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ANNUAL REPORT  
RAPPORT ANNUEL

Manitoba Education  
Éducation Manitoba

**Manitoba Education**

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**MINISTER  
OF EDUCATION**

Room 168  
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, 2021.

Respectfully submitted,

*Original signed by*

Honourable Cliff Cullen





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**MINISTRE  
DE L'ÉDUCATION**

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

Son Honneur l'honorable Janice Filmon, C.M., O.M.  
Lieutenant-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 2021.

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

Le ministre de l'Éducation,

*Original signé par*

Cliff Cullen





**Education**  
**Deputy Minister**

Room 162, Legislative Building, Winnipeg, Manitoba, Canada R3C 0V8

Honourable Cliff Cullen  
Minister of Education  
Room 168, Legislative Building  
Winnipeg MB R3C 0V8

Dear Minister:

I am pleased to present the Annual Report of Manitoba Education for the period April 1, 2020 to March 31, 2021.

Respectfully submitted,

*Original signed by*

Dana Rudy  
Deputy Minister





Éducation

Sous-ministre

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

Monsieur Cliff Cullen  
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 2020 au 31 mars 2021.

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, 2021.

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 2020/21, department highlights include:

- Announced a \$6.6 million or 0.5 per cent increase in funding to public schools from \$1,329.5 million in 2019/20 to \$1,336.1 in the 2020/21 school year.
- Announced a \$3.3 million increase in funding to Independent Schools in the 2020/21 school year from \$81.1 million to \$84.4 million.
- Advanced government's commitment to build or acquire 20 new schools over ten years. At the end of the 2020/21 fiscal year, eight of the 20 new schools were either complete, in construction or in design.
- Expanded the community schools program through increases in funding totalling \$1.6 million over three years (\$417,000 in 2019/20 and \$595,000 in each of 2020/21 and 2021/22). This is supporting the establishment of five new schools, and expansion of the scope of community programs of 13 Kindergarten to Grade 6 schools. This helps extend the benefits of resources and services to more than 10,000 children.

- Invested \$580,000 to expand the distribution of Thrival Kits™ under a pilot project to address mental wellness and promotion in some Manitoba schools.
- Continued collaboration with the Treaty Relations Commission of Manitoba, Assembly of Manitoba Chiefs and the Manitoba First Nations Education Resource Centre to implement the second year of the five-year plan for the Treaty Education Initiative.
- Released the *Better Education Starts Today* strategy in March 2021, in response to the recommendations of the Commission on Kindergarten to Grade 12 Education and lessons learned from the COVID-19 pandemic.

The department also had many highlights specific to its role in the COVID-19 pandemic response, working in partnership with many stakeholders, including Public Health and education leaders, to ensure continuity of learning for Manitoba's students:

- Made available up to \$185.4 million under the Safe Schools Fund to ensure a safe and healthy learning environment for all students, teachers and staff. The categories of expenditure for this funding were Health and Safety, Learning and Technology, and Staffing.
- Provided targeted mental health supports for the wellbeing of students and staff during the pandemic.
- Launched the Manitoba Remote Learning Support Centre to ensure that all students have access to and engage in high-quality learning regardless of the circumstances posed by COVID-19.
- Created flexible practicum guidelines to support qualified teacher candidates in completing their degrees on time, in partnership with Deans of Education.
- Supported the expansion of the education workforce through the development of micro-training programs with Red River College, creating flexibility for retired teachers to return to the classroom, streamlining application processes for Limited Teaching Permits and working with Manitoba Public Insurance to support additional bus driver testing.
- Adapted regulatory requirements to support school boards in operating virtually, in adherence to public health guidelines.
- Developed guidelines to support students with special needs within the pandemic context, including considerations for students who are Deaf/Hard of Hearing and students who are blind/visually impaired.
- Developed and provided various educational resources in French to help address the needs of educators, students and parents related to blended and remote learning in French-language education.

## **Statutes**

In 2020/21, 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 Property Tax and Insulation Assistance Act (Part III.2)
- The Public Schools Act
- The Manitoba Teachers' Society 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 2021.

Le rapport contient de l'information sur les objectifs du Ministère et les résultats réels obtenus par affectation et sous-poste. 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 l'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 bénéficier des initiatives et des projets nationaux.

## Points saillants

Voici les points saillants concernant les activités du Ministère en 2020-2021 :

- annonce d'une augmentation de 6,6 millions de dollars, soit de 0,5 %, au financement des écoles publiques, passant de 1 329,5 millions de dollars en 2019-2020 à 1 336,1 millions de dollars en 2020-2021;
- annonce d'une augmentation de 3,3 millions de dollars au financement des écoles indépendantes en 2020-2021, passant de 81,1 millions de dollars à 84,4 millions de dollars;
- engagement du gouvernement pour la construction ou l'acquisition de 20 nouvelles écoles au cours des 10 prochaines années. À la fin de l'exercice 2020-2021, huit des 20 nouvelles écoles étaient soit terminées, en cours de construction ou en conception;
- élargissement du Programme des écoles communautaires en portant le financement total de ce programme à 1,6 million de dollars sur trois ans (417 000 \$ en 2019-2020 et 595 000 \$ pour chacune des années 2020-2021 et

2021-2022). Ce financement permettra de créer cinq nouvelles écoles et d'élargir la portée des programmes communautaires de 13 écoles de la maternelle à la 6<sup>e</sup> année. Il permet d'offrir des ressources et des services à plus de 10 000 enfants;

- investissement de 580 000 dollars pour étendre la distribution de Thrival Kits™ dans le cadre d'un projet de traitement des maladies mentales et la promotion de la santé mentale dans des écoles du Manitoba;
- collaboration soutenue 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 deuxième année du plan quinquennal de la Treaty Education Initiative;
- publication en mars 2021 de la stratégie *Une meilleure éducation, dès maintenant* en réponse aux recommandations de la Commission sur l'éducation de la maternelle à la 12<sup>e</sup> année du Manitoba et aux leçons tirées de la pandémie de COVID-19.

Le Ministère a également connu plusieurs points saillants se rapportant précisément à son rôle dans la lutte contre la pandémie de COVID-19, travaillant en collaboration avec de nombreux intervenants, notamment des dirigeants de la santé publique et de l'éducation, pour assurer la continuité de l'apprentissage des élèves du Manitoba :

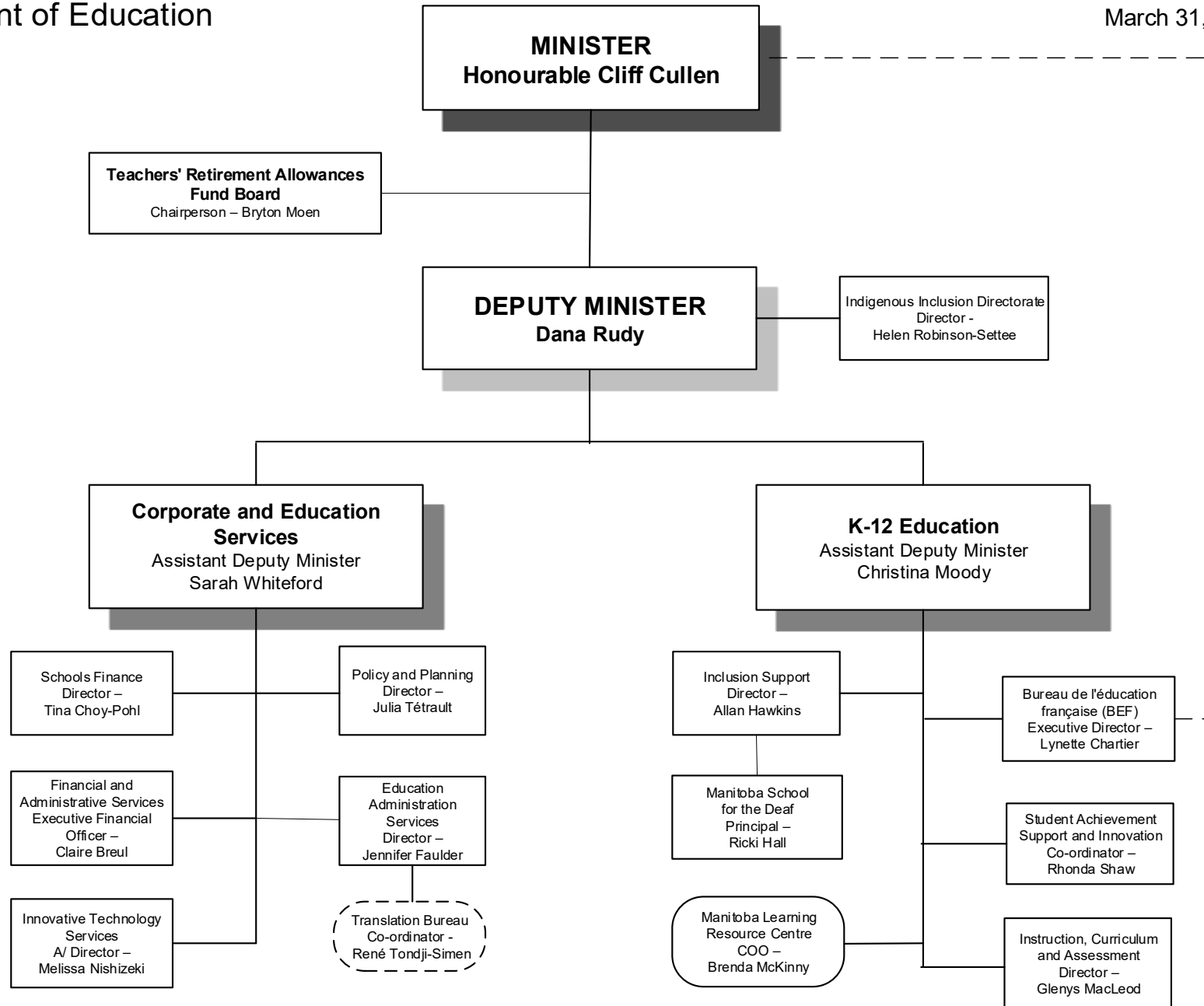
- mise à disposition d'un financement allant jusqu'à 185,4 millions de dollars dans le cadre du Fonds pour la sécurité dans les écoles pour garantir des environnements d'apprentissage sûrs et sains pour tous les élèves, les enseignants et le personnel scolaire. Les catégories de dépenses pour ce financement étaient la santé et la sécurité, l'apprentissage et les technologies, ainsi que la dotation en personnel;
- offre d'appuis ciblés en matière de santé mentale pour les élèves et leur bien-être pendant la pandémie;
- lancement du Centre de soutien à l'apprentissage à distance du Manitoba pour faire en sorte que tous les élèves aient accès et participent à l'apprentissage de haute qualité peu importe les circonstances créées par la COVID-19;
- création de directives pratiques souples pour soutenir les enseignants qualifiés qui terminent leurs études à temps, en partenariat avec les doyens en éducation;
- soutien de l'élargissement de la main-d'œuvre en éducation par l'élaboration de programmes de micro-formation avec le Collège Red River, ce qui a permis aux enseignants retraités de retourner en classe, de simplifier les processus de demande de permis restreints d'enseignement et de travailler avec la Société d'assurance publique du Manitoba pour soutenir les examens supplémentaires pour les conducteurs d'autobus;
- adaptation des exigences réglementaires pour soutenir les commissions scolaires dans leur fonctionnement virtuel, tout en respectant les lignes directrices de santé publique;

- élaboration de lignes directrices pour soutenir les élèves ayant des besoins spéciaux en contexte de pandémie, y compris des considérations pour les élèves sourds, malentendants, aveugles ou malvoyants;
- élaboration et prestation de diverses ressources pédagogiques en français pour répondre aux besoins des éducateurs, des élèves et des parents en matière d'apprentissage hybride et à distance en français.

## **Lois**

En 2020-2021, 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'aide en matière de taxes foncières et d'isolation thermique des résidences (Partie III.2)
- Loi sur les écoles publiques
- Loi sur l'Association des enseignants du Manitoba
- Loi sur la pension de retraite des enseignants







## **PART A – OPERATING EXPENSES**



# Executive

## 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 2020/21 \$000</b>	<b>Estimate 2020/21 FTE</b>	<b>\$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 2020/21 \$000</b>	<b>Estimate 2020/21 FTE</b>	<b>\$000</b>	<b>Variance Over (Under) \$000</b>	<b>Expl. No.</b>
(1) Salaries and Employee Benefits	854	7.00	646	208	1
(2) Other Expenditures	55		129	(74)	2
<b>Total Sub-Appropriation</b>	<b>909</b>	<b>7.00</b>	<b>775</b>	<b>134</b>	

1. Variance mainly reflects vacation and severance payouts for retirees.
2. Variance mainly reflects lower travel expenditures as a result of travel restrictions due to the pandemic.



## 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; and the Bureau de l'éducation française (BEF).

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

<b>Expenditures by Sub-Appropriation</b>	<b>Actual 2020/21 \$000</b>	<b>Estimate 2020/21 FTE</b>	<b>\$000</b>	<b>Variance Over (Under) \$000</b>	<b>Expl. No.</b>
(1) Salaries and Employee Benefits	566	8.00	705	(139)	
(2) Other Expenditures	125		199	(74)	
<b>Total Sub-Appropriation</b>	<b>691</b>	<b>8.00</b>	<b>904</b>	<b>(213)</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 2020/21, 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.

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

<b>Expenditures by Sub-Appropriation</b>	<b>Actual 2020/21 \$000</b>	<b>Estimate 2020/21 FTE</b>	<b>Estimate 2020/21 \$000</b>	<b>Variance Over (Under) \$000</b>	<b>Expl. No.</b>
(1) Salaries and Employee Benefits	2,610	41.35	3,067	(457)	
(2) Other Expenditures	197		298	(101)	
(3) Financial Assistance	1		80	(79)	
<b>Total Sub-Appropriation</b>	<b>2,808</b>	<b>41.35</b>	<b>3,445</b>	<b>(637)</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**

- Made public Minister's Proclamation Celebrating *Music in Manitoba Schools Month*.
- Managed and distributed funds for the Arts Education Grant.
- Revised Kindergarten to Grade 8 (K-8) Arts curriculum to align with language and terminology in Grades 9-12 Arts curriculum.
- Delivered copies of colour posters announcing and explaining the revised K-8 Arts curriculum to all English, French Immersion and Francophone schools and First Nations Authorities.
- Developed K-12 Arts resources for visual arts, music, dance and drama for the Arts education.

- Provided K-12 Arts resources for visual arts, music, dance and drama for the *My Learning at Home* website, to assist families with at-home learning.
- Renewed the Memorandum of Understanding (MOU) with the Winnipeg Art Gallery.
- Provided financial and consultative support to ArtsJunktion.
- Met regularly with the Manitoba Music Educators' Association and the Association of Music Administrators of Manitoba and provided consultative support to both organizations.
- Responded to inquiries from the Manitoba Band Parents Association regarding COVID-19 safety guidelines for playing of wind instruments.
- Supported Arts based MTS SAGE groups with Arts information and resource recommendations.
- Provided updated research findings to the Manitoba Health Authority on vocalists and instrumentalists in school for consideration for revised Restoring Safe Schools practices guidelines.
- Provided consultative support to parents regarding private music option credits.
- Communicated with Arts community partners such as Digital Theatre and Travelling Stage about their teachers' drama resources and student programs.
- Contributed arts information and suggested arts activities for the development of the K-8 Peace Walk Teachers' Guide.
- Provided consultative support to K-12 Arts teachers.

### **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.
- Worked with teachers to communicate accurate information to EAL learners and their families on an ongoing basis.
- Supported EAL teachers as they helped their EAL students adjust to remote learning.

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

- Continued ongoing conversations with cohorts to continually re-evaluate and discuss possibilities for sustained deeper learning to support implementation of new K-12 English language arts curriculum.
- Worked with the Inclusion Support Branch to facilitate a summer institute and facilitated post-secondary responsive sessions.
- Worked with the Document Production Services Unit to develop internal and external processes to track minor and major updates to the *English Language Arts Curriculum Framework: A Living Document*.
- Updated the *English Language Arts Curriculum Framework: A Living Document* and shared the new iteration on the Manitoba Education ELA website and The ELA Place on Manitoba Professional Learning Environment (MAPLE).
- Continued development of the *ELA Place* on MAPLE to closely connect the ELA Curriculum Framework and wraparound supports to professional learning and practice.

- Continued development of the *Manitoba Literacy Progression* and consultations on the draft.
- Facilitated the provincial Literacy Leaders' Network, which includes literacy consultants, coordinators, and coaches from across Manitoba.
- Provided on-going consultation support to literacy leaders and educators in the field to support implementation of the ELA curriculum and ELA and literacy in general.
- Continued the Research in Renewing Literacies study with university partners.
- Facilitated responsive virtual professional learning for University of Manitoba (U of M) teacher candidates.
- Worked with the U of M to develop podcasts to respond to questions from teacher candidates about ELA and literacy and the profession.
- Developed processes with the Inclusion Support Branch to align the Modification of ELA Curricular Learning Expectations (CLE) with the new ELA Curriculum.
- Updated My Child in School Website to support Manitoba families in understanding the new ELA curriculum.
- Continued to collaborate and guide a range of literacy initiatives including the Transforming Teaching Project (formerly, Regie Routman in Residence project) in 54 schools.
- COVID-19 related work:
  1. Developed *Communicating Student Learning to Parents: Reports and Recovery Learning* with sample teacher report card comments to support teachers in assessment and writing report cards.
  2. Developed and updated *Supporting English Language Arts during the Pandemic* to support in-class, blended, and remote learning in K-12.
  3. Launched EduTalk Webinar Series to support language and literacy teaching and learning.
  4. Developed a set of high yield teaching and learning strategies and multidisciplinary learning projects for Manitoba's Remote Learning Repository Website that infused ELA and literacy.

### **Indigenous Languages**

- Began a pilot implementation phase with two provincial school divisions and one First Nation school on a 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*.

### **Mathematics**

- Facilitated the Numeracy Leaders' Network, which includes all school divisions, the Manitoba First Nations Education Resource Centre (MFNERC) and universities in Manitoba.
- Supported and provided professional learning for the Numeracy Leaders' Network.



- Created a second edition of the Numeracy Learning at Home newsletter, a collection of curriculum and aligned learning opportunities for each grade level from K-9.
- Developed and released *Math Tool Kits: Tools to Support Thinking and Learning in the Early Years' Mathematics Classroom* support document.
- Provided extensive sustained professional learning workshops for teachers throughout the province.
- Modeled math classes in an online environment for teachers.
- Provided professional learning in math for educational assistants.
- Developed and presented a draft version of numeracy progressions to the Numeracy Leaders' Network.
- Released the "*Grade 12 Introduction to Calculus and Grade 12 Advanced Mathematics*".
- Released "*Vehicle Finance*" and "*Home Finance*" support documents for Grade 12 Essential Mathematics.
- Released *Grade 10 Introduction to Applied and Pre-calculus Mathematics: Solidifying Prior Learning*.
- Updated *Manitoba Report Card Teacher Comments – Samples* to support teachers in writing report card comments.
- COVID-19 related work:
  - Developed High-Yield Numeracy Strategies for the Provincial Repository.
  - Developed and supported K-8 math projects for the Provincial Repository.
  - Released the second version of the *Numeracy Learning at Home* newsletters, a collection of curriculum and aligned learning opportunities for each grade level from K-9 for students with limited access to online learning.
  - Released *Math Tool Kits: Tools to Support Thinking and Learning in the Early Years' Mathematics Classroom* support document to aid in at-home learning.

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

- Supported the National Concussion Harmonization Project by releasing a concussion landing page and teacher/school division supports. This includes a template for school divisions to make their own concussion protocol.
- Provided support to teachers and administrators in issues relating to gender diversity, sexual orientation, and other 'sensitive' topic areas.
- Worked with partners in physical education and Manitoba School Boards Association (MSBA) on the release of updated Physical Activity Safety Guidelines for Manitoba Schools. The Manitoba Physical Activity Safety in Schools (MPASS) website and resources should be online for December 2021.
- Created a Physical Education/Health Education (PE/HE) at-home resource for remote learning and home-school families.
- Researched processes to renew K-12 PE/HE curriculum in Manitoba. Working with partners in physical education and health as to how to better support students in PE/HE.
- Assisted with PE/HE, physical activity, and school sport concerns associated with response planning during COVID-19.

- Worked with partners to create supports for Substance Use and Mental Health education for health educators.

### **Science**

- Administered Science-related funding agreements and grants.
- Suspended professional learning sessions due to the COVID-19 pandemic.

### **Social Studies**

- Supported Remote Learning and designed and posted K-8 Social Studies learning strategies on Repository, and coordinated Social Studies Remote Learning working team.
- Worked with the Indigenous Inclusion Directorate (IID) on writing Mamàhtawisiwin document and currently working on Implementation of three-year plan.
- Participated on the Steering Committee to expand Every Child Matters (Sept 30) Orange Shirt Day Virtual School event to a National Week for Reconciliation that is scheduled to be held from Sept 27 to Oct 1, 2021 to include UN National Indigenous Languages and Treaty Education.
- Expanded relationship with Treaty Relations Commission of Manitoba (TRCM) to promote professional development opportunities for educators on Treaty Education.
- Worked on *Facing History and Ourselves, Voices into Action* to offer new virtual workshops and resources on Holocaust Education.
- Expanded work with partners to build national Peace Literacy resources for educators, and expand virtual Peace Days activities to be held on September 15, 2021 nationally, including Peace Proclamation.
- Worked on virtual provincial and national High School Ethics Bowl (April 16 and 17, 2021) and planning for expansion into other provinces for 2022.
- Worked with Canadian Commission for UNESCO to expand UNESCO Associated Schools Network from “sea to sea to sea” and promote new virtual education opportunities for students and educators.
- Collaborated on new project with Canadian Broadcasting Corporation (CBC) to promote Anti-racism Education as well as Indigenous History, Language and Land-based education resources.
- Supported the virtual Global Teacher Inquiry Project (GTIP), wherein Social Studies teachers discuss the effects on Social Studies during COVID-19 Remote Learning: Lessons learned, new resources/practices, assessment on Social Studies: Lessons learned, new resources/practices, assessment. Expanded Social Studies MAPLE site to focus on resources pertinent to Human Rights Education, Indigenous Understanding, Geographic Literacy, and Sustainable Development, as well as Unplugged MAPLE site to support Remote Learning strategies.
- Coordinated new Student Steering Committee for planning Model UN 2022.
- Built field capacity for both students and teachers through involvement on K-12 Working group on Curriculum Framework Development, Competency Education, Manitoba Council for International Cooperation, and offered virtual

workshops on Circles for Reconciliation, Manitoba Social Studies Teachers' Association and National Social Studies Conference.

### **Technology Education (Vocational, Industrial Arts, Human Ecology and Applied Commerce Education)**

- Supported related Technical Vocational program planning, consultations on new facilities planning equipment purchases, including the Technology Education Equipment Replacement and Skills Strategy Equipment Enhancement Fund grants.
- Liaised with stakeholders regarding Apprenticeship, Technical Vocational, Industrial Arts, Human Ecology and Facility/Program safety, and supported the High School Apprenticeship program.
- Provided a Trades Training Workshop to technical vocational instructors to build understanding of the apprenticeship system, standards, regulations and Manitoba Education curriculum.
- Collaborated with Apprenticeship Manitoba, Skills Manitoba and school divisions to increase High School Apprenticeship Program (HSAP) opportunities for youth in Manitoba. Developed a working group to refresh and update the HSAP webpage with resources for teachers/students/parents/employers.
- Engaged a working group to begin a mapping exercise to increase awareness of the HSAP system to develop an orientation manual for HSAP coordinators.
- 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.
- Continued exploring new robotics curriculum 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).
- Worked with Apprenticeship Manitoba to upgrade and develop curriculum in several Technical Vocational Trade Curriculum programs.
- Worked with the Red River College Teacher Education Advisory Committee to consult on the Technical Vocational Teacher Education program, the Industrial Arts after degree program and the Applied Commerce integrated program to support teacher certification in areas of Technology Education.
- Continued to collaborate with partners like Workers Compensation Board, Safe Manitoba, Safe Workers of Tomorrow to assist school divisions in their understanding of worker compensation and work place safety health requirements for student work placements.

### **International Languages**

- Continued the development of a Spanish Language Arts curriculum framework for the Spanish Bilingual Program at Earl Grey School.

- Continued to Partner with The River East Transcona School Division and Germany (Central Agency for Schools Abroad [ZfA]) in placing a new German language education support teacher in the division to support the Bilingual German Program.
- Developed list of web-based and at a distance resources to support German, Spanish, and Ukrainian bilingual education during the pandemic.
- Supported virtual 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**

### **The Impacts of COVID-19 on Teaching and Learning**

- Reviewed educational literature to assess the impacts of COVID-19 on teaching and learning.
- Created support opportunities for schools and divisions to address needs in this area.

### **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 initiatives and recommending resources.

### **Provincial Assessment and Reporting**

- Supported provincial report card (policy and support document, business rules document and grading guidelines).
- Coordinated Manitoba's participation in national and international tests.
- Supported the COVID-19 response by reassigning staff to areas in need.
- Reviewed research and best practice in preparations for work in the priority areas of the *Better Education Starts Today (BEST)* strategy.

### **Career Development**

- Prepared a career education website and print resources focusing on decision making, work integrated skills development courses including trades, technology, HSAP and ACE.
- Worked with the Inclusion Support Branch to increase self awareness, career exploration and career possibilities for ALL students.
- Mentored and worked with a Faculty of Education student through the STEP program to share knowledge with and prepare developmentally appropriate

career development education lesson plans and resources for the *My Learning at Home* webpage and Manitoba Professional Learning Environment (MAPLE).

- Continued consultations with the Career Development Professional Learning Group (CD-PLG); attended four yearly meetings and represented Manitoba Education Career Development.
- Planned, co-ordinated and co-chaired with Canadian Manufacturers and Exporters (CME), and invited Junior Achievement (JA), RBC Future Launch and several other major stakeholders to present at and sponsor, the 2020 Manitoba Virtual Career Fair for students in Grades 9-12, parents, caregivers, teachers and job seekers. Consultation took place with post-secondary institutions, Manitoba Sector Councils, Post Secondary Institutions, Canadian Federation for Economic Education (CFEE) business and industry partners across Manitoba.
- Coordinated the Virtual Take Our Kids to Work (TOKW) Day with The Learning Partnership for all Grade 9 students in the province.
- Provided professional learning workshops for teachers, counsellors, school administrators, pre-service teachers and the Inclusion Support Branch on topics related to K-12 career education and work integrated learning in Manitoba.
- Provided support and helped to increase knowledge and capacity for the Youth Employment Services (YES) Career Facilitator and administered the \$41.2 grant provided to YES.
- Provided support to, and assisted in the promotion of, the Creative Manitoba Youth Career Mentorship Programs, and administered the \$140.0 grant to CM Inc.
- Provided support and capacity building for administration and educators at Jobworks Alternative High School, and oversaw the \$370.0 grant provided to Jobworks.
- Assisted on the Essential Skills and Portfolio Project with MFNERC and provided support and capacity development in career development and work integrated learning to the new Career Development Facilitator.
- Coordinated and hosted the Trafficking and Sexual Exploitation in Manitoba: Toolkit for Educators Workshop.
- Continued consultations and support for the SOURCE Advisory Committee with Families, Justice and Winnipeg School Division.

### **Financial Literacy**

- Provided financial capability resources and suggestions for parents on the *My Learning at Home* website.
- Provided teachers with financial capability resources in MAPLE.
- Raised awareness of financial literacy as an important life skill and encouraged all Manitobans working with young people to support students in acquiring these skills along with the Minister of Education declaring November Financial Literacy month in Manitoba.
- Hosted a virtual presentation in collaboration with the Canadian Foundation for Economic Education (CFEE) on Financial Literacy and Career Development.
- Collaborated with the CFEE on virtual financial literacy workshops for Manitoba students in English and French.

- Promoted opportunities for financial literacy related project-based learning with CFEE’s “My Money, My Future Challenge”.

### **Dual Credits**

- Supported the Dual Credit Policy.
- Registered 48 post-secondary courses for Dual Credit for the 2020/21 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**

- Announced the phasing out of the Distance Learning Unit in September 2020.
- Closed registrations for the Independent Study Option (ISO) program as of December 30, 2020.
- Issued 1,890 credits from September 1, 2020 to June 18, 2021.
- Completed 43,644 marking tasks from September 1, 2020 to June 18, 2021.
- Prepared reports and Statements of Standing for delivery to families and schools by June 28, 2021.
- Prepared to report all final marks to Manitoba Student Records by June 30, 2021.
- Prepared the ISO program to close on June 30, 2021.
- Processed 2,996 registrations (1,459.5 credits issued) for senior years’ print-based 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.
- Launched 46 updated web-based courses and new provincial learning management system, Brightspace, in April 2020.
- Initiated the full transition from the Blackboard Learning Management System to the Brightspace Learning Management System.
- Completed and released one new ISO course – Grade 12 Current Topics in First Nations, Métis and Inuit Perspectives.
- Provided workshops to educators in the use of Brightspace and best practices in online pedagogy.

### **Diversity Education**

- Continued the development of supplemental resources on Buddhism, Islam, Indigenous Spirituality, and Sikhism for the World of Religions: A Canadian Perspective course.
- Continued to support schools in the implementation of Supporting Transgender and Gender Diverse Students in Manitoba Schools.
- Published and posted a new Black History and Antiracism in Canada webpage and downloadable PDF.

- Continued to support the School Equity and Inclusion Coordinator position at Rainbow Resource Centre.

### **Early Childhood Education**

- Supported Reading Recovery and acted as branch contact for the Early Development Instrument (EDI), and related early childhood committees and initiatives.
- Built field capacity through virtual workshops on early childhood learning for Manitoba First Nations Education Resource Centre and the Brandon Teachers' Association.
- Funded Family Dynamics' Families and Schools Together program and supported their pivot to virtual delivery during COVID-19
- As part of the department's response to COVID-19:
  1. Contributed content for families with preschool and Kindergarten children to Manitoba Education's My Learning at Home website.
  2. Integrated projects for Kindergarten and Grade 1 teachers to the Provincial Repository K-8 Learning Resources website.
  3. Created the Learning and Joy in the Pandemic: Manitoba Kindergarten Practice Resource.

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

- Supported a range of ESD-related activities.
- Promoted ESD priority actions including school planning and teacher education.
- Administered ESD-related funding agreements and grants to Non-Profit Organizations.
- suspended Professional learning sessions due to the COVID-19 pandemic.

### **Independent Education**

- Monitored 62 funded and 50 non-funded independent schools and six 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 home-school educational plans and progress reports for over 8,000 students; communicated as needed.
- Collaborated with Immigration, Refugees and Citizenship Canada and Public Health Agency of Canada regarding safe travel, arrival and quarantine plans to lift travel restrictions and allow international students to enter Canada for in-person learning.

### **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.

- 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 with prevention, 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.
- Invited Cancode funding recipient organizations to target specific teacher and student learning needs in computational thinking, coding and digital citizenship across the province. Taking IT Global has 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.
- Delivered, in conjunction with Cancode funded organizations, online/remote learning sessions to groups of teachers across the province during the pandemic. In some cases this included the acquisition of hardware kits for programming such as the InkSmith Climate Action Kit and Arduino microcontrollers.
- Undertook professional development with individual and small groups of teachers focusing on computational thinking across the curriculum during the pandemic. Began planning to create and offer a LwICT online course for professional learning within Brightspace.

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

- Approved approximately 1,226 MAPLE memberships from June 4, 2020 to June 27, 2021. Membership to MAPLE is open to all Manitoba educators including teachers, administrators, clinicians, resource teachers and pre-service teachers.
- Continued to work with Manitoba Education consultants to update their MAPLE groups or to create new MAPLE groups as needed.
- Continued providing training to consultants on how to manage and use their MAPLE groups.
- Continued maintaining a MAPLE group for consultants to share resources with educators to support student learning during the COVID-19 pandemic (*Supporting Student Learning During the COVID-19 Pandemic*).
- Continued uploading content and announcements (as needed), on behalf of consultants into MAPLE groups, particularly on the *Supporting Student Learning During the COVID-19 Pandemic* MAPLE group.
- Continued working with the company who created MAPLE to maintain, fix bugs or resolve issues that arise.
- Collaborated with the Innovative Technology Services branch to begin the process of assessing MAPLE to see if it continues to meet our needs in anticipation of the end of contract (March 31, 2025), and due to the *Better Education Starts Today* (BEST) priorities.

### **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*
- Printed and provided copies of the teacher brochure *Middle Years Education in Manitoba: Grades 5 to 8 Students at the Centre* as requested by teachers and school leaders. The brochure is available in English, French, and Ukrainian.
- Regularly updated and provided new content for the Middle Years site on MAPLE.
- Provided Grades 5 - 8 resources for Middle Years education for the *My Learning at Home* website for parents to assist them with their young adolescent children's learning at home.
- Communicated regularly with the provincial Middle Years Network through monthly newsletters about professional learning opportunities, current research, teacher and student events, noteworthy publications, and editorial information that support Middle Years education in Manitoba.
- Communicated with education partners such as Echoes & Reflections, Education for a Sustainable Future, Digital Theatre and Travelling Stage regarding new Middle Years resources and professional learning opportunities.
- Contributed Middle Years information and suggested experiential learning activities for the development of the K-8 Peace Walk Teachers' Guide.
- Communicated and provided consultative support to the Manitoba Teachers' Society Middle Years SAGE groups.

### **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 200 school-initiated courses for the 2020/21 school year.

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

- **Provincial Assessment and Reporting 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.
- **Information and Web Services Unit (formerly Document Production Services Unit)** – serves as a resource to all divisions within Manitoba Education and collaborates with other government departments.
  - manages the production of curriculum framework, implementation, support, and assessment resources developed for K-12 educators and students (this includes editing for consistency/accuracy and proper terminology, graphic design/desktop publishing, ensuring accessibility, maintaining master files, sending for translation, and coordinating approvals)
  - manages and supports any actions that require information to be posted on the Education website in English and in French
  - ensures Web accessibility requirements are met
  - ensures that the website is built in accordance with Communications Services Manitoba (CSM) Web standards and guidelines
  - manages the department Intranet site and the Workshop Registration System
  - works on special projects in collaboration with other government departments

More specifically, in 2020/21, the Information and Web Services Unit:

- edited and designed provincial resources in accordance with departmental and professional publication standards
- researched and cleared copyrights, in accordance with copyright legislation and agreements and served as a resource to department staff on copyright issues
- maintained copyright records
- prepared responses 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 CSM and served as departmental liaison for communicating with CSM on the development of public documents
- produced the following English/French print, electronic, and accessible resources including:
  - curriculum, policy, and support materials for K-12 educators and students (framework, implementation, and teacher support documents, posters, flyers, brochures, newsletters, slide decks, infographics)
  - Independent Study Option courses
  - Grade 12 Provincial Test-related documents (Mathematics and English Language Arts)
  - Scannable Feedback Forms, Surveys, Marker and Scoring Sheets
  - COVID-related resources for K-12 educators (fact sheets, newsletters, graphics, infographics, posters, slide decks, support documents)

- created and maintained the Education COVID website
  - worked on a major revision to the My Child in School website
  - transitioned older sections of the website to accessible templates
- **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.
  - **Skills, Technology and Career Development Unit** – Curricula other than related to literacy and numeracy; middle years and senior years technology education and applied arts; career development; Technical Vocational Education and work education programming. Literacy with ICT and computer science and oversight on course development and implementation support.

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

<b>Expenditures by Sub-Appropriation</b>	<b>Actual 2020/21 \$000</b>	<b>Estimate 2020/21 FTE</b>	<b>\$000</b>	<b>Variance Over (Under) \$000</b>	<b>Expl. No.</b>
(1) Salaries and Employee Benefits	7,471	116.00	9,558	(2,087)	1
(2) Other Expenditures	7,727		5,620	2,107	2
(3) Grant Assistance	5,604		6,606	(1,002)	3
<b>Total Sub-Appropriation</b>	<b>20,802</b>	<b>116.00</b>	<b>21,784</b>	<b>(982)</b>	

1. Under expenditure reflects savings as a result of vacancies, Voluntary Reduced Workweek, lower costs for markers as a result of COVID-19 restrictions, partially offset by vacation and severance costs for retirees.
2. Net over expenditure is mainly the result of the COVID-19 pandemic and includes costs for the Manitoba Remote Learning Support Centre, various contracts to facilitate remote learning, and the expansion of the Summer Learning program, partially offset by a delay in expansion of assessment and modernization of provincial curriculum programs as well as cancelled program meetings.

3. Under expenditure mainly reflects grants not provided to various organizations that were unable to deliver some programs in 2020/21 as a result of COVID-19 restrictions.

## **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 (AEP) regulation and foster a philosophy of inclusion in Manitoba schools.

### **Branch-wide Functions**

- Created a new Program and Funding Review Unit to oversee program funding agreements across the department, process special needs level 2 and 3 funding applications, and implement the Review and Reporting Process as an accountability measure for special needs funding to school divisions and funded independent schools.
- 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.
- Education lead on the Mental Health and Addictions working group overseeing bilateral funding. 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 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 school suspension/seclusion policies.

The branch is organized into three units:

1. **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. 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; 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; and 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. The Student Services Unit now includes the Deaf and Hard of Hearing Services consultants.

2. **The Blind/Visually Impaired Services Unit (BVI)** 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 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.

There are over 300 students who receive services from BVI consultants 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 BVI 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.

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, and ePub), and audio. The BVI Unit also provides support to post-secondary students who require course materials in an alternate format.

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

In addition to the Alternate Formats Collection, the BVI Unit 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.

### 3. Program and Funding Review Unit

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. This unit has the mandate to oversee and process program funding agreements from across the department consistently, thoroughly, and efficiently.

#### 2 (d) Inclusion Support

Expenditures by Sub-Appropriation	Actual 2020/21 \$000	Estimate 2020/21 FTE	Estimate 2020/21 \$000	Variance Over (Under) \$000	Expl. No.
(1) Salaries and Employee Benefits	3,970	54.00	4,376	(406)	
(2) Other Expenditures*	1,185		2,172	(987)	1
(3) Grant Assistance	103		105	(2)	
<b>Total Sub-Appropriation</b>	<b>5,258</b>	<b>54.00</b>	<b>6,653</b>	<b>(1,395)</b>	

\* 2020/21 Authority increased in year by \$300 through a federal bilateral agreement for Mental Health and Addictions initiatives.

1. Under expenditure mainly reflects program assistance not provided to various organizations that were unable to deliver some services in 2020/21 as a result of COVID-19 restrictions. COVID-19 also resulted in reduced activity in the administration of the Program and Student Services Board and Student Support Services consultants.

## 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 Executive Director (ED) 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 to ensure French language

education perspectives and needs are taken into account, such as supporting the implementation of French language opportunities within remote learning options during the pandemic.

The following is an overview of initiatives that took place within this mandate for the 2020/21 fiscal year.

## **Curriculum and Assessment**

Curriculum and Assessment Unit 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**

- Published the 2<sup>nd</sup> edition of the K-8 Drama, Dance, Music and Visual Arts Curriculum Frameworks for the Français and French Immersion Programs, including accompanying posters and FAQ.
- Offered an information session on the second edition of the Arts Education Frameworks for the Association of Music Administrators of Manitoba.
- Continued work on the K-12 action-research project with the University of Manitoba and the Université de Saint Boniface (USB) regarding arts-based multiliteracy learning; circulated a survey to teachers and administrators related to arts education and multiliteracies.
- Collaborated with the Instruction, Curriculum and Assessment Branch on Music Month and Arts Education Grant projects.
- Started the development of a web-based course for Grade 9 Visual Arts.

- **French (English Program)**

Continued to work on the *Les cercles littéraires au secondaire* multimedia resource.

- **French Language Arts (Français and French Immersion Programs)**
  - Continued to work on revising the K-12 French Language Arts (FLA) curriculum framework for the French Immersion Program.
  - Offered workshops to students at the USB and the University of Winnipeg on the Grades 9-12 FLA curriculum frameworks for both programs and pedagogical practices, as well as sessions on the use of departmental K-12 curriculum-related resources.
  - Offered an information session on best practices in Français Language Arts to teachers of various school divisions in the context of the annual conference of the *Éducatrices et éducateurs francophones du Manitoba (ÉFM)* in October.
  - Developed several curriculum-congruent learning experiences in collaboration with high-school teachers to support the implementation of the new Français curriculum.
  
- **Mathematics**
  - Completed and published the Grade 7 Math *Cartes de route* (road maps).
  - Completed and published *Ma boîte à outils en mathématique – des outils qui appuient le raisonnement et l'apprentissage en mathématiques de la maternelle à la 4<sup>e</sup> année.*
  - Developed report card support documents for K-11 based on outcomes and big ideas in mathematics.
  - Completed work on the Grade 12 *Mathématiques appliquées* (Applied Math) independent study option course.
  - Started work on web-based courses for Grades 11 and 12 *Mathématiques appliquées.*
  - Developed Grade 10-12 lesson modules for use when in-class instruction was suspended due to COVID-19.
  - Offered professional learning for teachers:
    - Sessions on implementation of the K-7 *Cartes de route*
    - Sessions on how to have K-7 students communicate their understanding of mathematical concepts and how to assess their understanding, and on the available French resources for both the Français and French Immersion Programs.
    - PRIME facilitator training for DSFM leaders
    - Session for USB students on the Mathematics curriculum and math resources.
  - Obtained licenses to give all French Immersion Grades 1-8 students access to the bilingual platform Netmath, to support the teaching and learning of mathematics in French.
  
- **Science**
  - Continued work on Chimie 30S and Chimie 40S web-based courses.
  
- **Social Studies**
  - Offered a professional learning session about best practices in the teaching of social studies to Université de Saint-Boniface students.



- Revised and published online the translation of *Black History and Anti-racism in Canada*.
- Revised and published online the translation of *Charting New Relationship Black History*.

## **Cross-curricular initiatives**

### • **French Immersion Program**

- Continued to develop professional learning opportunities for school leaders to support the full implementation of the French Immersion Program.
- Began the development of a renewed policy for French Immersion in Manitoba.

### • **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), and ÉFM.
- Provided ongoing support and pedagogical feedback for community events related to FSL education, such as the Winnipeg International Storytelling Festival and the *Concours d'art oratoire*.
- Presented, upon request, the vision, benefits, resources and FLER data for the French Immersion Program and for French (English Program), to various stakeholders, including students at the faculties of education (University of Manitoba, University of Winnipeg, and Université de Saint Boniface) and parents.

### • **Remote Learning**

- Offered professional learning in French on how to use resources in the Manitoba Remote Learning Support Centre.
- Developed 28 interdisciplinary projects for the Remote Learning Repository (for K to Grade 8).
- Completed and published high yield strategy documents for remote learning to support numeracy, oral communication and social studies.
- Shared resources and ideas with Manitoba teachers during the suspension of classes through the MAPLE/Forem website.
- Developed a project offering French interactive virtual workshops to K-8 Français and French Immersion students to support remote and blended learning: 21 organizations and individuals were contracted to offer 41 different workshops between February and June 2021.
- Negotiated an agreement with Alberta Distance Learning Centre (ADLC) for Senior Years French Immersion teachers to have free access to courses to support distance learning during the COVID-19 pandemic.

### • **The Integrated Approach in French Immersion**

Continued 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**
  - Presented the 2019/20 awards to 10 recipients in five award categories.
  - Relaunched the program for 2020/21, promoted the awards and facilitated the selection of recipients.
  
- **Reading Apprenticeship**
  - Offered Reading Apprenticeship professional development sessions to DSFM teachers.
  - Offered support to school division leaders as part of the third year of a three-year intensive program.
  
- **Miscellaneous**
  - Developed and curated resources for the *Mon apprentissage chez moi* (My Learning at Home) website.
  - Created lists of learning outcomes for courses taught in French at the request of the Inclusion Support Branch to support teachers of students with diagnosed special needs.

## **Library and Materials**

The Library and Materials Unit – 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 offered 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.

Despite the DREF's closure to the public in early March 2020 due to COVID-19, staff continued to respond to phone and email requests and inquiries from its clientele. Materials were delivered to teachers through divisional services or Canada Post.

DREF published a monthly electronic newsletter to inform its members on material related to French-first-language and French-second-language curricula, new acquisitions, tips and resources found online.

- **Resources and Support**

- Researched and sourced e-books for K-8 students to access from class or home via a computer or tablet, or by phone for the audio version. Obtained a license to stream (Aha-thèque).
- Assessed and assembled recommended online resources pertinent to all subjects and grade levels for the Manitoba Remote Learning platform.
- Offered direct support to 22 teachers in rural and remote French immersion schools and responded to 96 calls and emails, to provide educators with relevant and up-to-date resources, advise them on the integration of accessible resources, and demonstrate innovative teaching practices using physical and digital resources.
- Met with 12 educators (school library personnel, teachers and divisional education consultants) and responded to 108 calls and emails, to advise regarding resources to enhance French courses in the English Program.
- Hosted Québec author Sylvain Rivière who gave 15 virtual creative literary workshops to 271 students in nine urban and rural français and immersion schools.
- Hosted Québec author Mireille Villeneuve who offered interactive virtual workshops on creative writing to 159 students in seven urban and rural français and immersion schools.

- **Production Centre**

- Created and posted on the DREF's website a "virtual visit" video of the DREF's library in both French and English.
- Implemented an online platform, accessible by teachers in the French Immersion and Français Program, which stores video components of past Français provincial tests.

- **Library Outreach Program**

- Français and French Immersion Programs: Within the library outreach program, the teacher coordinator made 125 individual or group virtual presentations mainly in rural and northern areas and responded to over 150 phone or email requests. 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 Languages Program**

The objectives of the Official Languages Program 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 on Minority-Language Education and Second-Language Instruction**

The negotiations for the Canada-Manitoba Agreement on Minority-Language Education and Second Official-Language Instruction 2020/21 to 2022/23 between the Government of Manitoba and the Government of Canada were completed. The Agreement, signed on March 30, 2021, provides more than \$38 million in federal funding over three years for initiatives that support French-language education in Manitoba. Manitoba and Canada agreed on an action plan with new initiatives and performance measures for the duration of the agreement. This allowed for continued joint 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 130 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**

- Eforms for these student bursaries were implemented for 2020/21.
- Bursaries for studies in French (*Bourse d'études en langue française*) were offered to 21 Manitoba residents whose post-secondary study program is not offered in French in Manitoba and who had to register for studies at an institution outside the province to pursue their studies in French.
- Bursaries (*Bourses aux étudiants de l'USB*) were offered to 314 USB students to encourage them to pursue their post-secondary studies in French at the USB.

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

- Promotional videos of the three programs were created to temporarily replace in-person presentations and were distributed to schools and post-secondary institutions across the province.
- The 2020 Destination Clic program was cancelled due to the pandemic. This three-week program is offered to francophone students to allow them to travel to another francophone region of Canada to make cultural discoveries and live enriching experiences.
  - o The OLP collaborated with the CMEC to develop a virtual program for students in summer 2021.
- The 2020 Explore program was cancelled due to the pandemic. Explore offers students 18 years and older from other Canadian provinces (generally from Québec) to come to Manitoba to study English as a second language in spring and summer. Explore also offers the chance for Manitoba students (13 years and older) to register for spring and summer courses outside the province to improve their French and broaden their knowledge of the French culture.

- After consultation with the University of Winnipeg and the Manitoba Institute of Trades and Technology, the OLP collaborated with the CMEC to develop a virtual program for students in spring and summer 2021.
- For the Odyssey program,
  - 16 candidates from across Canada and regionally were hired and supported by the BEF in their work as French language assistants in selected Manitoba public schools.
  - Support documents were developed for teachers, principals, supervisors and French-language assistants in relation to remote learning and online support teaching to ensure that the use of the assistants' services is aligned with Odyssey program policies.
  - Additional support was provided to French-language assistants and school staff to help facilitate remote and online learning.
  - Manitoba's promotion agent provided support with the interview process to Saskatchewan's provincial coordinator of the 2021/22 Odyssey Program.
- **French Second Language Revitalization Program (FSLRP) and Program for the Enrichment of French in Education (PEFE)**
  - The OLP 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 2020/21, \$2.8 million were awarded to 55 organizations (school divisions, universities, independent schools and non-government organizations) to support the development and/or the implementation of 158 educational or cultural projects.
  - The BEF worked with several school divisions and organizations to adapt their activities to the COVID-19 context in order for their projects to be funded under the FSLRP for 2020/21.
  - FSLRP and PEFE applications for 2021/22 have been received and the selection is in progress.
- **Manitoba – Québec Student Exchange Program**
  - Due to the pandemic, the Student Exchange Program was suspended for the 2020/21 school year.
  - Preparations are underway to offer a six-week exchange program in a virtual format both in the spring and in the fall of 2021.
- **Complementary Projects**
  - Recruitment and Retention of French Teachers: Following the Fall 2020 call for projects by the Government of Canada related to the recruitment and retention of French teachers, Manitoba submitted a funding request as part of the provincial strategy for the recruitment and retention of French teachers. The Government of Canada approved \$65K in funding over two years for a pilot project led by the Prairie Spirit School Division, *Incentive to Recruit and Retain French Student Teachers to the Prairie Spirit School Division*.

## 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.
  - Collaborated with other government offices to develop and regularly update a new bilingual website related to the pandemic titled “Restoring Safe Schools.”
- **Statistical Analysis**
  - The 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, and to provide stakeholders with various trends and detailed information related to French-language education in Manitoba.
  - The OLP 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.
  - The BEF provided data analytic support to government COVID response. This included taking the lead on the development and maintenance of the Manitoba Education COVID Dashboard and of a contact sheet application designed to facilitate school-linked contact tracing in order to aid Public Health.

### 2 (e) Bureau de l’éducation française

Expenditures by Sub-Appropriation	Actual 2020/21	Estimate 2020/21		Variance Over (Under)	Expl. No.
	\$000	FTE	\$000	\$000	
(1) Salaries and Employee Benefits	3,733	57.00	4,549	(816)	1
(2) Other Expenditures	824		906	(82)	
(3) Grant Assistance	3,248		3,356	(108)	
<b>Total Sub-Appropriation</b>	<b>7,805</b>	<b>57.00</b>	<b>8,811</b>	<b>(1,006)</b>	

1. Under expenditure mainly reflects savings as a result of vacancies and Voluntary Reduced Workweek.

## Education K-12 Transformation

The Education K-12 Transformation budget for 2020/21 was established to support innovation and transformation in education as part of implementing the recommendations of the Manitoba Commission on Kindergarten to Grade 12 Education.

In 2020/21, the department worked on the restructuring of the department to prepare for the work of the transformation of Manitoba's education system in response to the forthcoming recommendations from the Manitoba Commission on Kindergarten to Grade 12 Education.

Implementation of the recommendations and associated action plans, including hiring consultants, professional development, change management, data collection, and information system requirements was delayed due to COVID-19. *The Commission on Kindergarten to Grade 12 Education* report, along with the *Better Education Starts Today* strategy were released in March 2021.

**2 (f) Education K-12 Transformation**

Expenditures by Sub-Appropriation	Actual 2020/21 \$000	Estimate 2020/21 FTE	\$000	Variance Over (Under) \$000	Expl. No.
(1) Other Expenditures	129		5,000	(4,871)	1
<b>Total Sub-Appropriation</b>	<b>129</b>	<b>0.00</b>	<b>5,000</b>	<b>(4,871)</b>	

- Under expenditure reflects the delayed implementation of K-12 Transformation programs and processes as a result of COVID-19's effect on departmental priorities in the 2020/21 fiscal year.





## Corporate and Education Services

The Corporate and Education Services Division provides strategic and business planning and policy, central comptrollership, and overall administrative support services to Manitoba Education. 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 Education Administration Services, Policy and Planning, Financial and Administrative Services and Innovative Technology Services.

### 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.

#### 3 (a) Division Administration

<b>Expenditures by Sub-Appropriation</b>	<b>Actual 2020/21 \$000</b>	<b>Estimate 2020/21 FTE</b>	<b>\$000</b>	<b>Variance Over (Under) \$000</b>	<b>Expl. No.</b>
(1) Salaries and Employee Benefits	422	4.00	307	115	
(2) Other Expenditures	39		21	18	
<b>Total Sub-Appropriation</b>	<b>461</b>	<b>4.00</b>	<b>328</b>	<b>133</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;
  - conducts research and develops policy related to K-12 educational administration and professional school personnel certification;
  - collects and maintains student high school marks and course credits, student identification numbers and demographic data, school contact information; and
  - issues provincial statements of high school marks.
- 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 provides administrative support to The Board of Reference established under section 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 collects and manages a database of all high school student marks and course credits. The branch issues over 2,000 provincial statements of high school marks and course credits annually in response to requests.

The branch publishes a 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 1,900 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.

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. Once travel restrictions are lifted, PTU will resume on site manufacturer pilot model reviews and plant audits. 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 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 annually responds to over 2,600 applications for certification from Manitoba, Canadian and internationally educated applicants and for other services as well as responds 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. In 2020/21, significant work was undertaken by the Unit to support the Manitoba Commission on Kindergarten to Grade 12 Education.

### **3 (b) Education Administration Services**

<b>Expenditures by Sub-Appropriation</b>	<b>Actual 2020/21 \$000</b>	<b>Estimate 2020/21 FTE</b>	<b>Estimate 2020/21 \$000</b>	<b>Variance Over (Under) \$000</b>	<b>Expl. No.</b>
(1) Salaries and Employee Benefits	1,564	23.50	1,657	(93)	
(2) Other Expenditures	242		179	63	
<b>Total Sub-Appropriation</b>	<b>1,806</b>	<b>23.50</b>	<b>1,836</b>	<b>(30)</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 2020/21 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 the Manitoba Commission on Kindergarten to Grade 12 Education report.
- 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.
- Coordinated COVID-19 communications
- Managed and co-ordinated FIPPA responses.

## Transformation

- Supported departmental initiatives related to transformation and innovation, including the department's reorganization.

## 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 CMEC and the ACDME.

### 3 (c) Policy and Planning

<b>Expenditures by Sub-Appropriation</b>	<b>Actual 2020/21 \$000</b>	<b>Estimate 2020/21 FTE</b>	<b>\$000</b>	<b>Variance Over (Under) \$000</b>	<b>Expl. No.</b>
(1) Salaries and Employee Benefits	596	8.00	804	(208)	
(2) Other Expenditures	342		337	5	
<b>Total Sub-Appropriation</b>	<b>938</b>	<b>8.00</b>	<b>1,141</b>	<b>(203)</b>	

## Financial and Administrative Services

Financial and Administrative Services provides leadership on financial and administrative matters for the Department of Education. 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.

### **3 (d) Financial and Administrative Services**

Expenditures by Sub-Appropriation	Actual 2020/21 \$000	Estimate 2020/21 FTE	Estimate 2020/21 \$000	Variance Over (Under) \$000	Expl. No.
(1) Salaries and Employee Benefits	774	10.00	857	(83)	
(2) Other Expenditures	107		104	3	
<b>Total Sub-Appropriation</b>	<b>881</b>	<b>10.00</b>	<b>961</b>	<b>(80)</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 to ensure that both business and information technology projects use a rigorous, internationally accepted standard for the management of projects. ITS is the primary contact within the department to Business Transformation and Technology (BTT).

ITS works with department branches and programs on projects to facilitate the implementation of technology to enhance client service, increase efficiency within the branches and streamline traditional workflow 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 that assist in meeting the challenges, service delivery needs and business requirements of the department and the K-12 educational sector.

The following are the branch's major accomplishments during the 2020/21 fiscal year:

**Participated in the department's COVID-19 response**

- Led the logistics planning for Education and collaborated across government to respond to urgent issues related to the COVID-19 pandemic, including rapid testing for educators and the distribution of Personal Protective Equipment (PPE) to schools.

**3 (e) Innovative Technology Services**

Expenditures by Sub-Appropriation	Actual 2020/21 \$000	Estimate 2020/21 FTE	\$000	Variance Over (Under) \$000	Expl. No.
(1) Salaries and Employee Benefits	658	6.00	619	39	
(2) Other Expenditures	46		234	(188)	
<b>Total Sub-Appropriation</b>	<b>704</b>	<b>6.00</b>	<b>853</b>	<b>(149)</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 (up to its dissolution in November 2020); 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 provided financial analysis related to public school funding for the 2021/22 school year (announced February 5, 2021). This included adjustments to September 30, 2020 enrolment for the purposes of funding. The COVID-19 pandemic resulted in significantly lower enrolment in public schools for the 2020/21 school year. As enrolment is the most significant factor in the funding formula, the branch adjusted September 30, 2020 enrolment to mitigate the impacts to 2021/22 school year funding. Enrolments were adjusted upwards by adding back registered homeschool students to each school division and using demographic data from Manitoba Bureau of Statistics for further adjustments, including adding Kindergarten eligible students to division enrolment counts.

The branch also provided financial analysis related to education taxation and system transformation. This included contributing to an inter-departmental working group to develop a whole-of-government approach in phasing out education property taxes as part of the \$2,020 Tax Rollback Guarantee commitment. The phase-out plan began in 2021. As part of the phase-out, beginning in the 2021/22 school year, school divisions were directed to freeze their school year education property taxes to 2020 levels. To address this shortfall, the \$22.8M Property Tax Offset Grant (PTOG) will be provided to school divisions, which is equivalent to a 2% increase.

Government approved \$210.4 million in 2020/21 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, 2021, 93 promissory notes were issued for a total of \$210.4 million for both new and previously approved projects including \$4.8 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.

#### 4 (a) Schools Finance

Expenditures by Sub-Appropriation	Actual 2020/21 \$000	Estimate 2020/21 FTE	Estimate 2020/21 \$000	Variance Over (Under) \$000	Expl. No.
(1) Salaries and Employee Benefits	1,006	16.00	1,485	(479)	1
(2) Other Expenditures	3,148		3,209	(61)	
<b>Total Sub-Appropriation</b>	<b>4,154</b>	<b>16.00</b>	<b>4,694</b>	<b>(540)</b>	

1. Under expenditure mainly reflects vacancies.

## 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 draft *Manitoba First Nations, Métis and Inuit (FNMI) 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 well being, academic achievement and attainment, including increased access to /participation in post-secondary and the labour market. IID also helps to ensure that all Manitoba students, teachers, and post-secondary institutions learn about FNMI Indigenous histories, cultures, traditional values, contemporary lifestyles, and traditional knowledge systems.

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 and one IAA Advisory Committee meeting were held.

IID coordinated 38 Building Student Success with Indigenous Parents (BSSIP) sites and organized an annual gathering in partnership with Winnipeg School Division to increase parental and community involvement. This gathering was held virtually.

A Community Schools Unit established within IID under The Community Schools Act oversees 36 community schools under the Community Schools Program and further supports 20 schools within the Community Schools Network. The Community School Unit's annual professional development gathering for community connectors and principals from Community Schools Program and Network schools was cancelled this

year due to pandemic restrictions. To enhance capacity for mental health support in schools, *Sources of Strength* was a strengths-based wellness program that celebrates resilience and teaches about help seeking, connection and belonging. An elementary curriculum training was held in January 2021 for 49 community connectors and in-school supports. Three virtual webinars were held supporting nutrition, safe and caring schools and staff well-being. School mental health profile surveys were distributed and completed by community and network schools. 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.

The William Whyte Community School Worker Project began formal operation in 2016 to deliver services and programs to support vulnerable families and children in the William Whyte community. The project employs two community workers that work within the William Whyte School to assist in bridging the home-school connection. Funding for this project was transferred to IID in 2020/21.

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 draft of Mamáhtawisiwin Indigenous Inclusion Education System Toolkit was reviewed and validated by Elders, Knowledge Keepers and education/community stakeholders. The Toolkit was in its final stages of production and an implementation plan was developed.

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, would be provided to school divisions, educators, post-secondary institutions, parents, government departments and community agencies. Due to pandemic and capacity issues, IID was unable to deliver these trainings.

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.

The Indigenous Inclusion Directorate Advisory Council engaged in preliminary discussion and planning to respond to Better Education Starts Today priority action item, *Implement an Indigenous Inclusion Strategy*.

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. Virtual Partnership, Leadership and Grandparents Council meetings throughout 2020/21 continued to support the initiatives identified in the MALS work plan.

IID staff participated in the planning and implementation of Indigenous-focused research both inter-departmentally and with external agencies. In 2020/21, this included the seventeenth annual *Shawane Dagošiwīn* (Aboriginal Education Research Forum). The theme of the virtual Forum was *Adapting and Resistance in the Face of a Pandemic*. 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 continued implementation in 2020/21, however was interrupted due to COVID-19.

IID 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. IID is a member of the CMEC Indigenous Data and Research Subcommittee.

IID continued to work with partners on increasing the number of Indigenous languages teachers and the number of Indigenous teachers in Manitoba. Manitoba Education partnered with the University of Winnipeg and the Manitoba Association of School Superintendents to develop *the Manitoba School Survey on Indigenous Language Teaching*.

IID worked with post-secondary institutions to support Indigenous initiatives and programs that support student success. IID participated in the Indigenous Pillar Roundtable, a coordinated provincial approach to support Indigenous post-secondary students.

IID represented the department of Education and worked in collaboration with the department of Advanced Education, Skills and Immigration 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 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 second year of the five-year plan for Treaty Education.

IID's 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.

IID 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 discrimination.

The Attendance Task Force was established in April 2019. It was transferred to IID in July 2020. In 2020/21 a contractor was hired to begin work on an attendance project which included a literature review and jurisdictional scan. An attendance policy has been developed as well as a draft action plan.

Beginning in 2021, funding was provided to Brandon University (BU) to support its long-standing Mini University summer camp project. BU's Mini University provides bursaries to Indigenous children from rural and remote communities to attend its educational camp offering courses of interest such as singing, robotics, graphic arts and basketball.

Songide'ewin, an alternative education program, and a satellite of Niji Mahkwa School in the Winnipeg School Division, offers individualized programming to 60 students ages 13-21. Students ages 19-21 can earn their mature Student Diploma. IID funded their nutrition, transportation, and school supply programs.

#### 4 (b) Indigenous Inclusion Directorate

Expenditures by Sub-Appropriation	Actual 2020/21 \$000	Estimate 2020/21 FTE	Estimate 2020/21 \$000	Variance Over (Under) \$000	Expl. No.
(1) Salaries and Employee Benefits	658	9.00	845	(187)	
(2) Other Expenditures	154		167	(13)	
(3) Grant Assistance	238		671	(433)	
<b>Total Sub-Appropriation</b>	<b>1,050</b>	<b>9.00</b>	<b>1,683</b>	<b>(633)</b>	

## Schools 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 (up to its dissolution in November 2020) and to meet government's obligations in the provision of funding to independent schools.

On January 30, 2020 government announced a \$6.9 million or 0.5 per cent increase in funding to public schools from \$1,326.3 million in 2019/20 to \$1,333.2 million in 2020/21. Funding is supported by general revenues and the Education Support Levy.

Funding to independent schools for the 2020/21 school year increased by 4.0 per cent or \$3.2 million from \$81.1 million to \$84.3 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, 2019.

## Other Grants

The objective is to provide financial support to educational organizations.

During 2020/21, grants totalling \$1.3 million were paid to nine 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.

### 4 (c) Schools Operating Grants

### 4 (d) General Support Grants

### 4 (e) Other Grants

### 4 (f) Teachers' Retirement Allowances Fund

Expenditures by Sub-Appropriation	Actual 2020/21 \$000	Estimate 2020/21 FTE	Variance Over (Under) \$000	Expl. No.
(c) Schools Operating Grants*	1,311,346	1,370,468	(59,122)	1
(d) General Support Grants	34,244	36,744	(2,500)	2
(e) Other Grants	1,290	1,319	(29)	
(f) Teachers' Retirement Allowances Fund	123,126	127,127	(4,001)	3
<b>Total Sub-Appropriation</b>	<b>1,470,006</b>	<b>0.00 1,535,658</b>	<b>(65,652)</b>	

\* 2020/21 Authority increased in year by \$40,000 for the Safe Schools Restart Plan as a result of the COVID-19 pandemic. Authority also increased in year by an additional \$1,068 through a federal bilateral agreement for Mental Health and Addictions initiatives.

1. Under expenditure relates to the portion of Education Support Levy that was flowed through the Public Schools Finance Board until its dissolution in November 2020. Under expenditure is partially offset by net increase in grant support and principal repayments.
2. Under expenditure reflects lapsed funding for the Teachers' Idea Fund which was postponed due to the COVID-19 pandemic.
3. 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 final annual report of The Public Schools Finance Board, which ceased its operations in November 2020.

### 5 (a) Capital Funding

<b>Expenditures by Sub-Appropriation</b>	<b>Actual 2020/21 \$000</b>	<b>Estimate 2020/21 FTE</b>	<b>\$000</b>	<b>Variance Over (Under) \$000</b>	<b>Expl. No.</b>
(a) School Divisions	86,457		87,622	(1,165)	
<b>Total Sub-Appropriation</b>	<b>86,457</b>	<b>0.00</b>	<b>87,622</b>	<b>(1,165)</b>	



## Costs Related to Capital Assets

This main appropriation provides for the amortization expense related to the department's capital assets.

### 6 (a) Costs Related to Capital Assets

Expenditures by Sub-Appropriation	Actual 2020/21 \$000	Estimate 2020/21 FTE	\$000	Variance Over (Under) \$000	Expl. No.
(a) Amortization Expense	7		8	(1)	
<b>Total Sub-Appropriation</b>	<b>7</b>	<b>0.00</b>	<b>8</b>	<b>(1)</b>	



**PART D – OTHER REPORTING ENTITIES  
CAPITAL INVESTMENT**



# Other Reporting Entities Capital Investment

Provides for infrastructure renewal projects, new schools projects and major additions and renovations in school divisions.

## Part D - Other Reporting Entities Capital Investment

Expenditures by Sub-Appropriation	Actual 2020/21 \$000	Estimate 2020/21 FTE	Estimate 2020/21 \$000	Variance Over (Under) \$000	Expl. No.
16.6 Other Reporting Entities Capital Investment *	210,385		210,385	0	
<b>Total Sub-Appropriation</b>	<b>210,385</b>	<b>0.00</b>	<b>210,385</b>	<b>0</b>	

\* 2020/21 Authority was increased in year from \$160,385 to \$210,385 as a part of an initiative to accelerate the construction of new schools and land purchases.





## **FINANCIAL INFORMATION**



**PART A - OPERATING EXPENDITURE  
MANITOBA EDUCATION  
RECONCILIATION STATEMENT  
(\$000s)**

<b>DETAILS</b>	
<b>2020/21 MAIN ESTIMATES</b>	<b>\$1,640,830</b>
Allocation of funds from:	
- Enabling Appropriations	41,368
<b>2020/21 TOTAL AUTHORITY</b>	<b>\$1,682,198</b>



**Manitoba Education  
Expenditure Summary**

For the fiscal year ended March 31, 2021, with comparative figures for the previous fiscal year (\$000s)

Estimate 2020/21	Appropriation		Actual 2020/21	Actual 2019/20	Increase (Decrease)	Explanation Number
<b>Education (16)</b>						
	16-1	Executive				
42	(a)	Minister's Salary	42	41	1	
	(b)	Executive Support				
646		- Salaries and Employee Benefits	854	642	212	
129		- Other Expenditures	55	110	(55)	
817		Total 16-1	951	793	158	

**Manitoba Education  
Expenditure Summary**

For the fiscal year ended March 31, 2021, with comparative figures for the previous fiscal year (\$000s)

Estimate 2020/21	Appropriation		Actual 2020/21	Actual 2019/20	Increase (Decrease)	Explanation Number
	16-2	K-12 Education				
	(a)	Division Administration				
705		- Salaries and Employee Benefits	566	701	(135)	
199		- Other Expenditures	125	195	(70)	
	(b)	Manitoba School for the Deaf				
3,067		- Salaries and Employee Benefits	2,610	2,857	(247)	
298		- Other Expenditures	197	322	(125)	
80		- Financial Assistance	1	24	(23)	
	(c)	Instruction, Curriculum and Assessment				
9,558		- Salaries and Employee Benefits	7,471	8,458	(987)	
5,620		- Other Expenditures	7,727	3,548	4,179	1
6,606		- Grant Assistance	5,604	4,701	903	2
	(d)	Inclusion Support				
4,376		- Salaries and Employee Benefits	3,970	4,072	(102)	
2,172		- Other Expenditures	1,185	1,938	(753)	3
105		- Grant Assistance	103	105	(2)	
	(e)	Bureau de l'éducation française				
4,549		- Salaries and Employee Benefits	3,733	3,595	138	
906		- Other Expenditures	824	1,493	(669)	4
3,356		- Grant Assistance	3,248	3,446	(198)	
	(f)	Education K-12 Transformation				
5,000		- Other Expenditures	129	-	129	
-	(g)	Manitoba Learning Resource Centre*	-	-	-	
46,597		Total 16-2	37,493	35,455	2,038	

\* 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, 2021, with comparative figures for the previous fiscal year (\$000s)

Estimate 2020/21	Appropriation		Actual 2020/21	Actual 2019/20	Increase (Decrease)	Explanation Number
	16-3	Corporate and Education Services				
	(a)	Division Administration				
307		- Salaries and Employee Benefits	422	267	155	
21		- Other Expenditures	39	42	(3)	
	(b)	Education Administration Services				
1,657		- Salaries and Employee Benefits	1,564	1,636	(72)	
179		- Other Expenditures	242	280	(38)	
	(c)	Policy and Planning				
804		- Salaries and Employee Benefits	596	621	(25)	
337		- Other Expenditures	342	362	(20)	
	(d)	Financial and Administrative Services				
857		- Salaries and Employee Benefits	774	787	(13)	
104		- Other Expenditures	107	237	(130)	
	(e)	Innovative Technology Services				
619		- Salaries and Employee Benefits	658	609	49	
234		- Other Expenditures	46	55	(9)	
5,119		Total 16-3	4,790	4,896	(106)	

**Manitoba Education  
Expenditure Summary**

For the fiscal year ended March 31, 2021, with comparative figures for the previous fiscal year (\$000s)

<b>Estimate 2020/21</b>	<b>Appropriation</b>	<b>Actual 2020/21</b>	<b>Actual 2019/20</b>	<b>Increase (Decrease)</b>	<b>Explanation Number</b>
	16-4 Support to Schools				
	(a) Schools Finance				
1,485	- Salaries and Employee Benefits	1,006	1,216	(210)	5
3,209	- Other Expenditures	3,148	3,255	(107)	
	(b) Indigenous Inclusion Directorate				
845	- Salaries and Employee Benefits	658	609	49	
167	- Other Expenditures	154	276	(122)	
671	- Grant Assistance	238	670	(432)	
1,370,468	(c) Schools Operating Grants	1,311,346	1,148,640	162,706	6
36,744	(d) General Support Grants	34,244	36,744	(2,500)	7
1,319	(e) Other Grants	1,290	1,539	(249)	8
127,127	(f) Teachers' Retirement Allowances Fund	123,126	123,452	(326)	
<b>1,542,035</b>	<b>Total 16-4</b>	<b>1,475,210</b>	<b>1,316,401</b>	<b>158,809</b>	



**Manitoba Education  
Expenditure Summary**

For the fiscal year ended March 31, 2021, with comparative figures for the previous fiscal year (\$000s)

Estimate 2020/21	Appropriation		Actual 2020/21	Actual 2019/20	Increase (Decrease)	Explanation Number
	16-5	Capital Funding				
87,622	(a)	School Divisions	86,457	80,729	5,728	9
87,622		Total 16-5	86,457	80,729	5,728	

**Manitoba Education  
Expenditure Summary**

For the fiscal year ended March 31, 2021, with comparative figures for the previous fiscal year (\$000s)

<b>Estimate 2020/21</b>	<b>Appropriation</b>	<b>Actual 2020/21</b>	<b>Actual 2019/20</b>	<b>Increase (Decrease)</b>	<b>Explanation Number</b>
	16-6				Costs Related to Capital Assets
8	(a)	7	9	(2)	General Assets - Amortization Expense
8		7	9	(2)	Total 16-6
		0	(146)	146	Reconciliation (Reorg)
1,682,198	<b>Total - Education</b>	1,604,908	1,438,137	166,771	

Explanation Number:

1. Increased expenditure in 2020/21 mainly relates to the Manitoba Remote Learning Support Centre.
2. Increased expenditure in 2020/21 mainly relates to increased requirements over of the prior year for Healthy Child grants (Bright Futures and After School Learners programs) and for Teacher Mediated Option costs. Increased expenditure is partially offset by reductions in 2020/21 in various grant programs as a result of COVID-19 restrictions.
3. Decreased expenditure mainly relates to program assistance not provided to various organizations that were unable to deliver some services in 2020/21 as a result of COVID-19 restrictions. COVID-19 also resulted in reduced travel in 2020/21 for the Program and Student Services Board and Student Support Services consultants.
4. Decreased expenditure reflects 2019/20 costs for the Manitoba Commission on K-12 Education Review and also relates to the effects of COVID-19 restrictions in 2020/21 which resulted in lower costs for curriculum development committee meetings.
5. Decreased expenditure mainly relates to higher number of vacancies in 2020/21 than the prior year.
6. Increased expenditure in 2020/21 mainly relates to the Education Support Levy grants for school divisions (processed through the Public Schools Finance Board up until its dissolution in November 2020), increase related to the Safe Schools Fund as a result of COVID-19, and an increase in Funding of Schools and to Independent Schools, partially offset by net decrease to grants considered Other Supports.
7. Decreased expenditure reflects a delay in the implementation of the Teachers' Idea Fund in 2020/21 as a result of the COVID-19 impact on schools.
8. Decrease mainly reflects lower grant payments in 2020/21 as a result of COVID-10 restrictions on programs.
9. 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 2020/21.

**Manitoba Education  
Revenue Summary**

For the fiscal year ended March 31, 2021 with comparative figures for the previous fiscal year (\$000s)

Actual 2019/20	Actual 2020/21	Increase (Decrease)	Source	Actual 2020/21	Estimate 2020/21	Variance	Expl. No.
TAXATION							
-	69,358	69,358	Education Support Levy	69,358	180,057	(110,699)	1
-	-	-	Total	-	-	-	
OTHER REVENUE							
1,097	1,148	51	Fees	1,148	1,058	90	
411	234	(177)	Sundry	234	341	(107)	
1,508	1,382	(126)	Total	1,382	1,399	(17)	
GOVERNMENT OF CANADA							
10,825	10,825	-	Minority Language Education and Second Language Instruction	10,825	10,747	78	
10,825	10,825	-	Total	10,825	10,747	78	
12,333	81,565	69,232	<b>Total – Education</b>	81,565	192,203	(110,638)	

**Manitoba Education  
Revenue Summary**

For the fiscal year ended March 31, 2021 with comparative figures for the previous fiscal year (\$000s)

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Explanation Number:

1. **Taxation:**      \$ 69,358 over 2019/20 Actual  
                             \$ 110,669 under 2020/21 Budget

Variance reflects the 2020/21 addition of the Education Support Levy (ESL) to the department of Education's Revenue. The ESL was previously flowed to school divisions by the Public Schools Finance Board (PSFB), but the responsibility was transferred to the department as a result of the dissolution of the PSFB in 2020/21.

Variance reflects the timing of the dissolution of the PSFB. The ESL continued to flow to the PSFB up until its dissolution in November 2020.



## Manitoba Education

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

For the fiscal years ended March 31, 2017 to March 31, 2021\*

Main Appropriation	2016/17		2017/18		2018/19		2019/20		2020/21	
	FTE	\$000	FTE	\$000	FTE	\$000	FTE	\$000	FTE	\$000
16-1 Executive	13.00	324	11.00	684	11.00	768	8.00	794	8.00	951
16-2 K-12 Education	313.85	38,595	329.35	38,550	296.35	38,365	276.35	35,392	276.35	37,493
16-3 Corporate and Education Services	50.50	4,251	50.50	4,031	51.50	4,837	51.50	4,896	51.50	4,790
16-4 Support to Schools	27.50	1,303,133	25.00	1,316,467	25.00	1,331,116	25.00	1,317,066	25.00	1,475,210
<b>Sub-total</b>	<b>404.85</b>	<b>1,346,303</b>	<b>415.85</b>	<b>1,359,732</b>	<b>383.85</b>	<b>1,375,086</b>	<b>360.85</b>	<b>1,358,148</b>	<b>360.85</b>	<b>1,518,444</b>
79 16-5 Capital Funding		78,117		82,677		88,442		80,729		86,457
16-6 Costs Related to Capital Assets		756		1,110		2,976		9		7
<b>Total - Education</b>	<b>404.85</b>	<b>1,425,176</b>	<b>415.85</b>	<b>1,443,519</b>	<b>383.85</b>	<b>1,466,504</b>	<b>360.85</b>	<b>1,438,886</b>	<b>360.85</b>	<b>1,604,908</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 2020/21 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 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 continues to be 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.

In 2020/21, the department’s focus was to ensure the safety of students, teachers and other staff in Manitoba schools during the COVID-19 pandemic. Temporary measures were put in place to ease the burden on schools including:

- facilitating the application of limited teaching permits
- allowing retired teachers to substitute teach for a longer duration
- allowing school board meetings to take place virtually
- removing the requirement for laminated glass in school buses

The department also allowed trustee by-elections to be deferred, when public health and safety could not be ensured.

## Regulatory requirements

	April 1, 2020	March 31, 2021
Total number of regulatory requirements	60,797	59,756
Net change	-	0
Percentage change	-	0%

Notes:

- ‘Total number of regulatory requirements’ includes transfers of regulatory requirements in and out of the department in 2020/21.

- Transfers include changes in regulatory requirements, where applicable, that resulted from the October 2019 re-organization that were not concluded in RAD until 2020/21, changes that resulted from the January 2021 re-organization, changes that were required to align RAD with ministerial assignments of Acts and Regulations in Manitoba Laws, and other transfers that were required for other reasons.
- 'Net change' includes the changes (sum of decreases and increases) in regulatory requirements undertaken by the department in 2020/21 and is net of transfers of regulatory requirements in and out of the department.
- 'Percentage change' includes percentage changes in regulatory requirements undertaken by the department in 2020/21 and is net of transfers of regulatory requirements in and out of the department.
- Additional information is provided in the 2020/21 Regulatory Accountability Report.



**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 2020/21:

<b>Information Required Annually (per Section 18 of The Act)</b>	<b>Fiscal Year 2020/21</b>
The number of disclosures received, and the number acted on and not acted on. Subsection 29(2)(a)	<b>NIL</b>
The number of investigations commenced as a result of a disclosure. Subsection 29.1(2)(b)	<b>NIL</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 29.1(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
2020	638	1,177	12,311	13,184	13,413	13,509	13,313	13,299	13,482	13,438	13,491	13,407	13,453	13,404	16,076	177,595

These figures are compiled on September 30<sup>th</sup> of each school 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 2020 - Enrolment Report.

Table 2

Statistics for all French-Language Programs or Courses in Manitoba , public schools only  
 Comparison of 2019/20 (f) and 2020/21 (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>	2020/21 e	3	23	35	36
	2019/20 f	3	23	34	35
	Difference	-	-	1	1
<b>Schools</b>	2020/21 e	26	114	374	453
	2019/20 f	25	113	397	467
	Difference	1	1	(23)	(14)
<b>Students</b>	2020/21 e	5,951	27,233	53,019	86,203
	2019/20 f	6,012	27,246	55,665 e	88,923 e
	Difference	(61)	(13)	(2,646)	(2,720)
<b>Grants</b>	2020/21 e	\$ 1,724,665	\$ 6,389,954	\$ 308,002	\$ 8,422,621
	2019/20 f	\$ 1,678,707	\$ 6,213,278	\$ 299,675	\$ 8,191,658
	Difference	\$ 45,958	\$ 176,676	\$ 8,327	\$ 230,963

(f) indicates final data

(e) indicates non-final data

Note: School counts may include 'virtual' schools.



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

<b>Revenue</b>	<b>Actual 2019-20</b>	<b>Budget 2020-21</b>
Provincial Government	1,460,952,868	1,456,442,975
Federal Government	7,822,957	5,983,596
Municipal Government	882,019,614	906,870,246
Other School Divisions	13,113,729	13,479,201
First Nations	99,905,515	106,526,613
Private Organizations and Individuals	29,150,628	22,046,897
Other Sources	10,227,256	6,299,210
<b>Total</b>	<b>2,503,192,567</b>	<b>2,517,648,738</b>
<b>Expenses</b>		
Regular Instruction	1,385,036,285	1,404,822,266
Student Support Services	447,552,485	462,637,852
Adult Learning Centres	13,813,327	11,295,656
Community Education and Services	23,763,587	23,326,167
Divisional Administration	79,331,367	78,603,784
Instructional and Other Support Services	77,981,591	85,183,431
Transportation of Pupils	89,108,213	109,561,410
Operations and Maintenance	273,483,744	283,972,819
Fiscal	41,805,753	43,128,850
<b>Total</b>	<b>2,431,876,352</b>	<b>2,502,532,235</b>
Surplus/(Deficit)	71,316,215	15,116,503
Less: Net Transfers from (to) Capital Fund	40,019,782	19,045,120
Add: Transfers from Special Purpose Funds	18,693	N/A
<b>Net Surplus/(Deficit) *</b>	<b>31,315,126</b>	<b>(3,928,617)</b>

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

Source: FRAME Financial Statements – 2019-20  
FRAME Budgets – 2020-21