Education Directors Table.

Over 25 cultural and anti-racist education workshops were conducted during the 2010/11 fiscal year. These include A Journey from Cultural Awareness to Cultural Competency training sessions and direct service to schools, educators, post-secondary institutions, parents, government departments and community agencies.

Directorate staff consults and collaborates on an ongoing basis with various Aboriginal organizations including the Assembly of Manitoba Chiefs, the Manitoba Metis Federation, the Aboriginal Council of Winnipeg, Manitoba First Nations Education Resource Centre, grassroots organizations and educational stakeholders.

An Aboriginal Human Resource Strategy for Manitoba Education and MAEL was developed by AED and the Human Resource Services Branch, and is incorporated into the Civil Service Renewal Strategy. AED co-ordinated the Aboriginal Networking Group for department staff.

Directorate staff participated and collaborated in the development and effective delivery of training strategies to improve Aboriginal participation in the labour force.

AED and Adult Learning and Literacy co-ordinate the networking of the Aboriginal Adult Learning Circle.
Sustainable Development

AED has co-ordinated 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.

### 5 (d) Aboriginal Education Directorate

<table>
<thead>
<tr>
<th>Expenditures by Sub-Appropriation</th>
<th>Actual 2010/11 $000</th>
<th>FTE</th>
<th>Estimate 2010/11 $000</th>
<th>Variance $000</th>
<th>Expl. No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries and Employee Benefits</td>
<td>545</td>
<td>9.00</td>
<td>721</td>
<td>(176)</td>
<td></td>
</tr>
<tr>
<td>Other Expenditures</td>
<td>523</td>
<td></td>
<td>572</td>
<td>(49)</td>
<td></td>
</tr>
<tr>
<td>Total Sub-Appropriation</td>
<td>1,068</td>
<td>9.00</td>
<td>1,293</td>
<td>(225)</td>
<td></td>
</tr>
</tbody>
</table>
Schools Grants

Operating Grants

The objective is to provide operating support to Manitoba’s 36 public K-12 school divisions and one special revenue school district 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 2010/11 school year increased by 2.95%, or $31.3 million, to $1,094.1 million from $1,062.82 million for the 2009/10 school year. Funding is supported by general revenue appropriations and the Education Support Levy.

Funding to independent schools for the 2010/11 school year increased 7.4%, or $4.2 million, to $60.7 million from $56.5 million for the 2009/10 school year.

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

General Support Grants

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

A grant based on payroll costs for the 2009 calendar year, as reported to Manitoba Finance, was paid to school divisions. Funding increased to $29.1 million in 2010/11 from $27.7 million in 2009/10 due to an increase in payroll costs from 2008 to 2009.

Other Grants

The objective is to provide financial support to educational organizations.

During 2010/11, grants totalling $2.9 million were paid to 16 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 Department provides funding for the employer’s share of current teacher service contributions and funds interest costs associated with the Province’s borrowings to partially fund the outstanding pension liability.
### 5 (e) Schools Grants

- Operating Grants: 966,470, 967,408, (938), 1
- General Support Grants: 29,137, 28,999, 138

### 5 (f) Other Grants

- 2,889, 2,865, 24

### 5 (g) Teachers' Retirement Allowances Fund

- 142,340, 141,834, 506, 2

### 5 (h) Recoverable from Advanced Education and Literacy

- (180), (180), 0

<table>
<thead>
<tr>
<th>Sub-Appropriation</th>
<th>Actual 2010/11 $000</th>
<th>FTE</th>
<th>Estimate 2010/11 $000</th>
<th>Variance Over (Under) $000</th>
<th>Expl. No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(e) Schools Grants</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Operating Grants</td>
<td>966,470</td>
<td></td>
<td>967,408</td>
<td>(938)</td>
<td>1</td>
</tr>
<tr>
<td>- General Support Grants</td>
<td>29,137</td>
<td></td>
<td>28,999</td>
<td>138</td>
<td></td>
</tr>
<tr>
<td>(f) Other Grants</td>
<td>2,889</td>
<td></td>
<td>2,865</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>(g) Teachers' Retirement Allowances Fund</td>
<td>142,340</td>
<td></td>
<td>141,834</td>
<td>506</td>
<td>2</td>
</tr>
<tr>
<td>(h) Recoverable from Advanced Education and Literacy</td>
<td>(180)</td>
<td></td>
<td>(180)</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>Total Sub-Appropriation</strong></td>
<td><strong>1,140,656</strong></td>
<td></td>
<td><strong>0.00</strong></td>
<td><strong>1,140,926</strong></td>
<td><strong>(270)</strong></td>
</tr>
</tbody>
</table>

1. **Under expenditure mainly reflects savings as a result of lower requirement than budgeted for the Special Grant Fund, of which savings were redirected to help offset a greater requirement than budgeted for the Tax Incentive Grant. Under expenditure also reflects net variances in other support programs.**

2. **Over expenditure reflects greater costs than budgeted for the employer’s portion of current service contributions.**
Capital Funding

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.

<table>
<thead>
<tr>
<th>Expenditures by Sub-Apportionment</th>
<th>Actual 2010/11 $000</th>
<th>FTE</th>
<th>Estimate 2010/11 $000</th>
<th>Variance Over (Under) $000</th>
<th>Expl. No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital Funding</td>
<td>47,112</td>
<td></td>
<td>47,112</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Total Sub-Apportionation</td>
<td>47,112</td>
<td>0.00</td>
<td>47,112</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>
Costs Related to Capital Assets

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

7 Costs Related to Capital Assets

<table>
<thead>
<tr>
<th>Expenditures by Sub-Appropriation</th>
<th>Actual 2010/11 $000</th>
<th>FTE</th>
<th>Estimate 2010/11 $000</th>
<th>Variance Over (Under) $000</th>
<th>Expl. No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Amortization Expense</td>
<td>138</td>
<td>0.00</td>
<td>138</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>(b) Interest Expense</td>
<td>20</td>
<td></td>
<td>20</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>Total Sub-Appropriation</strong></td>
<td><strong>158</strong></td>
<td>0.00</td>
<td><strong>158</strong></td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>