

**Manitoba Education**

**Annual Report  
2019-2020**



**Manitoba Education**

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**MINISTER  
OF EDUCATION**

Room 108  
Legislative Building  
Winnipeg, Manitoba, Canada  
R3C 0V8

Her Honour the Honourable Janice C. Filmon, C.M., O.M.  
Lieutenant Governor of Manitoba  
Room 235 Legislative Building  
Winnipeg MB R3C 0V8

Your Honour:

I have the privilege of presenting for the information of Your Honour the Annual Report of Manitoba Education for the fiscal year ending March 31, 2020.

Respectfully submitted,

*Original signed by*

Honourable Kelvin Goertzen



MINISTRE  
DE L'ÉDUCATION

Bureau 168  
Palais législatif  
Winnipeg (Manitoba) Canada  
R3C 0V8

Son Honneur l'honorable Janice Filmon, C.M., O.M.  
Lieutenante-gouverneure du Manitoba  
Palais législatif, bureau 235  
Winnipeg (Manitoba) R3C 0V8

Votre Honneur,

J'ai le privilège de vous présenter, à titre d'information, le rapport annuel du ministère de l'Éducation du Manitoba pour l'exercice qui s'est terminé le 31 mars 2020.

Je vous prie d'agréer, votre Honneur, l'expression de mon profond respect.

Le ministre de l'Éducation,

*Original signé par*

Kelvin Goertzen



**Education**

**Deputy Minister**

Room 162, Legislative Building, Winnipeg, Manitoba, Canada R3C 0V2

Honourable Kelvin Goertzen  
Minister of Education  
Room 168, Legislative Building  
Winnipeg MB R3C 0V2

Dear Minister:

I am pleased to present the Annual Report of Manitoba Education for the period April 1, 2019 to March 31, 2020.

Respectfully submitted,

*Original signed by*

Dana Rudy  
Deputy Minister



Éducation

Sous-ministre

Bureau 162, Palais législatif, Winnipeg (Manitoba) Canada R3C 0V8

Monsieur Kelvin Goertzen  
Ministre de l'Éducation  
Palais législatif, bureau 168  
Winnipeg (Manitoba) R3C 0V8

Monsieur le Ministre,

J'ai le plaisir de vous présenter le rapport annuel du ministère de l'Éducation du Manitoba pour l'exercice allant du 1<sup>er</sup> avril 2019 au 31 mars 2020.

Je vous prie d'agréer, Monsieur le Ministre, l'expression de mon profond respect.

La sous-ministre,

*Original signé par*

Dana Rudy

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# Preface

## Report Structure

This annual report is organized in accordance with the Manitoba Education appropriation structure, as set out in the Estimates of Expenditure of the Province of Manitoba for the fiscal year ending March 31, 2020.

The report includes information at the main and sub-appropriation levels relating to the department's objectives, and actual results achieved. Financial performance information provides expenditure and revenue variance explanations and a five-year adjusted historical table of staffing and expenditures.

## Department's Role

Manitoba Education provides leadership and oversight to ensure a consistent standard of high-quality education is available to all students across the province. The department sets the overall strategic policy direction and allocates funding to the K–12 education system, ensuring accountability for student outcomes.

Manitoba Education also represents government at various inter-provincial tables including the Council of Ministers of Education, Canada to ensure Manitoba's priorities are recognized and to benefit from national projects and initiatives.

## Highlights

In 2019/20, department highlights include:

- Announced a \$6.6 million or 0.5 per cent increase in funding to public schools from \$1,322.9 million in 2018/19 to \$1,329.5 million in 2019/20.
- Increased funding by 1.3 per cent to Funded Independent Schools in 2019/20 from \$80.1 million to \$81.1 million.
- The province committed to build or acquire 20 new schools over the next ten years. At the end of the 2019/20 fiscal year, seven of the 20 new schools were either complete, in construction or in design.
- Collaboration with the Treaty Relations Commission of Manitoba, Assembly of Manitoba Chiefs and the Manitoba First Nations Education Resource Centre to implement the first year of the five-year plan for the Treaty Education Initiative.
- Expanded the Community Schools Program which integrates education, public health, social and recreational programming in schools to create school hubs in high needs areas. Community hubs employ Community Connectors that work to engage students and their families.
- Enhanced school-based mental health and addictions supports to youth that are delivered by clinical teams with psychiatric nurses, addictions support workers,

and High Fidelity Wraparound Inter-Agency (HFWI) facilitators in school divisions to support students with moderate mental health and addictions needs.

- Continued annual funding of \$945K for Intensive Newcomer Support for proposal-based projects in school divisions that provide early specialized educational programming for students with disrupted or no schooling, which helps them to transition to regular programming leading to Grade 12 graduation and beyond.

## **Statutes**

In 2019/20 the Department of Education operated under the authority of the following Acts of the Consolidated Statutes of Manitoba:

- The Community Schools Act
- The Education Administration Act
- The Manitoba Teachers' Society Act
- The Property Tax and Insulation Assistance Act (Part III.2)
- The Public Schools Act
- The Public Schools Finance Board Act
- The Teachers' Pensions Act

# Préface

## Structure du rapport

La structure de ce rapport annuel correspond à celle des postes budgétaires du ministère de l'Éducation du Manitoba, établie dans le Budget des dépenses du gouvernement du Manitoba pour l'exercice terminé le 31 mars 2020.

Le rapport contient de l'information sur les budgets principaux et les postes secondaires en regard des objectifs du Ministère et des résultats réels obtenus. Les renseignements sur le rendement financier sont accompagnés d'explications relatives aux écarts dans les dépenses et les recettes, ainsi que d'un tableau chronologique quinquennal redressé illustrant les dépenses et la dotation en personnel du Ministère.

## Rôle du Ministère

Le ministère de l'Éducation assure le leadership et la supervision nécessaires pour garantir à tous les élèves de la province un niveau constant d'éducation de haute qualité. Il établit les politiques stratégiques d'ensemble et alloue le financement pour le système d'éducation de la maternelle à la 12<sup>e</sup> année en favorisant le sens de responsabilisation concernant les résultats scolaires.

Le ministère de l'Éducation du Manitoba représente également le gouvernement à diverses tables interprovinciales, y compris le Conseil des ministres de l'Éducation (Canada) afin de faire en sorte que les priorités du Manitoba soient reconnues et de profiter des projets et des initiatives nationaux.

## Points saillants

Voici les points saillants concernant les activités du Ministère en 2019 - 2020 :

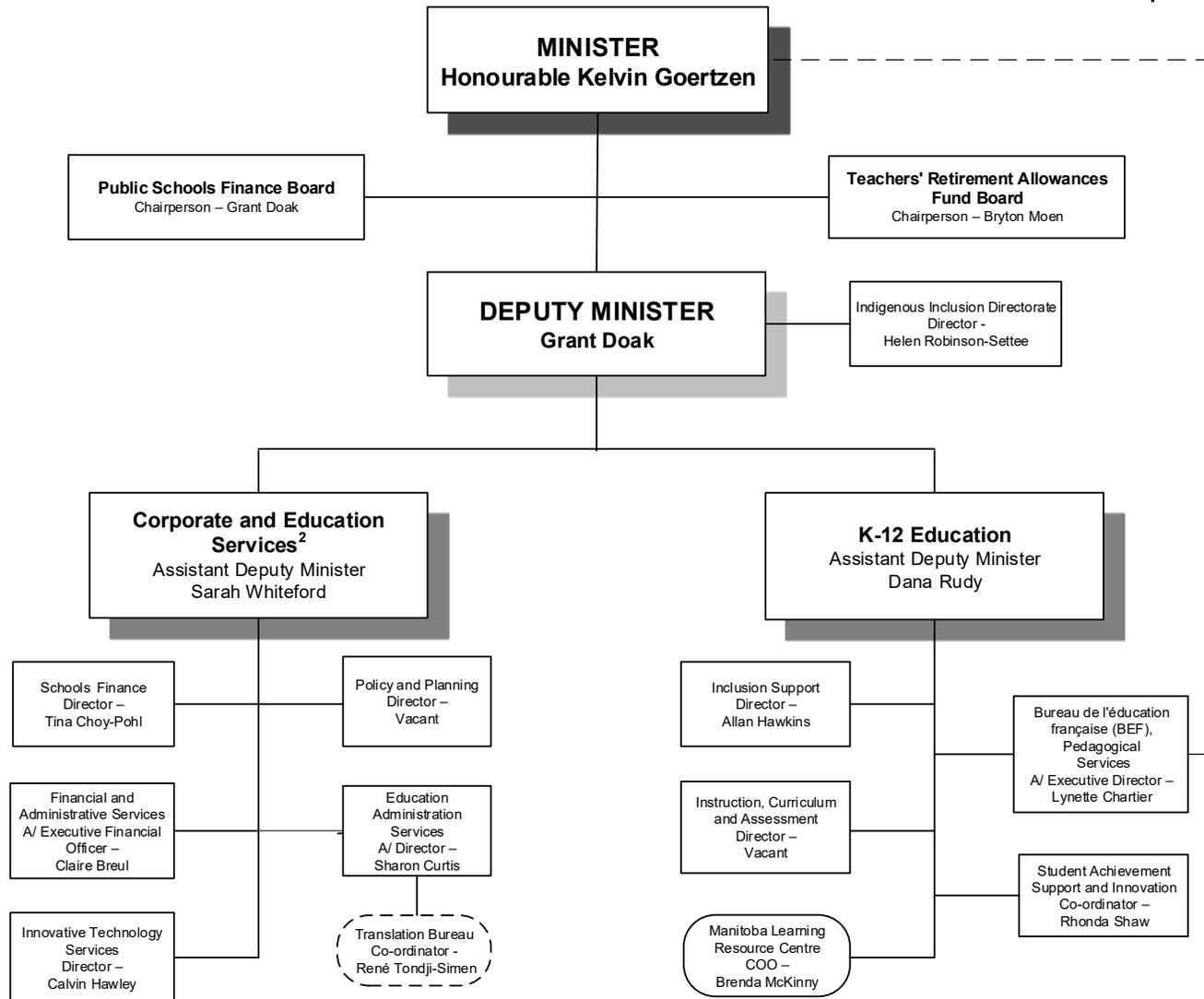
- l'annonce d'une augmentation de 6,6 millions de dollars, soit 0,5 pour cent, au financement des écoles publiques, de 1 322,9 millions de dollars en 2018 - 2019 à 1 329,5 millions de dollars en 2019 - 2020;
- l'augmentation de 1,3 pour cent de financement aux écoles indépendantes subventionnées en 2019 - 2020, en passant de 80,1 millions de dollars à 81,1 millions de dollars;
- l'engagement pour la construction ou l'acquisition de 20 nouvelles écoles au cours des dix prochaines années. À la fin de l'exercice 2019 - 2020, sept des 20 nouvelles écoles étaient soit terminées, en cours de construction ou en conception;
- la collaboration avec la Treaty Relations Commission of Manitoba, l'Assembly of Manitoba Chiefs et le Manitoba First Nations Education Resource Centre pour la mise en œuvre de la première année du plan quinquennal de la Treaty Education Initiative;

- l'élargissement du Programme des écoles communautaires qui intègre l'éducation, la santé publique et les programmes sociaux et récréatifs dans les écoles pour créer des centres scolaires dans des régions où les besoins sont importants. Les centres communautaires emploient des agents de liaison qui ont pour but de favoriser la participation des élèves et de leur famille;
- le renforcement des soutiens liés à la santé mentale et aux dépendances pour les jeunes à l'école qui sont offerts par des équipes spécialisées qui comprennent des infirmiers en soins psychiatriques, des intervenants en dépendance et des facilitateurs de la Méthode WrapAround haute fidélité au sein des divisions scolaires pour appuyer les élèves ayant des besoins moyens liés à la santé mentale et aux dépendances;
- la continuation d'un financement annuel de 945 000 \$ dans le cadre de la subvention de soutien intensif aux nouveaux arrivants pour des projets proposés par les divisions scolaires qui offrent des programmes d'éducation de la petite enfance spécialisés aux élèves dont les études ont été interrompues ou qui n'ont pas eu la possibilité d'aller à l'école, en les aidant à faire la transition à un programme régulier menant à l'obtention d'un diplôme d'études secondaires et au-delà.

## **Lois**

En 2019 - 2020, le ministère de l'Éducation a mené ses activités en vertu des lois suivantes de la Codification permanente des lois du Manitoba :

- Loi sur les écoles communautaires
- Loi sur l'administration scolaire
- Loi sur l'Association des enseignants du Manitoba
- Loi sur l'aide en matière de taxes foncières et d'isolation thermique des résidences (Partie III.2)
- Loi sur les écoles publiques
- Loi sur la Commission des finances des écoles publiques
- Loi sur la pension de retraite des enseignants



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1. Structure reflects in-year departmental reorganization announced October 23, 2019
2. Formerly: Policy, Planning and Performance



## **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 (EDU). In addition, the division maintains responsibility for management of information systems across the department as well as the development and management of the education information system.

Included in this division is the office of the Minister and the Deputy Minister, Financial and Administrative Services and Innovative Technology Services.

### Executive Support

The Minister's Salary line provides the additional compensation to which individuals appointed to the Executive Council are entitled.

The Minister's and Deputy Minister's office provide leadership to the Manitoba education system ensuring the provision of high quality education, along with support services to stakeholders. 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

<b>Expenditures by Sub-Appropriation</b>	<b>Actual 2019/20 \$000</b>	<b>Estimate 2019/20 FTE</b>	<b>Estimate 2019/20 \$000</b>	<b>Variance Over (Under) \$000</b>	<b>Expl. No.</b>
Salaries and Employee Benefits	42	1.00	42	0	
<b>Total Sub-Appropriation</b>	<b>42</b>	<b>1.00</b>	<b>42</b>	<b>0</b>	

#### 1 (b) Executive Support

<b>Expenditures by Sub-Appropriation</b>	<b>Actual 2019/20 \$000</b>	<b>Estimate 2019/20 FTE</b>	<b>Estimate 2019/20 \$000</b>	<b>Variance Over (Under) \$000</b>	<b>Expl. No.</b>
(1) Salaries and Employee Benefits	642	7.00	613	29	
(2) Other Expenditures	110		129	(19)	
<b>Total Sub-Appropriation</b>	<b>752</b>	<b>7.00</b>	<b>742</b>	<b>10</b>	

## Financial and Administrative Services

Financial and Administrative Services provides leadership on financial and administrative matters for EDU. Responsibilities include ensuring that the

comptrollership function of the department is appropriately maintained and meets 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 the department 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 department. 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 Manitoba government.

**1 (c) Financial and Administrative Services**

Expenditures by Sub-Appropriation	Actual 2019/20 \$000	Estimate 2019/20 FTE	\$000	Variance Over (Under) \$000	Expl. No.
(1) Salaries and Employee Benefits	787	11.00	980	(193)	
(2) Other Expenditures	237		125	112	
<b>Total Sub-Appropriation</b>	<b>1,024</b>	<b>11.00</b>	<b>1,105</b>	<b>(81)</b>	

**Innovative Technology Services**

The Innovative Technology Services (ITS) branch provides services across the department to improve program efficiency and accountability through the use of information technology. In addition, ITS 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.

ITS supports the technology and innovation needs of the Department of Education. The branch facilitates project management services so that both business and information technology projects are conducted employing a rigorous, internationally accepted standard for the management of projects. ITS represents the department to central units such as Business Transformation and Technology (BTT).

ITS works with department branches and programs on projects regarding the implementation of a model to enhance services to their clients, increase efficiency within the branches and streamline traditional paper processes.

ITS works closely with all areas within the department, Manitoba Education, Research and Learning Information Networks (MERLIN) and other external service providers 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 department and the Kindergarten to Grade 12 educational sector.

The following are the branch's major accomplishments during the 2019/20 fiscal year:

**Migration to a New Provincial Learning Management System**

- Led the project to acquire and implement a new provincial learning management system (LMS) for the department
- Worked with the Instruction, Curriculum and Assessment Branch, the vendor and BTT to plan and complete the migration from Blackboard Learn to Brightspace by D2L

**1 (d) Innovative Technology Services**

Expenditures by Sub-Appropriation	Actual 2019/20 \$000	Estimate 2019/20 FTE	\$000	Variance Over (Under) \$000	Expl. No.
(1) Salaries and Employee Benefits	523	5.00	490	33	
(2) Other Expenditures	55		75	(20)	
<b>Total Sub-Appropriation</b>	<b>578</b>	<b>5.00</b>	<b>565</b>	<b>13</b>	



## K-12 Education

The division's mandate is to provide leadership and support for Manitoba's K-12 educational system through the development and implementation of a policy and program framework for the school system. This mandate is achieved through the work of the Division Administration office; Manitoba School for the Deaf; Instruction, Curriculum and Assessment Branch; Inclusion Support Branch; Bureau de l'éducation française (BEF); and the Manitoba Learning Resource Centre.

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

### Division Administration

The Division Administration office provides leadership on the development, implementation and review of policy and programs, including administration and finance, as well as data analysis. The activities of the office include the coordination of policy, program, budget development and implementation; facilitation of intra-divisional and inter-departmental linkages; collection and analysis of information in support of departmental and divisional priorities and goals; coordination of human resource development initiatives; and ensuring ongoing communication and collaboration with educators, parents and the community.

#### 2 (a) Division Administration

Expenditures by Sub-Appropriation	Actual 2019/20 \$000	Estimate 2019/20 FTE	Estimate 2019/20 \$000	Variance Over (Under) \$000	Expl. No.
(1) Salaries and Employee Benefits	701	8.00	702	(1)	
(2) Other Expenditures	195		201	(6)	
<b>Total Sub-Appropriation</b>	<b>896</b>	<b>8.00</b>	<b>903</b>	<b>(7)</b>	

### Manitoba School for the Deaf

The Manitoba School for the Deaf (MSD) provides the only American Sign Language (ASL) milieu environment in Manitoba for students who are Deaf/Hard of Hearing (DHH). Students who are DHH and eligible to attend public schools in Manitoba may instead choose to attend MSD, which offers a Junior K-12 program and provides an ASL – English bilingual/bicultural environment. In 2019/20, MSD had 60 students enrolled, which has been a consistent number over the past several years. Teachers and educational assistants provide on-site educational programming using the Manitoba provincial curriculum, leading to a Manitoba diploma. Since 2011/12, MSD has also

offered early years language intervention using a Bilingual-Bimodal approach. This early intervention gives students the opportunity to develop both spoken English and ASL to build a strong language base.

- MSD’s theme for the year was DREAM. The school’s focus was to get students to think about opportunities for growth in many areas. Staff and students were encouraged to try new activities, foods, and engage in new learning opportunities.
- MSD held two career days where parents and community members presented on their current careers and what kind of training or schooling was required for their field.
- Holiday Tea – This is the second year the school invited Deaf seniors to come and spend time with the younger students. The group played board games together, learned about the senior’s careers, and shared some snacks. This has been a very successful addition to MSD’s programming.
- Some of the High School students participated in a Deaf studies course and as part of their course went through MSD’s archives material to learn about the school’s history. They have begun to set up a mock classroom from the 50’s and 60’s that included teaching tools used to teach Deaf students in the past.
- MSD quickly established a distance education program the week before in-class instruction was suspended indefinitely. During the week prior to spring break, most students were connected on Microsoft 365 TEAMS. Staff did an excellent job responding to the needs of families and keeping the students engaged.
- During the school closure, staff looked at ways to support families and professionals in the field. This included: setting up ASL mentors with students from rural areas; setting up online ASL tutor sessions for DHH consultants; creating a language acquisition personal plan for any staff working with a DHH student; creating a sharing TEAM for professionals in the field; creating hands on sensory tools that could be lent to students with motor and sensory needs; and developing ASL versions for the digital citizenship material created by Canadian Center for Child protection.

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

Expenditures by Sub-Appropriation	Actual 2019/20 \$000	Estimate 2019/20 FTE	Estimate 2019/20 \$000	Variance Over (Under) \$000	Expl. No.
(1) Salaries and Employee Benefits	2,857	41.35	3,045	(188)	
(2) Other Expenditures	346		381	(35)	
<b>Total Sub-Appropriation</b>	<b>3,203</b>	<b>41.35</b>	<b>3,426</b>	<b>(223)</b>	

## **Instruction, Curriculum and Assessment**

The mandate of the Instruction, Curriculum and Assessment Branch is to articulate the Kindergarten to Grade 12 (K-12) English program framework that is the basis of teaching, learning, and assessment in Manitoba schools, and to support its implementation and assessment.

Following is a sampling of initiatives that are specific to curricular areas as well as cross-curricular, most of which were carried out in collaboration with educational partners.

### **Curriculum-related initiatives**

#### **Arts Education**

- Produced *Celebrating Music in Manitoba Schools Month Concert Series* at the Manitoba Legislative Building in which 694 students and 19 music educators took part.
- Continued support for implementation of the new Arts curriculum.
- Supported the Grades 9-12 Music Course development.
- Professional learning opportunities for Arts education including the Photography in Action workshop at the Canadian Museum for Human Rights and the Theatre in Action workshop.
- Provided financial support to ArtsJunktion.
- Provided financial support to Artists in the Schools program.
- Continuation of the Memorandum of Understanding (MOU) with the Winnipeg Art Gallery.

#### **English as an Additional Language (EAL)**

- Released Senior Years Numeracy courses to transition older English Additional Language students with interrupted schooling into Grade 9 Mathematics.
- Released *Manitoba English as an Additional Language (EAL) Initial Intake Assessment Process* (Early, Middle and Senior Years).
- Released a series of five fact sheets, *Newcomer Parent Guides* on Manitoba schools.
- Supported a range of EAL professional learning across school divisions through the provincial EAL Divisional Network and the Literacy, Academics and Language (LAL) Network.

#### **English Language Arts/Literacy (ELA)**

- Supported implementation of new Kindergarten to Grade 12 English language arts curriculum through sustained deeper professional learning with several cohorts of school divisions and schools.
- Developed extensive implementation supports for the English language arts curriculum available through the *ELA Place* on the Manitoba Professional Learning Environment (Maple).

- Ongoing implementation of the *Reading Apprenticeship* professional learning program.
- Continued the Research in Renewing Literacies study with university partners.
- Professional learning and support across a range of literacy initiatives including the Regie Routman in Residence project in 24 schools.
- Developed draft on the *Manitoba K-Grade 8 Literacy Progression* and conducted consultations on the draft.
- Developed provincial Literacy Leaders network.

### **Indigenous Languages**

- Began pilot implementation of the draft of the Grade 9 *Aboriginal Language* credit course; pilot suspended due to COVID-19.

### **Indigenous Studies**

- Continued development of Grades 9-11 courses *Topics in First Nations, Métis, and Inuit Studies*.
- Completed and released *Grade 12 Current Topics in First Nations, Métis and Inuit Studies: A Course for Independent Study*, offered through the Distance Learning Unit.

### **Mathematics**

- Facilitated the Numeracy Leaders' Network, which includes all school divisions, the Manitoba First Nations Education Resource Centre (MFNERC) and universities in Manitoba.
- Released the *Pillars for Teaching and Learning Mathematics* document, which is a framework that supports improvement and sustained growth in Kindergarten to Grade 12 mathematics education in Manitoba.
- Created Numeracy Learning at Home newsletters, a collection of curriculum, aligned learning opportunities for each grade level from Kindergarten to Grade 9.
- Developed Mathematics Report Card Support for Recovery Learning: Kindergarten to Grade 11 supports for teachers to aid in recording learning on the provincial report cards and make comment-writing process more manageable.
- Provided extensive sustained professional learning workshops for teachers throughout the province.
- Supported the Mathematics Teacher Inquiry Project (MTIP), in which mathematics teachers developed action-research projects in collaboration with the Manitoba Teacher Research Collective (MbTRC).
- Coordinated teacher inquiry projects in mathematics in collaboration with the MbTRC.
- Continued development of numeracy progressions.
- Released the "*Grade 12 Introduction to Calculus and Grade 12 Advanced Mathematics*".
- Released "*Vehicle Finance*" and "*Home Finance*" support documents for Grade 12 Essentials Mathematics.

- Edited “*Grade 10 Introduction to Applied and Pre-calculus Mathematics: Solidifying Prior Learning*”. Scheduled release summer 2020.
- Updated “Manitoba Report Card Teacher Comments – Samples” to support teachers in writing report card comments.
- COVID-19 related work:
  - Developed *Mathematics Report Card Support for Recovery Learning: Kindergarten to Grade 11* to support formative assessment/report card writing for the period of remote learning.
  - Created *Numeracy Learning at Home* newsletters, a collection of curriculum, aligned learning opportunities for each grade level from Kindergarten to Grade 9 for students with limited access to online learning.

### **Physical Education/Health Education**

- Supported the National Concussion Protocol Harmonization Project by creating a concussion landing page and teacher/school division supports. Assisting partners in Sport, Medicine, and Therapy in developing pre-season awareness presentations for various stakeholder groups.
- Created stakeholder resource on Assessing Physical Activity Intensity Levels (Moderate to Vigorous Physical Activity) for supporting the assessment requirements of the Grade 11/12 Physical Activity Practicum.
- Provided support to teachers and administrators in issues relating to gender diversity, sexual orientation, and other sensitive topics.
- Working with partners in physical education and Manitoba School Boards Association (MSBA) to update Physical Activity Safety Guidelines and resources available to Manitoba Schools.
- Collaborating with partners in Health and Education to create resources and curriculum for educators relating to Substance Use and Addiction.
- Partnered with Physical Health Education (PHE) MB and Manitoba Physical Education Supervisors Association on the creation of a Physical Education/Health Education (PE/HE) Return-to-School guidelines document for September 2020.
- Assisted in creating wellness and physical education resources for My Learning at Home webpage.
- Assisted Manitoba High School Athletics Association in drafting a motion to increase para-sport opportunities for Manitoba students with a disability.
- Presentation at educators’ summer institute on Adapted Physical Activity opportunities for K-12 students.

### **Science**

- Initiated the Strategic Science Project to create resources and professional development to help K-8 teachers develop their students’ science practices (the particular ways of thinking and doing in science).
- Supported the Science Teacher Inquiry Project (STIP), in which science teachers developed action-research projects for Science and Education for Sustainable Development (ESD) in collaboration with the Manitoba Teacher Research Collective.

- Provided professional learning regarding Education for Sustainable Development cross-curricular design, inquiry, deeper thinking and argumentation in K-12 Science.
- Developed Science Achievement Profiles to assist in the assessment of Grade 1-8 Science.
- Collaborated with various organizations to promote on-the-land and environmental learning; science excellence and careers; and science, technology, engineering, art and mathematics (STEAM) cross-curricular initiatives in Manitoba.
- Administered Science-related funding agreements and grants.

### **Social Studies**

- Worked with Indigenous Inclusion Directorate (IID), Peace Literacy, and Treaty Relations Commission of Manitoba (TRCM) to develop new resources for Social Studies and new Grade 9-11 Indigenous Education course. Part of planning committee for virtual student National Orange Shirt Day, September 30, 2020.
- Supported the implementation of Geographic Information Systems (GIS) Day in Manitoba, and represented ICAB on renewal agreement for schools to access GIS Online.
- Worked with Jewish Federation, Facing History and Ourselves, Voices into Action to offer workshops and resources on Holocaust Education.
- Worked with partners to build Peace Literacy in the education community, including Peace Walk for 800 students and Peace Proclamation, as well as Student Peace Summit Training Sessions and Conference (October 2019).
- Worked on planning committee with Manitoba Association of School Superintendents (MASS) and MSBA for Human Rights Conference, February 2020.
- Represented Manitoba Education on the Canadian Association for Young Children Conference planning committee.

Led and coordinated the Manitoba United Nations Educational, Scientific and Cultural Organization (UNESCO) Associated Schools Project Network. Worked with partners including Canadian Commission for UNESCO and Manitoba Council for International Cooperation (MCIC) to develop Sustainable Development Goals initiatives in our UNESCO school communities provincially and nationally.

- Collaborated with Canadian Broadcasting Corporation (CBC) and Canadian Museum for Human Rights (CMHR) to host *Take 3 for Climate Justice* Workshop and Web Page featuring 3-minute videos from over 60 schools from across Manitoba.
- Collaborated to host a Sustainable Development Goals Workshop for Social Studies and Science teachers.
- Collaborated to offer Photography in Action Workshop for K to 12 teachers.
- Worked with IID to finalize renewal of the MOU with the Manitoba Museum.
- Worked with teachers and hosted virtual national and international pilot High School Ethics Bowl for students.

- Supported the Global Teacher Inquiry Project (GTIP), wherein Social Studies teachers developed action-research projects in collaboration with the Manitoba Teacher Research Collective.
- Developed Social Studies Everyday Learning Activities and posted on My Learning at Home.
- Developed resources for Social Studies wiki and forum pages for Online and Unplugged Maple site.
- Built field capacity for both students and teachers through involvement on K-12 Working group and workshops on Circles for Reconciliation, Manitoba Social Studies Teachers' Association, Manitoba Model UN, and Manitoba High School Ethics Bowl.

### **Technology Education (Vocational, Industrial Arts and Home Economics)**

- Supported related programming, renovations and equipment, including the Technology Education Equipment Replacement and Skills Strategy Equipment Enhancement Fund grants.
- Liaised regarding Apprenticeship, Technical Vocational, Industrial Arts, Home Economics and Facility/Program Safety, and supported the High School Apprenticeship program.
- Collaborated with Apprenticeship Manitoba, Skills Manitoba and school divisions to increase High School Apprenticeship Program (HSAP) opportunities for youth in Manitoba. Re-launched/updated HSAP webpage with resources for teachers/students/parents/employers.
- Collaborated with SAFE Work Manitoba, Safe Workers of Tomorrow and Apprenticeship Manitoba to create a working group to develop the safety framework for work experience programs and to build on safety awareness for schools.
- Exploring new robotics and Early Childhood Education (ECE) curriculum areas. Plan to develop curriculum in middle years and senior years for Industrial Arts robotics and a full ECE cluster for senior years.
- Registered and maintained records for the Youth Work Experience hiring incentive (tax incentive for employing students registered in a Technical Vocational program).
- Upgraded and developed curriculum.

### **International Languages**

- Continued the development of a Spanish Language Arts curriculum framework for the Spanish Bilingual Program at Earl Grey School.
- Partnered with The River East Transcona School Division and Germany (Central Agency for Schools Abroad [ZfA]) in placing a German language education support teacher in the division to support the Bilingual German Program.
- Supported teacher professional development opportunities for teachers of German, and Spanish in partnership with various organizations.
- Supported an annual reciprocal student exchange for high school students in Manitoba and Hamburg, Germany.

- Provided opportunities for hundreds of students throughout Manitoba to earn credits for proficiency in Indigenous and other languages through the Special Language Credit option.

## **Cross-curricular initiatives**

### **Indigenous Education**

- Provided professional learning on integrating Indigenous perspectives into curricula; e.g., Truth and Reconciliation Commission's Calls to Action; KAIROS Blanket Exercise; First Nations' rights, histories, cultures, strengths, current issues, residential schools and building relationships.
- Reviewed and contributed Indigenous perspectives to the development of subject-area resources.

### **Assessment**

- Supported the Grades 3/4 and Middle Years Assessments and the provincial report card (revised policy and support document, business rules document and grading guidelines).
- Developed provincial tests in Grade 12 English Language Arts and in Grade 12 Mathematics.
- Coordinated Manitoba's participation in national and international tests.

### **Career Development**

- Coordinated Take Our Kids to Work (TOKW) for all Grade 9 students in the province.
- Prepared resources and represented Manitoba Education Career Development at the Rotary Career Symposium and the Brandon Career Symposium in 2019. Due to the cancellation of the 2020 Rotary Career Symposium and the Brandon Career Symposium, co-ordinated and co-chaired the 2020 Manitoba Virtual Career Fair for students in Grades 9-12, parents, caregivers and job seekers. This was done in conjunction with post-secondary institutions, Manitoba Sector Councils, Canadian Federation for Economic Education, business and industry partners across Manitoba.
- Provided support for Youth Employment Services (YES) Career Facilitator and administered the \$41.2 grant provided to YES.
- Provided support and capacity building for Career Development educators at Jobworks Alternative High School and oversaw the grant provided to Jobworks.
- Assisted on the Essential Skills and Portfolio Project with MFNERC.
- Hosted the Trafficking and Sexual Exploitation in Manitoba: Toolkit For Educators Workshop.
- On-going consultation and support for the SOURCE Advisory Committee with Families, Justice and Winnipeg School Division.
- Consulted on the Student Plan Development Session for Administrators, SAFE Work Manitoba and SAFE Workers of Tomorrow. Worked with the committee to prepare the Safety Plan Framework.
- Provided Career Development Initiative (CDI) Grant funding for school divisions to hire Career Development (CD) Coordinators.

- Participated in projects related to career development across Manitoba Education and career development work with Skills and Employment Partnerships and MFNERC and Manitoba Métis Federation (MMF).
- Supported school divisions to increase teacher capacity in implementing K-12 career development programming and teaching career education.
- Created resources for career development educators to support CD curricula.
- Prepared Grade 11 and 12 Credit for Employment (CFE) Guidelines and supplementary resources document.
- Prepared Grade 11 and 12 CDI Guidelines and supplementary resources document.
- Prepared Grade 11 and 12 CFE curricula.
- Prepared Workers Compensation resources and required forms for teachers supervising students participating in career and community work placements, internships, and career learning opportunities. Registered and maintained records and collected data. Provided supports to teachers and administrators requiring assistance regarding WCB coverage for students.

### **Dual Credits**

- Supported the Dual Credit Policy.
- Registered 51 post-secondary courses for Dual Credit for the 2019/20 school year.

### **Data Collection and Analysis**

- Provided research, data management, and statistical analysis for schools and school divisions and in support of federal data collection and the *K-12 Framework for Continuous Improvement: School Planning and Reporting*.

### **Distance Learning**

- Processed 2,996 registrations (1,459.5 credits issued) for senior years' print-based Independent Study Option (ISO) courses, and continued the development of ten new ISO courses.
- Processed orders for 1,800 reference copies of ISO course materials to be used by Manitoba teachers.
- Began the transition from the Blackboard Learning Management System to the Brightspace Learning Management System. Full transition to occur by July 2020.
- Reviewed annual reports provided by the two virtual collegiates (InformNet and Wapaskwa) for compliance with the terms of the Memorandums of Understanding.
- Completion and release of one new ISO course – *Grade 12 Current Topics in First Nations, Métis and Inuit Perspectives*.
- Updated 46 web-based courses and prepared for transition to the new provincial learning management system, Brightspace, for April 2020 launch.
- Provided workshops to educators in the use of Brightspace and best practices in online pedagogy.

### **Diversity Education**

- Co-sponsored a one-day workshop on Holocaust Education with the Jewish Heritage Centre of Western Canada and Facing History and Ourselves Canada.
- Initiated the planning of a two-day summer institute on Holocaust Education with Jewish Heritage Centre of Western Canada and the Azrieli Foundation.
- Published supplemental resources on Judaism and Hinduism for the Grade 12 World of Religions: A Canadian Perspective Course.
- Initiated development of supplemental resources on Buddhism, Islam, and Indigenous Spirituality for the World of Religions: A Canadian Perspective course.
- Held a one-day consultation/professional development session with teachers on World Religions with a focus on Buddhism.
- Continued to support schools in the implementation of Supporting Transgender and Gender Diverse Students in Manitoba Schools and launched the planning of a one-day workshop for Mystery Lake School District.
- Supported professional development opportunities with partners with respect to diversity, antiracism, the Holocaust, the Holodomor, and other themes related to inclusion and equity.
- Supported a LGBT2SQ+ education coordinator position with Rainbow Resource Centre.

### **Early Childhood Education**

- Supported Reading Recovery and acted as branch contact for the Early Development Instrument (EDI), and related committees and initiatives.
- Built field capacity through workshops on early childhood learning, including focus on literacy and numeracy foundations, Indigenous perspectives, and cultural and linguistic diversity.
- Supported creation of a five-year provincial Early Learning and Child Care (ELCC) Strategy and other early childhood policy in collaboration with the Department of Families.

### **Education for Sustainable Development (ESD)**

- Supported a range of ESD-related activities.
- Promoted ESD priority actions including school planning and teacher education.
- Administered the Eco-Globe School recognition program.
- Administered ESD-related funding agreements and grants to Non-Profit Organizations.
- Coordinated the Manitoba Education/Manitoba Hydro ESD grant program for schools.
- Planned a multi-organizational Sustainable Development Goals (SDGs) Professional Development Day for teachers, administrators and divisional representatives.
- Provided professional learning regarding ESD initiatives and UNESCO's Sustainable Development Goals.

### **English as an Additional Language (EAL)**

- Provided the Intensive Newcomer Support Grants and contingency funding to 13 school divisions and oversaw EAL Student categorical funding.
- Worked with and supported interpreters' training specific to educational issues.

### **Independent Education**

- Monitored 62 funded and 50 non-funded independent schools and seven affiliated overseas schools for compliance, and provided related ongoing support for teachers, school administrators, parents and school boards across their needs and functions.
- Renewed Memorandums of Understanding with affiliated overseas schools.
- Processed and reviewed homeschool educational plans and progress reports for over 3,700 students; communicated and visited as needed.
- Provided professional learning workshops for teachers, school administrators, school boards, parents, and pre-service teachers on topics related to independent education in Manitoba
- Collaborated with Immigration, Refugees and Citizenship Canada and consulted with school divisions and funded independent schools in the development of a pan-Canadian K-12 international student monitoring regime.

### **Computational Thinking/Coding/Literacy with ICT**

- Provided professional learning to educators and pre-service teachers about Literacy with ICT, Information/Media Literacy, and Computational Thinking.
- Worked with the Sexuality Education Resource Centre MB (SERC) to offer professional learning around youth, sexual development and digital literacy. These face-to-face sessions were cancelled due to COVID-19, but are being planned for next school year in an online format.
- Started working with partners across branches to update a presentation on safe and caring schools and bullying, which looks at online scenarios of bullying and resources to support educators in being proactive to prevent, and also resources on how to deal with situations that do arise. This presentation was also cancelled due to COVID-19, but may be looked at again next year.
- Cancode funding recipient organizations have been invited to target specific teacher and student learning needs in computational thinking, coding and digital citizenship across the province. Taking IT Global have been working closely with Learning Support and Technology Unit and Sunrise School Division to create a LwICT project focusing on Sustainable Development Goals, water and climate.
- Planning is underway to create and offer a LwICT online course for professional learning within Brightspace, the provincial Learning Management system.

### **Manitoba Professional Learning Environment (Maple)**

- There were 3,043 Maple memberships approved from June 1, 2019 to June 4, 2020. Membership to Maple is open to all Manitoba educators including teachers, administrators, clinicians, resource teachers and pre-service teachers.
- Worked with Manitoba Education consultants to update their Maple groups or to create new Maple groups such as the Indigenous Education Maple group.

- Provided training to consultants on how to manage and use their Maple groups.
- Worked with three Human Ecology practicum advisors from University of Manitoba who wanted a Maple group to use with their pre-service teachers while they were on practicum. Provided training to instructors and their students.
- Developed a Maple group for consultants to share resources with educators to support student learning during the COVID-19 suspension of classes (Online and Unplugged).
- Uploaded content and announcements on behalf of consultants into Maple groups, especially on the Online and Unplugged Maple group.
- Worked with the company who created Maple on making updates to it.

### **Middle Years Education**

- Continued support for the transition of schools to Middle Years pedagogy and practice for their young adolescent learners in Grades 5, 6, 7, and 8, as aligned with Manitoba's foundation document *Engaging Middle Years Students in Learning -Transforming Middle Years Education* in Manitoba.
- Revised and updated the website *Middle Years Education in Manitoba Improving Student Engagement* with two portals:
  - *My Student in the Middle Years – A Resource for Teachers and School Leaders*
  - *My Child in the Middle Years – A Parent Resource*
- Provided print and electronic copies of the teacher brochure *Middle Years Education in Manitoba: Grades 5 to 8 Students at the Centre* to schools offering Grades 5, 6, 7 and 8. The brochure is available in English, French, and Ukrainian.
- Distributed to schools and Faculties of Education a bookmark listing online Manitoba resources for educators, school leaders, parents, and students, which support optimal student learning and engagement in the Middle Years.
- Provided professional learning opportunities to Middle Years educators, including the Beyond the Ballot workshop, the Photography in Action workshop, the Sex-Trafficking Awareness workshop and the Middle Years Engagement workshop.
- Provided monthly newsletters to the provincial Middle Years Network, about professional learning opportunities, current research, teacher and student events, noteworthy publications, and editorial information that support Middle Years education in Manitoba.

### **My Learning at Home**

- Developed an extensive web portal with resources to help parents support their children in remote learning across subject areas, including resources for health and well-being.

### **Low Socio-Economic Status (SES) Communities Strategy**

- Supported partners and stakeholders providing a range of supports for low-income students, including school improvement, summer and after-school programming, and program evaluation.

### **School-initiated Courses and Student-initiated Projects**

- Supported the school-initiated courses and student-initiated projects policy.
- Registered over 300 school-initiated courses for the 2019/20 school year.

### **Organization of the Instruction, Curriculum and Assessment Branch**

- **Assessment Unit** – Oversight of provincial, national and international assessments and tests, and the provincial report card; conduct and support statistical analyses and reporting.
- **Distance Learning Unit** – Print-based learning resources to students, including issuing credits and diplomas, support for school division-based distance learning and graduation requirements.
- **Document Production Services Unit** – Serves as a resource to the K–12 Education Division, the Policy, Planning and Performances Division (PPP) and the Indigenous Inclusion Directorate (IID) and collaborates with other government departments. Produces curriculum framework, implementation, support, and assessment resources for Manitoba Kindergarten to Grade 12 educators, students, and departmental staff. In 2019/20, the unit:
  - edited and designed quality provincial resources in accordance with departmental and professional publication standards
  - researched, cleared, and recorded over 500 copyrights in accordance with copyright legislation and agreements and served as a resource to department staff on copyright issues
  - processed and responded to copyright permission requests from other provinces, departments, publishers, and the public
  - focused on improving the accessibility of documents
  - coordinated the printing of provincial resources through Communications Services Manitoba (CSM) and served as departmental representative for communicating with CSM about special public documents
  - produced and distributed the following English/French print, electronic and accessible educational resources:
    - 54 curriculum, policy and support materials (framework, implementation, and teacher support documents, posters, flyers, brochures, newsletters)
    - 57 revised Independent Study Option courses
    - 2 new Independent Study Option courses
    - 26 Provincial Test Documents
    - 20 Provincial Applied Mathematics Achievement Test documents
    - 16 Essential Mathematics Achievement Test documents
    - 24 Pre-Calculus Mathematics Achievement Test documents
    - 18 Provincial English Language Arts Test documents
    - 61 Scannable Feedback Forms, Surveys, Marker and Scoring Sheets
- **Early Childhood and Development Unit** – Early childhood and K-12 programming in English Language Arts, Mathematics, Indigenous Languages

and Studies, English as an Additional Language, and cross-curricular initiatives including literacy and numeracy, Indigenous initiatives and newcomer education.

- **Finance and Administration Unit** – Provides financial management services and administrative support to the Branch and coordinates processes in response to government requirements.
- **Independent Education Unit** – Oversight of funded and non-funded independent schools, affiliated overseas schools, and home schools, web-based course development and implementation support, K-12 international student policy, and policy support and registration of school-initiated courses and student-initiated projects.
- **Learning Support and Technology Unit** – Curricula other than related to literacy and numeracy; senior years technology education; career development; Independent Study Option course development.

## **2 (c) Instruction, Curriculum and Assessment**

Expenditures by Sub-Appropriation	Actual 2019/20 \$000	Estimate 2019/20 FTE	Estimate 2019/20 \$000	Variance Over (Under) \$000	Expl. No.
(1) Salaries and Employee Benefits	8,458	114.00	9,421	(963)	1
(2) Other Expenditures	3,548		3,280	268	
(3) Assistance	934		1,043	(109)	
<b>Total Sub-Appropriation</b>	<b>12,940</b>	<b>114.00</b>	<b>13,744</b>	<b>(804)</b>	

1. Under expenditure mainly reflects net savings from vacancies, and Voluntary Reduced Workweek (VRW) savings, partly offset by costs for severance and vacation payouts.

## **Inclusion Support**

The mandate of the Inclusion Support Branch is to work inter-departmentally, with educators, and with families and students to promote the effective development and implementation of provincial policies, programming and planning, funding, and priority initiatives that support the educational success for students with exceptional learning needs in the K-12 educational system in Manitoba. The Branch provides leadership within the department in working with school divisions and communities to implement the Appropriate Educational Programming regulation and foster a philosophy of inclusion in Manitoba schools. In 2019/20 the Inclusion Support Branch received an Outstanding Achievement in Leadership Award from the Manitoba Council for Exceptional Children.

## **Branch-wide Functions**

- Oversaw the educational programming for children and youth in custody and in treatment programs. There are 15 interdivisional student support programs that are overseen by the Branch. Reports for 2019/20 are not due to the department until October 2020, but initial data indicate high attainment of high school credits as a result of department/agency collaborations.
- Education co-lead on the Mental Health and Addictions working group led by Priorities and Planning. The working group is a whole of government approach to coordinate initiatives aligned with recommendations from reports such as Virgo, Manitoba Advocate for Children and Youth and the Illicit Drug Task Force.
- Consulted regularly with the Student Services Inclusive Education Advisory Committee and the Student Services Administrators' Association of Manitoba related to the revision of the Appropriate Educational Programming (AEP) in Manitoba Standards for Student Services.
- Represented the department on the Manitoba Advocate for Children and Youth Response Action Planning committee (MACY-RAP). MACY-RAP provides a whole of government response to recommendations made by the Manitoba Advocate as a result of child/youth death investigations.
- Provided leadership in province-wide attendance initiatives and school suspension/seclusion policies.

The branch is organized into five units:

**The Student Services Unit (SSU)** provides support to school divisions and funded independent schools in the provision of AEP, and collaborates with the Manitoba First Nations Educational Resource Centre. SSU works with school divisions, community partners and partner departments to meet the needs of students who have exceptional learning, social/emotional, behavioural, physical, cognitive/intellectual, communication, academic, or special health-care needs. This includes administering special needs funding to target populations of students and undertaking the Review and Reporting accountability process for the special needs funding provided to schools and school divisions. The Review and Reporting process also ensures the department's AEP standards, policies, and guidelines are effectively implemented. Staff members from this Unit serve as leaders or representatives in work such as developing resources and guidelines related to COVID-19 response planning; guidelines for the use of seclusion; attendance data collection; Protecting Children Information Sharing Act training; implementation of initiatives to meet VIRGO Report recommendations; data collection related to the provincial report card; reporting progress for students with special needs (IEP-R); modernization of support document on modification and individualized programming for students with intellectual disabilities; modernization of AEP Standards for Student Services document; administration of assistive technology lending services for rural and northern school divisions; the Jordan's Principle interdepartmental working group; administration of Rural and Northern Bursaries for school clinicians who enter into two-year return of service agreements with a rural or northern school division. Challenges filling permanent positions in Winnipeg and Brandon are resulting in increased challenges in filling clinician positions in rural and northern Manitoba

In 2019/20, SSU:

- Held the annual Student Services Summer Institute for educators on 11 current student services topics over 4.5 days; in-person participation was 247; participation via Zoom included 152 sites (some sites included more than one person).
- Held the annual professional development day designed specifically for individuals who are new or returning to the role of Student Services Administrator.

**The Financial and Administration Unit (FAU)** provides administrative support and financial management services to the Branch and coordinates reporting processes in response to government requirements.

**The Deaf and Hard of Hearing Services Unit (DHH) Consultant Outreach Team (COT)** provides consultative support, resources, and information to school divisions and funded independent schools with respect to educational programming, standards, policies, and guidelines for students who are DHH, and particularly students who attend school in rural or northern Manitoba. Staff collaborate with divisions and partner organizations such as Manitoba Possible and the Central Speech and Hearing Clinic to support students. The Unit also supports the various departmental priorities through collaboration with other departments and the Manitoba First Nations Education Resource Centre. The Unit provides support for DHH Indigenous students who live in rural and northern communities and attend schools in public school divisions.

The COT provided services to 422 students who are DHH in public schools during 2019/20: 337 students were from rural and northern school divisions and 85 were in urban divisions.

There are approximately 900 DHH students in the province.

**The Blind/Visually Impaired Services Unit (BVIU)** provides services for students with perceptual disabilities in K-12 and post-secondary education. A team of Educational Consultants provides support services on a province-wide basis (and also to Nunavut) to students in K-12 who are blind or visually impaired. Service provision includes direct service in the areas of braille, orientation and mobility, assistive technology and life skills for students with a severe vision loss. Consultation services and resources are provided for students with low vision. Various types of specialized assistive technology devices and software are available for loan to BVI students with ongoing consultation and training provided by the consultant for BVI. Three consultants are certified Orientation & Mobility (O&M) Instructors and one is currently in the University of British Columbia (UBC) O&M certification program.

The BVI unit also supports the implementation of departmental priorities through collaboration with other stakeholder departments and the Manitoba First Nations Education Resource Centre.

In 2019/20, the BVIU consultants provided services to approximately 329 students in Manitoba schools. This number has increased slightly in recent years. Approximately 10

per cent of referred students are blind and receive direct teaching from BVIU consultants for learning braille, assistive technology skills, orientation and mobility, daily living skills, and other supports. In addition, approximately one half of the referred students are in Winnipeg area schools, and the other half are in rural/northern areas.

Consultants also provide Vision Screening training to school division staff to run a screening program in their schools. The BVIU maintains and services a large repository of vision screening equipment that is loaned to school divisions. Vision screening statistics are collected on an annual basis from participating school divisions.

The BVI Unit Production Team provides support to Manitoba K-12 educators and students by producing curricular materials and supplementary reading materials in the following alternate formats: braille, large print, e-text (Word, PDF, ePub) and audio. The BVI Unit also provides support to post-secondary students who require course materials in an alternate format.

In 2019/20, there were 134 students with print disabilities attending Manitoba schools who requested materials from the Alternate Formats Collection.

158 post-secondary students registered as having a perceptual disability requested a total of 586 book titles in 2019/20. Where publisher files are not accessible or available, Manitoba Education will produce the requested title in the required alternate format.

### **BVI Unit Production Statistics**

<b>Format produced</b>	<b>2019-2020</b>
Audio book titles (K-12 and Post-secondary)	26
Braille book titles (K-12)	94
Braille seatwork projects (K-12)	196
Tactile master diagrams (K-12)	1,014
Total # braille pages (K-12)	17,395
Large Print book titles (K-12)	181
E-text (Word, pdf, ePub) book titles (K-12)	18
Post-secondary E-text book titles	49

The Alternate Formats Collection catalogues, houses and circulates titles produced in alternate formats to students with print disabilities enrolled in Manitoba schools. The BVIU also participates in the interlibrary loan agreement with the Canadian Association of Education Resource Centres for Alternate Format Materials (CAER).

### Alternate Formats Collection Loan Statistics

Titles Loaned to students	2018/19	2019/20
Large Print	842	1,062
Braille/Touchbooks	592	574
MP3 (CD)	207	167
MP3 (online download)	836	777
Audiotapes	9	0
E-text	238	128
<b>Total Loans</b>	<b>2,724</b>	<b>2,708</b>

### Online Resources for Manitoba Educators

In addition to the Alternate Formats Collection, the Inclusion Support Branch also maintains the Online Resources for Manitoba Educators website. This collection provides educators in Manitoba with access to online resources: eBooks, eAudiobooks, video streaming, eJournals and other digital resources.

**The Web Support Unit (WSU)** provides 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.

The Manitoba Education public website includes more than 6,935 web pages and more than 15,810 PDF files. In 2019/20, there were 3,977,923 views of the department's webpages.

### Supports include:

- Administration of the WRS, a single point of online registration to a wide-range of professional learning opportunities offered by Manitoba Education. Manitoba educators have used the WRS throughout the year to obtain registration in workshops during the school year and summer months.
- In addition to general website design, development and maintenance support, staff also supported priority project areas both for the Department and for external partners; e.g., Manitoba Commission on Kindergarten to Grade 12 Education, High School Graduation Rates and Student Achievement Statistics, Aboriginal Education Research Forum, Manitoba Indigenous Youth Achievement Awards, Manitoba Collaborative Indigenous Education Blueprint, and Manitoba Aboriginal Languages Strategy.
- The creation of the new *My Learning at Home/Mon Apprentissage Chez Moi* website to support educators and parents with online resources to supplement learning during the COVID-19 pandemic. New resources continue to be added on a regular basis.

## 2 (d) Inclusion Support

<b>Expenditures by Sub-Appropriation</b>	<b>Actual 2019/20 \$000</b>	<b>Estimate 2019/20 FTE</b>	<b>Estimate 2019/20 \$000</b>	<b>Variance Over (Under) \$000</b>	<b>Expl. No.</b>
(1) Salaries and Employee Benefits	4,128	54.00	4,209	(81)	
(2) Other Expenditures	1,056		975	81	
(3) Assistance	65		65	0	
<b>Total Sub-Appropriation</b>	<b>5,249</b>	<b>54.00</b>	<b>5,249</b>	<b>0</b>	

## Bureau de l'éducation française

The mandate of the Bureau de l'éducation française (BEF) is to develop, review and administer policies, programs, priorities and services related to all aspects of French-language education in Manitoba. The BEF mandate also includes the negotiation and the administration of intergovernmental agreements regarding official languages programs in education.

The following is an overview of initiatives that took place within this mandate for the 2019/20 fiscal year.

### Executive Director's Office (EDO)

The Executive Director (ED) and Special Advisor to the Minister consults and works in cooperation with education stakeholders to ensure efficient information sharing and that the department becomes aware of emerging priorities related to French-language education. As Special Advisor to the Minister, the ED prepares briefings and meets with the Minister to discuss all matters related to French-language education in Manitoba. The 2019/20 initiatives include:

- Published resources regarding the importance of culture, the role it plays in language learning, and the integration of cultural references in the French Immersion Program.
- Continued work on the Pedagogy of Dialogue project aimed at increasing French communication and critical thinking skills in students. The second phase of the project included train-the-trainer sessions, facilitated by professors of Laval University (Quebec), and held in November 2019. Participants included BEF's Curriculum consultants and educators from the Division scolaire franco-manitobaine (DSFM) and the French Immersion Program.

### Pedagogical Services

Pedagogical Services is responsible for developing and supporting French education curricula, as well as developing and implementing the department's assessment policies and related projects.

Other responsibilities include, but are not limited to, developing or updating:

- curriculum supplements to support instruction, learning and assessment

- distance learning courses (in hard copy and electronic formats)
- policy documents.

The staff consult and collaborate with educators on various projects. They also offer support and professional learning opportunities to school division personnel and to educators in schools.

The following are key examples of support services offered, resources produced, and projects developed in collaboration with educational partners:

### **Curriculum-related initiatives**

#### **• Arts Education**

- Worked on K-8 Drama, Dance, Music and Visual Arts Curriculum Frameworks ever-greening (alignment with the Grades 9-12 Arts Education Curriculum Frameworks): Français, French Immersion and English Programs.
- Finalized and published multiple resources in French to support the implementation of various arts subject areas:
  - o Grades 10-12 Theatrical Production Course (developed in collaboration with Théâtre Cercle Molière)
  - o Grades 9-12 Music Technology Course
  - o Grades 9-12 Music - Band program in remote schools
  - o Grades 9-12 Drum across cultures Course
  - o K-12 online multimedia visual arts glossary (37 short videos and 200 students and artists exemplars)
  - o Grades 9-12 Dance module (hip-hop)
  - o Grades 9-12 Visual Arts learning experience « The Hats »
- Continued work on a K-12 action-research project with the University of Manitoba and the Université de Saint Boniface (USB) regarding arts-based multiliteracy learning.
- Offered professional learning workshops in French to K-8 in partnership with the Winnipeg Art Gallery.
- Collaborated with the Instruction, Curriculum and Assessment Branch (ICAB) on the Grade 9 Visual Arts ISO course, Music Month and Arts Education Grant projects.

#### **• French (English Program)**

- Offered K-3 teacher-mentoring sessions (third year of project).
- Formed a Grades 4-8 mentorship cohort with Brandon and Portage la Prairie School Divisions.
- Offered professional learning sessions for K-12 teachers on a variety of topics, such as teaching methodology, curriculum implementation, project-based learning, integration of visual arts and Canadian identity.
- Held a four-day summer institute on French second language methodology.
- Developed and published online a series of video clips, *A Spotlight on Pedagogy*, that demonstrate the balanced literacy approach in an Early Start French class.

- Edited video clips to accompany the document *Les cercles littéraires au secondaire*, in which high-school teachers and students demonstrate strategies for the integration of literature circles in the French class (English Program).
  - Developed and published various online support documents, such as a K-3 calendar and board game and a Grades 7-8 board game related to Canada's new food guide.
- **Language Arts (Français and French Immersion Programs)**
    - Worked on revising the Grades 9-12 Français curriculum for the French Immersion Program.
    - Completed and published online a support document titled *Language Arts Practices, Orientation Guide, Français arts langagiers – immersion, Kindergarten to Grade 12 and English Language Arts – Immersion, Grades 1 to 12*.
    - Piloted the pedagogical approach in dialogue in two schools in the DSFM
    - Offered implementation workshops for the new Grade 9-12 Français curriculum for the Français Program.
    - Offered Touchstones workshops in Winnipeg and Portage la Prairie.
- **Mathematics**
    - Completed and published the Grade 12 *Mathématiques au quotidien* (Essential Math) mental math support document.
    - Completed and published the Grade 12 *Introduction au calcul* (Introduction to Calculus) and *Mathématiques avancées* (Advanced Math) curricular framework of outcomes.
    - Began work on the Grade 12 *Mathématiques appliquées* (Applied Math) independent study option course.
    - Began developing Grade 10-12 lesson modules for use when in-class instruction was suspended due to COVID-19.
    - Began work on the Grade 7 Math *Cartes de route* (road maps).
    - Offered professional learning for teachers:
      - Sessions on growth mindset, rich tasks, and problem-solving to Essential Math teachers in Winnipeg School Division and in the DSFM
      - PRIME workshops throughout the province on number sense, measure, geometry, regularity and algebra
      - Workshops on the implementation of the K-6 *Cartes de route*
      - Workshops related to the use of manipulative, mental math and use of data to improve student learning in the Français and French Immersion Programs.
- **Science**
    - Offered French workshops on Adopt a River, an ecological surveillance program for watercourses.
    - In partnership with the Division scolaire franco-manitobaine (DSFM) and the Université de Saint-Boniface, organized an Adopt a River conference for over 70 students. Students shared the water quality data collected in their community and participated in various activities.
    - Completed revisions of the Physique 30S and Physique 40S web-based courses.

- Began work on Chimie 30S and Chimie 40S web-based courses.

- **Social Studies**

- Offered, in partnership with Elections Canada, a professional learning session to high school teachers about educational resources linked to curriculum available for themes related to democracy, citizenship, critical thinking.
- Established a partnership with the High School Ethics Bowl/Coupe éthique to promote critical thinking about ethical issues while supporting the use of French as a first or additional language, as well as the development of active listening, articulation, dialogue and open-mindedness.
- Established a partnership with Treaty Relations Commission of Manitoba to offer workshops to provincial educators.
- Worked on the Grade 12 course document *Enjeux mondiaux* (Global Issues).

### Cross-curricular initiatives

- **Assessment**

- Developed and administered four Grade 12 provincial tests for Français Language Arts (FLA) for the Français and French Immersion Programs.
- Developed drafts (with revised format) of future Grade 12 FLA provincial tests and piloted two tests per program.
- Offered workshops for both programs on the administration and marking of Grade 12 FLA provincial tests.
- Supported the development of twelve Grade 12 provincial tests for all three *Mathématiques* course streams.

- **French Language Education Review (FLER)**

- French Immersion Program
  - o Published in both languages the *FLER 2016/17 Provincial Report* for the French Immersion Program. Developed (in both languages) divisional profiles that offer a compilation of the data collected from French Immersion schools as well as student enrolment data and trends.
  - o Began developing professional learning opportunities for school leaders to support the full implementation of the French Immersion Program; conducted 17 consultations with more than 100 school leaders from urban, rural and northern school divisions to determine their needs, and established a working consultative team comprised of 11 school leaders with various leadership roles and with representation from various grade groupings and regions.
- French (English Program)
  - o Hosted a provincial meeting of divisional consultants/contacts for French (English Program).
  - o Continued to develop, in collaboration with the field, the following four documents to support the teaching and learning of French: *An Administrator's Guide for Interviewing Teachers of French, Administrator Observation Checklists, Teacher Survey for Self-reflection and Discussion, and Student Survey*. Established teams to pilot the four tools.

- **French Second Language (FSL) Liaison**
  - Continued to network and collaborate with French language educational partners and community stakeholders to enhance FSL education in the province, including Association manitobaine des directrices et directeurs des écoles d'immersion (AMDI), Canadian Parents For French (CPF), Association canadienne des professionnels de l'immersion (ACPI), Manitoba Association of School Superintendents (MASS), Manitoba School Boards Association (MSBA) and Éducateurs et les éducatrices francophones du Manitoba (ÉFM).
  - Provided ongoing support and pedagogical feedback for community events related to FSL education, such as the High School Ethics Bowl, the Winnipeg International Storytelling Festival and the *Concours d'art oratoire*.
  - Supported school divisions with certain FSL initiatives, such as The Interlake School Division's French Immersion leadership team, and The Portage la Prairie School Division's inquiry-based project for Early Years literacy.
  - Presented, upon request, the vision, benefits, resources and FLER data for the French Immersion Program, to various stakeholders, including students at the faculties of education (University of Manitoba, University of Winnipeg, and Université de Saint Boniface (USB)) and parents.
  
- **The Integrated Approach in French Immersion**
  - Began a "train the trainer" project with The Portage la Prairie School Division to train three teacher-coaches in the Integrated Approach methodology.
  
- **Manitoba's Excellence in Education Awards**
  - Held the award reception for the 2018/19 school year.
  - Relaunched the program for 2019/20, and included the promotion of the awards and the selection of recipients.
  
- **Reading Apprenticeship**
  - Offered Reading Apprenticeship professional development (3 + 2 day institutes) for seven DSFM schools as well as to BEF staff and students from the faculty of education at the Université de Saint-Boniface.
  
- **Miscellaneous**
  - Updated and published online, the bilingual document *French Cultural Activities*, containing descriptions of various French cultural activities available to schools.
  - Adapted for the French Immersion Program and published online the translated version of the Kindergarten support document *A Time for Learning, A Time for Joy (Les joies de l'apprentissage)*.

### **French Library and Materials Production**

The French Library and Materials Production Branch – known as Direction des ressources éducatives françaises (DREF) – is the only media centre in the province that offers French educational resources and library services to the educators responsible for the delivery of the Français and French Immersion Programs, and French courses (English program). The DREF's clientele includes, among others, K-12 teachers,

department staff, school division curriculum consultants, parents of students enrolled in a French home schooling program, and professors and student teachers from the faculties of education of local post-secondary institutions.

The DREF offers a full range of library and information services, including an outreach program in the rural and northern regions. It maintains a production centre that supports BEF's assessment unit, and develops customized digital resources to support the delivery of various curricula when these are not available on the market.

- **Resources and Support**

- The DREF continued to promote its digital platform, which gives educators across the province free access to thousands of streamed videos, teacher guides and other digital content.
- Initiated the development of French educational kits, in partnership with the Société Historique de Saint-Boniface, to commemorate Manitoba 150 and the presence of Francophones throughout its history.
- Made available 1,025 new resources, including the digital resource *TiBert le Voyageur*, which offers activities based on local history and geography, designed to address the learning outcomes of curriculum subjects such as French Language Arts, History, Geography, Music, Health and Drama. It also promotes project-based learning, critical thinking, historical thinking, literacy and communication.
- Loaned a total of 48,190 physical resources from the DREF's library.
- Digital resources continued to be accessed by clientele via the DREF's digital platform at a high rate.
- The library's reference desk answered approximately 900 reference requests.
- The clientele used the online reservation service to make a number of additional requests and to reserve 8,525 items.
- The circulation desk prepared and distributed over 3,070 packages of resources.
- Provided support services to school libraries, including assistance in the selection of educational materials, cataloguing support through the Web Export service, and customized bibliographic records.
- Offered over 185 sessions regarding the DREF's facilities, resources and services.
- Offered 75 book-reading sessions to 601 K-8 students to help support literacy and to model pedagogical strategies to 497 teachers.
- Through partnerships, the DREF hosted three francophone authors who visited a total of 21 urban and rural Français and French Immersion schools, interacting with 688 students.
- The DREF's reading club initiatives, aimed at promoting reading and quality French literature from Kindergarten to Grade 8 in Français and French Immersion schools, received 6,300 participation ballots\* from Français schools and 5,500 participation tickets from French Immersion schools. In order to encourage students taking French courses within the English Program, an initiative entitled *Le Passeport Culturel* was revised and promoted. A total of 470 students

participated in various cultural activities.  
\*(one ballot per book read by a student)

- **Production Centre**

- Developed and published an additional video tutorial to help clientele understand and take full advantage of the DREF's digital platform.
- Provided assistance in the development and production of the Grade 12 Français provincial tests. 141 DVDs were produced.
- Completed an online multimedia visual glossary, linked to Manitoba Visual Arts curriculum, for K-12 teachers.
- Filmed and edited videos to support the teaching and learning of French - see "French (English Program)".
- Initiated the development of an online platform to house video component of the Français provincial tests. It will be made available in September 2020.

- **Library Outreach Program**

- Français and French Immersion Programs: Within the library outreach program, the teacher coordinator made 150 individual or group presentations in 43 schools mainly in rural and northern areas, meeting 380 teachers. During the various sessions, an emphasis was placed on the integration of new media in curriculum delivery.
- French (English Program): The librarian worked closely with the curriculum consultants to offer 50 professional learning workshops for 605 educators responsible for teaching French in the English Program.

### **Official Language in Education Programs**

The objectives of the Official Language in Education Programs (OLEP) include the provision of opportunities to learn French as an additional language and provide opportunities for cultural enrichment for all Manitobans. The objectives also include the provision of opportunities to the members of the francophone community to be educated in their own language and to experience their own culture.

- **The Canada-Manitoba Agreement for Minority-Language Education and Second-Language Instruction**

The negotiations for the renewal of the 2019-2023 protocol related to the Canada-Manitoba Agreement were completed and the protocol was signed. Manitoba and Canada agreed to extend the 2018-2019 action plan by one year to include 2019-2020. The initiatives and performance measures of the 2018-2019 action plan, as well as the annual financial allocations have remained unchanged for 2019-2020. This interim step allowed continued financial support to public and independent schools, post-secondary institutions and non-government organizations for the development and implementation of innovative educational and cultural programs, and for specific needs in the area of French-language education in Manitoba.

- **Bursaries for Teachers**

- A total of 156 bursaries were awarded to Manitoba teachers who seek to upgrade their linguistic or pedagogical skills in French during the spring or summer

months at the Université de Saint-Boniface (USB) or other Canadian post-secondary institutions.

- **Bursaries for Post-secondary Students**

- Bursaries for studies in French (*Bourse d'études en langue française*) were offered to 29 Manitoba residents who must leave the province of Manitoba in order to pursue their post-secondary studies in French.
- Bursaries (*Bourses aux étudiants de l'USB*) were offered to 420 USB students to encourage them to pursue their post-secondary studies in French at the USB.
  - o Bursary for studies at the University de la Paix in Caen, France (*Bourse d'études à l'Université de la Paix, à Caen en France*) was offered to a USB student registered for the 5-day program that focuses on human rights and freedoms.
  - o Work is in progress to create eforms for these student bursaries.

- **Destination Clic, Explore and Odyssey Programs (in partnership with the Council of Ministers of Education, Canada (CMEC))**

- Through the 2019 Destination Clic program, 64 Grades 8 and 9 francophone students spent three weeks in another francophone region of Canada to make cultural discoveries and live enriching experiences.
- Under the 2019 Explore Program, 61 students (from Grade 12/collège d'enseignement général et professionnel (cégep) and university students) from other Canadian provinces completed the program in Manitoba in order to study English as a second language.
- A total of 212 Manitoba students participated in the Explore Program and went to Québec and other provinces for summer courses to improve their French and broaden their knowledge of the French culture. Twenty of the 212 participated in the new Youth Explore Program (for students of 13-15 years of age), a pilot project developed by CMEC in collaboration with the program coordinators from BEF and other jurisdictions.
- Under the supervision of the provincial coordinator, a promotion agent (hired under CMEC) promoted these three programs in schools and post-secondary institutions across the province. Due to increased promotional efforts, the number of applications received for both Explore programs and for Destination Clic for 2020 have surpassed expectations.
- Under the Odyssey program, eleven candidates from across Canada were hired and supported by the BEF in their work as French Language Assistants in selected Manitoba public schools.

- **French Second Language Revitalization Program (FSLRP) and Program for the Enrichment of French in Education (PEFE)**

- The OLEP continued to offer the FSLRP and the PEFE programs to strengthen existing initiatives, as well as to address emerging needs of French-language education in Manitoba. In 2019/20, \$2.8 million was awarded to 58 organizations (school divisions, universities, independent schools and Non-Government

Organizations) to support the development and/or the implementation of 150 educational or cultural projects.

- The department has received PEFE applications for 2020/21 and the selection is in progress.

- **Manitoba – Québec Student Exchange Program**

- Financial support was given to eleven Manitoba students participating in the 2019/20 exchange.
- For the first time in this program's history, a student from The Southwest School Division and another from The Portage la Prairie School Division participated in the exchange.
- Unfortunately, due to the COVID-19 pandemic, the Manitoba students had to return to Winnipeg six weeks earlier.
- With the support of Communication Services Manitoba, an advertisement on Facebook was posted again this year.
- Changes to the 2020/21 exchange program are being considered due to the pandemic.

- **Complementary Projects**

- Construction/expansion of two daycare centres in the Division scolaire franco-manitobaine (DSFM) schools:  
Upon the request of the DSFM, the BEF has negotiated complementary funding of \$1.32 million for the construction of a new Français daycare centre at École régionale Notre-Dame. The centre will have 126 childcare spaces for 16 infants, 50 preschool children, 20 children in the pre-kindergarten program and 40 school-aged children.  
The BEF has also negotiated complementary funding of \$708K for the Français daycare expansion at École St. Joachim. The centre will have 122 childcare spaces for 16 infants, 55 preschool children, 10 children in the pre-kindergarten program and 41 school-aged children.
- Recruitment and Retention of Teachers:  
Following the March 2018 announcement by the federal government regarding funding of projects related to the recruitment and retention of French teachers, the BEF has collaborated with DSFM, Manitoba School Boards Association (MSBA), Manitoba Association of School Superintendents (MASS), Université de Saint Boniface (USB), and Canadian Parents for French – Manitoba (CPF-MB) to develop a joint strategy. In 2019/20, the Government of Canada approved \$1.12 million in funding for three projects:
  - Hiring additional faculty staff to increase the USB's capacity to produce more faculty of education graduates for Français and French Immersion schools
  - A research project addressing the retention of teachers (determining factors, best practices) within Manitoba's Français and French Immersion school system
  - Additional support for student teachers and cooperating teachers during practicums in rural settings in Français and French Immersion schools in Manitoba

## Administrative Services

- **French Content on the Department's Website**

- The BEF has continued its initiative to update and to increase the French content on the department's website. The objective is for French speakers to have the same experience as English speakers.
- In order to improve the accessibility of the French section of the department's website, professional development on accessibility continued to be offered to BEF staff involved in document production.

- **Statistical Analysis**

- BEF continued to collect and analyze data on student enrolment and other pertinent educational variables for both the Français and French Immersion Programs, as well as for French courses in the English Program. These data were used to determine the French Language Education Operational Support for each school division, to create performance indicators required in the analysis of accountability measures for the French Language Education Review, and to provide stakeholders with various trends and detailed information on numerous issues related to French-language education in Manitoba. This was used to develop and propose a new funding mechanism.
- The OLEP also carried out a number of statistical analyses in response to a variety of special requests. The BEF has been providing data analytic support to the rest of Manitoba Education on, among other things, the Balanced ScoreCard, attendance analysis, and formative evaluations. The BEF, with the support of the Quick Turnaround Program, is in the process of completing a study of the recruitment and retention of teachers in the French Immersion and Français Programs.

### **2 (e) Bureau de l'éducation française**

<b>Expenditures by Sub-Appropriation</b>	<b>Actual 2019/20</b>	<b>Estimate 2019/20</b>		<b>Variance Over (Under)</b>	<b>Expl. No.</b>
	<b>\$000</b>	<b>FTE</b>	<b>\$000</b>	<b>\$000</b>	
(1) Salaries and Employee Benefits	3,595	57.00	4,537	(942)	1
(2) Other Expenditures	1,698		1,139	559	2
(3) Assistance	3,446		3,356	90	
<b>Total Sub-Appropriation</b>	<b>8,739</b>	<b>57.00</b>	<b>9,032</b>	<b>(293)</b>	

1. Under expenditure reflects costs for secondments budgeted in Salaries but paid from Other Expenditures, Voluntary Reduced Workweek (VRW) savings and savings from vacancies. Under expenditure is partly offset by salaries for curriculum development subsidized by the Government of Canada, budgeted in Assistance (16-2e-3), but paid from Salaries.
2. Over expenditure mainly reflects costs for secondments budgeted in Salaries (16-2e-1), but paid from Other Expenditures, costs for a portion of the K-12 Education Review and French-language distance learning resources related to COVID-19.

## **Manitoba Learning Resource Centre**

The Manitoba Learning Resource Centre operates as a Special Operating Agency. It produces its own annual report under a separate cover.

The most recent Manitoba Learning Resource Centre Annual Report can be found at:  
[http://www.edu.gov.mb.ca/annual\\_reports.html](http://www.edu.gov.mb.ca/annual_reports.html)



# Education and School Tax Credits

## Education Property Tax Credit

The Education Property Tax Credit (EPTC) provides eligible renters or home owners a maximum \$700.00 credit to help offset school taxes, or a portion of rent, either directly on the municipal property tax statement or through the personal income tax return. Senior households with a combined income of \$40.0 or less may be eligible for an additional EPTC of up to \$400.00. The Seniors' School Tax rebate of up to \$470.00 can also be claimed (based on income) on the income tax return.

### 3 (a) Education Property Tax Credit

Expenditures by Sub-Appropriation	Actual	Estimate		Variance	Expl. No.
	2019/20 \$000	FTE	2019/20 \$000	Over (Under) \$000	
Education Property Tax Credit	346,479		349,565	(3,086)	1
<b>Total Sub-Appropriation</b>	<b>346,479</b>	<b>0.00</b>	<b>349,565</b>	<b>(3,086)</b>	

1. Under expenditure reflects lower expenditures than anticipated for tax credits processed through the income tax system.

## School Tax Assistance for Tenants and Homeowners (55+)

This program provides income-tested assistance to eligible 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. The maximum credit is \$175.00 to an income limit of up to \$15.1. The credit is prorated for income between \$15.1 and \$23.8.

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

Expenditures by Sub-Appropriation	Actual	Estimate		Variance	Expl. No.
	2019/20 \$000	FTE	2019/20 \$000	Over (Under) \$000	
School Tax Assistance for Tenants and Homeowners (55+)	680		940	(260)	
<b>Total Sub-Appropriation</b>	<b>680</b>	<b>0.00</b>	<b>940</b>	<b>(260)</b>	



# Policy, Planning and Performance

## Division Administration

The Division Administration office provides overall leadership respecting the department's strategic and business planning process, and the development of legislative and regulatory initiatives, evidence-based policy formation and performance evaluation. The office is also responsible for budget development and implementation, facilitation of intra-divisional and inter-divisional linkages, and coordination of human resources for the division. Divisional and branch activities support the overall vision, mission, goals and priorities of the department.

### 4 (a) Division Administration

<b>Expenditures by Sub-Appropriation</b>	<b>Actual 2019/20 \$000</b>	<b>Estimate 2019/20 FTE</b>	<b>\$000</b>	<b>Variance Over (Under) \$000</b>	<b>Expl. No.</b>
(1) Salaries and Employee Benefits	267	4.00	286	(19)	
(2) Other Expenditures	42		22	20	
<b>Total Sub-Appropriation</b>	<b>309</b>	<b>4.00</b>	<b>308</b>	<b>1</b>	

## Education Administration Services

The mandate of Education Administration Services (EAS) is accomplished through the work of the following four areas:

- Administration Services:
  - develops and maintains a legislative, regulatory and policy framework for K-12 education including certification of professional school personnel (teachers and school clinicians);
  - implements, interprets and communicates educational administration and certification legislative and regulatory requirements;
  - provides research and policy development related to K-12 educational administration and professional school personnel certification;
  - conducts annual collections, manages and maintains databases of student high school marks and course credits, student identification numbers and demographic data, school contact information and issues provincial statements of high school marks;
  - manages appointments to K-12 statutory and non-statutory boards and committees.
- Pupil Transportation: provides expertise and guidance to ensure a safe and efficient pupil transportation system.

- **Professional Certification:** certifies professional school personnel, assigns salary classifications, administers the collection and recording of teaching and school clinician experience and manages misconduct proceedings and appeals for all professional school personnel in Manitoba's school system to ensure a qualified teaching force.
- **Translation Services:** provides and coordinates translation and French Languages Services (FLS) for the department to ensure the timely release of documents in both official languages.

### **Administration Services**

Administration Services provides research, policy development, briefings, legislative drafting materials, information and correspondence for the Minister and Deputy Minister on a wide array of topics related to K-12 educational administration and professional school personnel certification to support effective and evidence-based decisions.

The branch fulfills an advisory and consultative support role to the department, other departments, school divisions, schools, the public and the education system in general on matters related to K-12 educational administration and certification of professional school personnel legislation and supporting regulations. The branch effectively responds to a high volume of queries from school divisions, teachers, the educational community and the general public related to K-12 statutory, regulatory and policy requirements concerning educational administration.

The branch manages the appointments to a number of K-12 non-statutory and statutory boards and committees established under The Public Schools Act, The Education Administration Act and The Teachers' Pensions Act to ensure appointments remain current.

The branch provides administrative support to The Board of Reference established under s. 8 of The Public Schools Act. The Board decides on matters related to the alteration, formation and dissolution of school division/district boundaries and deals with requests for land transfers between divisions, creation of wards within divisions, trustee representation, dissolution and amalgamation of school divisions and districts, and enactment of regulations defining school division and district boundaries.

Administration Services supports the student registration system by assigning a unique identification number to students entering the Manitoba school system, and manages a database of all high school student marks and course credits including an annual collection of same. The branch issues over 2,000 provincial statements of high school marks and course credits annually in response to requests.

The branch publishes an annual comprehensive provincial directory of all schools and school divisions in Manitoba identifying the number of teachers and students in each school, the program offerings and contact information.

## **Pupil Transportation**

The Pupil Transportation Unit (PTU) maintains an inventory of over 1,700 active school bus vehicles owned by Manitoba's school divisions. PTU receives reports of all major school bus accidents in Manitoba and investigates serious accidents or those resulting in major injuries.

PTU annually performs rotational audits of school division transportation systems to assess compliance with statutory and regulatory requirements and best practices for the safe transportation of students. Audit Evaluation Reports are issued to school divisions identifying areas of strengths and weaknesses, outlining corrections and adjustments where necessary to achieve compliance.

The Unit develops school bus vehicle specifications, facilitates the Request for Service for the coordinated Menu Bid Pricing school bus purchase process and conducts quality control inspections of all new buses prior to delivery to school divisions. On site manufacturer pilot model reviews and plant audits are also conducted. PTU delivers training and seminars for transportation supervisors, school bus driver instructors and school bus service technicians and assists school divisions in developing preventive maintenance programs. PTU manages and maintains a registry of all certified school bus operators and issues School Bus Operator Certificates.

## **Professional Certification**

The Professional Certification Unit (PCU) processes and evaluates applications for qualification for Manitoba teacher and school clinician certification, provincial post-certification specialist certificates, salary reclassification requests and Limited Teaching Permits in accordance with regulatory requirements. The Unit assesses prior experience for recognition and assigns salary classifications consistent with regulatory requirements.

PCU provides administrative support to the Certificate Review Committee as well as the Provincial Evaluations Committee. The Certificate Review Committee is established under s.5 of The Education Administration Act. The Committee makes recommendations to the Minister following a hearing on all cases referred to it by the Minister for any cause the Minister deems sufficient to review the suitability of a teacher or clinician to continue to hold a certificate. The Provincial Evaluations Committee is responsible for hearing appeals respecting certification, salary classification and recognition of experience and making recommendations to the Director of Education Administration Services.

The Unit responds to over 3,000 applications for certification from Manitoba, Canadian and internationally educated applicants and requests for other services annually as well as responding to a high volume of telephone and email inquiries. PCU manages and maintains a database of teacher and clinician records.

## Translation Unit

The Translation Unit ensures compliance with Government policy on French Language Services (FLS), provides support in the production of bilingual publications, and coordinates the translation and proofreading of numerous documents and materials for the department.

### 4 (b) Education Administration Services

<b>Expenditures by Sub-Appropriation</b>	<b>Actual 2019/20 \$000</b>	<b>Estimate 2019/20 FTE</b>	<b>\$000</b>	<b>Variance Over (Under) \$000</b>	<b>Expl. No.</b>
(1) Salaries and Employee Benefits	1,636	23.50	1,657	(21)	
(2) Other Expenditures	280		297	(17)	
<b>Total Sub-Appropriation</b>	<b>1,916</b>	<b>23.50</b>	<b>1,954</b>	<b>(38)</b>	

## Policy and Planning

Policy and Planning provides departmental leadership and direction of project teams related to strategic planning, business planning, policy and legislative initiatives. It advances the accountability priorities for the department, both through the development of sound quantitative and qualitative accountability measures, and appropriate reporting and evaluation processes; ensuring the department meets its obligations for regulatory requirement tracking and red tape reduction under The Regulatory Accountability Act. The branch also has a central role in providing issues management and support services to the Deputy Minister.

Policy and Planning represents the department on whole-of-government strategic policy and legislative initiatives, in collaboration with other provincial departments, as well as supporting the Minister and Deputy Minister on the activities and issues related to the Council of Ministers of Education, Canada (CMEC) and the Advisory Committee of Deputy Ministers of Education (Canada) (ACDME).

The Branch provides departmental leadership and direction in the fulfilment of responsibilities under The Freedom of Information and Protection of Privacy Act (FIPPA). The following are the major accomplishments during the 2019/20 fiscal year:

### Strategic Planning and Policy

- Provided research, briefings, and information for the Minister and Deputy Minister on a varied range of issues, including legislation, policy, planning and evaluation.
- Coordinated the department's approach to the Regulatory Accountability initiative.
- Supported preparation for the release of Manitoba Commission on Kindergarten to Grade 12 report.
- Developed the department's multi-year strategic plan and employee engagement strategy.

- Led the department's approach to initiating the Balanced ScoreCard.

### Legislation and Regulation

- Led major policy development initiatives of strategic importance, in the fulfilment of the mandate of Manitoba Education.
- Managed the department's ongoing regulatory development, review and streamlining processes.

### Corporate Support

- Managed and co-ordinated corporate initiatives on behalf of the Deputy Minister and Minister.
- Provided coordination and quality reviews on all types of documentation, including but not limited to ministerial responses, briefing notes, speeches, presentations and Treasury Board and Cabinet submissions.
- Managed and co-ordinated FIPPA responses.

### Transformation

- Supported departmental initiatives related to transformation and innovation, including coordinating The Idea Fund submissions and Learning Fund applications.
- Supported capacity-building for innovation skills within the department.

### Intergovernmental and Interdepartmental Relations

- Provided timely and effective support to the Deputy Minister and Minister, to ensure meaningful participation in federal, provincial and territorial engagement through the Council of Ministers of Education, Canada and the Advisory Committee of Deputy Ministers of Education.

#### 4 (c) Policy and Planning

Expenditures by Sub-Appropriation	Actual 2019/20 \$000	Estimate 2019/20 FTE	Estimate 2019/20 \$000	Variance Over (Under) \$000	Expl. No.
(1) Salaries and Employee Benefits	667	8.00	618	49	
(2) Other Expenditures	362		374	(12)	
<b>Total Sub-Appropriation</b>	<b>1,029</b>	<b>8.00</b>	<b>992</b>	<b>37</b>	



# Support to Schools

## Schools Finance

The objectives of the 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 released the public schools Financial Reporting and Accounting in Manitoba Education (FRAME) report for the 2017/18 financial statements and 2019/20 budget, and the September 30, 2019 Enrolment Report. The branch also released the independent school FRAME report for the 2017/18 financial statements.

The branch provided financial analysis in the areas of public school funding for the 2020/21 school year (announced January 30, 2020) and education taxation. The branch 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 2018/19 school year were completed.

Government approved \$202.2 million in 2019/20 capital cash flow authority to meet the financing requirements for previously approved and ongoing school capital projects and programs. For the fiscal year ended March 31, 2020, 100 promissory notes were issued for a total of \$199.5 million for both new and previously approved projects including \$7.1 million for School Based Early Learning and Child Care Building Fund.

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.

## 5 (a) Schools Finance

Expenditures by Sub-Appropriation	Actual 2019/20 \$000	Estimate 2019/20 FTE	\$000	Variance Over (Under) \$000	Expl. No.
(1) Salaries and Employee Benefits	974	13.00	1,153	(179)	
(2) Other Expenditures	143		91	52	
(3) Property Assessment	3,048		3,048	0	
<b>Total Sub-Appropriation</b>	<b>4,165</b>	<b>13.00</b>	<b>4,292</b>	<b>(127)</b>	

## Indigenous Inclusion Directorate

The Indigenous Inclusion Directorate (IID) is mandated to provide leadership and coordination of departmental initiatives that pertain to Indigenous education and training. IID works to ensure an inclusive approach to Indigenous education and training within Manitoba Education in collaboration with Indigenous and Northern Relations. IID coordinates the development of the *Manitoba First Nations, Métis and Inuit Educational Policy and Supporting Action Plan* to remove systemic barriers to Indigenous student success. This involves collaboration with partners to undertake research, policy and strategic initiatives that enhance Indigenous student engagement, achievement, high school completion, and post secondary and labour market participation rates. IID also helps to ensure that all Manitoba students and educators learn about the histories and cultures of Indigenous peoples, the legacy of residential schools, and the significance of Treaties and the Treaty Relationship in the present day.

IID managed and coordinated the Indigenous Academic Achievement (IAA) Grant with a particular focus on numeracy and literacy integrated with Indigenous perspectives. In collaboration with educational stakeholders, a series of IAA Network meetings were held while the IAA Advisory Committee met twice.

IID coordinated 38 Building Student Success with Indigenous Parents (BSSIP) sites and organized an annual gathering in partnership with Manitoba First Nations Education Resource Centre to increase parental and community involvement.

A Community Schools Unit established within IID under The Community Schools Act oversees 36 community schools under the Community Schools Program and further supports 27 schools within the Community Schools Network. The Community School Unit hosted a professional development gathering for community connectors and principals from community school Program and Network schools that was attended by over 110 participants. The Unit continued to provide support to two family Community Resource Coordinator positions, one in the Mystery Lake School District, the other in the Louis Riel School Division. Each coordinator serves three community schools.

IID partnered with educational stakeholders to make Indigenous education more inclusive and culturally relevant for all students and educators through Mamáhtawisiwin.

Mamáhtawisiwin was developed to support Indigenous learners and those who teach by developing a shared understanding of an Indigenous, inclusive education system based on Indigenous ways of knowing, being and doing. A contractor was hired to develop the draft of Mamáhtawisiwin Indigenous Inclusion Education System Toolkit.

IID also promotes Indigenous teacher education. *A Journey from Cultural Awareness to Cultural Competency* Training Manual and Kit with a focus on the KAIROS Blanket Exercise was provided to school divisions, educators, post-secondary institutions, parents, government departments and community agencies.

The work of IID is supported by the Indigenous Inclusion Directorate Advisory Council. This Council provides advice, guidance and makes recommendations on matters as they relate to initiatives and action areas within K-12 education with regards to Indigenous people. This Council includes an Elder as well as community and educational representatives from across the province.

IID is also supported by Kiskentamowin Advisory Council. This Council provides advice, guidance and makes recommendations regarding post-secondary education, training, literacy and employment as it relates to Indigenous people. This Council is comprised of an Elder, post-secondary, business and community representatives.

A Manitoba Aboriginal Languages Strategy (MALS) partnership agreement was developed and signed by multiple partners including University College of the North, Manitoba First Nations Education Resource Centre, Manitoba Education, and Indigenous Languages of Manitoba. Partnership meetings throughout 2019/20 continued to support the initiatives identified in the MALS work plan.

Directorate staff participated in the planning and implementation of Indigenous-focused research both inter-departmentally and with external agencies. In 2019/20, this included the sixteenth annual *Shawane Dagošiwīn* (Aboriginal Education Research Forum). In addition, the Manitoba Indigenous Collaborative Education Blueprint collaborated with *Shawane Dagošiwīn* to organize, disseminate and provide sponsorship towards the event.

IID continued to work with school divisions and other partners in the collection of Indigenous identity data. The data, which has been integrated within the province-wide Education Information System, helps to strengthen policy development and programming for student achievement. IID developed and implemented the Indigenous Identity Declaration Online course for administrative staff. The training began implementation in July 2019.

The Directorate continued to work with the Council of Ministers of Education, Canada (CMEC) to implement the Indigenous Education Plan 2019-2022. Manitoba is Vice-Chair of the Indigenous Education Committee.

The Directorate continued to work with partners on increasing the number of Indigenous languages teachers and the number of Indigenous teachers in Manitoba.

The Directorate worked with post-secondary institutions to support Indigenous initiatives and programs that support student success.

IID and the Post-Secondary Education and Workforce Development Division represented the department on The Manitoba Collaborative Indigenous Education Blueprint which is an agreement signed in December 2015 by Manitoba's universities, colleges and public school boards. The blueprint is guided by ten key commitments to improve educational outcomes for Indigenous students from early education to post-secondary and participation in the labour market upon graduation.

IID and Adult Learning and Literacy continued to work together to coordinate the inclusion of Indigenous education in its support for mature learners and instructors working in Adult Learning Centres and Adult Literacy Programs.

Directorate staff continued to collaborate with education partners such as Manitoba School Boards Association, Manitoba Association of School Superintendents, Manitoba Teachers' Society, Council of School Leaders, Manitoba Association of Parent Councils and Manitoba Association of School Business Officials regarding planning on strategic initiatives and implementing and delivering a variety of professional learning sessions.

Directorate staff consulted and collaborated on an ongoing basis with various Indigenous organizations including the Assembly of Manitoba Chiefs, the Manitoba Métis Federation, the Aboriginal Council of Winnipeg, the Manitoba First Nations Education Resource Centre, and the Manitoba First Nations School System, grassroots organizations and educational stakeholders such as the Full Circle for Indigenous Education.

IID collaborated with the Treaty Relations Commission of Manitoba, Assembly of Manitoba Chiefs and the Manitoba First Nations Education Resource Centre to implement the first year of the five-year plan for the Treaty Education Initiative.

IID website continued to profile monthly Manitoba Indigenous educators, and highlighted various policy and research documents and information on First Nations, Métis and Inuit strategic initiatives. IID facilitated several websites to be hosted on the Manitoba Education server as an in-kind contribution.

IID continued to support the implementation of The Paul Martin Family Initiative's Aboriginal Youth Entrepreneurship Program (AYEP) and the Model School Project. The AYEPP program is designed to improve students' proficiency in business mathematics, English, account marketing, and information and communications technology. The Model School Project supports the literacy development of K-3 students in Waywayseecappo First Nation School.

IID worked with the Centre for Aboriginal Human Resource Development (CAHRD) to support the implementation of the Shine On Initiative, which has been designed to increase student engagement, high school graduation rates and post-secondary participation rates for Indigenous and inner city students. The initiative helps to build strong relationships between the CAHRD, inner city schools and educators to provide students with increased awareness of career development opportunities.

The Directorate coordinated the province-wide implementation of the Respect In School (RIS) Initiative. RIS is a bilingual online curriculum program intended to help create safer, more respectful educational environments by providing staff and volunteers with the information to understand and respond to incidents of bullying, abuse, harassment and neglect.

IID administers the Louis Riel Institute's Standing Tall Program designed to deliver community-based educational supports to two inner city schools, Niji Mahkwa and William Whyte in the Winnipeg School Division.

#### **5 (b) Indigenous Inclusion Directorate**

<b>Expenditures by Sub-Appropriation</b>	<b>Actual 2019/20 \$000</b>	<b>Estimate 2019/20 FTE</b>	<b>\$000</b>	<b>Variance Over (Under) \$000</b>	<b>Expl. No.</b>
(1) Salaries and Employee Benefits	609	9.00	837	(228)	
(2) Other Expenditures	704		598	106	
<b>Total Sub-Appropriation</b>	<b>1,313</b>	<b>9.00</b>	<b>1,435</b>	<b>(122)</b>	

## **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.

On January 24, 2019 government announced a \$6.6 million or 0.5 per cent increase in funding to public schools from \$1,322.9 million in 2018/19 to \$1,329.5 million in 2019/20. Funding is supported by general revenues and the Education Support Levy.

Funding to independent schools for the 2019/20 school year increased by 1.3 per cent or \$3.3 million from \$80.1 million to \$81.1 million.

## General Support Grants

This is an unconditional grant to partially offset the cost of the Health and Education Levy (payroll tax) paid to the Province.

The \$36.7 million grant is allocated to each school division based on the amount of payroll tax paid as a percentage of total payroll tax paid by all school divisions at December 31, 2018.

## Other Grants

The objective is to provide financial support to educational organizations.

During 2019/20, grants totalling \$1.5 million were paid to five 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' Pension 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 (c) Schools Grants

### 5 (d) Other Grants

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

Expenditures by Sub-Appropriation	Actual 2019/20 \$000	Estimate 2019/20 FTE	Variance Over (Under) \$000	Expl. No.
(c) Schools Grants				
(1) Operating Grants	1,150,975		1,149,302	1,673
(2) General Support Grants	36,744		36,744	0
(d) Other Grants	1,539		1,568	(29)
(e) Teachers' Retirement Allowances Fund	197,464		201,139	(3,675)
<b>Total Sub-Appropriation</b>	<b>1,386,722</b>	<b>0.00</b>	<b>1,388,753</b>	<b>(2,031)</b>

1. Under expenditure mainly reflects lower costs for employer contributions as a result of lower incremental increases than anticipated.

# Capital Funding

## School Divisions

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

### 8 (a) Capital Funding

<b>Expenditures by Sub-Appropriation</b>	<b>Actual 2019/20 \$000</b>	<b>Estimate 2019/20 FTE</b>	<b>\$000</b>	<b>Variance Over (Under) \$000</b>	<b>Expl. No.</b>
(a) School Divisions	80,729		80,729	0	
<b>Total Sub-Appropriation</b>	<b>80,729</b>	<b>0.00</b>	<b>80,729</b>	<b>0</b>	



# Costs Related to Capital Assets

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

## 9 (a) Costs Related to Capital Assets

<b>Expenditures by Sub-Appropriation</b>	<b>Actual 2019/20 \$000</b>	<b>Estimate 2019/20 FTE</b>	<b>\$000</b>	<b>Variance Over (Under) \$000</b>	<b>Expl. No.</b>
(a) General Assets					
(1) Amortization Expense	9		9	0	
(2) Interest Expense	1		1	0	
<b>Total Sub-Appropriation</b>	<b>10</b>	<b>0.00</b>	<b>10</b>	<b>0</b>	



## **FINANCIAL INFORMATION**



**Department of Education**  
**Reconciliation Statement**  
**(\$000s)**

<b>DETAILS</b>	
<b>2019/20 Printed Estimates</b>	<b>\$2,765,508</b>
In-year re-org to: Economic Development and Training	(902,700)
Transfer from: Enabling Appropriations	978
<b>2019/20 TOTAL AUTHORITY</b>	<b>\$1,863,786</b>

**Manitoba Education  
Expenditure Summary**

For the fiscal year ended March 31, 2020, with comparative figures for the previous fiscal year (\$000s)

Estimate 2019/20	Appropriation		Actual 2019/20	Actual 2018/19	Increase (Decrease)	Explanation Number
<b>Education (16)</b>						
	16-1	Administration and Finance				
42	(a)	Minister's Salary	42	42	0	
	(b)	Executive Support				
613		- Salaries and Employee Benefits	642	712	(70)	
129		- Other Expenditures	110	142	(32)	
	(c)	Financial and Administrative Services				
980		- Salaries and Employee Benefits	787	861	(74)	
125		- Other Expenditures	237	158	79	
	(d)	Innovative Technology Services				
490		- Salaries and Employee Benefits	523	513	10	
75		- Other Expenditures	55	78	(23)	
2,454		<b>Total 16-1</b>	<b>2,396</b>	<b>2,506</b>	<b>(110)</b>	

**Manitoba Education  
Expenditure Summary**

For the fiscal year ended March 31, 2020, with comparative figures for the previous fiscal year (\$000s)

Estimate 2019/20	Appropriation	Actual 2019/20	Actual 2018/19	Increase (Decrease)	Explanation Number
	16-2 K-12 Education				
	(a) Division Administration				
702	- Salaries and Employee Benefits	701	496	205	
201	- Other Expenditures	195	267	(72)	
	(b) Manitoba School for the Deaf				
3,045	- Salaries and Employee Benefits	2,857	2,862	(5)	
381	- Other Expenditures	346	298	48	
	(c) Instruction, Curriculum and Assessment				
9,421	- Salaries and Employee Benefits	8,458	9,080	(622)	
3,280	- Other Expenditures	3,548	3,706	(158)	
1,043	- Assistance	934	1,002	(68)	
	(d) Inclusion Support				
4,209	- Salaries and Employee Benefits	4,128	4,916	(788)	1
975	- Other Expenditures	1,056	1,309	(253)	
65	- Assistance	65	63	2	
	(e) Bureau de l'éducation française				
4,537	- Salaries and Employee Benefits	3,595	3,570	25	
1,139	- Other Expenditures	1,698	1,378	320	2
3,356	- Assistance	3,446	3,015	431	
-	(f) Manitoba Learning Resource Centre*		-	-	
32,354	Total 16-2	31,027	31,962	(935)	

\* The Manitoba Learning Resource Centre (MLRC) operates as a Special Operating Agency and produces its own annual report. MLRC financial information is therefore excluded from Education's Annual Report.

**Manitoba Education  
Expenditure Summary**

For the fiscal year ended March 31, 2020, with comparative figures for the previous fiscal year (\$000s)

Estimate 2019/20	Appropriation		Actual 2019/20	Actual 2018/19	Increase (Decrease)	Explanation Number
	16-3	Education and School Tax Credits				
349,565	(a)	Education Property Tax Credit	346,479	347,387	(908)	
940	(b)	School Tax Assistance for Tenants and Homeowners (55+)	680	1,007	(327)	3
350,505		Total 16-3	347,159	348,394	(1,235)	

**Manitoba Education  
Expenditure Summary**

For the fiscal year ended March 31, 2020, with comparative figures for the previous fiscal year (\$000s)

<b>Estimate 2019/20</b>	<b>Appropriation</b>	<b>Actual 2019/20</b>	<b>Actual 2018/19</b>	<b>Increase (Decrease)</b>	<b>Explanation Number</b>
	16-4 Policy, Planning and Performance				
	(a) Division Administration				
286	- Salaries and Employee Benefits	267	299	(32)	
22	- Other Expenditures	42	24	18	
	(b) Education Administration Services				
1,657	- Salaries and Employee Benefits	1,636	1,586	50	
297	- Other Expenditures	280	321	(41)	
	(c) Policy and Planning				
618	- Salaries and Employee Benefits	667	542	125	
374	- Other Expenditures	362	359	3	
<b>3,254</b>	<b>Total 16-4</b>	<b>3,254</b>	<b>3,131</b>	<b>123</b>	

**Manitoba Education  
Expenditure Summary**

For the fiscal year ended March 31, 2020, with comparative figures for the previous fiscal year (\$000s)

Estimate 2019/20	Appropriation	Actual 2019/20	Actual 2018/19	Increase (Decrease)	Explanation Number
	16-5 Support to Schools				
	(a) Schools Finance				
1,153	- Salaries and Employee Benefits	974	870	104	
91	- Other Expenditures	143	89	54	
3,048	- Property Assessment	3,048	3,024	24	
	(b) Indigenous Inclusion Directorate				
837	- Salaries and Employee Benefits	609	614	(5)	
598	- Other Expenditures	704	651	53	
	(c) Schools Grants				
1,149,302	- Operating Grants	1,150,975	1,141,409	9,566	4
36,744	- General Support Grants	36,744	36,744	0	
1,568	(d) Other Grants	1,539	1,627	(88)	
201,139	(e) Teachers' Retirement Allowances Fund	197,464	194,953	2,511	5
1,394,480	Total 16-5	1,392,200	1,379,981	12,219	

**Manitoba Education  
Expenditure Summary**

For the fiscal year ended March 31, 2020, with comparative figures for the previous fiscal year (\$000s)

Estimate 2019/20	Appropriation		Actual 2019/20	Actual 2018/19	Increase (Decrease)	Explanation Number
	16-8	Capital Funding				
80,729	(a)	School Divisions	80,729	76,871	3,858	6
80,729		Total 16-8	80,729	76,871	3,858	

**Manitoba Education  
Expenditure Summary**

For the fiscal year ended March 31, 2020, with comparative figures for the previous fiscal year (\$000s)

<b>Estimate 2019/20</b>	<b>Appropriation</b>	<b>Actual 2019/20</b>	<b>Actual 2018/19</b>	<b>Increase (Decrease)</b>	<b>Explanation Number</b>
	16-9	Costs Related to Capital Assets			
	(a)	General Assets			
9	- Amortization Expense	9	14	(5)	
1	- Interest Expense	1	1	0	
10	Total 16-9	10	15	(5)	
1,863,786	<b>Total - Education</b>	1,856,775	1,842,860	13,915	

Explanation Number:

1. Decreased expenditure mainly relates to salary savings in 2019/20 as a result of the closure of the Curriculum Support Centre in 2019/20.
2. Increased expenditure mainly relates to expenditures in 2019/20 for the K to 12 Education Review.
3. Decreased expenditure mainly relates to a lower volume of payments processed in 2019/20 compared to the prior year as a result of a decrease in the assessments processed through the income tax system based on updated information for the 2018 tax year.
4. Increased expenditure mainly relates to the Funding of Schools increase, partially offset by a decrease related to the second year of the six-year phase out of the Tax Incentive Grant.
5. Increased expenditure reflects an increase in 2019/20 for the employer portion of pension costs.
6. Increased expenditure reflects an increase in principal payments to service a higher level of long-term debt as a result of increased capital project cost claims paid to school divisions in 2019/20.

**Manitoba Education  
Revenue Summary**

For the fiscal year ended March 31, 2020 with comparative figures for the previous fiscal year (\$000s)

Actual 2018/19	Actual 2019/20	Increase (Decrease)	Source	Actual 2019/20	Estimate 2019/20	Variance	Expl. No.
TAXATION							
-	-	-	Total	-	-	-	
OTHER REVENUE							
1,012	1,097	85	Fees	1,097	1,028	69	
852	411	(441)	Sundry	411	409	2	
1,864	1,508	(356)	Total	1,508	1,437	71	
GOVERNMENT OF CANADA							
10,236	10,825	589	Minority Language Education and Second Language Instruction	10,825	10,239	586	
-	-	-	Reconciliation (Reorg)	-	-	-	
10,236	10,825	589	Total	10,825	10,239	586	
12,100	12,333	233	<b>Total – Education</b>	12,333	11,676	657	

## Manitoba Education

### Five Year Expenditure and Staffing Summary by Main Appropriation

For the fiscal years ended March 31, 2016 to March 31, 2020\*

Main Appropriation	2015/16		2016/17		2017/18		2018/19		2019/20	
	FTE	\$000								
16-1 Administration and Finance	35.00	2,941	29.00	2,993	27.00	2,354	27.00	2,505	24.00	2,396
16-2 K-12 Education	311.85	32,722	311.85	32,169	327.35	32,124	294.35	31,939	274.35	31,027
16-3 Education and School Tax Credits		351,405		328,351		337,553		348,391		347,159
16-4 Policy, Planning and Performance	34.50	2,575	34.50	2,610	34.50	2,390	35.50	3,129	35.50	3,254
16-5 Support to Schools	27.50	1,324,259	24.50	1,351,998	22.00	1,365,332	22.00	1,379,981	22.00	1,392,200
73 Sub-total	408.85	1,713,902	399.85	1,718,121	410.85	1,739,753	378.85	1,765,945	355.85	1,776,036
16-8 Capital Funding		75,049		78,117		82,677		88,442		80,729
16-9 Costs Related to Capital Assets		7,521		757		1,111		2,977		10
<b>Total - Education</b>	<b>408.85</b>	<b>1,796,472</b>	<b>399.85</b>	<b>1,796,995</b>	<b>410.85</b>	<b>1,823,541</b>	<b>378.85</b>	<b>1,857,364</b>	<b>355.85</b>	<b>1,856,775</b>

\* Historical actual expenditures have been adjusted to reflect program transfers between departments, to facilitate year over year comparison.



# **PERFORMANCE REPORTING**

## Performance Reporting Table

The following section provides information on key performance measures for the department for the 2019/20 reporting year. All Manitoba government departments include performance measures in their Annual Reports to complement the financial results and provide Manitobans with meaningful and useful information about government activities and their impact on the province and its citizens.

<i>What is being measured and using what indicator?(A)</i>	<i>Why is it important to measure this?(B)</i>	<i>Where are we starting from (baseline measurements)? (C)</i>	<i>What is the 2019/20 result or what is the most recent available data? (D)</i>	<i>What is the trend over time? (E)</i>	<i>Comments/ Recent Actions/Report Links (F)</i>
<b>K-12 EDUCATION</b>					
1. Overall student learning, by measuring the high school graduation rate. <sup>1</sup>	A high school diploma is the foundation to further education and is typically viewed as the minimum requirement for entering the labour market.	Using the student-tracked methodology, 76.2% of students in the first-time Grade 9 cohort of September 2009 (public and funded independent schools) graduated on time in June 2013.	Using the student-tracked methodology, 81.9% of students in the first-time Grade 9 cohort of September 2015 (public and funded independent schools) graduated on time in June 2019.	The four-year “on time” student-tracked rate has trended upward since June 2013.	Manitoba’s high school graduation rates are published on: <a href="http://www.edu.gov.mb.ca/k12/grad_rates">http://www.edu.gov.mb.ca/k12/grad_rates</a> . The student-tracked rates are disaggregated by Indigenous identity and by sex.  The “on time” rate improves by 3.5 percentage points after an additional two years of student tracking (i.e. the “extended time”).
		Following the first-time Grade 9 cohort of September 2009 up to June 2015 shows that 81.9% of the students graduated within six years.	Following the first-time Grade 9 cohort of September 2013 up to June 2019 shows that 85.4% of the students graduated within six years.	The six-year “extended time” rate has trended upward since June 2015.	

<sup>1</sup> For the purposes of calculating a student-tracked high school graduation rate, Manitoba Education follows cohorts of first-time Grade 9 students in public and funded independent schools for up to six years. The difference between the reported graduation rates and a 100% rate is not a measure of the drop-out rate, as the difference includes students who are continuing in public and funded-independent schools and students who have transferred out to enroll in First Nations schools (including those administered by Frontier School Division), non-funded independent schools, and Adult Learning Centres, over and above those students who have actually withdrawn from school. The student-tracked rate has been adjusted for attrition due to Statistics Canada’s estimates of population, deaths, and mobility/migration.

					The proxy cohort rate, which was calculated up to the June 2014 graduation year, has been retired.
2. Student learning as reported in national and international assessments, by measuring results from the Pan-Canadian Assessment Program (PCAP) and the Programme for International Student Assessment (PISA). <sup>2</sup>	Achievement results in student assessments (provincial, national, and international) measure student learning in selected areas (ex: reading, math, science). Indicators drawn from large scale national and international student assessment results provide an opportunity to compare the outcomes of student learning in Manitoba with other jurisdictions.	<p><u>Reading</u></p> <p>PISA 2000 (major domain) mean score: MB 529 ± 6.9 Canada 534 ± 3.2</p> <p>PCAP 2007 (major domain) mean score (rescaled): MB 477 ± 3.9 Canada 512 ± 2.3</p> <p><u>Mathematics</u></p> <p>PISA 2003 (major domain) mean score: MB 528 ± 6.1 Canada 532 ± 3.6</p> <p>PCAP 2010 (major domain) mean score: MB 468 ± 4.2 Canada 500 ± 2.2</p>	<p><u>Reading</u></p> <p>PISA 2018 (major domain) mean score: MB 494 ± 6.5 Canada 520 ± 3.5</p> <p>PCAP 2016 (major domain) mean score: MB 487 ± 4.3 Canada 507 ± 2.2</p> <p><u>Mathematics</u></p> <p>PISA 2018 (minor domain) mean score: MB 482 ± 7.5 Canada 512 ± 5.0</p> <p>PCAP 2016 (minor domain) mean score: MB 479 ± 4.3 Canada 511 ± 2.2</p>	<p><u>Reading</u></p> <p>PISA – 31-point decline for MB (no significant change for Canada)</p> <p>PCAP – 10-point improvement for MB (slight decline for Canada)</p> <p><u>Mathematics</u></p> <p>PISA – 39-point decline for MB (Canada declined by approx. 16 points)</p> <p>PCAP – 11-point improvement for MB (Canada improved by approx. 11 points)</p>	<p>More assessment information can be found on the CMEC website at: <a href="http://www.cmec.ca/131/Programs-and-Initiatives/Assessment/Overview/index.html">http://www.cmec.ca/131/Programs-and-Initiatives/Assessment/Overview/index.html</a></p> <p>Information about PISA and PCAP results, including how to interpret scores (under the heading <b>Scoring Scales</b>) is available at <a href="http://www.edu.gov.mb.ca/k12/assess/results/nat_intern.html">www.edu.gov.mb.ca/k12/assess/results/nat_intern.html</a>.</p> <p>Manitoba is committed to providing quality education for all Manitoba students.</p>

<sup>2</sup> PISA assesses 15-year-old students while PCAP assesses students in Grade 8. Both PCAP and PISA assess three domains of learning (reading, math, and science). During each assessment year, one domain is the main focus of the assessment and is called the major domain, while the other two are assessed as minor domains. Changes over time should be reported by comparison to the year in which a subject was the major domain.

		<u>Science</u> PISA 2006 (major domain) mean score: MB 523 ± 6.3 Canada 534 ± 4.0  PCAP 2013 (major domain) mean score: MB 465 ± 3.1 Canada 500 ± 1.9	<u>Science</u> PISA 2018 (minor domain) mean score: MB 489 ± 7.5 Canada 518 ± 4.0  PCAP 2016 (minor domain) mean score: MB 491 ± 3.1 Canada 508 ± 2.0	<u>Science</u> PISA – 34-point decline for MB (Canada decreases by 16 points)  PCAP – 26-point improvement for MB (Canada improved by approx. eight points.)	In partnership with school divisions, Manitoba has undertaken a range of initiatives to support student achievement.  Reading was the major domain assessed in PISA 2018.  Mathematics will be the major domain assessed in PCAP 2019.
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# **REGULATORY ACCOUNTABILITY AND RED TAPE REDUCTION**



## Regulatory Accountability and Red Tape Reduction

Manitoba Education is committed to implementing the principles of regulatory accountability as set out in The Regulatory Accountability Act. The department works to achieve balance with regulatory requirements, identify the best options for them, assess their impact and incorporate them in department activities, programs and in the development of all regulatory instruments.

A regulatory requirement is a requirement in a regulatory instrument for a person to take an action in order to:

- access a program or service offered by the government or a government agency
- carry on business
- participate in a regulated activity

Regulator accountability provides a framework to create a transparent, efficient and effective regulatory system. Red tape reduction aims to remove the regulatory requirements that are unclear, overly prescriptive, poorly designed, redundant, contradictory or antiquated. Not all regulatory requirements create red tape.

### Regulatory Requirements

	<b>Baseline</b> (April 1, 2016)	<b>2016/17</b> (March 31, 2017)	<b>2017/18</b> (March 31, 2018)	<b>2018/19</b> (March 31, 2019)	<b>2019/20</b> (March 31, 2020)
Total number of regulatory requirements	123,528	122,103	123,039	115,889	61,457

Notes:

- The new department of Education was created as part of the October 2019 reorganization, centred on the former department of Education and Training.
- The 2019/20 figure includes changes to regulatory requirements that do not reflect the actual change in regulatory requirements brought about by the department in the fiscal year. Specifically, the reorganization generated a new departmental structure comprising regulatory instruments previously owned by other departments. These transfers resulted in:
  - an increase of 707 transferred from Economic Development and Training
  - a decrease of 1,048 transferred to Economic Development and Training and 70 transferred to Families.
- The department's count for the period resulting from its own regulatory activity is 115,760.

- Additional information is provided in the 2019/20 Manitoba Regulatory Accountability Report.

## **Achievements**

Since April of 2019, the department's achievements in reducing regulatory requirements and eliminating red tape included:

- Bursary applications for teachers were streamlined by merging paper-based applications into online applications. The Français langue première 40S: Langue et communication curriculum was restructured and led to a reduction in provincial exam regulatory requirements.
- Regulatory requirements were reduced by streamlining a variety of policies and forms and by adding weblinks, functions to prepopulate forms with previously collected data, and automated processes to improve user experience.

**THE PUBLIC INTEREST DISCLOSURE  
(WHISTLEBLOWER PROTECTION) ACT**



## The Public Interest Disclosure (Whistleblower Protection) Act

The Public Interest Disclosure (Whistleblower Protection) Act came into effect in April 2007. This law gives employees a clear process for disclosing concerns about significant and serious matters (wrongdoing) in the Manitoba public service, and strengthens protection from reprisal. The act builds on protections already in place under other statutes, as well as collective bargaining rights, policies, practices and processes in the Manitoba public service.

Wrongdoing under the act may be: contravention of federal or provincial legislation; an act or omission that endangers public safety, public health or the environment; gross mismanagement; or, knowingly directing or counseling a person to commit a wrongdoing. The act is not intended to deal with routine operational or administrative matters.

A disclosure made by an employee in good faith, in accordance with the act, and with a reasonable belief that wrongdoing has been or is about to be committed is considered to be a disclosure under the act, whether or not the subject matter constitutes wrongdoing. All disclosures receive careful and thorough review to determine whether action is required under the act, and must be reported in a department's annual report in accordance with Section 18 of the act.

The following is a summary of disclosures received by Manitoba Education and the Manitoba Learning Resource Centre for fiscal year 2019/20:

Information Required Annually (per Section 18 of The Act)	Fiscal Year 2019/20
The number of disclosures received, and the number acted on and not acted on. Subsection 18(2)(a)	<b>One received and acted upon</b>
The number of investigations commenced as a result of a disclosure. Subsection 18(2)(b)	<b>One</b>
In the case of an investigation that results in a finding of wrongdoing, a description of the wrongdoing and any recommendations or corrective actions taken in relation to the wrongdoing, or the reasons why no corrective action was taken. Subsection 18(2)(c)	<b>NIL</b>



## **APPENDICES**



**Table 1**  
**Student Enrolment by Grades in Manitoba Public Schools**

Year	Special Education	N	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
1980	3,080	1,769	14,374	15,970	15,052	15,094	15,643	15,633	15,159	15,386	15,223	15,474	16,696	15,552	14,299	204,404
1981	2,981	1,689	13,972	15,887	15,174	14,861	14,879	15,394	15,493	15,479	14,809	14,643	15,568	15,271	14,561	200,661
1982	3,111	1,780	13,915	15,399	15,198	14,962	14,787	14,967	15,295	16,093	15,135	14,799	15,400	14,275	15,405	200,521
1983	3,159	1,868	13,985	15,175	14,742	14,946	14,848	14,678	14,837	15,796	15,614	15,166	15,288	14,312	15,329	199,743
1984	2,936	1,962	14,272	15,183	14,457	14,576	14,884	14,812	14,666	15,354	15,452	15,735	15,746	14,328	15,111	199,474
1985	2,797	2,089	14,373	15,467	14,377	14,378	14,438	14,819	14,687	15,162	15,028	15,493	16,248	14,602	14,990	198,948
1986	2,488	1,991	14,676	15,505	14,640	14,301	14,286	14,479	14,827	15,094	14,958	15,187	16,083	15,162	15,381	199,058
1987	2,397	2,052	14,590	15,593	14,624	14,450	14,221	14,222	14,388	15,233	14,986	15,153	16,061	15,093	16,327	199,390
1988	2,001	2,339	14,784	15,572	14,795	14,432	14,357	14,155	14,132	14,860	14,987	15,165	15,956	14,637	16,610	198,782
1989	1,823	2,431	14,771	15,563	14,864	14,593	14,277	14,227	14,048	14,416	14,602	14,890	16,037	14,665	16,517	197,724
1990	1,843	2,377	14,926	15,510	15,018	14,613	14,442	14,236	14,123	14,326	14,183	14,577	16,075	14,726	16,611	197,586
1991	1,493	2,429	14,670	15,455	14,882	14,732	14,373	14,375	14,080	14,295	13,940	14,155	15,724	14,850	17,441	196,894
1992	1,465	2,465	14,355	15,025	14,846	14,688	14,540	14,329	14,237	14,107	14,023	14,180	15,242	14,572	18,545	196,619
1993	1,247	2,591	14,399	14,688	14,757	14,729	14,613	14,485	14,266	14,241	13,906	14,472	14,993	14,193	18,615	196,195
1994	1,329	2,541	14,487	14,751	14,364	14,553	14,610	14,448	14,370	14,215	14,073	14,268	14,798	13,939	17,941	194,687
1995	1,133	2,696	14,655	14,971	14,418	14,126	14,458	14,526	14,382	14,390	14,084	14,714	14,920	13,782	17,963	195,218
1996	1,470	2,518	14,588	15,100	14,598	14,211	14,048	14,370	14,526	14,432	14,269	14,837	14,951	13,676	17,555	195,149
1997	1,331	2,487	13,929	14,971	14,582	14,430	13,967	13,941	14,336	14,453	14,278	15,074	14,958	14,097	17,964	194,798
1998	1,242	2,461	13,928	14,436	14,647	14,431	14,289	13,848	13,969	14,348	14,279	15,122	15,155	14,197	18,739	195,091
1999	1,585	2,352	13,764	14,340	14,094	14,538	14,378	14,279	13,870	13,993	14,469	15,182	15,234	14,327	23,014	199,419
2000	1,615	2,387	13,543	14,292	13,986	14,022	14,521	14,427	14,368	13,899	13,992	15,651	15,376	14,592	25,747	202,418
2001	1,259	2,195	12,919	13,950	14,026	13,893	13,997	14,479	14,458	14,398	13,881	14,968	15,270	14,216	17,193	191,102
2002	1,309	2,325	12,338	13,360	13,767	14,017	13,891	14,005	14,573	14,524	14,346	14,746	14,791	14,385	16,840	189,217
2003	1,408	2,211	12,310	12,783	13,304	13,845	14,094	14,041	14,133	14,691	14,556	15,294	14,725	14,108	16,995	188,498
2004	1,361	2,316	12,192	12,659	12,712	13,360	13,886	14,268	14,164	14,161	14,692	15,321	15,059	14,238	16,279	186,668
2005	1,493	2,127	12,043	12,621	12,577	12,665	13,402	13,926	14,345	14,193	14,164	15,418	15,245	14,599	15,680	184,498
2006	1,330	2,142	11,873	12,463	12,509	12,539	12,687	13,393	13,968	14,298	14,254	14,969	15,337	14,672	15,751	182,185
2007	1,203	2,126	11,856	12,384	12,473	12,652	12,687	12,837	13,548	14,138	14,461	15,133	15,075	14,946	15,927	181,446
2008	1,158	2,136	11,834	12,301	12,452	12,584	12,730	12,851	12,865	13,661	14,213	15,528	15,129	14,770	15,886	180,098
2009	1,121	2,302	11,964	12,338	12,378	12,570	12,795	12,901	13,023	12,959	13,861	15,193	15,575	14,968	15,854	179,802
2010	1,084	2,296	12,051	12,506	12,455	12,549	12,766	12,964	13,016	13,132	13,189	14,944	15,320	15,256	16,447	179,975
2011	968	2,193	12,516	12,418	12,363	12,477	12,621	12,812	12,919	13,001	13,088	13,981	14,771	15,090	16,807	178,025
2012	867	2,205	13,001	12,916	12,469	12,466	12,590	12,740	12,894	12,944	13,114	13,978	14,098	14,859	17,212	178,353
2013	891	2,105	12,982	13,337	12,941	12,501	12,586	12,647	12,763	12,821	13,023	13,869	14,053	14,101	17,260	177,880
2014	945	2,100	13,262	13,391	13,403	13,032	12,606	12,691	12,765	12,772	12,939	13,783	14,020	14,096	16,572	178,377
2015	939	2,041	13,073	13,640	13,501	13,534	13,140	12,767	12,752	12,795	12,901	13,603	14,080	14,111	16,705	179,582
2016	856	2,105	13,318	13,526	13,814	13,702	13,693	13,269	12,904	12,815	13,008	13,634	13,957	14,380	16,781	181,762
2017	791	2,063	13,694	13,764	13,665	14,002	13,888	13,872	13,343	12,911	12,970	13,469	13,956	14,302	16,640	183,330
2018	692	1,977	13,797	14,046	13,871	13,822	14,098	14,006	13,933	13,403	13,031	13,432	13,903	14,106	16,884	185,001
2019	701	1,938	13,796	14,185	14,170	14,003	13,921	14,195	14,046	13,973	13,477	13,553	13,725	13,992	16,697	186,372

These figures are compiled on the 30<sup>th</sup> of September each year. Effective 2011, figures do not include enrolment in First Nations schools administered under educational agreements with school divisions. Source: 1980 to 1999 - Enrolment and Transported Pupils Report; 2000 to 2019- Enrolment Report.

**Table 2**

**Statistics for all French-Language Programs or Courses in Manitoba , public schools only  
Comparison of 2018/19 (f) and 2019/20 (e) School Years**

----- FRENCH-LANGUAGE PROGRAMS / COURSES -----

	SCHOOL YEAR	FRANÇAIS	FRENCH IMMERSION	FRENCH COURSES (within the English Program)	TOTAL
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<b>Divisions/ Districts</b>	2019/20 e	3	23	35	36
	2018/19 f	3	23	35	36
	Difference	-	-	-	-
<b>Schools</b>	2019/20 e	25	113	399	472
	2018/19 f	25	113	399	472
	Difference	-	-	-	-
<b>Students</b>	2019/20 e	6,012	27,271	57,549	90,832
	2018/19 f	5,780	26,302	57,126	89,208
	Difference	232	969	423	1,624
<b>Grants</b>	2019/20 e	\$ 1,683,432	\$ 6,236,262	\$ 298,776	\$ 8,218,470
	2018/19 f	\$ 1,629,737	\$ 6,051,518	\$ 307,921	\$ 7,989,176
	Difference	\$ 53,695	\$ 184,744	\$ (9,145)	\$ 229,294

(f) indicates final data

(e) indicates non-final data

**Table 3****School Divisions' Comparative Statement of Operating Fund Revenue and Expenses**

<b>Revenue</b>	<b>Actual 2018-19</b>	<b>Budget 2019-20</b>
Provincial Government	1,461,496,039	1,460,955,425
Federal Government	8,243,795	5,350,853
Municipal Government	853,738,471	877,174,672
Other School Divisions	13,579,051	13,255,844
First Nations	100,345,909	103,024,217
Private Organizations and Individuals	31,075,812	21,075,491
Other Sources	10,504,962	5,411,835
<b>Total</b>	<b>2,478,984,039</b>	<b>2,486,248,337</b>
<b>Expenses</b>		
Regular Instruction	1,350,758,683	1,379,490,841
Student Support Services	446,473,441	457,882,492
Adult Learning Centres	14,033,744	11,225,613
Community Education and Services	25,282,006	23,132,711
Divisional Administration	82,983,986	79,790,213
Instructional and Other Support Services	81,007,335	84,652,307
Transportation of Pupils	106,408,245	106,950,292
Operations and Maintenance	269,430,236	283,526,154
Fiscal	41,772,843	42,045,899
<b>Total</b>	<b>2,418,150,519</b>	<b>2,468,696,522</b>
Surplus/(Deficit)	60,833,520	17,551,815
Less: Net Transfers from (to) Capital Fund	53,064,956	20,613,921
Add: Transfers from Special Purpose Funds	45,699	N/A
<b>Net Surplus/(Deficit) *</b>	<b>7,814,263</b>	<b>(3,062,106)</b>

\* Excludes non-cash adjustment for non-vested sick leave liability

Source: FRAME Financial Statements – 2018-19  
FRAME Budgets – 2019-20