

Ministry of Education

Annual Report for 2021-22

Table of Contents

- Letters of Transmittal 3**
- Ministry of Education Overview.....5**
- Progress in 2021-22 Goal 1** In partnership with the education sector, ensure that students are learning what they need for their future; students feel safe and supported; and, students feel that they belong, are valued and can be themselves..... **6**
- Progress in 2021-22 Goal 2** Ministry of Education services and supports are responsive and sustainable. Safe, secure and functional learning facilities are provided in partnership with the sectors.....**19**
- Progress in 2021-22 Goal 3** Children aged zero to six years will be supported in their development to ensure that more students exiting Kindergarten are ready for learning in the primary grades.....**20**
- Progress in 2021-22 Goal 4** Support for library and literacy programs enhances literacy, community vibrancy and contributes to residents’ lifelong learning and participation in the economy.....**24**
- Financial Summary28**

Letters of Transmittal

Office of the Lieutenant Governor of Saskatchewan:



The Honourable
Dustin Duncan
Minister of Education

I respectfully submit the Annual Report for the Ministry of Education for the fiscal year ending March 31, 2022.

Some of the significant highlights in 2021-22 include:

- Collaborating with the Provincial Education Council and Provincial Education Plan Implementation Team to create and implement the interim provincial education plan for the 2021-22 school year. This plan provides guidance and support to school divisions as our province continues to emerge from the COVID-19 pandemic. The interim plan includes key actions to meet the needs of all students in the areas of mental health and well-being, reading, numeracy and engagement.
- Strong families mean a strong province. That's why our government worked with the Federal Government to sign the *Canada-Saskatchewan Canada-Wide Early Learning and Child Care Agreement*. This agreement provides a federal investment of nearly \$1.1 billion over five years for child care in Saskatchewan. This investment will support quality early learning programs and services to benefit Saskatchewan families and children.
- Public libraries provide resources and supports for their communities. They open a world of creativity and ignite a love of learning at all ages. In December 2021, Saskatchewan completed its first-ever Provincial Public Library Sector Plan. This plan was developed in consultation with the province's 11 public library systems, representing more than 300 public library branches.

This report highlights the ministry's commitment to providing Saskatchewan learners with an innovative, inclusive, proactive and modern learning experience to support success and nurture tomorrow's leaders.

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, 2022.

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 2021-22 Annual Report is accurate and reliable.

A handwritten signature in blue ink that reads "Johnson". The signature is fluid and cursive, with the first letter being a large, stylized 'J'.

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.

Background

The Ministry of Education and its sectors – early years, Prekindergarten to Grade 12, libraries and literacy – are integral to the strong economy, strong communities and strong families envisioned by *Saskatchewan's Growth Plan: The Next Decade of Growth 2020-2030*. The priorities of *Saskatchewan's Growth Plan* drives the Ministry of Education and sector plans.

The Ministry of Education and its sectors are working to ensure:

- Saskatchewan children prenatal to age eight are safe, healthy and developing to their full potential;
- Saskatchewan students are learning what they need for their future, are safe and supported, feel that they belong, are valued and can be themselves;
- learning facilities are safe, secure and functional;
- library and literacy programs enhance literacy, community vibrancy and contribute to residents' lifelong learning and participation in the economy; and,
- Ministry of Education services and supports are responsive and sustainable.

Planning with the Sectors

To build upon the progress made in the Prekindergarten to Grade 12 education sector through the implementation of the Education Sector Strategic Plan (ESSP), which guided sector goals and strategies since 2014, the Ministry of Education is engaged with education sector partners in a new relationship to co-construct a provincial education plan. The *Framework for a Provincial Education Plan 2020-2030* addresses current challenges in education and creates a space within which all Saskatchewan students can become well-educated, active citizens in their communities, the province and the world.

The four areas of focus of the provincial education plan framework are:

- skills and knowledge for future learning, life and participation in society;
- mental health and well-being;
- connections among people and relationships between systems and structures; and,
- inclusive, safe and welcoming learning environments.

Saskatchewan’s Early Years Plan, the *Framework for a Provincial Education Plan* and the extended *Canada-Saskatchewan Canada-Wide Early Learning and Child Care (Can-SK CW ELCC) Agreement* continue to drive the work of the early years sector. The overarching goal of the plan is that all Saskatchewan children prenatal to age eight are safe, healthy and develop to their full potential in strong families and supportive communities.

The library and literacy sectors play key roles in developing Saskatchewan residents’ literacy skills and support lifelong learning and student success. The Ministry of Education worked with the library sector to develop the first public library sector plan.

The Ministry of Education’s work on inter-ministry and community-based strategies (e.g., *Working Together for Change: A 10-Year Mental Health and Addictions Plan for Saskatchewan*, *Saskatchewan’s Disability Strategy* and *Mental Health Capacity Building*) is reflected in many of the actions within this year’s plan.

Service Delivery

Within the Ministry of Education in 2021-22, services were provided by 242.2 full-time-equivalent employees.

The Ministry of Education Operational Plan for 2021-22 is available online here:

<https://publications.saskatchewan.ca/api/v1/products/112414/formats/126402/download>.

Ministry Goal 1

Government Goals



A Strong Economy



Strong Communities



Strong Families

Saskatchewan’s Growth Plan:

- “Grow a skilled labour force through education and training.”
- “Ensure the PreK-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.”
- “Ensure Saskatchewan’s K-12 curriculum provides students with a strong foundation in the sciences, technology, engineering and math to prepare them for future success.”
- “Support mental health and wellness in schools.”

Ministry of Education and Provincial Education Plan Goals

In partnership with the education sector, ensure that:

- students are learning what they need for their future;
- students feel safe and supported; and,
- students feel that they belong, are valued and can be themselves.

Strategy

Provide responsive, relevant and student-centred curriculum.

Key Actions

- Continue to collaboratively renew and develop secondary curricula, in English and French as appropriate, following the guiding principles of curriculum renewal.
 - Curriculum development and renewal took place in secondary practical and applied arts, arts education, social sciences, Christian ethics and languages.
 - Engagement with teachers, post-secondary institutions, subject and industry experts took place through: reference committee meetings, including sub-committee meetings; writing teams; feedback opportunities, including piloting in classrooms; and, implementation working teams.
- Work with the Curriculum Advisory Committee (CAC) to develop recommendations regarding future curriculum development and renewal and Saskatchewan high school graduation requirements beyond 2023.
 - The CAC met twice in 2021-22 to discuss recommendations for the Minister of Education regarding future curriculum development and renewal and Saskatchewan's high school graduation requirements beyond 2023.
- Develop a computational thinking resource that identifies opportunities for teachers to address computational thinking in grades 1 to 6 mathematics and science.
 - Opportunities to address computational thinking in grades 1 to 6 mathematics and science curricula (2021) were developed, and materials posted on the curriculum website.
- Ensure renewed or new curricula reflect the goals and principles of *Inspiring Success: First Nations and Métis PreK-12 Education Policy Framework*.
 - *Nakoda 10, 20, 30* was made available as a provincial course for the 2021-22 school year.
 - A *Métis and First Nations Languages Framework* for grades 1 to 9 was under development in 2021-22 to support locally determined options.
 - A revision of *Treaties and the Law* was in development in 2021-22, in partnership with the Office of the Treaty Commissioner.
 - A guidance group to support *Native Studies* renewal was formed in 2021-22. Members of the group represent the geographic regions, as well as the various First Nations and Métis language groups in the province.
 - A grades 1 to 12 *Métis Essential Learnings Framework* to guide curriculum writers was in development in 2021-22, in partnership with Métis Nation-Saskatchewan.

Strategy

Develop and nurture partnerships and trusting relationships in the education sector.

Key Actions

- With the Provincial Education Council and Provincial Education Plan Implementation Team, finalize and gain endorsement for interim provincial education plan priority plans focused on supporting

students and staff.

- An interim plan that responds to the pressures experienced by school systems as a result of the COVID-19 pandemic was developed by the Provincial Education Plan Implementation Team and endorsed by the Provincial Education Council.
- The interim plan includes key actions to meet the needs of all students in the areas of mental health and well-being, reading, numeracy and engagement. The plan was implemented in the 2021-22 school year.
- With the Provincial Education Council and Provincial Education Plan Implementation Team, finalize and gain endorsement for the outcomes and actions of the first cycle of the new provincial education plan.
 - The interim plan was refreshed and will be extended to the 2022-23 school year. The Provincial Education Plan Implementation Team will continue the work of developing the long-term plan in 2022.
- With the Provincial Leadership Team, conclude the work of the final cycle of the Education Sector Strategic Plan (ESSP) and report on results.
 - The ESSP (2014-2021) completed its final cycle and was formally sunset at the Provincial Leadership Team's (PLT) final meeting in June 2021. PLT members and special guests reported on year-over-year results achieved by the ESSP and celebrated highlights and successes of the ESSP since its inception.
- Support initiatives that focus on positive mental health and student safety including: Saskatoon Restorative Action Program; Be Kind Online; and, Kids Help Phone.
 - Agreements were executed with community-based organizations including Kids Help Phone, Saskatoon Restorative Action Program and SaskTel's Be Kind Online in support of mental health and student safety.
 - Over \$224,000 was disbursed to school divisions for training related to mental health and student safety.
 - Continued to support school divisions' participation 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 (MHFA). The aim of this initiative is to make having staff trained in MHFA as common as having staff trained in physical first aid.
 - A *Welcome Back* campaign was developed, which was used by many school divisions to welcome back students and families to the 2021-22 school year. The campaign was created in collaboration with school division communicators and the Saskatchewan School Boards Association.
 - The *Take a Break* campaign and website was launched, focusing on mental wellness of Saskatchewan students and families as it relates to appropriate use of technology.
- Collaborate with Immigration, Refugees and Citizenship Canada (IRCC) to designate learning institutions for international students during the COVID-19 pandemic.
 - This work was placed on hold by the IRCC during the COVID-19 pandemic.

Strategy

Practice innovation throughout the education sector.

Key Actions

- Encourage school divisions to use data and effective practices to inform graduation rate improvement planning.
 - Access was provided to a provincial online survey that assisted school divisions and First Nations education authorities in responding to student perceptual data at the school level, with the goal of improving the engagement and graduation rates of Saskatchewan students.

- Work was completed to implement the final recommendation of the Provincial Auditor's 2012 report on Increasing Grade 12 Graduation Rates, through analysis of board of education 2019-20 annual reports, to determine the extent to which the 27 school divisions used effective strategies to improve Grade 12 graduation rates. The Ministry of Education summarized its analysis and communicated its findings in a report to school divisions on June 1, 2021.
- While some data collection was suspended in the 2020-21 school year due to the impact of the COVID-19 pandemic, in all other years of ESSP deployment, school divisions received regular data reports, including on-track to graduation, which provided the information needed to self-assess progress in improving graduation rates. In the 2021-22 school year, school-level reporting and analysis of high school enrolments and graduation rates resumed along with the provincial collection of student attendance data.
- Work with the Prekindergarten to Grade 12 education sector to assess and adopt the innovations stemming from the COVID-19 pandemic that contribute to improvements in education delivery and student success.
 - The Child Trauma Research Centre at the University of Regina was supported to conduct a pan-Canadian knowledge synthesis on trauma-informed best practices in education and to create evidence-based and practice-informed knowledge products to support educators in responding to COVID-19 related issues as they unfolded in schools.
 - Online school enrolments on September 30, 2021, in school divisions and independent schools associated with school divisions (4,285), were nearly double online enrolments from two years earlier. \$4.9 million was allocated for technology upgrades, resources and supports for online learning, including the purchase of additional computers.
 - All *Following Their Voices* professional learning and development sessions were transitioned online to ensure the programs continued to operate. Modules continued to be developed and updated in 2021-22 to support implementation.
- Continue to support sector partners in developing and implementing projects aimed at generating savings within the education sector to be allocated according to individual sector priorities.
 - The completion of projects in school divisions under the LED Lighting Standing Offer were supported.
- Together with education partners, host an Indigenous Education Speaker Series and Symposium to inspire commitment toward the vision, goals and principles of *Inspiring Success: First Nations and Métis PreK-12 Education Policy Framework*.
 - To promote the implementation of the framework, a Planning Team made up of education partners and ministry officials offered a virtual speaker series from February to November 2021, which focused on the *Inspiring Success* policy imperatives. The sessions are recorded and available online to the education sector.
 - The Planning Team worked throughout 2021-22 to organize an Indigenous Education Symposium for May 16-17, 2022, in Saskatoon, entitled *Indigenous Education Symposium 2022: Inspiring Success – Continuing the Journey*, with a focus on the goals and principles of *Inspiring Success*.
- Support the Youth Council to fulfill its mandate of presenting to the Minister of Education advice and insights on topics of interest to Saskatchewan students.
 - The 2021-22 Youth Council had regular opportunities throughout its term to provide advice and insights on education policies, curriculum, programs and priorities. Its engagements included providing feedback on the draft provincial education plan, input to the *U Good* campaign focused on youth suicide prevention, feedback on the public library sector plan and a presentation to the Saskatchewan School Boards Association (SSBA).
- Provide support to school divisions for training to build capacity related to mental health and student safety, including operationalizing the commitment to train at least one person in each school within all 27 school divisions in Mental Health First Aid (MHFA).
 - Provincial MHFA training was completed from September to December 2021, with staff in

- 722 of 737 schools having received training.
- Further MHFA training is expected to occur in the spring of 2022, and it is anticipated that all schools will have at least one staff person trained by June 30, 2022.
- The ministry supported MHFA training in Qualified Independent Schools and Historical High Schools.

New Actions:

- Funding of \$22,755 was provided to support the creation of early numeracy intervention supports for Kindergarten to Grade 3 students and to provide students with opportunities to make connections between what they know and new material to strengthen their ability to achieve grade-level outcomes.
- Funding of \$20,000 was provided to support the expansion of the Sun West Resource Bank into a national resources bank. Created by the Sun West School Division, the Sun West Resource Bank is a taggable and searchable online system that allows teachers, students and parents to locate teaching and learning resources.
- The Saskatchewan School Boards Association was provided \$85,000 to implement the Parent Teacher Home Visit Project (PTHVP) Pilot in five Saskatchewan school divisions. The PTHVP is a family and community outreach initiative that aims to promote connections and relationships between educators, students and their families.

Strategy

Work toward equitable access to opportunities, benefits and outcomes.

Key Actions

- Continue to work with the lead ministries (Social Services, Advanced Education, Economy, Government Relations, Health and Justice) to support the implementation of *Saskatchewan's Disability Strategy*.
 - The Ministry of Education and its sectors – early years, Prekindergarten to Grade 12, libraries and literacy – continued to work on priorities for people experiencing disability including, but not limited to: accessible infrastructure, early detection of disability, funding support for overcoming learning barriers caused by disability and enhancing accessibility in literacy.
- Continue to contract and provide funding to partners for educational services to support the transition of students/youth in hospitals or a custody facility to a school in the community.
 - The Ministry of Education and its school division partners continued to make the transition for youth from custody or hospital to a school division setting as seamless as possible.
- Continue to support and promote the goals and principles of *Inspiring Success: First Nations and Métis PreK-12 Education Policy Framework* to guide actions at all levels of the Prekindergarten to Grade 12 education system.
 - To advance truth and reconciliation education in the province, \$140,000 was made available in grants to school divisions and independent schools. Each organization received up to \$5,000 in funding to collaborate with local Indigenous communities and organizations to assist with planning and implementation of actions towards reconciliation in the 2021-22 school year.
- Work with the ministries of Social Services and Health to expand the *Autism Individual Funding Initiative* for children aged six to 11.
 - Eligibility for the Autism Spectrum Disorder Funding program was expanded to include children aged six to 11 years. Parents can purchase services that suit their child's individual needs.
- Work to develop an action plan to address issues related to class size and composition in

Saskatchewan classrooms.

- The Class Size and Composition Committee – consisting of representatives from the Saskatchewan Teachers’ Federation, Saskatchewan Association of School Board Officials, League of Educational Administrators, Directors and Superintendents, Saskatchewan School Boards Association, the two Saskatchewan universities and the Ministry of Education – continued to meet regularly as it works through collaboration and informed by research, towards creating an action plan to resolve the complex issues related to class size and composition.

Strategy

Cultivate leadership throughout the education sector.

Key Actions

- Together with education sector partners, continue to implement *Leading to Learn*, a project to support First Nations, Métis and Inuit students, teachers and administrators, by increasing the knowledge and skill base of administrators in Saskatchewan schools.
 - *Leading to Learn* training was offered to three provincial school divisions in 2021-22.
- Work with the education sector to develop and implement initiatives in support of mental wellness in the interim provincial education plan.
 - Mental health and well-being was one of three priorities in the interim provincial education plan for the 2021-22 school year.
 - An electronic portal was created to house a mental health and well-being planning template for school system use.
 - A mental health and well-being spotlight newsletter was distributed to Provincial Education Plan Implementation Team (PEPIT) members. This newsletter showcased school systems’ best practices, promising initiatives, success stories and other opportunities
 - school systems found valuable with regards to improving mental health and well-being.
 - The 2021 mental health and well-being spring symposium was supported. The symposium, *Supporting Mental Health & Well-being Spring Symposium 2020-21*, involved over 200 participants representing all 27 school divisions and various education stakeholder groups. It included two expert keynote speakers and eight presenters from school divisions and First Nation education authorities.
 - Planning for a 2022 spring symposium in May of 2022 was initiated.

Strategy

Support student diversity and wellness.

Key Actions

- With the ESSP Early Years outcome team, develop online resources to support Prekindergarten and Kindergarten teachers to respond to learning needs of young children with culturally responsive practices.
 - The ESSP Early Years Cultural Project committee requested and was granted an extension for this work. The work is intricately connected to community consultation, and the COVID-19 pandemic reduced the ability to engage with sector partners as planned.
- Work within the education sector and across government to develop and implement initiatives in support of the interim provincial education plan, *Saskatchewan’s Suicide Prevention Plan* and the *Mental Health and Addictions Action Plan*.
 - The Ministry of Education continued to support the Strategic Planning and Oversight Team

addressing the pillars of the *Saskatchewan Suicide Prevention Plan*, by advising on the Mental Health Commission of Canada's work to customize a prevention toolkit.

- Continue to develop *Supporting All Learners* modules to provide parents and guardians, school staff and supporting professionals quick access to relevant and accurate information and resources for supporting students using a needs-based approach.
 - Additional modules and resources were added to the *Supporting All Learners* portal.
- Develop and release newcomer informational packages to address the unique learning needs of newcomer students.
 - The Ministry of Education developed an informational package to assist Ukrainian families in understanding the provincial education system and worked with the education sector to develop a variety of resources to assist in the transitioning of Ukrainian families into provincial school communities.

Strategy

Use proactive and responsive strengths-based approaches throughout the education sector.

Key Actions

- Develop an online education policy for the Prekindergarten to Grade 12 education sector to establish provincial consistency when delivering online education.
 - In March 2022, the Ministry of Education engaged sector partners, school divisions, independent schools and parents in dialogue sessions to gather input to inform the development of a policy for online learning.
 - Regular webinars were held throughout the 2021-22 school year, promoting the video licensing and software services available to the sector.
- Develop a multi-year phased implementation of MySchoolSask/MonÉcoleSask for First Nation and Independent schools.
 - All 27 school divisions had implemented MySchoolSask/MonÉcoleSask as of August 2021.
 - Seventeen First Nations schools and 25 Independent schools implemented MySchoolSask/MonÉcoleSask in the 2021-22 school year.
- Develop an online English as an Additional Language initial assessment for use when students are learning remotely.
 - Collaboration occurred with the education sector to develop an online assessment tool to support school divisions in the initial assessment of learners, who may have English as an Additional Language needs.
- Research and consult with other stakeholders to determine innovative/effective learning models to support the inclusion of students with unique/specific learning needs (e.g., hearing, vision and cognitive disabilities).
 - A collaborative provincial forum was established for discussions with school division and First Nation educational authority senior leadership.
 - *Inclusive Education 2021* was released to the education sector.
- Continue to work with the Ministry of Health to support the Saskatchewan Health Authority's *Mental Health Capacity Building* pilot initiative.
 - In 2021-22, the Government of Saskatchewan provided \$1.2 million to the Saskatchewan Health Authority for this initiative to be implemented in ten schools.
 - Ministry of Education officials participate on the working and steering committees.
- Regularly review operational policies impacting the Ministry of Education's sectors to ensure they are strategic, relevant, effective and efficient.
 - In consultation with school divisions, key education sector partners and the Saskatchewan Advocate for Children and Youth, the Ministry of Education developed a policy statement and guidelines for school divisions to use, at their discretion, to provide free menstrual

- products to students.
- Through a provincial engagement process, the Alternative Education policy was renewed, and work has begun on the renewal of the Functionally Integrated policy statement.
- The *Policy and Procedures for Locally Developed Courses of Study* document was renewed.
- The *Practical and Applied Arts Handbook* was renewed.

Strategy

Leverage federal and provincial-territorial relationships to further Ministry of Education and government priorities.

Key Actions

- Ensure initiatives within the action plan of the *Canada-Saskatchewan Agreement on Minority-Language Education and Second-Language Instruction* align with the provincial education plan and *Saskatchewan's Growth Plan*.
 - In 2021-22, 18 Saskatchewan school divisions offered designated French Immersion programs.
- Promote and manage bilingual programs for students and teachers through the *Official Languages Programs* and the *Canada-Saskatchewan Agreement on Minority Language Education and Second-Language Instruction (2019-22 to 2022-23)* and obtain supplementary funding for program participants on special projects in 2021-22.
 - Canadian Heritage announced late in the fiscal year additional funding of \$1.6 million starting in 2021-22. The Ministry successfully negotiated the transfer of this 2021-22 additional funding to 2022-23 to ensure adequate time to consult with the French-speaking organizations.
- Continue to work with the federal government toward initiatives that strengthen minority language education.
 - Saskatchewan acquired funding for teacher retention and recruitment projects and infrastructure projects through *Canada's Action Plan for Official Languages 2018-2023*.
- Engage in targeted discussions and greater coordination between the federal and provincial governments to support seamless access to services for First Nations children and youth aged up to 18 years.
 - Quarterly meetings occurred with Indigenous Service Canada to share best practices and information regarding PreK-12 education, early learning and child care on and off reserves.
- Participate on the Council of Ministers of Education's (CMEC) Indigenous Education Committee to share successful practices and actions to improve Indigenous education.
 - The Ministry of Education participated in the planning for the 2022 CMEC Symposium on Indigenizing Education. This hybrid in-person/virtual event will be hosted at First Nations University of Canada on July 5 and 6, 2022.
- Collaborate with school divisions to request federal funding for use of technology for French education and French second-language support and second-language instruction.
 - Collaboration with the federal government was ongoing.
- Negotiate the *Canada-Saskatchewan Early Learning and Child Care (Can-SK Bilateral ELCC) agreement*, including a one-year workforce initiative.
 - On August 13, 2021, the *Canada-Saskatchewan Early Learning and Child Care (Can-SK Bilateral ELCC) Agreement* was extended to 2024-25 and included a one-time workforce funding annex. This agreement provides for the continuation of the investment in Saskatchewan for children under age six. Saskatchewan will receive over \$85.7 million between 2021-22 and 2024-25, which includes \$17.2 million in one-time workforce development funding in 2021-22. The one-year investment in early learning and child care (ELCC) workforce development supported child care centres to address compensation of

Early Child Educators (ECEs), enhanced qualification levels in the sector and the development of professional learning opportunities.

- A wage enhancement of up to \$3 per hour for certified Early Childhood Educators (ECEs) was implemented, retroactive to July 1, 2021. This increase provided a baseline for working towards the development of a wage grid for ECEs in 2022-23. The wage enhancement grant was received by 78.4 per cent of all certified ECEs.
- The ministry partnered with Saskatchewan Polytechnic, Saskatchewan Indian Institute of Technologies and College Mathieu to develop and deliver tuition-free accelerated ECE training, as well as professional development opportunities. This \$4 million initiative included opportunities for up to 650 individuals to participate in ECE training, the development of 28 micro-credentials and the delivery of numerous professional development opportunities, including Certificates of Achievement in both Leadership and Autism.
- The ministry introduced two new grants to support child care centre staff and home providers to participate in early childhood education training and professional learning opportunities. Through the Tuition Reimbursement Top-up grant, approximately 220 individual courses were supported. Approximately 75 individuals were supported each month through the Training Support grant.
- A \$2.3 million ELCC Workforce Enhancement Grant to support recruitment and retention of qualified ECEs was provided to licensed child care centres. Centres had considerable flexibility in implementing this one-time grant of \$145 per space.
- On August 13, 2021, the Government of Canada and the Government of Saskatchewan announced the signing of the *Canada-Saskatchewan Canada-Wide Early Learning and Child Care Agreement* which provides funding of close to \$1.1 billion over the next five years. This historic agreement will support an early learning and child care system in Saskatchewan based on principles of affordability, access, quality and inclusivity.
 - On November 19, 2021, the governments of Canada and Saskatchewan announced, as a first step towards making child care more affordable for children aged zero to five, funding would be provided to licensed facilities that will reduce parents' out-of-pocket child care fees by about half on average, retroactive to July 1, 2021. This initial reduction is the first step towards reaching the 2025-26 goal of, on average, \$10 a day licensed child care in Saskatchewan.
 - In February 2022, parents began paying a new reduced fee. Saskatchewan was the first jurisdiction outside Quebec to implement a parent fee reduction through the Canada-Wide Agreement.
 - \$32.2 million was paid out in 2021-22 to make child care more affordable for Saskatchewan families.
 - \$16.3 million was invested in 2021-22 to develop 1,803 new centre spaces. The creation of 28,000 new regulated early learning and child care spaces will be supported through the *Agreement* over the next five years.
- Continue to represent Saskatchewan on the *Consultative Committee on Education-Related International Activities* (PCCERIA) and on the *Federal-Provincial Consultative Committee on Education-Related International Activities* (FPCCERIA) to support the *Advisory Committee of Deputy Ministers of Education* in decision making. Through FPCCERIA and PCCERIA, work with school divisions and independent schools on the impact of the COVID-19/post-COVID-19 pandemic on international students.
 - The ministry continued to work with the federal government, through FPCCERIA, and the Saskatchewan Health Authority and Ministry of Health to ensure all schools in Saskatchewan that wish to enroll international students have appropriate measures in place to ensure the safety of all students attending these schools.

- Participate in the *International Student Program Working Group* to develop and gain endorsement of a common framework for the designation of learning institutions in Saskatchewan’s Kindergarten to Grade 12 sector to comply with federal legislation, enabling independent schools and school divisions to enrol international students.
 - All K-12 schools in Saskatchewan were designated to accept international students while work continued to develop a common framework. The timeline for this work was delayed due to the COVID-19 pandemic restrictions.

Performance Measure Results

Education Sector Savings

Number of projects aimed at finding savings in the education sector.

- In the 2021-22 school year 67 projects were completed under the LED Lighting Standing Offer with an additional six projects in progress.

Curriculum Renewed

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

- Two Arts Education, eight Practical and Applied Arts and two languages were renewed or developed including: Danse, Musique; Clothing, Textiles and Fashion, Vêtements, textiles et mode, Mécanique et automobile, Interior Design and Decorating, Theatre Arts, Electrical and Electronics, Hairstyling and Esthetics, Tourism; and American Sign Language and Deaf Culture; and Nakoda.

Graduation Rates

Percentage of students who graduate within three, five and eight years of starting Grade 10.

Completing Grade 12	Three-year (within 3-years)				Five-year (within 5-years)				Eight-year* (within 8-years)			
	All	Non-Indigenous ¹	FNMI ²	Disparity	All	Non-Indigenous ¹	FNMI	Disparity	All	Non-Indigenous ¹	FNMI	Disparity
June 2011	72.7	81.8	32.9	48.9	81.3	87.9	48.5	39.4	82.3	87.4	52.1	35.3
June 2016	75.6	84.6	41.8	42.7	83.3	89.5	59.6	29.9	83.2	88.7	59.7	29.0
June 2017	76.5	85.4	43.2	42.2	84.0	90.4	59.8	30.6	84.7	90.0	63.1	26.9
June 2018	77.4	86.5	44.5	42.0	84.4	91.1	59.4	31.7	85.8	90.9	65.4	25.5
June 2019	77.3	86.8	43.4	43.5	84.7	91.2	61.0	30.2	86.3	91.3	67.2	24.1
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
June 2021	78.8	88.7	44.7	43.9	85.5	92.2	61.6	30.7	87.2	92.6	67.3	25.3

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

²FNMI students are those who choose to self-identify as FNMI.

NOTES:

For each school year, the June graduation rate results are shown for three different years' Grade 10 cohorts. Three-year graduation rates are calculated as the percentage of students who complete Grade 12 within three years of 'starting' Grade 10. For example, June 2021 three-year graduation rate would be the percentage of students who 'started' Grade 10 in 2018-19 who completed within three years by June 2021. 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 2016-17 and completed Grade 12 anytime on or before the end of the 2020-21 school year.

*The eight-year graduation rates shown in the tables approximate the percentage of students who graduate eventually. This reflects a minor correction in methodology from previous years, and the values in each row have been adjusted accordingly. For example, June 2021 eight-year graduation rate would be the percentage of students who 'started' Grade 10 in 2013-14 who completed within eight years by June 2021.

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 ongoing maintenance and updating of the System.

Source: Ministry of Education, Student Data System (Data 'not frozen' run on September 16, 2021).

Credit Attainment

Percentage of grades 10 to 12 students attaining eight or more credits per year.

Year	Proportion earning 8 or more credits per year ¹			Proportion earning 5 or more credits per year ²		
	All	FNMI ³	Non-Indigenous ⁴	All	FNMI	Non-Indigenous
2010-11	59.2%	25.8%	70.0%	75.6%	43.5%	85.9%
2015-16	61.1%	31.2%	71.4%	77.9%	49.7%	87.6%
2016-17	60.6%	31.3%	70.8%	77.2%	49.0%	87.0%
2017-18	60.8%	31.4%	71.2%	77.4%	49.2%	87.4%
2018-19	61.2%	32.3%	71.6%	78.1%	50.0%	88.2%
2019-20	64.7%	36.9%	74.8%	81.3%	57.9%	89.8%
2020-21	58.1%	26.7%	70.2%	75.1%	42.7%	87.5%

¹ On track for graduation within three years.

² On track for graduation within five years.

³ FNMI students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk.

⁴ Non-Indigenous students are those who do not identify themselves to be FNMI and may include FNMI students who choose not to self-identify.

NOTES:

Data include students in provincial school divisions, Historical High schools and First Nations schools. It does not include students whose base school enrolment is in custody and care schools or in post-secondary institutions offering Grade 12 completion. Students learning through home-based education are not included in these measures.

Students in Regular 24 Credit programs (English, Fransaskois or French Immersion), in Alternative Education (English or French) programs and in Adult Secondary programs in school divisions are included. Students in Functionally Integrated or Special Education programs are excluded.

Students who have achieved Grade 12 standing in years previous to the specified year are excluded.

Only students who are active on September 30 are included. Other students who enroll after September 30 and complete credits (or do not complete credits) are not included in this measure.

Credit attainment in 2020-21 shows a decrease from pre-pandemic levels that can likely be attributed in part to disruptions in learning caused by the COVID-19 pandemic. Provincial policies set in place in response to the COVID-19 pandemic, along with school operational and instructional responses, likely contributed to a larger than usual year-over-year percentage point increase in credit attainment for June 2020.

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

Source: Ministry of Education, Student Data System (data generated September 2021).

French Education and Immersion

Number of students enrolled in French Immersion Instruction programs, French education, Intensive French (Grade 6), Post-Intensive French (grades 7 to 12) programs and Core French classes.

French Minority Language Education and Second Official Language Instruction							
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Number of students enrolled in Francophone education.	1,603	1,646	1,672	1,769	1,727	1,774	1,785
Number of students enrolled in French Immersion instruction programs.	13,788	14,487	15,251	16,013	16,751	16,729	16,580
Number of students enrolled in Core French classes.	37,124	36,329	34,333	33,767	32,779	26,453	

NOTES:

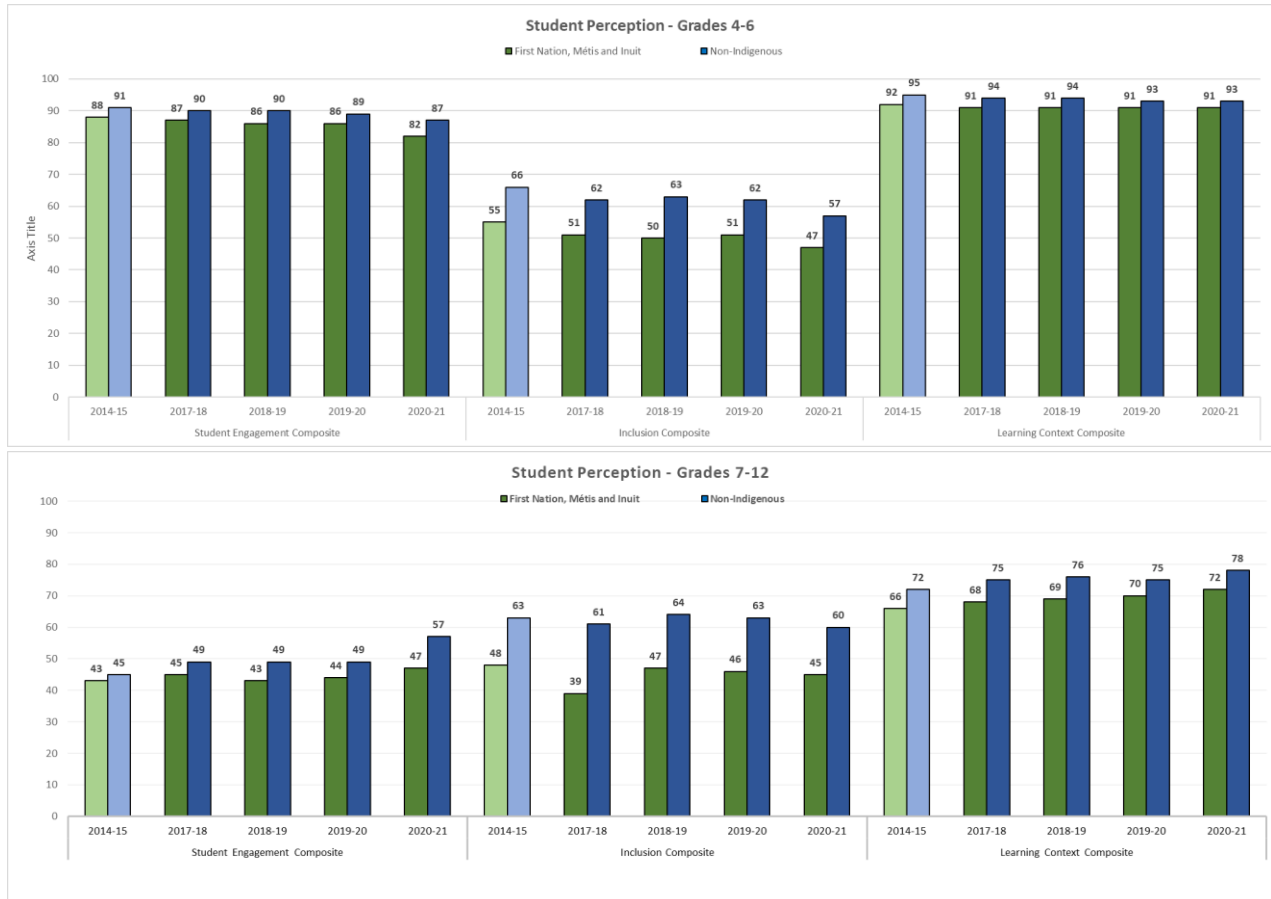
Francophone education and French Immersion instruction program counts are school division Kindergarten to Grade 12 headcount as of September 30.

Core French numbers are for school division grades 1 to 12 as of September 30 and include independent schools associated with school divisions. 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 part of the curriculum. Core French 2021-22 number will not be finalized until September 2022.

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.

Student Engagement

Grades 4 to 12 students' responses to a student perception survey that measures engagement, instruction and school environment.



NOTES:

The Ministry of Education provided school divisions and First Nation education authorities access to a student and staff survey that measured factors known to affect school completion including engagement, well-being, instruction, inclusive practices, school safety and climate. Approximately 100,000 students and 2,500 teachers participated in the survey.

Results are shown for First Nations, Métis and Inuit students and non-Indigenous students for each of the composite measures. Student Engagement includes measures of interest and effort. The measures of Inclusion include positive sense of belonging, participation in sports and extracurricular activities, positive friendships and feeling safe at school. Learning Context includes measures of positive learning environment, teacher-student relationships and expectations for success.

Source: Ministry of Education, 2021.

Ministry Goal 2

Government Goals



A Strong Economy



Strong Communities



Strong Families

Saskatchewan's Growth Plan:

- "Build the infrastructure required for growth."
- "Increase the efficiency, effectiveness and productivity of government's programs and services."

Ministry of Education and Provincial Education Plan Goals

- Ministry of Education services and supports are responsive and sustainable.
- Safe, secure and functional learning facilities are provided in partnership with the sectors.

Strategy

Develop a capital asset strategy to recognize and respond to shifting population and facility maintenance and renewal needs in rural and urban areas.

Key Actions

- Administer the Ministry of Education's four infrastructure funding programs: Major Capital Program, Preventative Maintenance and Renewal Program, Emergent Program and Relocatable Classroom Program (RCP) and the federal Climate Action Incentive Fund Program (CAIFP).
 - School divisions were supported in the ongoing work to build 16 new schools and renovate five existing schools.
 - As part of the government's two-year stimulus funding commitment, the Ministry of Education continued work on 15 maintenance projects at various locations across the province.
 - The ministry continued to support safe, secure school facilities through investments in Preventative Maintenance and Renewal (PMR) funding which increased by 11 per cent to \$50.4 million in 2021-22. Emergent funding also continued to be provided to address emergent infrastructure needs.
 - The ministry provided \$10.33 million through the RCP to assist some school divisions at the local level to deal with space shortages and alleviate pressure caused by increasing enrolments through funding 23 new relocatable classrooms and two moves.
 - The federal government did not live up to its commitments regarding CAIFP and it was therefore not active in 2021-22. Saskatchewan continued to negotiate with the Government of Canada regarding the future of this program.
- Partnered with SaskTel, school divisions and First Nation schools to ensure CommunityNet (CNet) is upgraded in a timely manner and that network needs are met.
 - The Ministry of Education, SaskTel, school divisions and First Nations continued to work together to ensure CNet upgrades were completed as quickly as possible. Several upgrades were completed at locations throughout the province during the 2021-22 school year.

Strategy

Seek federal investment in infrastructure, as appropriate.

Key Actions

- Work with the Francophone community to submit proposals to Canadian Heritage, under the *Action Plan for Official Languages – 2018-2023*, regarding a school community centre and an early learning centre.
 - The Ministry of Education continued to work with the francophone community and the Conseil des écoles francsaskoises (CEF) to secure funding for the new elementary school in Regina and on the design of the facility.
- Continue the Ministry of Education’s commitment to honouring the terms of the Memorandum of Understanding signed with the Conseil des écoles francsaskoises.
 - The Ministry of Education continued to support the CEF on the planning and design for the Regina Francophone elementary school, announced in 2020, through collaboration with the Ministry of SaskBuilds and Procurement.

Performance Measure Results

School Capacity

- Percentage of capially funded Kindergarten to Grade 12 schools with a student enrolment at or below what the building was designed to accommodate.
 - Due to continued funding through the RCP to support school divisions with capacity issues, 89 per cent of capially funded schools are below what the building was designed to accommodate.

Ministry Goal 3

Government Goals



A Strong Economy



Strong Communities



Strong Families

Saskatchewan’s Early Years Plan, 2016-20:

- “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

Children aged zero to six years will be supported in their development to ensure that more students exiting Kindergarten are ready for learning in the primary grades.

Strategy

Continue to advance the early years sector by working with other human services ministries, school divisions, the Saskatchewan Health Authority and First Nation and Métis partners.

Key Actions

- Monitor and mitigate the impacts of the COVID-19 pandemic on the early learning and child care sector to support a stable economic recovery.
 - On July 7, 2021, it was announced that Saskatchewan would enter the last phase of the Re-Opening Roadmap effective July 11, 2021. All public health orders were lifted.
 - As of July 11, 2021, child care centres and homes returned to regular pre-pandemic operations, although many chose to continue implementing measures to reduce the risk of COVID-19 infection.
 - Only three per cent of licensed child care centres in the province and one per cent of licenced child care homes closed during the COVID-19 pandemic.
 - The ongoing support and operation of early years programs in Saskatchewan communities throughout the COVID-19 pandemic was vital in supporting children’s continued development and learning.
- Contribute to the government’s platform commitment of increasing the number of licensed child care spaces by 750 spaces over the next four years (230 child care centre spaces, 520 family child care home spaces) by licensing 51 school-based spaces and 176 spaces in 22 homes.
 - Through the 2021-22 provincial budget, 51 new school-based child care centre spaces were allocated in Weyburn.
 - The Government of Saskatchewan allocated 1,803 new centre spaces in 2021-22 for development through *the Canada-Saskatchewan Canada-wide Early Learning and Child Care Agreement*.
 - Licensed family home spaces had a net increase of 97, from 2,306 to 2,403 spaces.
 - A total of 8,973 new child care centre spaces were made available since 2007 – an overall increase of 96 per cent.
- Continue to support six communities to work collaboratively across sectors to develop local action plans to improve the development of children prior to school entry.
 - All six communities successfully completed community mapping and analysis, which resulted in the development of local action plans and the identification of six provincial recommendations with 18 proposed actions and six local action plans. Communities have been implementing their local action plans to facilitate a greater number of children arriving at school with the skills needed to continue their learning.
- Develop resources to build capacity in early years programs regarding inclusionary practices to support children with intensive needs.
 - The Ministry of Education has created resources to build capacity in early years programs regarding inclusionary practices to support children with intensive needs and is in the process of a staggered release of the resources to the early years sector. Those available in 2021-22 included:
 - Play and Exploration for All – Basics Guide as well as a Strengths and Abilities Checklist to support strength-based planning.
 - Six conference videos with accompanying handouts of reflective questions.
 - Six handouts to support early childhood educators to create inclusive early learning programs. These are:
 - Creating a Calm Space;
 - Fostering Independence by Changing the Level of Support;
 - Strategies for the Inclusive Educator;
 - Support Development of Self-Regulation;

- Using Visuals in Early Learning; and,
- What to do When You are Concerned about a Child's Development.

Performance Measure Results

Accessibility

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

Number of available regulated child care and Prekindergarten programs and spaces in Saskatchewan, March 31, 2022		
	Programs	Spaces
Regulated family homes	244	2,403
Regulated child care centres	358	15,905
Total licensed child care	602	18,308
Prekindergarten	316	5,056

Inclusivity

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

Number of available early learning spaces for children experiencing disabilities, March 31, 2022		
		Grants
Regulated child care	Enhanced Accessibility grant	412
	Inclusion grant	75
		Spaces
Early Learning Intensive Support		242
Children Communicating, Connecting, and in Community Program (4Cs)		32

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)	<table border="1"> <tr><th>Tier</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>	Tier	Percentage	Tier I	56.8	Tier II	28.1	Tier III	15.1	<table border="1"> <tr><th>Tier</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>	Tier	Percentage	Tier I	79.2	Tier II	14.2	Tier III	6.6
Tier	Percentage																	
Tier I	56.8																	
Tier II	28.1																	
Tier III	15.1																	
Tier	Percentage																	
Tier I	79.2																	
Tier II	14.2																	
Tier III	6.6																	
2020-21	<table border="1"> <tr><th>Tier</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>	Tier	Percentage	Tier I	58.6	Tier II	26.9	Tier III	14.5	<table border="1"> <tr><th>Tier</th><th>Percentage</th></tr> <tr><td>Tier I</td><td>78.7</td></tr> <tr><td>Tier II</td><td>14.0</td></tr> <tr><td>Tier III</td><td>7.3</td></tr> </table>	Tier	Percentage	Tier I	78.7	Tier II	14.0	Tier III	7.3
Tier	Percentage																	
Tier I	58.6																	
Tier II	26.9																	
Tier III	14.5																	
Tier	Percentage																	
Tier I	78.7																	
Tier II	14.0																	
Tier III	7.3																	
2021-22 (current)	<table border="1"> <tr><th>Tier</th><th>Percentage</th></tr> <tr><td>Tier I</td><td>57.3</td></tr> <tr><td>Tier II</td><td>27.3</td></tr> <tr><td>Tier III</td><td>15.4</td></tr> </table>	Tier	Percentage	Tier I	57.3	Tier II	27.3	Tier III	15.4	<p><i>Spring data for the current 2021-22 school year will be available in August 2022.</i></p>								
Tier	Percentage																	
Tier I	57.3																	
Tier II	27.3																	
Tier III	15.4																	
	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																

NOTES:

*Due to rounding, totals may not add to 100.0

**The Early Years Evaluation – Teacher Assessment (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.

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

Ministry Goal 4

Government Goals



A Strong Economy



Strong Communities



Strong Families

Saskatchewan's Growth Plan:

- "Grow a skilled labour force through education and training."
- "Ensure new Canadians are connected to language training."

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.

Strategy

Enhance and expand family literacy programs and services.

Key Actions

- Work with family literacy partners to establish a Family Literacy Hub in Northern Saskatchewan.
 - The La Ronge and Area Family Literacy Hub began operation in 2021-22.
- Work with eight school divisions that are funded to provide 2021 summer literacy camps, as appropriate, according to the state of the COVID-19 pandemic and public health restrictions.
 - In summer 2021, eight school divisions offered modified summer literacy camp programming in their communities – with programming consisting of pop-up literacy programming, in-person events and in-home literacy resources with online support for children and their families.
- Continue to work with Family Literacy Hubs and the Saskatchewan Literacy Network to promote and enhance family literacy programs and services throughout Saskatchewan.
 - During 2021-22, Family Literacy Hubs (FLHs) distributed over 19,000 books to children and families across Saskatchewan. Of these books, 5,000 books were purchased by FLHs and 14,000 books were donated to the FLHs for distribution to children and their families to build home libraries.
 - Family Literacy Day, January 27, 2022, featured a virtual book reading and question and answer session for *When The Trees Crackle with Cold: A Cree Calendar* by Bernice Johnson-Laxdal and Miriam Körner. There were over 680 programs registered with over 16,000 participants that day, with almost 6,500 views of the recorded sessions as of March 31, 2022. Through a partnership with the Ministry of Parks, Culture and Sport, the book was also offered in a story walk format at Great Blue Heron, Buffalo Pound, Echo Valley and Pike Lake provincial parks.
 - FLHs coordinated activities to celebrate Family Literacy Day/Week in their local regions with College Mathieu coordinating activities in French provincially, including a virtual reading and distribution of *Les amis qui voulaient jouer au hockey* by Nicholas Oldland.

Strategy

Provide all Saskatchewan residents with equitable province-wide access to all public library services.

Key Actions

- Support the priorities of the Multitype Library Board, focused on the provision of supports to the library sector, to create diverse, equitable and inclusive organizations, including specific initiatives supporting truth and reconciliation.
 - April 21, 2021, the Multitype Library Board held a virtual community meeting, “Reaching Out to Diverse Populations: The Diverse Stories of Saskatchewan”, to highlight equity, diversity and inclusion (EDI) in libraries and information institutions. With the goal to better understand the challenges and experiences of people coming into library spaces, the speakers provided 115 registrants and participants from libraries, archives and schools with thought-provoking sessions.
 - In 2021-22, engagements began with Indigenous Peoples and groups in Saskatchewan to determine what terms are preferred and then translate them into subject headings. Results of this work will be available for use by all libraries in Saskatchewan, including public, post-secondary, school and special libraries.
- Implement and administer the Multitype reconciliation training initiative for the Multitype library sector: the *4 Seasons of Reconciliation* professional development module.
 - Access was provided to The Multitype Library Board sponsored professional development module of the *4 Seasons of Reconciliation*. As of March 31, 2022, 191 registrations were received, and 108 participants completed the course. This online resource responds to and honours the *Truth and Reconciliation Commission of Canada: Calls to Action*.
- Implement upgrades and changes to the CNet service for public libraries.
 - Library CNet services have all been upgraded to 10Mbps in small rural communities and 100Mbps or higher in cities. Ninety-six libraries were upgraded with new hardware (fibre connections) and 38 upgraded to wireless broadband.
 - The CNet network for libraries was undergoing a major upgrade, which will continue beyond March 31, 2022. Library branches are being upgraded to a minimum of 10MB connection speeds. Of the total 227 branches waiting for an upgrade, 180 are completed with 47 remaining.
- Enhance supports to newcomers with additional multilingual library materials and explore additional accessible services, including “created accessible” options with the Saskatchewan publishing community.
 - New books were added to the multilingual print collection, as well as additional e-books and e-audio multilingual books in Overdrive.
 - Multilingual Read Along Books, a new format for children, were added to the multilingual collection in 2021-22.
- Continue to support the Alternate Format Materials Library to provide resources to students living with visual impairments or for whom accessing traditional print is difficult.
 - Services for People with Print Disabilities was supported by providing access to two alternate format services: the Centre for Equitable Library Access and the National Network for Equitable Library Services. Both services are available to all people in Saskatchewan with a print disability via their public libraries.
 - A Dyslexia-Friendly print collection pilot was launched, primarily focused at supporting children. This accessible format is available to all public library patrons in Saskatchewan via Saskatchewan Information Library Service and through pilot partner libraries.

Strategy

Support successful library services, programs and governance.

Key Actions

- Work with the public library sector on next steps to develop and implement a public library sector plan.
 - The public library sector plan was developed during the year and publicly released in December 2021. The plan consists of five key priority areas: sustainability, technology, reconciliation and library services, literacy and accessibility.
- Provide online learning and development supports to the public library sector with a focus on e-learning resources and tools.
 - Webinars were provided throughout the year to members of the Saskatchewan Electronic Resources Partnership (SERP) program, which includes public libraries, post-secondary and special libraries, school divisions and First Nation education authorities.
 - New e-book titles selected from the Saskatchewan Access to Legal Information Project's *Law Resources for Saskatchewan Libraries* were made available in Overdrive.
 - Access to three new online journals were provided through the Library Science Collection and Service.
 - New print and electronic titles were added to the Library Science Collection and Service.
 - A LibGuide outlining the Multilingual Collection, Services for People with Print Disabilities, Library Science Collection and Service, Indigenous Library Services and Counting Opinions data summaries was launched in September 2021. A webinar on the LibGuide was held in March 2022.
- Update the *Public Library Financial Reporting Manual*.
 - The *Public Library Financial Reporting Manual* was updated to align with new Public Sector Accounting Standards that apply to the public library sector.

Performance Measure Results

Summer Literacy Camps

Number of participating school divisions.

Number of participants.

- In 2021, eight school divisions participated in the Summer Literacy Program, providing rich learning experiences to 835 learners in 19 communities by distributing 10,000 books to children and families to build home libraries.

Multitype Libraries

Number of individuals having completed the *4 Seasons of Reconciliation* professional development module.

- As of March 31, 2022, there have been 191 registrations for the *4 Seasons of Reconciliation* course with 108 completions.

Public Libraries

Number of registered active borrowers.

- There were 398,797 registered borrowers by the end of December 2021. During 2021, 105,144 library cards were actively used.

Number of programs provided by public libraries.

- 276,690 Saskatchewan residents attended 22,363 library programs in 2021.

Ratio of language collections to newcomer population. Usage of multilingual library resources. Number of upgraded CNet public library locations.

- Over 3,000 new print books in numerous languages were added to the multilingual collection in 2021-22. Almost 2,000 e-books and e-audio books in over 15 languages were also added.
- 16,080 multilingual checkouts and renewals occurred in 2021. The most requested languages were: Chinese, Russian, Spanish, Ukrainian and Arabic.
- 180 of the total 227 branches have been upgraded on the CNet network.

Number of e-learning sessions provided to sector, usage of sessions.

- Four webinars promoting digital resources in the SERP collection and an additional webinar promoting the Provincial Library and Literacy Office (PLLO) Library Science collection were offered to public library staff. Twenty-seven public library participants registered for these sessions. These webinars were also offered to the other members of the SERP program: school divisions and First Nation education authorities, post-secondary and special libraries.
- Partnered with the Saskatchewan Teachers' Federation, Emma Stewart Resources Center to promote library services and digital resources. PLLO also offered four additional webinars promoting digital resources licensed by the Saskatchewan Electronic Resources Partnership and available to all students and staff through the online Blackboard learning management system. Staff from 25 of the school divisions and First Nation education authorities registered for these five webinars in 2021-22. K-12 education staff accounted for 73 per cent of all the registered webinar participants (179 of 246).

Financial Summary

Introduction

Total 2021-22 expenditures for the Ministry of Education were \$2,621.8 million resulting in a variance of \$39.5 million under the approved expense budget of \$2,661.3 million. Expenditures were under the 2021-22 budget primarily due to delays in construction and land acquisition.

Revenue for the Ministry of Education was \$79.3 million, resulting in a variance of \$45.5 million. Revenues exceeded the 2021-22 budget primarily due to the signing of the *Canada-Saskatchewan Canada-wide Early Learning and Child Care Agreement* and re-signing of the *Canada-Saskatchewan Bilateral Early Learning Child Care Agreement*.

Expenditures

(in thousands of dollars)	2020-21	2021-22	2021-22	2021-22
		Restated		
	Actual	Estimates	Actual	Variance
Central Management and Services (ED01)				
Minister's Salary (Statutory)	\$58	\$51	\$54	\$3
Executive Management	\$1,789	\$1,776	\$1,661	(\$115)
Central Services	\$8,225	\$8,478	\$7,777	(\$701)
Accommodation Services	\$3,599	\$3,511	\$3,730	\$219
Subvote Subtotal	\$13,671	\$13,816	\$13,222	(\$594)
K-12 Education (ED03)				
Achievement and Operational Support	\$25,478	\$25,341	\$25,104	(\$237)
School Operating	\$1,802,762	\$1,833,416	\$1,836,905	\$3,489 ¹
K-12 Initiatives	\$42,829	\$44,633	\$41,159	(\$3,474) ²
School Capital	\$121,586	\$189,968	\$103,812	(\$86,156) ³
P3 Joint-Use Schools Maintenance and Interest	\$13,386	\$14,389	\$14,052	(\$337)
Subvote Subtotal	\$2,006,041	\$2,107,747	\$2,021,032	(\$86,715)
Early Years (ED08)				
Operational Support	\$3,943	\$4,461	\$3,959	(\$502)
KidsFirst	\$16,047	\$16,303	\$16,303	\$0
Early Childhood and Intervention Programs	\$4,394	\$4,464	\$4,464	\$0
Child Care	\$89,986	\$75,526	\$133,543	\$58,017 ⁴
Subvote Subtotal	\$114,370	\$100,754	\$158,269	\$57,515
Provincial Library and Literacy (ED15)				
	\$13,898	\$14,437	\$14,431	(\$6)
Teachers' Pension and Benefits (ED04)				
Teachers' Superannuation Commission	\$1,085	\$1,425	\$1,157	(\$268)
Teachers' Superannuation Plan (Statutory)	\$286,640	\$290,930	\$282,219	(\$8,711) ⁵
Teachers' Group Life Insurance (Statutory)	\$2,423	\$2,611	\$2,414	(\$197)
Teachers' Dental Plan (Statutory)	\$12,552	\$14,129	\$14,953	\$824
Saskatchewan Teachers' Retirement Plan (Statutory)	\$88,996	\$92,890	\$91,942	(\$948)
Teachers' Extended Health Plan	\$21,202	\$22,166	\$21,807	(\$359)
Subvote Subtotal	\$412,898	\$424,151	\$414,492	(\$9,659)
Total Appropriation	\$2,560,878	\$2,660,905	\$2,621,446	(\$39,459)
Capital Asset Acquisitions, Net	-	-	-	-
Non-Appropriated Expense Adjustment	\$389	\$389	\$389	\$0
Total Ministry of Education Expense	\$2,561,267	\$2,661,294	\$2,621,835	(\$39,459)

Variance Analysis 2021-22 Actual Expenditures to Budget

1. Variance is primarily due to additional funding provided to school divisions for operating pressures related to employee absenteeism and Education Property Tax changes.
2. Variance is primarily due to savings achieved through signing a new CommunityNet contract.
3. Variance is primarily due to construction and land acquisition delays.
4. Variance is primarily due to the signing of the new Canada-Saskatchewan Canada-Wide Early Learning and Child Care Agreement and re-signing of the Canada-Saskatchewan Bilateral Early Learning Child Care Agreement which included one-time workforce funding.
5. Variance is primarily due to a combination of the actual annual pensioner payroll being lower than projected which was offset by less being released from the TSF due to fewer teachers retiring than projected.

Revenue

(in thousands of dollars)	2021-22 Estimates	2021-22 Actual	2021-22 Variance
Taxes			
PST Paid on TCA Acquisition	\$0	(\$667)	\$667
	\$0	(\$667)	\$667
Sales, Services and Service Fees			
Other Miscellaneous Services	\$576	\$746	\$170
Subtotal	\$576	\$746	\$170
Receipts from Other Governments			
Federal-Provincial Cost Sharing Programs	\$22,276	\$77,468	\$55,192 ¹
Subtotal	\$22,276	\$77,468	\$55,192
Receipts from Crown Entities			
Climate Action Incentive Fund	\$12,004	\$0	(\$12,004) ²
Subtotal	\$12,004	\$0	(\$12,004)
Other Revenue			
Casual Revenue	\$110	\$140	\$30
Refund from Previous Years' Expenditures	\$55	\$85	\$30
Changes in Previous Years' Estimates	\$160	\$1,570	\$1,410 ³
Salary Overpayment Refund - Prior Years	\$10	\$0	(\$10)
Subtotal	\$335	\$1,795	\$1,460
Total Revenue	\$35,191	\$79,342	\$45,485

Variance Analysis 2021-22 Actual Revenue to Budget

1. Variance is primarily due to the signing of the new *Canada-Saskatchewan Canada-Wide Early Learning and Child Care Agreement* and resigning of the *Canada-Saskatchewan Bilateral Early Learning Child Care Agreement* which included one-time workforce funding.
2. Variance is due to the Federal Climate Action Incentive funding not being renewed.
3. Variance is due to increased refunds from school divisions relating to previous year capital projects and Climate Action Incentive Funding.

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

Appendix

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 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 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 SaskBuilds and Procurement, the Minister of Health and the Minister of Highways)
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>