

# Ministry of Education

## Annual Report for 2020-21

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# Letters of Transmittal



The Honourable  
Dustin Duncan  
Minister of Education

Office of the Lieutenant Governor of Saskatchewan:

I respectfully submit the Annual Report for the Ministry of Education for the fiscal year ending March 31, 2021.

Throughout the COVID-19 pandemic, our province emerged as a leader by focusing on protecting our classrooms, building schools and growing child care.

This report illustrates the Ministry's dedication to Saskatchewan learners. This commitment is present from the start of their educational journey as early learners, throughout Kindergarten to Grade 12 and follows them as lifelong learners. It encompasses the many staff and organizations that contribute to enhancing literacy and supporting the education sector as a whole.

A handwritten signature in black ink, appearing to read 'Dustin Duncan', with a long horizontal line extending to the right.

Dustin Duncan  
Minister of Education



Donna Johnson  
Deputy Minister of  
Education

The Honourable Dustin Duncan  
Minister of Education

Dear Minister:

I have the honour of submitting the Annual Report of the Ministry of Education for the fiscal year ending March 31, 2021.

As Deputy Minister of Education, I accept responsibility for the financial administration and control of the Ministry. I further take responsibility for the Ministry's public accountability and provide assurance that the information contained in the 2020-21 Annual Report is accurate and reliable.

A handwritten signature in blue ink that reads "Donna Johnson". The signature is fluid and cursive, with the first name being more prominent.

Donna Johnson  
Deputy Minister of Education

# Ministry of Education

## Overview

### **Mandate Statement**

The Ministry of Education provides leadership and direction to the early years, Prekindergarten through Grade 12 education, family literacy and library sectors. The ministry supports the sectors through funding, governance and accountability, with a focus on improving student achievement. The ministry is committed to improving the learning success and well-being of all Saskatchewan children and youth, and the enhancement of family literacy.

### **Mission Statement**

The Ministry of Education provides strategic, innovative and collaborative leadership to the early learning and child care, Prekindergarten through Grade 12 education, literacy and library sectors. It promotes student success, well-being for Saskatchewan children and youth, and improved family literacy as a foundation of the province's social and economic growth.

### **Service Delivery System**

Within the Ministry of Education in 2020-21, services were provided by 251.7 full-time-equivalent employees.

### **2020-21 Operational Environment**

The Ministry of Education and its partners in Saskatchewan's early childhood, Prekindergarten to Grade 12, literacy and library sectors continue to work toward improving the learning success and well-being of Saskatchewan children and youth and the enhancement of literacy for all Saskatchewan people.

The Ministry of Education's key programs and services include the provision of program and policy support for the delivery of:

- early learning and child care services (17,666 child care spaces; 5,056 children in 316 Prekindergarten programs; 1,187 families in Early Childhood Intervention Programs; 1,800 families in *KidsFirst* Targeted programming made available in eight communities across the province, in addition to 12 communities in the North; and, *KidsFirst* Regional programming made available in more than 322 communities);
- learning programs in English and French (to 184,472 Kindergarten to Grade 12 students in provincial schools, associate schools and home-based students);
- registered independent schools including 22 qualified independent schools and four historical high schools; and,
- literacy initiatives and public library services (over 383,000 registered borrowers).

The Ministry of Education engaged local, regional and provincial boards of community volunteers and elected education representatives throughout the province in the governance of: 714 schools in 27 school divisions (excluding programs); 588 licensed child care facilities; 12 Early Years Family Resource Centres; and, 14 Early

Childhood Intervention Programs. The Ministry of Education also supported 304 public libraries in 11 public library systems, eight Family Literacy Hubs serving families in their local areas/communities and one Hub serving Francophone families throughout Saskatchewan.

The Ministry of Education Operational Plan for 2020-21 is available online here:

<https://publications.saskatchewan.ca/api/v1/products/104456/formats/116287/download>

## Legislation and Regulation

The following acts and regulations are administered by the Ministry of Education:

C-7.31	<i>The Child Care Act, 2014</i> (jointly assigned to the Minister of Education and the Minister of Social Services)
C-7.31	<i>Loi de 2014 sur les garderies d'enfant</i>
C-7.31 Reg 1	<i>The Child Care Regulations, 2015</i>
C-7.31 Règl 1	<i>Règlement de 2015 sur les garderies d'enfants</i>
C-7.2	<i>The Child and Family Services Act</i> (only with respect to section 5, which is jointly assigned to the Minister of Education and the Minister of Social Services).
E-0.2	<i>The Education Act, 1995</i> (except subsection 3(1), which is jointly assigned to the Minister of Education, the Minister of Advanced Education and the Minister of Immigration and Career Training)
E-0.2	<i>Loi de 1995 sur l'éducation</i>
E-0.2 Reg 4	<i>The Conseil scolaire fransaskois Election Regulations</i>
E-0.2 Règl 4	<i>Règlement sur les élections du Conseil scolaire fransaskois</i>
E-0.2 Reg 29	<i>The Education Regulations, 2019</i>
E-0.2 Règl 29	<i>Règlement de 2019 sur l'éducation</i>
E-0.2 Reg 30	<i>The Education Emergency Pandemic Support Program Regulations</i>
E-0.2 Reg 28	<i>The Education Funding Regulations, 2018</i>
E-0.2 Règl 28	<i>Règlement de 2018 sur le financement l'éducation</i>
E-0.2 Reg 6	<i>The Electronic Meeting Procedures Regulations</i>
E-0.2 Règl 6	<i>Règlement sur la procédure régissant les téléréunions</i>
E-0.2 Reg 23	<i>The Home-based Education Program Regulations, 2015</i>
E-0.2 Règl 23	<i>Règlement de 2015 sur les programmes de scolarisation à domicile</i>
E-0.2 Reg 27	<i>The Registered Independent Schools Regulations</i>
E-0.2 Règl 27	<i>Règlement sur les écoles l'indépendantes inscrites</i>
E-0.2 Reg 26	<i>The School Division Administration Regulations</i>
E-0.1 Reg 18	<i>The School Division Tax Loss Compensation Fund Administration Regulations</i>
E-0.2 Reg 25	<i>The Teacher Salary Classification Regulations</i>
E-0.2 Règl 25	<i>Règlement sur la classification salariale des enseignants</i> (These are Minister's regulations, pursuant to clause 3(2)(g) of <i>The Education Act, 1995</i> .)
E-13.1	<i>The Executive Government Administration Act</i>
G-5.1 Reg 132	<i>The Ministry of Education Regulations, 2007</i>

L-9.02	<i>The League of Educational Administrators, Directors and Superintendents Act, 1991</i>
L-14.01	<i>The Libraries Co-operation Act</i>
L-14.01 Reg 1	<i>The Libraries Co-operation Honoraria Regulations</i>
P-16.11	<i>The Post-Secondary Education and Skills Training Act</i> (only with respect to section 5, clauses 15(2)(a),(c),(d),(e),(i),(j), and section 17, which are jointly assigned to the Minister of Education, the Minister of Immigration and Career Training, and the Minister of Advanced Education.)
P-39.2	<i>The Public Libraries Act, 1996</i>
P-39.2 Reg 1	<i>The Public Libraries Regulations, 1996</i>
P-46.1	<i>The Public Works and Services Act</i> (only with respect to clauses 4(2)(a) to (g), (i) to (l), (n) and (o) and section 8, which are jointly assigned to the Minister of Education, the Minister of Central Services, the Minister of Health and the Minister of Highways and Infrastructure).
R-11.1	<i>The Registered Music Teachers Act, 2002</i>
R-15.1	<i>The Registered Teachers Act</i>
S-52.01	<i>The Social Services Administration Act</i> (only with respect to section 8, which is jointly assigned to the Minister of Education and the Minister of Social Services).
T-6.1	<i>The Teachers' Dental Plan Act</i>
T-7.1	<i>The Teachers' Federation Act, 2006</i>
T-8	<i>The Teachers' Life Insurance (Government Contributory) Act</i>
T-8 Reg 2	<i>The Teachers' Life Insurance Regulations, 2015</i>
T-9.1	<i>The Teachers' Superannuation and Disability Benefits Act</i>
T-9.1 Reg 1	<i>The Teachers' Superannuation and Disability Benefits Regulations</i>



# Ministry of Education

## COVID-19 Response

### Highlights

#### Overview

The COVID-19 pandemic has challenged government operations during the 2020-21 fiscal year. The expected operations of programs and services may have significantly changed as the Government of Saskatchewan worked quickly to support citizens and businesses. Annual Reports for the 2020-21 fiscal year provide information on the impacts of COVID-19 and recognize the work of the Government of Saskatchewan in responding to the pandemic.

#### Ministry of Education COVID-19 Response Highlights

##### PreKindergarten to Grade 12

- On March 20, 2020, in light of the COVID-19 pandemic, the Government of Saskatchewan suspended all in-class learning in Saskatchewan's Prekindergarten to Grade 12 schools.
- On May 7, 2020, on the advice of Saskatchewan's Chief Medical Health Officer, the Response Planning Team (RPT) informed Saskatchewan's school divisions that Prekindergarten to Grade 12 in-class learning would not resume for the remainder of the 2019-20 school year.
- All grades 10 to 12 students received a final grade at the time in-class learning was suspended.
- A minimum final mark of 50 per cent or greater was applied to the outcomes evaluated in the subject area as of March 13, 2020.
- Provincial examinations in examinable subjects were cancelled for the April, May and June examination sessions. Examinations resumed as normal for the August examination session.
- All students in Kindergarten to Grade 9 at the time in-class learning was suspended advanced to the next grade.
- The Ministry of Education's direction for school divisions and schools regarding the COVID-19 pandemic was guided by two main documents: [Saskatchewan's Safe Schools Plan](#) and the [Primary and Secondary Educational Institution Guidelines](#).
- The *Safe Schools Plan* outlined eight areas of focus including: Safe Attendance, Safe Transportation, Safe Access, Safe Facilities, Safe Classrooms, Safe Supports, Safe Activities and Safe Alternatives.
- Using these two guiding resources, all provincial school divisions developed division-wide and school-specific plans in alignment with provincial direction. These plans were communicated to their school communities in August 2020, ahead of the 2020-21 school year, and are available on the school division websites. Independent schools also developed school-level plans in alignment with the provincial direction.
- In-class learning across the province was delayed and began on September 8, 2020, to allow for additional training and preparation time for school staff. To support families with the transition to school, the ministries of Health and Education created a parent resource.

- Under the *Saskatchewan Safe Schools Plan*, there were four levels of education delivery in the province:
  - Level 1 – Full in-class learning with some additional measures to ensure student and staff safety.
  - Level 2 – Full in-class learning with mask usage for students and staff, as per guidance provided to school divisions by Saskatchewan's Chief Medical Health Officer.
  - Level 3 – Reduced in-class learning.
  - Level 4 – Transition to alternative learning opportunities.
- As the risk of transmission varied significantly across the province, decisions to transition to a different level of the *Saskatchewan Safe Schools Plan* were determined by local school divisions in consultation with local public health officials.
- Throughout the year, schools moved between different levels of education delivery as required.
- As the situation with COVID-19 in Saskatchewan continued to evolve, the ministries of Health and Education maintained regular communication with all provincial school divisions and independent schools to support local decisions to enable education to continue as safely as possible at the appropriate level.

#### Response Planning Team

- The Ministry of Education led and monitored the Prekindergarten to Grade 12 sector's response and planning related to COVID-19, taking direction from the province's Chief Medical Health Officer and working closely with the provincial school divisions and partners on the Response Planning Team (RPT).
- The RPT met regularly to provide advice on the operational logistics required to mitigate the impacts of COVID-19 on staff, students and families while helping to support the safe delivery of education.
- The Ministry of Education was a member of the RPT along with the Saskatchewan School Boards Association, the Saskatchewan Teachers' Federation, the League of Educational Administrators, Directors, and Superintendents, and the Saskatchewan Association of School Business Officials.

#### Funding

- In response to the COVID-19 pandemic, the Government of Saskatchewan implemented the *Saskatchewan Safe Schools Plan* to provide contingency funding for the reopening and operation of schools in the 2020-21 school year. The plan included over \$150 million of pandemic support available to school divisions and independent schools. The Government of Saskatchewan provided \$40 million, the Government of Canada provided an additional \$74.9 million and school divisions identified approximately \$40 million in savings from the suspension of in-class learning in spring of 2020.
- Phase 1 saw the approval of \$51.8 million in September 2020, with \$41 million from provincial/federal COVID-19 pandemic funding and \$10 million from the expenditure of remaining school division savings. In Phase 2 an additional \$37.5 million was approved in December 2020. In January 2021, independent schools received \$2.5 million in contingency funding where increased enrolments were experienced due to the pandemic. During Phase 3 a further \$3.1 million was approved in March 2021. These funds were used for sanitation, remote learning, information technology equipment and upgrades, furniture and equipment and other pandemic-related costs in the 2020-21 school year.
- Following Phases 1, 2 and 3, approximately \$20.7 million of contingency funding remained. In March 2021, these funds were allocated to support school divisions and independent schools in preparing for the 2021-22 school year. Remaining funds from the central procurement of personal protective equipment that had not been used by March 31 were similarly allocated in March 2021 (approximately \$4.9 million).

## Supports

- On March 15, 2021, the Government of Saskatchewan announced the purchase of 4 million medical grade disposable masks and 30,000 face shields for school divisions and independent schools. Prior to this order, the government purchased 12.4 million disposable masks, 210,000 re-usable masks and 18,000 face shields. This is in addition to 28,000 face shields that were donated to schools in August 2020, by an Ontario-based manufacturer.
- A Provincial Education Plan Implementation Team (PEPIT), consisting of directors of education from school divisions and participating First Nations education authorities, representatives from the Federation of Saskatchewan Indigenous Nations and the Métis Nation – Saskatchewan, representatives of Saskatchewan Teachers' Federation Professional Learning and senior Ministry of Education officials, was responsible for the development and implementation of the provincial education plan. The PEPIT developed a one-year interim priority plan to be implemented in the 2021-22 school year that responds to the pressures experienced by school systems as a result of the COVID-19 pandemic. The interim plan includes key actions to meet the needs of all students in the areas of reading, learning opportunities, and mental health and well-being. Boards of education and the Minister of Education were to endorse the one-year interim plan in spring 2021.
- The Ministry of Education hosted regular phone calls with the education sector and directors of education from provincial school divisions and First Nations education authorities from the onset of the COVID-19 pandemic. These school systems received regular and ongoing updates from the RPT.
- The Ministry of Education also hosted a bi-weekly call with school division communicators to provide communications support and current information about the stage of the pandemic.
- A provincial license for a student and teacher perception survey continued to be funded by the Ministry of Education. The data were used to inform program planning at the local and provincial level and identify emerging trends related to factors including remote learning, mental wellness and personal well-being. Specific to COVID-19, the following two modules were developed: *Well-Being*; and *Transition Back to School*.
- Support continued for the mental health needs of student during the pandemic. For the 2020-21 school year, the ministry offered all school divisions grant funding to provide training for their staffs related to student safety and mental wellness.
- A school division network of senior administrative staff responsible for the areas of mental health and student safety was established. Through engagements of this network, discussions occurred focusing on school division needs and responses related to impacts of COVID-19.

## Early Years

### Child Care

- The pandemic impacted all child care programs in Saskatchewan. Some closed while others modified services to allow for continued programming while maintaining health and safety precautions.
- Child care centres located within school buildings closed to their existing clients at the beginning of the pandemic in March 2020. They were invited to repurpose to provide child care support for workers responding to the pandemic.
- The province's Chief Medical Health Officer continued to support the ongoing operation of child care centres not located within schools, although some of these child care facilities voluntarily closed for a period of time.
- As of August 4, 2020, as a part of Phase Four of the Reopen Saskatchewan Plan, all child care facilities were able to open under the guidelines of Saskatchewan's Chief Medical Health Officer, which included a maximum group size of 25 and heightened cleaning and sanitation requirements.
- Due to a rise in the number of COVID-19 cases, some child care facilities had to reduce service offerings. All reductions in services offered were as per the direction of local health authorities.
- Normal operating grants (Early Childhood Services, Nutrition) continued for facilities whether they were open or services had been suspended.
- Child care staff were eligible for the Temporary Wage Supplement, which provided \$400 for each four-week period for up to 16 weeks.
- Normal child care fees were collected from parents for children remaining in child care and in order to save spaces for children temporarily withdrawn from care.
- Federal *Safe Restart* funding delivered a one-time grant of \$100 per licensed child care space for a total of \$1.764 million to licensed child care centres and homes to assist with the cost of personal protective equipment, cleaning and sanitizing supplies.
- Funding continued as normal to all school divisions for Kindergarten and Prekindergarten.
- On March 4, 2021, the Government of Saskatchewan announced the distribution of the remaining \$18.882 million from the Federal *Safe Restart Agreement*, to address the financial shortfalls in child care. Two grants were issued: a one-time targeted deficit support grant was provided to centres and homes that experienced deficits for a total of over \$8.307 million, and a one-time grant of \$600 per space to all licensed child care centres and homes totaling \$10.575 million.
- The Ministry of Education communicated with child care facilities throughout the COVID-19 pandemic to support them in emergency preparedness, communication with parents, understanding of financial supports available and support for safe operations during the pandemic.
- The ministry developed and distributed guidelines for all licensed child care facilities to provide supplementary information to facilities to assist with the provision of child care services to help protect the health and safety of children, families, child care facility staff and the larger community.
- The ministry provided services associated with the response to the COVID-19 pandemic to eligible child care workers, processing all application forms and responding to questions.
- Early Learning and Child Care Consultants were available to support child care facilities including boards/operators, directors, centre staff, providers and parents.

### Community Programs

- In March 2020, community programs including *KidsFirst Targeted*, Regional Early Childhood Intervention Program, Early Years Family Resource Centres and the Child Nutrition Program pivoted their service delivery to respond to a pandemic environment. All programs transitioned to virtual or outdoor services

and adjusted services to be consistent with local health orders related to the COVID-19 pandemic.

- Many community programs introduced new services such as developmental kits for home, online parent supports, outdoor story walks and virtual programming including storytelling, children's developmental activities and information for families.
- The Child Nutrition Program saw many partnerships form between community partners and school divisions to ensure that children had access to food. Partnerships occurred in Saskatoon, Regina, Moose Jaw and Yorkton. Most partnerships provided meal kits that would last longer than a day.
- In August 2020, guidelines were issued to all community programs. Clear expectations were provided to each community program, including the opportunity to modify services.
- In September 2020, all community programs provided the ministry with reintegration plans outlining staged approaches to returning to full-service offerings. All community programs were operational and provided services to citizens, including varied levels of in-person services.
- Program Consultants held regular meetings with program site personnel to share ideas and problem-solve service challenges

### **Public Libraries**

- Libraries closed based on public health orders and transitioned to alternate service models during the COVID-19 pandemic. All public library systems offered a variety of online services after physical locations closed. A related increase in registrations and digital collection use was reported.
- Full library reopening strategies were developed by public library boards and library directors working with the Ministry of Education and municipalities.
- Public libraries reopened in September 2020. In March 2021, the Regina Public Library and libraries in the Regina area closed in accordance with local public health orders.
- Regional library boards closed in-person services in specific branches as required and as requested by municipalities.
- A working group of Ministry of Education officials and public library staff developed guidance based on best practices from across Canada.
- All fines and fees associated with print materials were suspended as an ongoing support to facilitate material handling processes.

### **Literacy**

- In 2020-21, as a result of the COVID-19 pandemic, most Summer Literacy Camps were delivered differently. Rather than in-person delivery, programming consisted of in-home literacy resources with online support for children and their families. Northern Lights School Division, on behalf of participating school divisions, worked with Frontier College to develop family literacy kits and a virtual orientation for users as well as an online survey.
- Many literacy hub programs were provided virtually or were altered in accordance with public health orders. The Ministry of Education provided guidance for literacy programs based on COVID-19 pandemic guidelines for other available programs.

# Progress in 2020-21 Goal 1

## Government Goals



**A Strong  
Economy**



**Strong  
Communities**



**Strong  
Families**

*Saskatchewan's Growth Plan:*

- “Ensure the K-12 system builds resiliency in students and the foundational skills, knowledge and competencies through the completion of a high school diploma.”
- “Build pathways to the workforce through the K-12 system.”

## Ministry of Education and Education Sector Goals

The outcomes of the Education Sector Strategic Plan are achieved in partnership with school divisions and First Nations and Métis education sector organizations. Outcomes include:

- By June 30, 2020, children aged zero to six will be supported in their development to ensure that 90 per cent of students exiting Kindergarten are ready for learning in the primary grades.
- By June 30, 2020, 80 per cent of students will be at or above grade level in reading, writing and math.
- By June 30, 2020, collaboration between First Nations, Métis and Inuit partners and non-Indigenous partners will result in significant improvement in the First Nations, Métis and Inuit student engagement and will increase the three-year graduation from 35 per cent in June 2012 to at least 65 per cent, and the five-year graduation rate from 50 per cent in June 2014 to at least 75 per cent.
- By June 30, 2020, Saskatchewan will achieve an 85 per cent three-year graduation rate and a 90 per cent five-year graduation rate.

## Strategies

- Continue to work with sector partners to focus action on achieving the outcomes of the Education Sector Strategic Plan.
- Use data to inform actions at all levels of the Prekindergarten to Grade 12 education system.
- Encourage use of effective practices across the Prekindergarten to Grade 12 education sector.
- Build relationships with First Nations and Métis education organizations and Indigenous Services Canada to provide support for Indigenous students regardless of where they attend school.

## Key Actions

Develop and implement community early years engagement networks, a collaborative approach among sector partners focused on getting the greatest number of students ready for school across the province.

- Community engagement networks were established and worked to understand what supports or hinders children's development through research, data analysis of existing programs, and mapping the service experience in six communities across our province.

Encourage all provincial school divisions and First Nations education organizations to use *Help Me Tell My*

*Story* and *Help Me Talk About Math*, which are holistic and interactive tools used to measure children's oral language development, growth of numeracy skills and understanding of mathematical processes.

- Six divisions and one independent school (approximately 833 students) expressed interest in using *Help Me Tell My Story* in the 2020–21 school year and eight school divisions and one independent school (approximately 930 students) expressed interest in using *Help Me Talk About Math* in the 2020–21 school year. Due to the COVID-19 pandemic, some schools were unable to complete the *Help Me Tell My Story* and *Help Me Talk About Math* assessments.

Develop a *SaskMATH* web resource to support high quality math instruction and assessment.

- The *SaskMATH* web resource was completed and made available at [saskmath.ca](https://saskmath.ca). It was created as part of the Education Sector Strategic Plan and involved a provincial working group as well as a reference committee and vetting sub-committee.

Foster improvement in reading, writing and math through facilitating data collection and resource sharing in the sector.

- Grades 1 to 9 Sample Math Outcome Questions were made available for use by educators and were posted with the corresponding grade level curriculum on the Saskatchewan Curriculum website.

Continue to support and monitor *Following Their Voices* in schools and expand effective practices beyond the classrooms.

- Eight provincial schools and one First Nations school started implementing *Following Their Voices* in the 2020-21 school year, for a total of 39 schools. Of these, 29 were provincial schools, nine were First Nations schools and one was a joint provincial/federal school, adding 85 teachers to the approximately 800 teachers who participated in the 2019-20 school year.

Encourage shared commitment to the goals of the Education Sector Strategic Plan by supporting partnerships between First Nations education systems and school divisions through *Invitational Shared Services Initiatives*.

- Sixteen partnerships participated in *Invitational Shared Services Initiatives*, which are partnerships between school divisions and First Nations education authorities to support First Nations students living on-reserve attending provincial schools. Projects included the provision of in-school services including graduation and literacy supports, community liaisons and cultural resources to increase First Nations student achievement, graduation rates and engagement.

Engage with First Nation, Métis and provincial partners to implement the *Inspiring Success: First Nations and Métis PreK-12 Education Policy Framework* to: work with partner organizations to host a symposium focused on Indigenous education in Saskatchewan; promote increased understanding of First Nations and Métis perspectives and culturally appropriate programming in education; and, collaborate with school divisions, Métis and First Nations education organizations and provincial partners to develop and share tools, resources and processes to support the continued implementation of *Inspiring Success*.

- The *Inspiring Success: First Nations and Métis PreK-12 Education Policy Framework* guides the development of First Nations and Métis education plans in the education sector. All 27 provincial boards of education reported actions in alignment with *Inspiring Success* policy goals in their 2019-20 annual reports.
- An online space was enhanced with information and bilingual resources to support school division planning and implementation of the *Inspiring Success Policy Framework*. The resources assisted school divisions with creating awareness, planning and implementation in alignment with the policy. The *Inspiring Success* website had 4,095 hits and tracked 15,012 downloads of French and English documents associated with the webpage between April 2020 and March 2021.
- Collaboration occurred with a number of partners, as well as Elders and Knowledge Keepers, to develop an Indigenous Education Symposium, which was postponed due to the COVID-19 pandemic. Instead, the planning team launched a monthly virtual speaker series focusing on the policy imperatives of

*Inspiring Success*. The speaker series sessions were recorded for future availability on the *Inspiring Success* website in both official languages.

Support implementation of the Truth and Reconciliation Commission (TRC) Calls to Action through: continued engagement with First Nations, Métis and Inuit students, parents and caregivers through key initiatives that align with the Calls to Action; promotion of intercultural understanding, empathy and mutual respect in education; and, recognition of the five-year anniversary of the final report of the TRC of Canada.

- The *Supporting Reconciliation in Saskatchewan Schools* web resource had 24,835 visitors to the English site and 1,222 visitors to the French site since its spring 2017 launch. The web resource allows for collaboration and sharing of resources and projects across the province. A self-guided professional development module for teachers that focuses on *Missing and Murdered Indigenous Women and Girls* was added to the *Supporting Reconciliation in Saskatchewan Schools* web resource, which also includes the previous two modules that focus on residential schools and the *Sixties Scoop*.
- *Nakoda 10, 20, 30* was developed and will be available as a provincial course for the 2021-22 school year.
- The *K-9 Treaty Education Learning Resource* had 10,432 visitors to the English resource and 604 visitors to the French resource since its release in fall 2019.
- *4 Seasons of Reconciliation* professional learning and development modules with respect to Indigenous teachings were made available to Ministry of Education staff.
- Collaboration occurred with other jurisdictions through the Council of Ministers of Education, Canada to respond to education-related Calls to Action on the development of a K–12 pan-Canadian resource of promising practices to support and help build intercultural understanding, empathy and mutual respect in classrooms. Efforts to advance the priority of “Teaching excellence in Indigenous education” were furthered through planning for a pan-Canadian symposium on Indigenizing education, to occur in 2022.

Support the provincial education sector and First Nations education organizations in the provision of, and support for, responding to, student, family and educator perceptual surveys.

- Over 80,000 students, 2,500 teachers and 1,000 parents from the 27 school divisions, interested First Nations education organizations and independent/historical high schools participated in the perceptual surveys. School divisions and First Nations education organizations that requested access to the student perception survey received data reports. Ministry support was available for analysis of results.

Continue to support *Leading to Learn*, a capacity building administrator professional development model to support Indigenous student success.

- The *Leading to Learn: Impacting First Nations, Inuit and Métis Student Outcomes* project is intended to provide capacity-building professional learning opportunities for school and system administrators to enable them to make a positive impact on Indigenous student outcomes. Saskatchewan education partners, including Elders and Knowledge Keepers, provided ongoing guidance, support and advice for the project. Training was paused in 2021. A pre-implementation session was held for senior leaders from systems that will be participating in 2021-22.

Assist schools in identifying and engaging disengaged and non-attending students and in reporting attendance.

- A *Graduation Rate Improvement Plan Planning Elements Guide* was provided to all school divisions to support planning and renewal of Graduation Rate Improvement Plans. The document was designed as a rubric that encourages effective school and division level planning, including monitoring of individual student progress towards graduation, such that each student’s story is understood and consciously supported.
- For student attendance, provincial data collection was suspended due to the pandemic with the understanding that the information will continue to be collected at local levels for local purposes.



Support schools in sharing and leveraging successful initiatives emerging from school divisions and First Nations education organizations.

- A virtual meeting focusing on professional development in the area of literacy (reading and writing) was hosted by the *Saskatchewan Reads* planning committee, made up of school division personnel, and supported by the Ministry of Education.

Support students' transitions into schools, out of school and among schools, including access to programs for youth in hospital, in care or transitioning from custody.

- Funding was continued for a provincial license for the *myBlueprint* digital portfolio, an education and career/life planning tool for grades 7 to 12 students, to support career development and transitions to post-secondary education and the workplace.

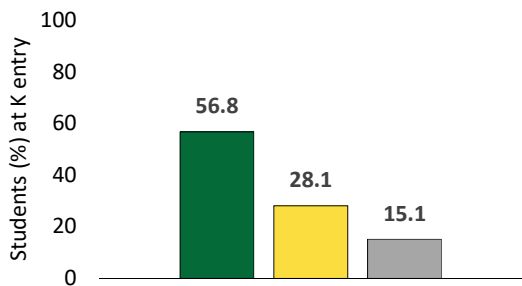
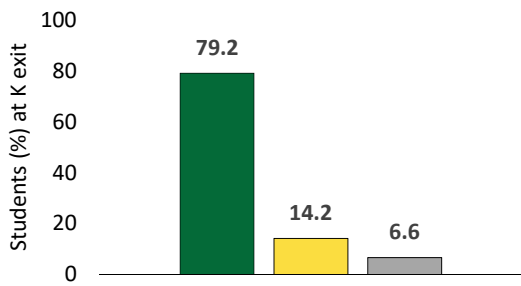
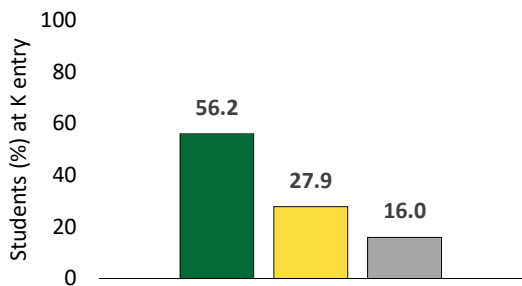
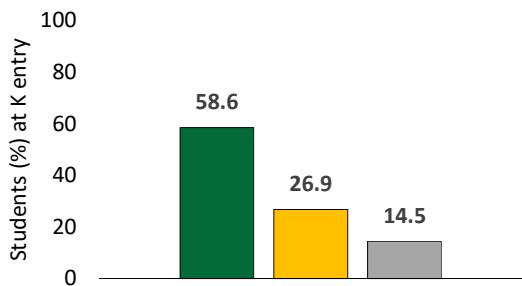
Implement *MySchoolSask/MonÉcoleSask*, a provincial unified student information system.

- Seven additional school divisions implemented the new student information system in August 2020, for a total of twenty school divisions using the new system.

## Performance Measure Results

### Early Learning Readiness

Percentage of children whose learning and development is typical for children of the same age in Kindergarten according to an observational early childhood readiness screening tool.

	Fall (Kindergarten entry)	Spring (Kindergarten exit)																
2014-15 (baseline)	 <p>Students (%) at K entry</p> <table><tr><th>Category</th><th>Percentage (%)</th></tr><tr><td>Tier I</td><td>56.8</td></tr><tr><td>Tier II</td><td>28.1</td></tr><tr><td>Tier III</td><td>15.1</td></tr></table>	Category	Percentage (%)	Tier I	56.8	Tier II	28.1	Tier III	15.1	 <p>Students (%) at K exit</p> <table><tr><th>Category</th><th>Percentage (%)</th></tr><tr><td>Tier I</td><td>79.2</td></tr><tr><td>Tier II</td><td>14.2</td></tr><tr><td>Tier III</td><td>6.6</td></tr></table>	Category	Percentage (%)	Tier I	79.2	Tier II	14.2	Tier III	6.6
Category	Percentage (%)																	
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2019-20	 <p>Students (%) at K entry</p> <table><tr><th>Category</th><th>Percentage (%)</th></tr><tr><td>Tier I</td><td>56.2</td></tr><tr><td>Tier II</td><td>27.9</td></tr><tr><td>Tier III</td><td>16.0</td></tr></table>	Category	Percentage (%)	Tier I	56.2	Tier II	27.9	Tier III	16.0	<p><i>Due to school closures in response to COVID-19, Spring EYE re-assessments did not occur in 2019-20.</i></p>								
Category	Percentage (%)																	
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Tier II	27.9																	
Tier III	16.0																	
2020-21 <sup>1</sup>	 <p>Students (%) at K entry</p> <table><tr><th>Category</th><th>Percentage (%)</th></tr><tr><td>Tier I</td><td>58.6</td></tr><tr><td>Tier II</td><td>26.9</td></tr><tr><td>Tier III</td><td>14.5</td></tr></table>	Category	Percentage (%)	Tier I	58.6	Tier II	26.9	Tier III	14.5	<p><i>Spring data for the current school year will be available in August 2021.</i></p>								
Category	Percentage (%)																	
Tier I	58.6																	
Tier II	26.9																	
Tier III	14.5																	
<table><tr><td>Tier I – Students (%) complete developmental tasks without difficulty</td><td>Tier II – Students (%) experience some difficulty completing developmental tasks</td><td>Tier III – Students (%) experience significant difficulty completing developmental tasks</td></tr></table>			Tier I – Students (%) complete developmental tasks without difficulty	Tier II – Students (%) experience some difficulty completing developmental tasks	Tier III – Students (%) experience significant difficulty completing developmental tasks													
Tier I – Students (%) complete developmental tasks without difficulty	Tier II – Students (%) experience some difficulty completing developmental tasks	Tier III – Students (%) experience significant difficulty completing developmental tasks																

Source: Ministry of Education, Early Years Evaluation – Teacher Assessment (EYE-TA).

#### NOTES:

\*Due to rounding, totals may not add to 100.0.

The EYE-TA is an assessment for learning that provides the province with a good understanding of young children's development when they first enter school, with a particular focus on reading readiness skills. As an assessment for learning used universally in provincial Kindergarten programs, the EYE-TA is an important tool for educators and school divisions and helps guide planning and practice at the classroom, school and division levels. Saskatchewan's Education Sector Strategic Plan has used aggregated provincial results to assess progress in meeting the goal of more children being developmentally ready when they enter school.

<sup>1</sup>2020-21 Fall EYE-TA data: Students enrolled in eLearning cohorts or learning from home in 2020-21 were not included in Kindergarten assessment for learning. Overall, estimates suggest about 10 per cent of enrolled Kindergarten students in provincial school divisions are missing from 2020-21 fall EYE data as a result. The implications of these differences are as follows: 1) Aggregate 2020-21 EYE data may have a higher margin for error than in past years, especially among school divisions with a larger percentage of students missing from assessment data. 2) A large number of enrolled students and Kindergarten-aged children, including students and children with Tier 2/3 skills, cannot be captured in reporting this year, as they were excluded from assessment as part of eLearning cohorts, or have not yet enrolled in Kindergarten. These important differences related to EYE data for the current 2020-21 school year should be taken into consideration when using 2020-21 EYE data.

### **Reading Achievement**

Percentage of grades 1, 2 and 3 students reading at grade level.

- Reading data collection for grades 1 to 3 was suspended for the 2019-2020 school year due to the COVID-19 pandemic.

### **Writing Achievement**

Percentage of students at grade level on a provincial writing rubric in grades 4, 7 and 9.

- Writing data collection (grades 4, 7, 9) was suspended for the 2019-2020 school year and the 2020-21 school year due to the COVID-19 pandemic.

### **Math Achievement**

Percentage of students at grade level on a provincial Math Number Strand rubric in grades 2, 5 and 8.

- Math (numeracy) data collection (grades 2, 5, 8) was suspended for the 2019-20 school year and the 2020-21 school year due to the COVID-19 pandemic.

## Graduation Rate

Annual percentage of students who graduate within three years and within five years of starting Grade 10.

Completing Grade 12	Three-year (within three years)				Five-year (within five years)				Eventual (within eight years or more)			
	All	Non-Indigenous <sup>1</sup>	First Nations, Métis and Inuit <sup>2</sup>	Disparity	All	Non-Indigenous	First Nations, Métis and Inuit	Disparity	All	Non-Indigenous	First Nations, Métis and Inuit	Disparity
June 2011 (baseline)	72.7	81.8	32.9	48.9	81.3	87.9	48.5	39.4	84.8	89.0	60.3	28.6
June 2012	73.7	82.9	35.9	47.0	81.2	88.0	49.7	38.3	85.6	89.1	63.0	26.1
June 2013	74.8	83.9	37.4	46.5	80.1	87.0	50.0	37.0	84.7	88.8	62.8	26.0
June 2014	74.7	83.4	40.3	43.1	81.4	88.1	54.2	33.9	85.8	90.3	64.0	26.3
June 2015	75.2	84.3	40.1	44.2	82.5	89.2	55.9	33.3	86.1	90.7	65.3	25.4
June 2016	75.6	84.6	41.8	42.7	83.3	89.5	59.6	29.9	85.1	89.7	65.2	24.5
June 2017	76.5	85.4	43.2	42.2	84.0	90.4	59.8	30.6	85.9	90.7	66.8	23.9
June 2018	77.4	86.5	44.5	42.0	84.4	91.1	59.4	31.7	86.3	91.2	67.1	24.1
June 2019	77.3	86.8	43.4	43.5	84.7	91.2	61.0	30.2	86.7	91.4	68.6	22.8
June 2020	79.8	89.2	46.7	42.5	85.5	91.9	62.6	29.3	87.1	92.2	68.1	24.2

<sup>1</sup>Non-Indigenous students are those who do not identify themselves to be First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis or Inuit/Inuk, and may include First Nations, Métis or Inuit students who choose not to self-identify.

<sup>2</sup> First Nations, Métis and Inuit students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis or Inuit.

Source: Ministry of Education, Student Data System (Data 'not frozen' run on September 13, 2020).

### NOTES:

Three-year graduation rates are calculated as the percentage of students who complete Grade 12 within three years of 'starting' Grade 10.

Three-year graduation rates for 2019-20 show a larger than usual year-over-year percentage point increase for June 2020. The provincial policy set in place in response to the COVID-19 pandemic, ensuring that students would receive passing grades in courses in which they were actively enrolled as of March 13, 2020, along with school operational and instructional responses, likely contributed to this increase.

Five-year graduation rates are calculated as the percentage of students who complete Grade 12 within five years of 'starting' Grade 10 (for example, the group of students who 'started' Grade 10 in 2015-16 and completed Grade 12 anytime on or before the end of the 2019-20 school year).

Eventual graduation rates shown in the table are for groups of students who have had at least eight years to graduate from the 'start' of Grade 10. For example, June 2020 eventual graduation rates would be the percentage of students who 'started' Grade 10 in 2012-13 who completed within eight years by June 2020. In subsequent years, this number will be adjusted to show those who have graduated in eight or more years.

Data include students in provincially funded, independent and First Nations schools.

Grade 12 completions include graduation in a Saskatchewan school through the 24 credit, Adult Secondary or Alternative Education programs.

Numbers may differ slightly from those previously reported due to broader inclusion of students in the Student Data System, and due to ongoing maintenance and updating of the Student Data System.

# Progress in 2020-21 Goal 2

## Government Goals



**A Strong  
Economy**



**Strong  
Communities**



**Strong  
Families**

## Ministry of Education Goal

Saskatchewan's Prekindergarten to Grade 12 education system will be recognized for providing students with a high quality education.

## Strategies

- Engage sector partners in curriculum renewal and examining future curriculum considerations.
- Encourage innovation to improve student experience and results within the Prekindergarten to Grade 12 education system.
- Support students' mental health and well-being so that they have optimal benefit from learning.
- Provide education supports for learners with diverse needs.
- Engage students, parents, community and other partners in support of student learning and well-being.

## Key Actions

Work with teachers and post-secondary and industry experts to create curricula that are: relevant and future-focused; meet the diverse needs of Saskatchewan students; include workforce and life preparation; provide multiple pathways to graduation; and, are available in English and French, as appropriate.

- Curriculum development and renewal took place in secondary practical and applied arts, arts education, social sciences and languages. Engagement with teachers, subject and industry experts took place through: reference committee meetings, including sub-committee meetings; writing teams; vetting opportunities, including piloting in classrooms; and, implementation working teams.

Encourage innovation within the Prekindergarten to Grade 12 education system through strategic relationships and concrete initiatives:

- The Provincial Education Council was appointed by the Minister of Education and began the work of overseeing the development of a provincial education plan to set a course for the delivery of education in the province for 2020 to 2030. Nineteen organizations were invited to represent Prekindergarten to Grade 12 education, Indigenous organizations, post-secondary education institutions, business, employers and industry, and school community councils, representing parents.
- The Ministry supported school divisions to participate in a mental health and well-being initiative that assists school divisions to have staff members in every school throughout Saskatchewan trained in Mental Health First Aid. The aim of this initiative is to make having staff trained in Mental Health First Aid as common as having staff trained in physical first aid.

Provide school divisions with mental health and wellness supports for students, e.g., anti-bullying resources, and support of the *Mental Health and Addictions Action Plan*.

- School divisions and schools created plans to support the mental wellness of staff and students including dealing with difficult topics such as suicide, depression and anxiety. The ministry continued to work with the *Kids Help Phone* to promote its professional counselling services, which are available 24 hours a day via phone, chat and text. *Kids Help Phone's Around Me* database provides children and youth with the opportunity to search for resources in the local community including counselling and mental health support.
- Funding was provided for the following training opportunities, initiatives and resources: *Respect in School* online training; *Saskatoon Restorative Action Program Inc. (RAP)*; *Be Kind Online initiative*; *Report Bullying SK Student Online Reporting Tool*; and, *Kids Have Stress Tool* resources.
- A plan to support mental health and well-being of students and staff during the 2021-22 school year was developed by the Provincial Education Plan Implementation Team as part of an interim provincial education plan responding to challenges experienced during the COVID-19 pandemic.

Work with northern school divisions, First Nations and Métis education organizations, and other ministries to support improved outcomes for northern students.

- Forty-four projects in northern Saskatchewan school divisions were supported through the Learning Opportunities Program (LOP) for innovative projects to improve Prekindergarten to Grade 12 student outcomes.
- Over 800 students participated in 20 summer literacy camps hosted in northern Saskatchewan.
- The ministry participated in northern initiatives, such as the Lac La Ronge Community Mobilization, Northern Alcohol Strategy and Cognitive Disability Strategy, which provided students various supports.

Additional Action:

- Through the Class Size and Composition Committee, the ministry continued to collaborate with representatives from the Saskatchewan Teachers' Federation, the Saskatchewan School Boards Association, the Saskatchewan Association of School Business Officials, the Saskatchewan League of Educational Administrators, Directors and Superintendents and the universities of Saskatoon and Regina to work towards the creation of recommendations for the minister's consideration to address issues related to class size and composition.

## Performance Measure Results

### Curricula Renewed

Number of curricula renewed for Fransaskois, French Immersion and English programs.

Two Arts Education, six Practical and Applied Arts and five Social Sciences curricula were renewed: Art visuels, Art dramatique; Accounting, Autobody, Mechanical and Automotive, Career and Work Exploration, Information Processing, Drafting and Computer-Aided Design; and, Law/Droit, Psychology/Psychologie.

# Progress in 2020-21 Goal 3

## Government Goals



**A Strong  
Economy**



**Strong  
Communities**



**Strong  
Families**

*Saskatchewan's Early Years Plan 2016-2020: All Saskatchewan children prenatal to age eight are safe, healthy and develop to their full potential in strong families and supportive communities.*

## Ministry of Education Goal

*Saskatchewan's Early Years Plan 2016-2020 will be implemented by working with the early years sector, including child care, Prekindergarten, community-based organizations, school divisions, the Saskatchewan Health Authority and First Nations and Métis partners.*

## Strategies

- Work with partners to focus on healthy early childhood development.
- Improve access to high quality early learning and child care opportunities.
- Support families in their roles as parents and caregivers.
- Align programs and services at the provincial and community levels.

## Key Actions

In alignment with Saskatchewan's five-year early years plan, implement initiatives under the *Canada-Saskatchewan Early Learning and Child Care Agreement*: develop and deliver programming that supports the inclusion of children experiencing disabilities; expand access to licensed early learning and child care opportunities in child care centres and licensed homes; and, support the experiences of young children in child care and early learning environments through quality focused initiatives.

- Inclusion programming was implemented in child care centres and Prekindergarten programs across the province to support the development and learning of children with additional needs.
- A total 1,092 of 1,295 allocated licensed child care centre spaces were operational by the end of 2020-21. The ministry continued to support the remaining centre spaces in development, as well as the development of additional licensed family child care homes.
- *Parent Central* 211 service was implemented in partnership with the United Way to help parents and caregivers find and access licensed child care, information, programming or services for children zero to six. The website can be accessed at [www.parentcentral.sk.211.ca](http://www.parentcentral.sk.211.ca).
- Support was provided for the quality of programming in the early years sector through training and ongoing grants that support active play and the implementation of *Play and Exploration* in licensed child care.
- *Play. Learn. Grow. Together!* public awareness campaign was implemented, focusing on parents and caregivers of children aged zero to six, emphasizing the importance of the early years and supporting parents and caregivers in their role in child development.

- Supplementary grant funding was issued to school-based centres so they were able to continue to provide services to essential workers in response to the COVID-19 pandemic.

Expand early years family resource centres as a way to improve access to early years programming and family support.

- Seven new Early Years Family Resource Centres were successfully implemented in the Battlefords, La Ronge, Meadow Lake, Moose Jaw, Nipawin, Prince Albert and Saskatoon. These centres, including existing centres in Regina, Sandy Bay and Yorkton, continued operating during the COVID-19 pandemic, providing virtual and in-person early learning and development opportunities in accordance with pandemic safety protocols, at a time when many other services for families with young children were not available.
- In addition, two new centres were announced in Estevan and Humboldt, received start-up funding in 2020-21 and will begin operations in 2021-22.

Work with post-secondary institutions, including Prekindergarten programs where able, to increase access to Early Childhood Education learning opportunities.

- Regular meetings occurred with post-secondary institutions to look for opportunities to increase access to Early Childhood Education learning opportunities.

Increase the availability of early learning spaces.

- A total of 7,119 new child care centre spaces were made available since 2007 – a 76 per cent increase. The number of Prekindergarten programs since 2008 doubled to 316 programs in total.

Strengthen inclusion intervention for children with intensive needs up to six years of age.

- Evidence-based approaches were used to support the development of children with additional needs through an array of programs that includes: the *Early Childhood Intervention Program* (ECIP); *Early Learning Intensive Support* program; *Children Communicating, Connecting and in the Community (4Cs)*; and, *Enhanced Accessibility and Inclusion* grants in licensed child care, Prekindergarten and Kindergarten programs.
- School divisions were supported to use the principles of a needs-based model and the adaptive dimension to meet student need.
- A series of *Supporting All Learners* modules was developed to support school division staff in developing and implementing procedures and practices to support all learners in an inclusive school environment.

Evaluate the joint-use schools child care model and expand, if warranted.

- Due to the COVID-19 pandemic, this work was delayed. To date, the ministry has focused on supporting quality program provision in these centres, including supporting family engagement, training staff in the *Early Childhood Environment Scale* (ECERS-3) and training to support language development.



## Performance Measure Results

### Accessibility

Number of children in licensed child care and Prekindergarten programs in Saskatchewan.

Number of available licensed child care and Prekindergarten programs and spaces, March 31, 2021		
	Programs	Spaces
Licensed family homes	242	2,306
Licensed child care centres	346	15,360
<b>Total licensed child care</b>	<b>588</b>	<b>17,666</b>
<b>Prekindergarten</b>	<b>316</b>	<b>5,056</b>

Source: Ministry of Education

### Inclusivity Inclusive

Number of families and communities participating in child care or early learning programs for children experiencing disabilities.

Number of early learning spaces for children experiencing disabilities, March 31, 2021		
		Grants
Licensed child care	Enhanced Accessibility	396
	Inclusion	73
		Spaces
Early Learning Intensive Support		242
Children Communicating and the Connecting in the Community Programs		32

Source: Ministry of Education

# Progress in 2020-21 Goal 4

## Government Goals



**A Strong  
Economy**



**Strong  
Communities**



**Strong  
Families**

### *Saskatchewan's Growth Plan:*

- Ensuring investments are affordable within a balanced budget, the Government of Saskatchewan will continue to invest in our communities and families to improve their quality of life as the province's economy and population grows over the next decade.
- Building an accessible Saskatchewan for people with disabilities.

## Ministry of Education Goal

Support for library and literacy programs enhances literacy, community vibrancy and contributes to residents' lifelong learning and participation in the economy.

## Strategies

- Work with family literacy partners to enhance and target expansion of family literacy programs and services.
- Work with library sector partners to provide all Saskatchewan residents with equitable province-wide access to all public library services.
- Partner with library sector partners to support successful library services, programs and governance.

## Key Actions

Renew the family literacy program.

- The Regina and area family literacy hub was established with the United Way Regina. The family literacy hub provides family literacy programs and resources to Regina and surrounding area.
- The Saskatchewan Literacy Network began coordinating monthly meetings with the family literacy hubs for information sharing and professional development.
- Family literacy hub programming quickly took on a new look as a result of the COVID-19 pandemic. Programs were offered virtually and take home literacy kits were developed for parents to use with their children.

Support family literacy hubs in improving their services for Indigenous families. Family literacy hubs are regionally-based organizations providing family literacy awareness, programs, services and resources.

- Family Literacy Hubs continued to intentionally establish and strengthen relationships with Indigenous organizations, although the COVID-19 pandemic slowed progress.

Support libraries in the provision of programming for newcomers to Canada and people with print disabilities.

- Close to 850,000 items, including e-Audio, Braille and e-Text formats, were made accessible to

Saskatchewan public library patrons with print disabilities. A large number of these materials are discoverable through the province-wide Saskatchewan Information and Library Services (SILS) catalogue.

- Access was provided to print, electronic, and news resources in many languages to support family literacy and provide a sense of welcoming and belonging as newcomers participate in Saskatchewan culture. The multilingual print collection, managed by and made available to all public libraries, includes both fiction and non-fiction resources for adults and children in 25 languages.

Focus on maintaining accessible library services for all people to have equal opportunity to access library services, programs and resources.

- The provincial public library system during the last year saw a rapid expansion of audio and e-resources, kits and programming platforms to support equitable access while physical libraries were closed.
- The ministry worked with the sector and Health to develop guidelines related to the COVID-19 pandemic and library processes and services.

Explore the demand for additional summer literacy programs such as literacy camps and summer reading programs.

- An assessment of the need for additional summer literacy camps was not completed. The current summer literacy camp program was modified in 2020 and 2021 to accommodate COVID-19 pandemic public health orders.

## Performance Measure Results

### Summer Literacy Camps

Summer Literacy Camps		
	2019	2020
Number of participating school divisions	8	8
Number of summer literacy camps	27	1,032 <sup>1</sup>
Number of participants	1,244	1,032 <sup>1</sup>
Average daily reading time per participant	63 minutes	

Source: Ministry of Education

#### NOTES:

Literacy kits were distributed as a new delivery model in response to COVID-19. Families were provided with summer literacy kits which contained books and literacy activities for parents and children to complete together.

Average daily reading time per participant was not collected in 2020.

## Public Libraries

Public Libraries						
		2016	2017	2018	2019	2020
Number of active library cards	Active library card	254,197	258,708	262,202	267,581	244,941
	Card used during the year	220,379	224,488	154,331	154,851	103,696
Number of programs provided by libraries	Number of programs	43,528	45,252	46,106	51,991	
	Program attendees	417,845	435,426	474,450	510,997	
Usage of multilingual resources	Requests	363	521	478	479	267
	Branches	31	33	37	35	24
	Items sent	14,840	22,774	19,640	20,415	10,900
	Circulations	19,786	18,272	18,178	20,171	9,162
Usage of resources for those with print disabilities	CELA	Borrowers	2,138	764	743	808
		Borrowed items	31,244	96,157	52,733	107,540
	NNELS	Users	157	176	85	81
		Downloads	532	232	247	578
		Website access	869	736	1,024	1,180
				1,024	1,180	1,915

Source: Ministry of Education

### NOTES:

Public library systems submit their previous year's program statistics in May/June, so the provincial 2020 program data is currently not available.

COVID-19 measures had a profound effect on the physical collection usage, especially the multilingual collection. Usage was lower due to library closures and service changes to meet COVID-19 guidelines.

May to December 2016 multilingual data may be incomplete or inconsistent due to system changes.

Through the Centre for Equitable Library Access (CELA) and the National Network for Equitable Library Service (NNELS), the Ministry of Education secures library services for Saskatchewan residents with print disabilities.

CELA was in a pilot stage in 2015-16 so the 2016 data gathered may not be consistent with following years' data.

NNELS 2020 patron numbers and downloads will not be available until fall 2021.

### Circulations

Circulations					
	2016	2017	2018	2019	2020
Collection size	3,680,044	3,647,206	3,676,767	3,693,565	3,655,306
Circulation	8,172,185	8,083,367	8,162,487	8,366,761	5,157,710
Reciprocal Borrowing	393,682	425,657	420,806	428,054	163,165

Source: Ministry of Education

### NOTES:

Eleven public library systems work together to provide Saskatchewan residents with one seamless collection across the province.

Circulation includes both physical items and Library2go e-resources checkout and renewal.

Reciprocal Borrowing represents the number of items circulated when a patron physically goes to a public library system, other than their own, to check out an item.

The COVID -19 pandemic had a profound effect on circulation of the physical collection due to public library closures and set times for curbside service.

# Progress in 2020-21 Goal 5

## Government Goals



**A Strong  
Economy**



**Strong  
Communities**



**Strong  
Families**

*Saskatchewan's Growth Plan:* Support the foundational education, training and student development system to prepare our children and youth to succeed in the economy once they graduate.

## Ministry of Education Goal

Ministry services and supports are responsive and sustainable.

## Strategies

- Engage sector partners in planning and priority-setting.
- Continue to pursue continuous improvement in all sector programs and initiatives.
- Strengthen accountability relationships in the sector.
- Leverage federal and provincial-territorial relationships to further Ministry of Education and government priorities.
- Work with other ministries to achieve Ministry of Education and government goals.

## Key Actions

Support education sector partners in developing and implementing projects aimed at finding savings in the education sector.

- Through the Sector Savings Advisory Group, short- and long-term sustainable sector savings projects were identified, including: a sector-wide LED lighting initiative that secured standing offers with vendors to provide LED lighting supply and installation to schools in Saskatchewan, at the discretion of school divisions; the *Climate Action Incentive Fund* was leveraged to offset capital investment related to LED lighting upgrades; and, learning software cost savings were achieved through negotiated annual rates with software companies and vendors.

Collaborate with provincial education partners to develop a provincial education plan for Saskatchewan students for 2020 to 2030, ensuring goals and strategies are aligned with the four priorities of the *Framework for a Provincial Education Plan 2020-30*. The four priorities within the framework are: inclusive, safe and welcoming learning environment; ensuring students have the skills and knowledge for their future; forming connections and relationships; and, supporting mental health and well-being.

- In response to the COVID-19 pandemic, an interim provincial education plan was developed by the Provincial Education Plan Implementation Team to support students and staff during the 2021-22 school year. The interim plan has three priorities: learning opportunities, reading, and mental health and well-being. The Provincial Education Plan Implementation Team will continue development of a long-term provincial education plan to 2030 under the guidance of the Provincial Education Council in the fall of 2021.
- In response to the recommendations put forward by the Saskatchewan Advocate for Children and Youth (SACY) in its 2018 special investigative report, *When Every Second Matters*, the ministry:

assessed and revised, as necessary, policy and procedures regarding cumulative records for students with special needs, upon review of the audit from the Office of the Provincial Auditor; and, contacted every school division regarding potential hazards and is satisfied all existing safety hazards have been mitigated. As a result of these actions, the SACY recommendations were achieved.

- The ministry pursued its full engagement with the Council of Ministers of Education, Canada (CMEC). CMEC's strategic plan aligns with the framework for the new provincial education plan and *Saskatchewan's Growth Plan* with regard to strengthening the linkage between education and the labour market (through ensuring students have the skills and knowledge for their future) and improving education supports for First Nations and Métis students.

Work with the library sector to develop and implement a public library sector plan.

- The COVID-19 pandemic delayed the planning process. It was agreed by public library directors and the Ministry of Education to resume planning during the spring and summer of 2021.

Fulfill commitment to federal-provincial agreements: *Canada-Saskatchewan Early Learning and Child Care Agreement*; and, *Canada-Saskatchewan Agreement on Minority-Language Education and Second Official-Language Instruction*.

- The ministry continued to implement programming under the *Canada-Saskatchewan Early Years Learning and Child Care Agreement*. The three-year, plus one-year extension agreement from 2017-18 to 2020-21 provided Saskatchewan over \$56 million to support the early learning and child care sector.
- Through the *Canada-Saskatchewan Agreement for Minority-Language Education and Second-Language Instruction 2019-2020 to 2022-2023*, the ministry provided funding for: minority language education to 12 Francophone organizations and the Conseil des écoles fransaskoises for Semaine de la Francophonie, La journée fransaskoise du droit, Francofièvre event, educational projects, theater workshops and development and distribution of resources for Francophone parents and students; and, to 16 organizations and 18 school divisions with French Immersion, Intensive French and Core French programs for the provision of second-language instructional pedagogical resources, events and workshops including heritage workshops, professional development for French second-language teachers in Saskatchewan, French Live Arts program, eSKapade online writing project, theater workshop, promotion of French Second-language Education Week and virtual summer literacy camps.

Support the development of interministry service hubs to improve coordination of services to students and their families.

- Six early years networks worked to support optimal child development through local action planning, including connecting children to appropriate programs.
- The ministry contributed to cross sector planning to address youth mental health through an integrated services model.

Work with a Youth Council to learn how to better support students.

- The 2019-20 Youth Council successfully completed its mandate by presenting the following recommendations to the Minister of Education: improve access to mental health services and sexual assault services; provide early exposure to coping mechanisms to reduce stigma associated with mental health issues and sexual assault; teach respect for diverse cultures; and, strengthen relationships between school counsellors and students.

Work with the Curriculum Advisory Committee and subject-specific reference committees to establish priorities for curriculum development.

- The Curriculum Advisory Committee, with a cross-section of representatives from Kindergarten to Grade 12 education stakeholders, including teachers, post-secondary institutions, the business community and parents, met twice to discuss future curriculum development and renewal and Saskatchewan's high school graduation requirements beyond 2023.
- Three reference committees were active: secondary arts education, secondary social sciences, and, secondary practical and applied arts.

Support a respectful and inclusive workplace by: ensuring all new ministry staff complete the Aboriginal Awareness Training; ensuring all ministry staff complete the Respect in the Workplace Training; and, improving recruitment and retention of self-declared Aboriginal persons and persons with a disability.

- Aboriginal Awareness Training was offered to all new ministry staff in support of workplace diversity and investing in staff learning and development.
- Respect in the Workplace Training continued to be offered as part of supporting the development of healthy and inclusive workplaces for government employees.

## Performance Measure Results

### Child Care Spaces

Number of child care spaces.

- As of March 31, 2021, there were a total of 17,666 licensed child care spaces.

Number of French minority language child care spaces.

- As of March 31, 2021, there were a total of 384 French minority language child care centre spaces.

### French Education and Immersion

Number of students enrolled in French Immersion instruction programs, French education (Conseil des écoles fransaskoises), Intensive French (Grade 6), and Post-Intensive French (grades 7 to 12).

Number of students registered in Core French classes.

French Minority Language Education and Second Official Language Instruction						
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Number of students enrolled in Francophone education.	1,603	1,646	1,672	1,769	1,727	1,774
Number of students enrolled in French Immersion instruction programs.	13,788	14,487	15,251	16,013	16,751	16,729
Number of students registered in Core French classes (Grade 1 to 12).	36,822	36,048	34,045	33,434	32,443	

Source: Ministry of Education, Student Data System.

#### NOTES:

Francophone education and French Immersion instruction program counts are school division Kindergarten to Grade 12 headcount as of September 30th.

To align with submissions made by the ministry to Statistics Canada, school inclusion/exclusion definitions for Core French registrations include public and separate schools and not associated independent schools or other school types within the provincial school divisions.

Core French 2020-21 course registrations are not finalized until September 2021.



Core French registrations are not applicable to Kindergarten and Prekindergarten in Saskatchewan because those grades have play-based curriculum, and individual courses such as Core French are not required within the curriculum.

Core French registrations for grades 1 to 9 are estimates derived from teacher reporting of group-size numbers of students in their class learning Core French. Core French registrations for grades 10 to 12 are based on individual student course registration data recorded in the live Student Data System, which are subject to change with updates to the Student Data System.

# Progress in 2020-21 Goal 6

## Government Goals



**A Strong  
Economy**



**Strong  
Communities**



**Strong  
Families**

*Saskatchewan's Growth Plan:* The Government of Saskatchewan will continue to invest in infrastructure to deliver strong services in Saskatchewan communities.

## Ministry of Education Goal

Safe, secure and functional learning facilities are provided in partnership with the sector.

## Strategies

- Maximize facility usage, recognizing and responding to shifting population needs in rural and urban areas.
- Seek federal investment in infrastructure, as appropriate.

## Key Actions

Utilize the *Ministry of Education's Ten-Year Capital Plan* to support safe and sustainable learning environments, renew aging infrastructure and accommodate population growth.

- The ministry's ten-year capital plan outlines the current state and future need of infrastructure in the PreK-12 provincial school system. The plan includes all capital projects, funding programs and federal infrastructure funding proposals. The plan allows the ministry to support continued investment to maximize facility usage, renew aging infrastructure and respond to population growth.

Work with Francophone communities to encourage participation in federal infrastructure initiatives.

- The ministry worked with the Association Canadienne-Française de Regina and the Conseil des écoles fransaskoises to successfully secure federal funding under *Canada's Action Plan for Official Languages 2018-2023* for the following infrastructure projects: modernization of the Carrefour des plaines Bistro (Association Canadienne-Française de Regina); renovation of the school-community library at Ecole Père Mercure in North Battleford; and, construction of a school-community centre in Regina.

Work with *SaskBuilds* to identify infrastructure projects that are eligible for federal funding under the *Investing in Canada Infrastructure Program*.

- There is no progress to report in 2020-21.

Maximize service provision in consideration of population change in, for example, licensed child care, family resource centres, community programs, library services, or provincial schools by: understanding and responding to varying needs; and, strengthening collaborative approaches to delivering services.

- Population need informed the Humboldt and Estevan Early Years Family Resources Centre locations.

Encourage community use of education facilities.

- There is no work in this area to report, given the impact of the COVID-19 pandemic.

## **Performance Measure Results**

### **School Utilization Rate**

A utilization rate represents an indication of how full the school is based on the size of the facility and the enrolment.

Capacity issues in schools continued to be addressed through the ministry's commitment to funding through the Relocatable Classroom Program. This program assists school divisions at the local level to deal with space shortages and alleviate pressure caused by increasing enrolments. In 2020-21, funding allowed the ministry to address capacity issues in traditional built schools where utilization was projected to be greater than 106 per cent. Major Capital Program funding is provided to construct new schools to address enrolment growth. The ministry's target is for no more than 10 per cent of capitally-funded K-12 schools to operate beyond 100 per cent capacity.

### **Facility Condition Index**

The Facility Condition Index (FCI) is a comparative indicator of the relative condition of facilities expressed as a percentage.

To enable a better comparison of facilities across government sectors, the ministry is working with the Ministry of SaskBuilds and Procurement (SBP) to refresh the FCI data for schools across the province. SBP developed a model to assess the conditions of facilities, and calculate FCI consistently using a common methodology. The ministry is applying this methodology to facilities in the education sector. The ministry began these facility condition assessments in 2020-21 using the new model. Assessments at four school divisions were completed and assessments of the remaining 23 school divisions will be completed over the next four years. Consistent assessment data will allow the ministry to assist school divisions in setting targets for maintenance funding.

# Financial Summary

## Introduction

Total 2020-21 expenditures for the ministry were \$2,561.3 million resulting in a variance of \$51.6 million under the approved expense budget of \$2,612.9 million.

Expenditures were under the 2020-21 budget primarily due to delays in capital spending. A special warrant was given in the year to fund purchasing of personal protective equipment for the school divisions and independent schools. There were also increased requirements in 2020-21 for statutory funding for the Teachers' Superannuation Plan.

Revenue for the ministry was \$36.4 million, resulting in a variance of \$2.6 million over the approved revenue budget of \$33.8 million. Revenues exceeded the 2020-21 budget primarily due to increased complementary funding in relation to the *Canada-Saskatchewan Agreement on Minority-Language Education and Second Official-Language Instruction*.

## Expenditures

The table on the following page provides information on actual and original budgeted expenditures by subvote and allocation. Variance explanations are provided for all variances greater than \$1.0 million.

(In thousands of dollars)	2019-20	2020-21	2020-21	2020-21	
	Actual	Estimates	Actual	Variance	
<b>Central Management and Services (ED01)</b>					
Minister's Salary (Statutory)	\$60	\$58	\$58	\$0	
Executive Management	\$1,660	\$1,750	\$1,789	\$39	
Central Services	\$7,433	\$8,414	\$8,225	(\$189)	
Accommodation Services	\$3,979	\$3,511	\$3,599	\$88	
<b>Subvote Subtotal</b>	<b>\$13,132</b>	<b>\$13,733</b>	<b>\$13,671</b>	<b>(\$62)</b>	
<b>K-12 Education (ED03)</b>					
Achievement and Operational Support	\$25,328	\$30,701	\$25,478	(\$5,223)	1
School Operating	\$1,767,571	\$1,804,692	\$1,802,762	(\$1,930)	2
K-12 Initiatives	\$39,619	\$51,433	\$42,829	(\$8,604)	3
School Capital	\$105,184	\$167,683	\$121,586	(\$46,097)	4
P3 Joint-Use Schools Maintenance and Interest	\$14,305	\$14,134	\$13,386	(\$748)	
<b>Subvote Subtotal</b>	<b>\$1,952,007</b>	<b>\$2,068,643</b>	<b>\$2,006,041</b>	<b>(\$62,602)</b>	
<b>Early Years (ED08)</b>					
Operational Support	\$4,034	\$4,377	\$3,943	(\$434)	
KidsFirst	\$15,651	\$16,047	\$16,047	\$0	
Early Childhood and Intervention Programs	\$4,285	\$4,394	\$4,394	\$0	
Child Care	\$71,217	\$73,499	\$89,986	\$16,487	5
<b>Subvote Subtotal</b>	<b>\$95,187</b>	<b>\$98,317</b>	<b>\$114,370</b>	<b>\$16,053</b>	
<b>Provincial Library and Literacy (ED15)</b>	<b>\$14,160</b>	<b>\$14,393</b>	<b>\$13,898</b>	<b>(\$495)</b>	
<b>Teachers' Pension and Benefits (ED04)</b>					
Teachers' Superannuation Commission	\$1,223	\$1,311	\$1,085	(\$226)	
Teachers' Superannuation Plan (Statutory)	\$293,985	\$290,249	\$286,640	(\$3,609)	6
Teachers' Group Life Insurance (Statutory)	\$2,377	\$2,579	\$2,423	(\$156)	
Teachers' Dental Plan (Statutory)	\$13,388	\$13,785	\$12,552	(\$1,233)	7
Saskatchewan Teachers' Retirement Plan (Statutory)	\$87,437	\$88,406	\$88,996	\$590	
Teachers' Extended Health Plan	\$20,840	\$21,045	\$21,202	\$157	
<b>Subvote Subtotal</b>	<b>\$419,250</b>	<b>\$417,375</b>	<b>\$412,898</b>	<b>(\$4,477)</b>	
<b>Total Appropriation</b>	<b>\$2,493,736</b>	<b>\$2,612,461</b>	<b>\$2,560,878</b>	<b>(\$51,583)</b>	
Capital Asset Acquisitions, Net	-	-	-	-	
Non-Appropriated Expense Adjustment	\$389	\$389	\$389	\$0	
<b>Total Ministry of Education Expense</b>	<b>\$2,494,125</b>	<b>\$2,612,850</b>	<b>\$2,561,267</b>	<b>(\$51,583)</b>	

### Variance Analysis 2020-21 Actual Expenditures to Budget

1. Variance is primarily due to the classroom supports budget not being spent.
2. Variance is primarily due to savings for Supplemental Employee Benefits and the Saskatchewan Professional Teachers' Regulatory Board.
3. Variance is primarily due to savings for CommunityNet related to a new contract and unspent special warrant funding for pandemic supplies.
4. Variance is primarily due to construction and land acquisition delays and unspent Stimulus Funding.
5. Variance is primarily due to the Child Care Federal Safe Restart funding which is offset by savings in child care.
6. Variance is primarily due to actual pensioner payroll being lower than projected, offset by fewer funds being released from the TSF due to fewer teachers retiring than projected.
7. Variance is primarily due to fewer dental claims being submitted in the year.

### Revenue

(In thousands of dollars)	2020-21 Estimates	2020-21 Actual	2020-21 Variance
Sales, Services and Service Fees			
Other Miscellaneous Services	\$575	\$745	\$170
<b>Subtotal</b>	<b>\$575</b>	<b>\$745</b>	<b>\$170</b>
Receipts from Other Governments			
Federal-Provincial Cost Sharing Programs	\$21,004	\$22,621	\$1,617 <sup>1</sup>
<b>Subtotal</b>	<b>\$21,004</b>	<b>\$22,621</b>	<b>\$1,617</b>
Receipts from Crown Entities			
Climate Action Incentive Fund	\$12,000	\$12,004	\$4
<b>Subtotal</b>	<b>\$12,000</b>	<b>\$12,004</b>	<b>\$4</b>
Other Revenue			
Casual Revenue	\$75	\$149	\$74
Refund from Previous Years' Expenditures	\$55	\$392	\$337
Changes in Previous Years' Estimates	\$160	\$520	\$360
Salary Overpayment Refund - Prior Years	\$10	\$2	(\$8)
<b>Subtotal</b>	<b>\$300</b>	<b>\$1,063</b>	<b>\$763</b>
<b>Total Revenue</b>	<b>\$33,879</b>	<b>\$36,433</b>	<b>\$2,554</b>

### Variance Analysis 2020-21 Actual Revenue to Budget

1. Variance due to complementary funding related to the *Federal French Language Minority and Second Language Agreement*.

## **Special Purpose Fund**

Audited financial statements for the following special purpose fund may be found at [finance.gov.sk.ca/public-accounts](https://finance.gov.sk.ca/public-accounts) or by contacting the Communications and Sector Relations branch of the Ministry of Education.

## **School Division Tax Loss Compensation Fund**

The *School Division Tax Loss Compensation Fund* was created by an amendment to *The Education Act, 1995* through the *Treaty Land Entitlement Implementation Act* and came into force on June 22, 1993. Regulations to administer the *School Division Tax Loss Compensation Fund* were established by an Order in Council on December 14, 1994.

The *School Division Tax Loss Compensation Fund* is administered by the Ministry of Education on behalf of school boards. The purpose of the *School Division Tax Loss Compensation Fund* is to provide tax loss compensation to school divisions that lose tax revenue as a result of lands within that school division converting to reserve status. The *School Division Tax Loss Compensation Fund* receives money from the provincial (Ministry of Government Relations) and federal (Indigenous Services Canada) governments as part of the *Treaty Land Entitlement Framework Agreement*. Payments are made to affected school divisions according to the formula stated in the regulations.

Additional financial information can be found in the Government of Saskatchewan Public Accounts located at <https://publications.saskatchewan.ca/#/categories/893>