



Government of  
Saskatchewan

# Annual Report 1997-98

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## Saskatchewan Education



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Saskatchewan

## **Annual Report 1997-98**

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The annual report of Saskatchewan  
Education for the period July 1, 1997 to  
June 30, 1998

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# Letter of Transmittal

The Honourable John E. N. Wiebe  
Lieutenant Governor  
Province of Saskatchewan

June 30, 1998

Sir:

I have the honour to present the annual report of Saskatchewan Education for the year ending June 30, 1998. The financial statements included in the report were prepared in accordance with guidelines of the Department of Finance.



Respectfully submitted,

Pat Atkinson  
Minister of Education

# Letter of Transmittal

The Honourable Pat Atkinson  
Minister of Education

I have the honour to present the annual report of the Department of Education for the year ending June 30, 1998.

During the year under review, the Department continued to develop and implement measures which enhance teaching and learning including the integration of technology. Some initiatives included establishment of a Learning Technology Unit and partnerships with the federal government, Computers for Schools Program and the Community Access Program.

To enhance the skills and abilities of young people and their ability to participate meaningfully in society, the Department continued the process of implementation and renewal of curriculum. Revision of the Practical and Applied Arts curriculum proceeded in 1997-98. The Saskatchewan Education web site ([www.sasked.gov.sk.ca](http://www.sasked.gov.sk.ca)) makes our world-class curriculum available to educators, parents and interested people from across Saskatchewan and around the world.

To meet the diverse needs of students, the Department worked in partnership with educators, communities, families and human service agencies, notably to support at-risk and special needs students. In 1997-98, a comprehensive equity policy was released by the Department and education partners. Prekindergarten programs were initiated in Saskatchewan's 26 Community Schools, development of a Northern Community Schools Program began, and further integration of school-linked services was achieved.

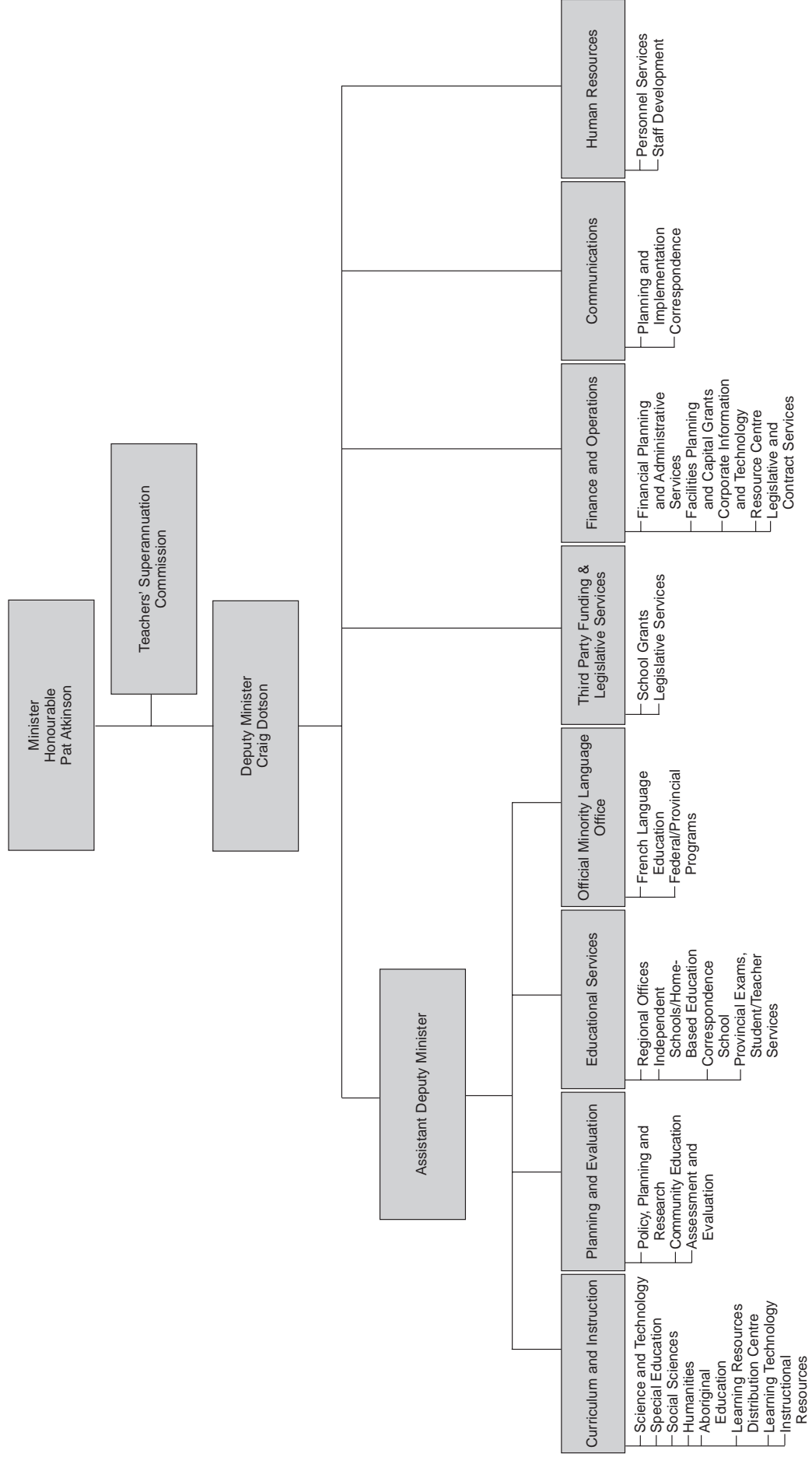
A number of legislative amendments were introduced including changes to facilitate the restructuring of the Francophone education system. In addition, the Department continued to provide leadership and support to school divisions choosing to restructure, assisting in the amalgamation of 20 school divisions into 8 new divisions during the year.

The Department conducted public discussions on models for greater involvement of parents and communities in schools. Leadership in the process of research, evaluation of the outcomes of the education system and public accountability, was marked by the release of the fourth annual *Saskatchewan Education Indicators* report.

Craig Dotson  
Deputy Minister  
Department of Education

## SASKATCHEWAN EDUCATION

As at June 30, 1998.



# Department of Education: Mandate

## SASKATCHEWAN EDUCATION

The mandate of the Department is to provide leadership and support in the development and operation of Kindergarten through Grade 12 education, helping to prepare Saskatchewan young people for full and meaningful participation in society. The focus is on supporting and developing programs and services for the benefit of students in the context of the economic and social needs of the Province.

Through the Department, the policies, programs and responsibilities of the Government of Saskatchewan and the Minister of Education relating to elementary and secondary education are carried out to achieve the following strategic outcomes:

- A quality education system in which the Goals of Education are achieved. The Goals of Education are intended to develop the intellectual, physical, emotional, spiritual and social potential of all students in the province to the best of their abilities.
- Public understanding of and confidence in the school system.
- Equality of access to and benefit from the services and programs of the education system.
- Leadership in mediating and facilitating the variety of social and political interests which have an impact on education.
- Maintenance of the structural integrity, effectiveness, and efficiency of the education system.

# Curriculum and Instruction Branch

Saskatchewan Education is committed to the implementation and refinement of the *Directions* vision including the development, implementation, maintenance, and evaluation of Core Curriculum. The Curriculum and Instruction Branch develops courses of study for use in Kindergarten to Grade 12 schools. Curricula and support documents are written at the following levels: Kindergarten, Elementary Level (Grades 1-5), Middle Level (Grades 6-9), and Secondary Level (Grades 10-12).

The Department uses a curriculum development process that includes:

- design and development work to draft the curriculum;
- field review or piloting the draft curriculum including document refinement and publication;
- inservice training for educators to accompany the curriculum implementation; and,
- phase-in schedules for implementation.

Saskatchewan has completed a period of extensive curriculum design and implementation.

Curriculum and its implementation encompasses many essential elements including attention to school environment, resource centres, effective instruction, alternative programs, and the needs of Saskatchewan's diverse student population.

The following chart shows the implementation and maintenance schedule for Core Curriculum to the year 2000.

**Core Curriculum: Implementation and Maintenance Schedule**

Grade	1996-97	1997-98	1998-99	1999-2000
K		Resource-based Learning-M		
1		Resource-based Learning-M	Physical Education Health Education Science-M Mathematics-M	
2		Resource-based Learning-M	Physical Education Health Education Science-M Mathematics-M	
3		Resource-based Learning-M	Physical Education Health Education Science-M Mathematics-M	
4		Resource-based Learning-M	Physical Education Health Education Science-M Mathematics-M	
5		Resource-based Learning-M	Physical Education Health Education Science-M Mathematics-M	
6	Mathematics	English Language Arts Resource-based Learning-M	Health Education-M Mathematics-M	
7	Mathematics	English Language Arts Resource-based Learning-M	Health Education-M Mathematics-M	Social Studies-M
8	Mathematics	English Language Arts Resource-based Learning-M	Health Education-M Mathematics-M	Social Studies-M
9	Mathematics	English Language Arts Resource-based Learning-M	Health Education-M Mathematics-M	Social Studies-M
10		English Language Arts Choral Dance Visual Art Resource-based Learning-M	Practical & Applied Arts Mathematics-M	Practical & Applied Arts
11	Life Transitions	Choral Dance Visual Art Resource-based Learning-M	English Language Arts Practical & Applied Arts Mathematics-M	Practical & Applied Arts
12	Mathematics Life Transitions	Social Studies History Native Studies Choral Dance Visual Art Resource-based Learning-M	Practical & Applied Arts Mathematics-M	English Language Arts Practical & Applied Arts

This schedule indicates the first year of implementation within a 3-year time frame. School divisions determine their implementation schedule within this time frame in consultation with regional offices.

Core Curriculum projects designated for renewal during the maintenance phase are designated with the letter "M" on this schedule. Similar to the implementation phase, the maintenance phase requires several years. Only the first year of maintenance activities is noted on this schedule. School divisions determine their maintenance activities in consultation with regional offices to coordinate with provincial activities and to address local needs.



## Science and Technology

### OBJECTIVES

The Science and Technology Unit is responsible for curriculum development in the areas of mathematics, science, and the practical and applied arts.

### MAJOR ACTIVITIES AND ACCOMPLISHMENTS

#### Science

- Participated in the completion of the Pan-Canadian Common Framework of Science Learning Outcomes, K-12 under the Council of Ministers of Education, Canada (CMEC).
- Supported various science projects, including A Science Summer Institute for Saskatchewan Teachers (ASSIST), science fairs, Innovators in the Schools, and Project WET.
- Encouraged the evaluation of science instructional resources including web sites.
- Presented science education information at various meetings/events.

#### Mathematics

- Continued implementation of the Middle Level (Grades 6-9) Mathematics curriculum and the new Grade 12 program - Mathematics A30, B30, C30.
- Drafted a Mathematics Action Plan to support enhanced implementation and actualization in reaction to results from the 1997 National Student Assessment Indicators Program (SAIP) and the 1997 Provincial Learning Assessment Program (PLAP) results.
- Started the process of hiring a permanent mathematics consultant.
- Participated in the Western Canadian Protocol (WCP) call for evaluation of mathematics resources for Grades 10-12.
- Hosted several early implementers workshops on *The Learning Equation* Mathematics 9 computer-guided learning.

#### Practical and Applied Arts (PAA)

- Continued the implementation of Life Transitions 20/30, Career Guidance 6-9, and Driver Education 10.
- Worked with the Practical and Applied Arts (PAA) Reference Committee and Program Team to further the renewal of the PAA area of study.
- Drafted and field tested a number of new or renewed curriculum guidelines for future release: Tourism, Hospitality, Entrepreneurship A30, B30; Agriculture Studies 30; Autobody 10, 20, 30; Commercial Cooking 10, 20, 30; Welding 10, 20, 30 and Metal Inert Gas Welding.

- Consulted with school divisions on the Transition-to-Work Guidelines.
- Developed draft Work Study guidelines for field testing.
- Partnered with SIAST on the finalization of: *Helping to Solve the Employment Puzzle: A Toolbox for Middle & Secondary Students*.
- Signed an agreement with SGI to hire a Driver Education Assessment Coordinator to assess/evaluate/audit driver instructors in-car (school program) and in Commercial Driving schools.

### FUTURE OBJECTIVES

- To complete the implementation of the new Mathematics program K-12 and move to enhanced maintenance.
- To support Mathematics materials evaluations with our Western Canadian Protocol partners.
- To offer early implementers workshops on *The Learning Equation* Mathematics 9 computer-guided learning resources.
- To continue curriculum renewal in the Practical and Applied Arts (PAA).
- To conduct in-car evaluations of driver instructors and other projects to improve the Driver Education program in schools.
- To sustain key Mathematics, Science, and PAA education partnerships.

## Special Education

### OBJECTIVES

The Special Education Unit supports students with exceptional needs by establishing the policy framework for special education in Saskatchewan's K-12 system. Preschool students, ages three and four, with severe disabilities are part of that system. Other supports provided are in the areas of professional development, consultative services, resource material development and funding.

### MAJOR ACTIVITIES AND ACCOMPLISHMENTS

Through the ACCESS Team (Assistance, Collaboration, Consultation, Support Services), the Special Education Unit provided over 200 days of professional development and consultative support to Saskatchewan education of students with exceptional learning and behavioural needs. ACCESS Team support was increased in the area of sensory disabilities (deaf, hard of hearing and visual disabilities).

A bibliography of resource materials for teachers of students with challenging behaviours was published.

*Students with Challenging Behaviours: A Bibliography for K-12*, January 1998, identifies a wide range of resource materials that address a variety of social, emotional and behavioural needs of children and youth.

The Saskatchewan Special Education Unit, in collaboration with the special education departments of the other western provinces and territories, is developing a seven document series to assist classroom teachers:

1. *Suicide Intervention and Prevention: A Resource for Educators*
2. *Responding to Critical Incidents: A Resource Guide for Schools*
3. *Managing Children with Sexual Behaviour Problems in Schools*
4. *Teenage Prostitution Document*
5. *Teaching Students with Emotional Disorders*
6. *Conflict Resolution/Anger Management Document*
7. *Gang Activity in Schools Document*

During 1997-98, Saskatchewan teachers were involved in field testing three documents of the series.

A resource for teachers of students with Autism and Asperger Syndrome was developed for the Special Education Unit's web site. *Teaching Students with Autism: A Guide for Educators* is available for educators and parents via the web site

[http://www.sasked.gov.sk.ca/curr\\_inst/speced/index.html](http://www.sasked.gov.sk.ca/curr_inst/speced/index.html).

The Special Education Unit upgraded the annual electronic collection of special education data from school boards by converting the provincial special education data base to EXCEL software.

Through the Foundation Operating Grant to school boards, the Special Education Unit approved over \$61 million in conditional funding recognition for programming and services for students with exceptional learning and behavioural needs.

### **FUTURE OBJECTIVES**

- Develop and deliver professional development activities for educators on Fetal Alcohol Syndrome and Fetal Alcohol Effects.
- Coordinate consultative and professional development support related to low incidence disabilities (deaf, blind, autism, intellectual disabilities, challenging behaviours).
- Continue to work closely with community-based organizations, school divisions, and other government departments to improve the quality of special education programming and services for students with exceptional needs.

- Collaborate with the Western Canadian jurisdictions in the development of resource materials to support classroom teachers who are working with students with exceptional learning and behavioural needs.

## **Social Sciences**

### **OBJECTIVES**

The Social Sciences Unit is responsible for curriculum development, piloting, implementation, maintenance, and related support activities in the areas of Social Studies, History, Physical Education, Heritage Languages, Multicultural Education, and English as a Second Language (K-12).

### **MAJOR ACTIVITIES AND ACCOMPLISHMENTS**

- Began revision of the Grades 7-9 Social Studies curriculum and activity guides.
- Began implementation of History 30 and Social Studies 30 curricula.
- Facilitated the participation of Saskatchewan students in the 1998 Interchange on Canadian Studies Program annual conference held in Nova Scotia.
- Continued piloting of Grades 1-5 Physical Education curricula.
- Participated in the Western Canadian Protocol initiative to develop a common curriculum framework (K-12) for bilingual programming.
- Provided consultative services and financial assistance to support Heritage Languages instruction.
- Completed phase 2 of the Saskatchewan-Ukraine bilingual curriculum development project.

### **FUTURE OBJECTIVES**

- To finalize revision of the Grades 7-9 Social Studies curricula and activity guides.
- To continue implementation of Social Studies 30 and History 30 curricula.
- To begin implementation of Grades 1-5 Physical Education curricula.
- To facilitate participation of Saskatchewan students in the 1999 Interchange on Canadian Studies Program annual conference.
- To undertake phase 3 of the Saskatchewan-Ukraine bilingual curriculum development project.
- To participate in the Western Canadian Protocol initiative to develop a common curriculum framework for Social Studies (K-12).

## Humanities

### OBJECTIVES

The Humanities Unit is responsible for curriculum development, piloting, implementation, maintenance, and related support activities in the areas of Arts Education, English Language Arts, Health Education, and Kindergarten.

### MAJOR ACTIVITIES AND ACCOMPLISHMENTS

- Supported implementation of curriculum requirements for Choral 10,20,30; Dance 10,20,30; and Visual Art 10,20,30.
- Supported evaluation of Arts Education curricula, Grades 1-9.
- Completed development of Grade 11 English Language Arts curricula.
- Continued development and began piloting of Grade 12 English Language Arts curricula.
- Supported implementation of Grades 6-11 English Language Arts curricula.
- Continued implementation of Life Transitions 20,30 which integrates student and career development, family life education, and health education.
- Completed the revision of the Middle Level (Grades 6-9) Health Education curriculum based upon results of the curriculum evaluation.
- Supported the inclusion of HIV/AIDS Education in Health Education programs for Grades 1-10.

### FUTURE OBJECTIVES

- To support the establishment of networks and collaborative models to support arts educators and Arts Education in schools, school divisions, universities, and provincial arts organizations.
- To support the renewal of arts education in consultation with educational partners by focusing upon the recommendations of the arts education curriculum evaluation, Grades 1-9.
- To complete development and piloting of English Language Arts curricula for Grade 12.
- To support the implementation of English Language Arts curricula for Grades 6-11.
- To support an interjurisdictional review of resources for the common curriculum framework for English Language Arts, K-10.
- To update the Wellness 10 curriculum to include the module on HIV/AIDS Education.
- To develop a team of catalyst teachers to support the renewal of Health Education, Grades 6-9.
- To support the establishment of networks and collaborative models to support comprehensive school health.

## Learning Technology

### OBJECTIVES

The Learning Technology Unit is responsible for development and application of teaching and learning technologies and application of teaching and learning technologies in the K-12 system. The unit is responsible for the development and management of the Evergreen curriculum, development and provision of multimedia resources, and training and consultative support for the integration of technology in the teaching and learning process.

### MAJOR ACTIVITIES AND ACCOMPLISHMENTS

- Continued development of the Evergreen curriculum and enhancements to the curriculum.
- Developed a partnership with Industry Canada to support the enhanced GrassRoots project in Saskatchewan.
- Provided inservice to support use of the Evergreen curriculum, Resource Based Learning and the Saskatchewan GrassRoots project.
- Trained teachers to become evaluators of Internet sites for linking to specific curriculum objectives.
- Developed partnerships with northern educators and stakeholders which resulted in multimedia projects to support Middle Years Science.
- Completed *Ecoregions of Saskatchewan* CD-ROM project and made it available to Saskatchewan schools.

### FUTURE OBJECTIVES

- To continue development and enhancements of the Evergreen curriculum.
- To continue to provide professional development opportunities for teachers in the use of the Evergreen curriculum and the integration of technology in the teaching and learning process.
- To participate in activities resulting from the Western Canadian Protocol Memorandum of Understanding for Distance Education and Technology.
- To develop online multimedia support for teacher inservice and professional development.
- To continue current partnerships and develop new partnerships with Industry Canada to support the use of learning technology in Saskatchewan.

## Aboriginal Education

### OBJECTIVES

The Aboriginal Education Unit is responsible for the development, maintenance, and delivery of relevant curricula, programs, and special projects in collaboration with Aboriginal communities and the provincial education system. The Unit provides leadership and support through the established K-12 Aboriginal education policy. The Unit is also responsible for Aboriginal Languages (K-12) and Secondary Level Native Studies programs within the Core Curriculum framework.

### MAJOR ACTIVITIES AND ACCOMPLISHMENTS

- Supported implementation of the Indian and Métis Education Advisory Committee (IMEAC) planning document *Priorities in Indian and Métis Education 1997-98: Indian and Métis Education Advisory Committee: Recommendation to the Minister of Education* (April 1997).
- Completed development of the *Native Studies 30: Canadian Studies Curriculum Guide* (June 1997) and conducted related implementation workshops.
- Produced and distributed the research document *Indian Languages: Policy and Planning in Saskatchewan: Research Report* (May 1997).
- Provided workshops to various institutions on issues relating to school climate, curriculum, and change management in Aboriginal education.
- Incorporated Aboriginal content and perspectives into English Languages Arts Curricula (6-9).
- Developed an Aboriginal Languages Curriculum Framework through the Western Canadian Protocol Agreement of the western provinces, the Northwest Territories, and the Yukon.
- Co-hosted the annual Education Equity Seminar with the partners in education and the Saskatchewan Human Rights Commission to promote leadership in equity across the system.
- Co-chaired the annual Aboriginal Government Employees Network Conference (AGEN) aimed at raising awareness of a shared commitment to developing diversity in the workplace.
- Developed the Aboriginal Resources List for schools.
- Established a cooperative model to ensure Aboriginal Languages materials with the Northern Lights School Division, the Prince Albert Grand Council, the Saskatchewan Indian Federated College and Alberta Education.

- Evaluated community-produced print material in several Aboriginal languages.
- Mounted an urban-rural language festival for band controlled and provincial school children.

### FUTURE OBJECTIVES

- To continue to support adoption and implementation of the Indian and Métis Education Advisory Committee (IMEAC) Action Plan and priorities in Aboriginal education in the province.
- To develop a renewed policy for Aboriginal Education from Kindergarten to Grade 12.
- To promote and support teacher professional development in Native Studies.
- To promote new partnerships in the delivery of alternative programming.
- To enhance community-based cooperation in identifying and producing positive instructional materials to support Core Curriculum integration of unique content.
- To renew a listing of quality instructional resources on Aboriginal content and perspectives.
- To develop a Math and Science collaborative strategy for increasing student access and retention in secondary and post-secondary Math and Science programs.
- To develop and deliver an inservice strategy for Aboriginal education in collaboration with interested groups.
- To facilitate the mounting of an Aboriginal Youth Forum.
- To support development of policy, programs and resources with respect to Aboriginal languages.
- To evaluate and renew Native Studies 10 and 20 in consultation with Aboriginal groups.

## Instructional Resources

### OBJECTIVES

The Instructional Resources Unit is responsible for evaluation and production of learning resources to support K-12 curricula, coordination of school telecasts on the Saskatchewan Communications Network (SCN), video duplication services, provincial copyright licences for schools, consultative services on resource-based learning and the development of learning resources, and policy development and implementation related to gender equity.

### MAJOR ACTIVITIES AND ACCOMPLISHMENTS

- Coordinated evaluation of 2,965 teacher resources and student learning resources.
- Prepared bibliographies for the following subject areas:
  - Agriculture Studies 30 (interim),
  - Autobody 10, 20, 30 (interim),
  - Canadian Studies (History 30, Native Studies 30, Social Studies 30),
  - English Language Arts 20,
  - Health Education 1-5 (interim),
  - HIV/AIDS Education 1-5 and 6-9 (interim),
  - Physical Education 1-5,
  - Tourism, Hospitality, and Entrepreneurship A30, B30 (interim), and
  - Welding 10, 20, 30 (interim).
- Prepared *Students With Challenging Behaviours: A Bibliography for K-12* in cooperation with the Special Education Unit.
- Prepared *Learning Resource Materials Update 1998*, a bibliography that supports all subject areas.
- Worked with Saskatchewan Communications Network (SCN) to provide two hours per day of educational programming on the SCN network, and prepared *Saskatchewan School Telecasts 1998-1999 Guide* for teachers.
- Offered video duplication services through Media Group, a contracted service provider, and prepared *Educational Video Duplication Service 1998-1999 Catalogue*.
- Provided print reproduction rights for schools under the provincial licence with the Canadian Copyright Licencing Agency (CANCOPY).
- Coordinated work of the provincial gender equity committee.
- Provided support to Shared Service Area resource-based learning consultants through one-on-one communication, workshops, and networking sessions.

- Provided consultation to external groups on the development of numerous print and video resources (e.g., worked on *Gambling: Reducing the Risks*, a kit to support the Middle Level Health Education Curriculum, with Saskatchewan Health).
- Developed in cooperation with the Learning Technology Unit and other organizations, the CD-ROM *Ecoregions of Saskatchewan: Exploring Ecological Wonders* and began the development of seven other CD-ROMs.
- Added four bibliographies, *Educational Video Duplication Service 1998-1999 Catalogue*, and the CANCOPY licence to the Saskatchewan Education web site.
- Advised Learning Resources Distribution Centre on the titles to stock.

### FUTURE OBJECTIVES

- To continue evaluation of teacher resources and student learning resources.
- To prepare bibliographies of recommended resources for:
  - Aboriginal Education K-12 (in cooperation with the Aboriginal Education Unit),
  - Arts Education 1-9,
  - Computer Science 20,
  - English Language Arts 1-10 (Western Canadian Protocol),
  - English Language Arts 30,
  - Health Education 1-5,
  - Health Education 6-9,
  - Practical and Applied Arts 10, 20, 30 (numerous subject areas),
  - Social Studies 7-9, and
  - Wellness 10.
- To prepare *Learning Resource Materials Update 1999*.
- To participate in materials evaluation activities for the Western Canadian Protocol materials evaluation projects for Mathematics 10-12 and English Language Arts K-10.
- To work with SCN to continue providing two hours per day of school telecast programming on the SCN television channel and to prepare *Saskatchewan School Telecasts 1999-2000 Guide* for teachers.
- To continue to offer video duplication services through Media Group, and to prepare *Educational Video Duplication Service 1999-2000 Catalogue*.
- To participate in activities of the Equity in Education Forum to support implementation of equity policies in schools.
- To provide continued communication and support to Shared Service Area resource-based learning consultants.

- To develop in conjunction with the Learning Technology Unit, *Saskatchewan SchoolNet GrassRoots Program: Opportunity to Enhance Resource-based Learning Through Technology*.
- To continue to add bibliographies and other documents to the Saskatchewan Education web site.
- To develop, in cooperation with the Learning Technology Unit and other organizations, new CD-ROMs.
- To continue to provide consultative services to external groups on the development of various forms of materials.
- To develop a Saskatchewan anthology in cooperation with Saskatchewan Publishers Group.

## **FUTURE OBJECTIVES**

To maintain the availability of teaching and learning resources to Saskatchewan schools, throughout the province, at a reasonable and equitable cost; to expand access to these resources by establishing a web site.

## **Learning Resources Distribution Centre**

The Learning Resources Distribution Centre (LRDC) is a retail distributor of a wide variety of recommended teaching and learning resources: student and teacher resource books, reference books, CD-ROMs, video and audio-cassettes, multi-media packages, and other educational resources used in Saskatchewan schools. Numerous Department publications are also available from the LRDC. Classroom resources are purchased directly from the suppliers at bulk discount rates and sold at minimum cost, primarily to school divisions and teachers.

## **OBJECTIVES**

The continuing objective of the LRDC is to ensure the equitable availability of learning resources needed in Saskatchewan schools, at a reasonable cost.

## **MAJOR ACTIVITIES AND ACCOMPLISHMENTS**

Approximately 10,100 orders were processed during the reporting year, resulting in sales of \$4.5 million. Purchases totaled \$4.2 million for the year and inventory remaining at year-end was valued at \$2.6 million.

In support of the Western Canadian Protocol for Collaboration in Basic Education, the LRDC established and staffed a facility for the evaluation of resources for the K-12 English Language Arts curriculum. This project is a temporary initiative, scheduled to continue through June 2000, and is funded by Manitoba Education and Training.

## Planning and Evaluation Branch

The Planning and Evaluation Branch plans, develops and evaluates policies and programs for the education system. It promotes quality, excellence, standards and accountability, and encourages partnerships and community-based innovations in education. As well, it develops policies and implementation strategies to address challenges that involve multiple departments of government, educational partners and the people of Saskatchewan. The branch supports the department in providing leadership and direction to the education system as it responds to the diverse and changing needs of students and works to achieve quality and excellence in education. It consists of three units: Policy, Planning and Research; Community Education; and Assessment and Evaluation.

### Policy, Planning and Research

The unit develops policies, plans, and implementation strategies to provide leadership and direction to the Prekindergarten to Grade 12 education system, the human service sectors and Saskatchewan communities. It conducts research, program evaluation and maintains information and data on trends and issues related to education.

#### OBJECTIVES

- To provide leadership, advice and policy support on education issues, trends and strategic directions to facilitate planning and decision making.
- To develop policies, plans and conceptual frameworks to provide direction and leadership to the education system.
- To analyze issues and trends related to education, develop statistical profiles, and conduct research and evaluation to anticipate, identify and define problems and to develop strategic plans and solutions.
- To develop and maintain broad knowledge and current database of provincial, national and international education information, issues and developments to support effective planning and decision making.

## MAJOR ACTIVITIES AND ACCOMPLISHMENTS

### Structuring the Public Education System

- Released *Structuring Public Education for the New Century: Ensuring Quality Education for Saskatchewan Students: Saskatchewan Partnerships*, which provides practical information about educational partnerships and profiles a number of Saskatchewan examples.
- Published eight bulletins, outlining administrative and policy changes to support restructuring of school divisions.
- Distributed an update bulletin outlining progress achieved and benefits found in recently restructured school divisions.
- Continued to work closely with the Restructuring Coordinating Committee.

### Partnerships/Interdepartmental-Community Liaison

- Provided department liaison and oversaw funding to the Saskatchewan Association of School Councils.
- Represented the department on a range of interdepartmental/interagency/interjurisdictional policy, working and advisory committees dealing with issues related to the K-12 education system.

### Indian and Métis Policy

- Participated on an interdepartmental committee that assessed current government programs to determine their impact and identified strategies that would improve social and economic equity for Métis and off-reserve Aboriginal peoples.

### Indian and Métis Education Research Network

- Two out of six Indian and Métis Education Research Projects have been completed.
- Four additional projects will be completed by fall of 1998 and will provide additional information about the influential factors on Indian and Métis student success or failure, as well as the challenges and possibilities for Aboriginal teachers in their practice.

### Equity

- Released a comprehensive equity policy and implementation strategy shared among all education stakeholders and began system-wide actions to ensure equity in education.

### **Children at Risk Research**

- Completed a one-year study that dealt with the classroom impact of children at risk and teachers' responses to the many challenges they face at school.
- The first year of the Longitudinal Study of Community Schools is complete.

### **Parent and Community Involvement**

- Conducted a public discussion process to receive feedback on a model for involving parents and community in schools.

### **FUTURE OBJECTIVES**

#### **Structuring the Public Education System**

- Provide continuing policy and planning support for restructuring of the K-12 education system.
- Publish a revised and updated guide for school divisions interested in restructuring.

#### **Indian and Métis Policy and Research**

- Continue to develop strategies to strengthen partnerships and compatibility between the provincial education system and Aboriginal education authorities.

### **Equity**

- As a follow-up to the release of the equity policy framework, the Policy, Planning and Research Unit will:
  - complete the development of an equity in education implementation guide for schools;
  - facilitate the development of an equity indicators framework; and,
  - develop guidelines for the development of equity policy in schools.

### **Children at Risk Research**

- The Longitudinal Study of Community Schools will proceed into its second year.

### **Parent and Community Involvement**

- Continue to provide support to school divisions to encourage parent and community involvement in schools.

## **Community Education**

The unit develops and manages policies and programs designed to address barriers to learning and enable the school systems, community groups and families to be responsive and innovative in meeting diverse needs. It serves as the key point of contact for a range of government, education and community organizations and responds to a variety of social and economic policy issues related to education.

### **OBJECTIVES**

- Promote and initiate collaborative, integrated approaches to planning, service delivery, evaluation, and change management.
- Develop interagency strategies and conceptual frameworks to address the multi-faceted needs of students and make the most efficient and effective use of provincial and community resources.
- Develop and administer innovative, community-based programs that encourage and enable school divisions, government agencies, communities and families to respond more effectively to the diverse learning needs of students, particularly Indian and Métis and at-risk children, and to adopt preventive, collaborative and community-based approaches in addressing barriers to learning.
- Initiate and maintain partnerships and networks with educators, education associations, government agencies and communities, promote collaboration and shared problem solving in addressing issues and enable the department to provide comprehensive and coordinated responses to divergent issues.
- Represent the department on a range of interagency/interdepartmental committees to bring an education perspective to government-wide and community-driven strategies, policies and solutions.

### **MAJOR ACTIVITIES AND ACCOMPLISHMENTS**

**Integrated School-Linked Services** - Supported further implementation of Integrated School-Linked Services at the provincial, regional, school and community levels through the following actions:

- provided consultations with interagency and Regional Intersectoral Committees (RICs) on issues and solutions related to interagency collaboration and integration of services;
- sponsored two RIC coordinator positions;
- provided support and on-going consultation to RIC coordinators;



- conducted workshops and made presentations on Integrated School-Linked Services and the broader human services integration agenda; and,
- established three integration demonstration sites as part of the ADM Forum demonstration site initiative: Nutana Collegiate, Saskatoon; Meadow Lake; and Community of Hope Project, Fort Qu'Appelle.

**ADMs' Forum on Service Integration** - Continued to participate in and provide policy support to the ADMs' Forum on Service Integration, including the following actions:

- the Human Services Handbook Series provides practical, hands-on supports to the field. A recent booklet was added to the list: *Sharing Information To Improve Services for Children, Youth and Families: A Guide to the Legislation* (May 1997);
- established RIC coordinator positions for each of the nine RICs province-wide;
- established five ADM Forum demonstration projects;
- initiated the development of an implementation strategy for the Human Services manual, *Integrated Case Management*; and,
- developed an ADM Forum Resourcing Proposal for Interdepartmental Resource Sharing that outlines a strategy to:
  - approve the continuation of the current nine RIC coordinators for 1999/2000;
  - recommend to Ministers five demonstration projects to evaluate the impact of intensive, integrated approaches to meeting the needs of children, youth and their families; and,
  - finalize cost-sharing between departments.

### **Community Schools**

- Additional schools were designated in conjunction with the public and separate school divisions in Regina, Saskatoon, Prince Albert and North Battleford. The number of Community Schools increased from 17 to 26, with an operating budget of \$3.2 M in 1997-98.
- Provided a comprehensive holistic program for 8,768 students, approximately 55% of whom are of Indian and Métis ancestry.
- Completed the second year of the two-year implementation phase for the new policy framework, *Building Communities of Hope: Best Practices for Meeting the Learning Needs of At-Risk and Indian and Métis Students*.
- Completed year two of data collection, prepared a comprehensive outline of innovative and successful program initiatives to share and stimulate networking, and provided extensive feedback to individual Community Schools.

- Provided community development supports, inservice and related assistance to Community Schools and school divisions.

### **Northern Community Schools**

- Developed a new *Northern Community Schools Program Guide*, with the participation of Northern Directors of Education, as a framework for the development of the Northern Community Schools Program.
- Allocated a total of \$450,000 in 1997-98 for the development of the Northern Community Schools Program.

### **Indian and Métis Education Development (IMED) Program**

- Enhanced the IMED Program from \$100,000 to \$1.1M in 1996. There were 58 projects funded in 32 school divisions in the 1997-98 school year.
- Revised IMED policy guidelines and criteria to emphasize the participation of Indian and Métis partners/community members in the development, implementation and evaluation of projects.
- Compiled an IMED Booklet. The booklet will profile each project and be distributed provincially to promote sharing and networking.

### **Early Childhood Intervention**

- Developed and published *Better Beginnings, Better Futures: Best Practices, Policy and Guidelines for Prekindergarten in Saskatchewan Community Schools* for the new Prekindergarten Program. Began the establishment of Prekindergarten Programs in Saskatchewan's 26 Community Schools.
- Completed third-year evaluation of the La Loche and Prince Albert Preschool Support Pilot Projects and supported their continued development.
- As part of an interdepartmental working committee, continued to develop a provincial strategy on early childhood development for children at risk.

### **Saskatchewan's Action Plan for Children**

- coordinated budget planning among provincial government departments for initiatives that benefit children, youth and families. A package of new and enhanced programs totalling \$13.3 million was profiled under the Action Plan for 1997/98;
- participated in the interdepartmental Prevention and Support Grants Program; and,
- participated on the Council on Children, Saskatchewan's advisory body with respect to the Action Plan.

## **FUTURE OBJECTIVES**

### **Integrated School-Linked Services**

- Develop provincial protocols for:
  - young offenders in schools; and,
  - health services in schools.
- Continue offering workshops and inservice presentations on Integrated School-Linked Services and the larger integration agenda at the school, community, regional and provincial levels.
- Lead ADMs' Forum demonstration sites at Nutana Collegiate, Saskatoon; Community of Hope Project, Fort Qu'Appelle; and, Meadow Lake.
- Develop a strategy for rural consultations towards supporting children and families in rural Saskatchewan.
- Organize a provincial information-sharing conference on Integrated School-Linked Services.
- Develop a process to showcase Integrated School-Linked Services initiatives.

### **ADMs' Forum on Service Integration**

- Complete booklets on *Integrated Case Management* and *Working with Communities*.
- Implement provincial strategy for *Integrated Case Management* manual.
- Begin discussions on how to make funding more integrated.

### **Community Schools**

- Continue to support the full implementation of the new conceptual framework for Community Schools.
- Develop a financial accountability mechanism for the conditional funding allocated to the Community Schools Program.
- Review and refine the Community Schools reporting mechanism with the assistance of a sub-committee from the Community Schools Working Committee.
- Continue to strengthen the community development component in the Community Schools Program with a Phase II provision of community development supports.
- Publication and distribution of program innovations and successes from data gathered through the Community Schools reporting mechanism.

### **Northern Community Schools**

- Identify and assess program strengths, successes, challenges and financial accountability of the pilot phase of the Northern Community Schools Program, and determine next steps in program development, provision of supports and resources.

### **Indian and Métis Education Development (IMED) Program**

- Complete and distribute the IMED Booklet.

### **Early Childhood Development**

- Provide supports and deliver inservice for varied needs of Prekindergarten teachers, teacher associates, administrators and parents.

### **Saskatchewan's Action Plan for Children**

- Continue to develop and support Saskatchewan's Action Plan for Children as government's key strategy for promoting issues affecting children, youth and families through a community and government partnership approach. This will include new initiatives in legislation, policy, programs and services.
- Address the recommendations the Council on Children provides to government.
- Ensure that the objectives, principles and goals of the Action Plan are incorporated into departmental initiatives, policies and programs.
- Continue to support the interdepartmental Prevention and Support Grants Program.

## **Assessment and Evaluation**

The Assessment and Evaluation Unit is responsible for evaluation, monitoring and accountability in Saskatchewan's K-12 education system. In consultation with stakeholders, it develops and implements policies and programs in the areas of student evaluation, learning assessment, curriculum evaluation, program evaluation, and provincial and interprovincial indicators systems.

### **OBJECTIVES**

To monitor and measure the progress of the provincial education system in achieving the Goals of Education in Saskatchewan, through a comprehensive set of context, process and outcomes measures in the Saskatchewan Education Indicators Program.

- To provide quantitative and qualitative data for planning, policy development and program improvement.
- To assist teachers and administrators in assessing and reporting student achievement.
- To monitor the effectiveness of Core Curriculum and its implementation.
- To provide accountability information to educators and the public about students' skills, abilities and understandings.

- To collect data on student achievement in Mathematics and Language Arts in Grades 5, 8 and 11 on an alternating annual basis.
- To contribute to interdepartmental and internal evaluation of programs.
- To enhance the professional skills of classroom teachers in student and program evaluation.
- To coordinate interprovincial and international assessment activity in the province.
- To work through the Council of Ministers of Education, Canada in developing a Pan-Canadian Education Indicators system that will improve the quality of information for decision making about school programs in the country.

## **MAJOR ACCOMPLISHMENTS AND ACTIVITIES**

- The fourth annual *Saskatchewan Education Indicators* report on the context, process and outcomes of the provincial education system was published in 1997.
- The Provincial Learning Assessment Program measures the basic and advanced literacy and numeracy skills of approximately 2,000 Saskatchewan students each year. The program has introduced innovative portfolio and performance assessment techniques to the province. A province-wide assessment of students' practical, mathematics problem-solving skills was conducted in 1997.
- A more efficient, phased model for conducting curriculum evaluations has been adopted.
- The unit participated in a program evaluation of an alternate school year pilot initiative.
- Saskatchewan has been directly involved in planning, administration and organization of national School Achievement Indicators Program testing conducted by the Council of Ministers of Education, Canada.

## **FUTURE OBJECTIVES**

- To produce a 1998 update for the Saskatchewan Education Indicators Program.
- To conduct assessments in the reading, writing, listening and speaking components of Language Arts in 1998.
- To complete an Elementary and Middle Levels Arts Education curriculum evaluation, and to promote improvements in line with its recommendations.
- To collaborate on research projects with partner organizations in the areas of student retention and completion patterns, and Aboriginal approaches to and conceptions of student learning and evaluation.
- To post assessment materials and results on the Saskatchewan Education World Wide Web site, where they will be linked to Evergreen curriculum.
- To support provincial and local school division planning to improve curriculum use in Saskatchewan schools.

## Educational Services Branch

Saskatchewan Education provides a variety of services to the public, students, teachers and school divisions through the Government Correspondence School, Independent/Home-Based Education Unit, Provincial Examinations, Student and Teacher Services Unit and seven regional offices. The regional office network makes Saskatchewan Education more accessible to the people it serves. These offices are often the first point of contact for parents, school divisions and the general public on education-related matters.

In Northern Saskatchewan, partnerships are promoted among K-12 and post-secondary education and training institutions, communities, business and industry. These partnerships assist northern students in achieving their goals in furthering their education, pursuing their careers, and maintaining their cultural heritage.

### Regional Offices

Saskatchewan Education has seven regional offices located in Weyburn, Swift Current, Regina, Saskatoon, Melfort, North Battleford and La Ronge. Each regional office has a Regional Director of Education, a Regional Superintendent of Special Education and a Regional Superintendent of Curriculum and Instruction.

### OBJECTIVES

- To assist with the interpretation of legislation, regulations and policy.
- To review all information used to determine school division grants.
- To conduct an initial review of capital project proposals from school divisions.
- To increase awareness of new initiatives in curriculum.
- To assist local school divisions in establishing special education programs.
- To facilitate and enhance services to children and families through collaboration and integrated approaches between government and non-government agencies.
- To improve linkages between the workplace, post-secondary and K-12.
- To improve learning opportunities for First Nations students.
- To develop interagency, community-based approaches to identifying and resolving issues at the local level.

### MAJOR ACTIVITIES AND ACCOMPLISHMENTS

- Continued to coordinate and facilitate the development, implementation and evaluation of new courses of instruction in the Core Curriculum.
- Continued to assist local school divisions in establishing special education programs by approving funding and monitoring existing programs.
- Continued to provide regional support services to children and families through a collaborative and integrated approach with other government departments and agencies.
- Continued to approve the registration of Secondary Level credits for students attending Regional Colleges, SIAST campuses and Indian band schools.
- Continued to communicate with First Nations school administrators to raise awareness of new initiatives in curriculum development and improve learning opportunities for Aboriginal students.
- Continued to provide funding and technical support to support the development of curricula and materials for Cree and Dené language programs in northern schools.
- Continued to administer the Shared Challenges Program which encourages northern students to stay in school and complete their high school education.
- Assisted in the amalgamation of 20 school divisions into 8 effective October 23, 1997.

### FUTURE OBJECTIVES

- To facilitate and coordinate integrated services initiatives among school divisions, other government departments and agencies at the community and regional level which support Saskatchewan's Action Plan for Children.
- To ensure regional participation in Core Curriculum initiatives.
- To provide regional leadership regarding *Structuring Public Education for the New Century*.
- To continue to develop opportunities for Northern students to complete a high school education.

## **Independent Schools and Home-Based Education**

Saskatchewan Education's Independent Schools, Home-Based Education Office registers and supervises independent schools and monitors the registration of home-based educators with school divisions.

### **INDEPENDENT SCHOOLS**

Independent schools exist to provide different educational choices. Parents enroll their children in these schools to achieve various philosophical objectives which may not or cannot be satisfied within the public system.

There are 47 registered independent schools, with a pupil enrollment of 3,533 and a teaching staff of 311, located in every educational region of the province. Categories of independent schools are: historical, associate, society, for-profit, off-shore, alternative, Montessori, Mennonite, Seventh-day Adventist, and the Saskatchewan Association of Independent Church Schools.

### **OBJECTIVES**

- To conduct regular inspection and supervision of the schools, register new schools and monitor staff certification.
- To serve as a link among the Department, independent schools, partners and the general public.
- To anticipate and intervene in problem-solving issues relating to independent schools.

### **MAJOR ACTIVITIES AND ACCOMPLISHMENTS**

- Forty-seven independent schools were registered, inspected and supervised.
- Facilitated independent schools and school divisions desiring associate school status.
- Assisted accredited schools regarding curriculum development and implementation, student examinations.

### **FUTURE OBJECTIVES**

- To continue to inspect and supervise independent schools, register new schools and monitor staff certification.
- To provide opportunities for independent school personnel to meet to discuss issues of mutual concern.
- To develop and maintain effective relationships with independent schools.

## **HOME-BASED EDUCATION**

Home-based education legislation recognizes that the parents have both the responsibility to provide for the education of their children and the right to direct their children's education from their home. The province's compelling interest in the education of all children is ensured by delegating to school divisions the responsibility to register home-based education students.

Home-based education programs are registered with the school division in which the students are entitled to attend school. There were 1,498 students registered in home-based education programs in the fall of 1997.

### **OBJECTIVES**

- To assist school division officials to develop local policy and to coordinate the development of provincial policy with respect to home-based education.
- To facilitate registration of home-based educators with school divisions.
- To respond to inquiries and concerns about home-based education.

### **MAJOR ACTIVITIES AND ACCOMPLISHMENTS**

- Provided consultative services to parents and school division officials.
- Facilitated parent registration with school divisions.

### **FUTURE OBJECTIVES**

- To continue to assist school division personnel and parents in registering home-based education programs.

## **Saskatchewan Government Correspondence School**

The mission of the Correspondence School is, "to provide individuals with life-long learning opportunities at the Grade 9-12 Level through distance education." In collaboration with schools and school divisions throughout the province, students are enrolled in subjects that, for a variety of reasons, are not available to them locally. In addition, the Correspondence School offers open learning opportunities to persons unable to use traditional educational systems. Approximately one-third of the registrations fall into this category.

To facilitate K-8 distance education, the Correspondence School works collaboratively with South Island Distance Education School in British Columbia to provide elementary distance education programs.

Although print remains the primary delivery for 70 courses offered, various other technologies enhance and supplement the print program or offer alternate delivery modes for student participation. During 1997/98, video and audio cassettes, kits, CD-ROMS, a 1-800 telephone line, fax, audio teleconferencing/teletutoring, e-mail and Interactive Television Instruction were used.

## **OBJECTIVES**

- The Correspondence School assists in addressing the Department objective of ensuring quality education and equality of education opportunities for all students regardless of their personal circumstances or geographic location within the province.

## **MAJOR ACTIVITIES AND ACCOMPLISHMENTS**

### **Course Development**

- Mathematics A30 and Visual Arts 10 were developed for implementation July 1, 1997.
- Mathematics B30 was developed for implementation January 1, 1998.
- Computer Science 20, English Language Arts A9 and B9, and French 20 were developed for implementation July 1, 1998.
- Information Processing 10 is available in both DOS and Windows versions beginning July 1, 1998.
- 1,772 course print packages and 583 audio/video/kit/diskette/CD-ROM materials were sold throughout the province for use as teacher or student reference material.

### **Alternative Program Delivery Strategies**

- Audio-teleconferencing/teletutoring continued to be offered in French 9, 10, 20, and 30. A total of 35 students from three schools located in one school division participated in this program.
- The Correspondence School, in collaboration with broadcast schools in Regina (Campbell Collegiate), Swift Current Comprehensive High School and Lanigan School Division (Viscount Central), offered programs through Interactive Television Instruction delivered by the Saskatchewan Communications Network (SCN) using satellite transmission. Eight courses were offered including: Calculus 30; French 9, 10, 20, 30; Entrepreneurship 30; Law 30; and Psychology 30. Three hundred and sixty-five students at 50 receive sites in 29 school divisions participated in the programs.

- The Correspondence School has a home page on the World Wide Web. The School uses e-mail and the Internet to distribute information and as an instructional, communication and research tool.

## **Systems Project Development**

- In 1995 a custom designed automated computer system was implemented at the Correspondence School. It provides the Correspondence School with easy access to course, student, examination, financial and management information. It aids in greater flexibility in responding to the needs of Saskatchewan learners with regard to registration, material distribution and examination processes.

## **FUTURE OBJECTIVES**

- Social Studies 30 Canadian Studies, and the Windows version of Information Processing 20 are being developed for implementation January 1, 1999.
- English Language Arts A10 and B10, Life Transitions 30, and Mathematics C30 will be developed for implementation July 1, 1999.
- Beginning September 1998, final Correspondence School examinations will be available for students five times during the year: December, January, March, early June, and June.

**Correspondence School 1997-98  
Student Enrollments as of July 31, 1998**

<b>Student Enrollment</b>			
<b>Grade</b>	<b>School Age</b>	<b>Adult</b>	<b>Totals</b>
(K-8)	(46)	-	(46)*
9	231	16	247
10	1,082	82	1,164
11	1,099	158	1,257
12	1,419	778	2,197
<b>Totals</b>	<b>3,831</b>	<b>1,034</b>	<b>4,865</b>

\*Totals do not include K-8 numbers

**Correspondence School 1997-98  
Subject Enrollments as of July 31, 1998**

<b>Subject Enrollment*</b>			
<b>Grade</b>	<b>School Age</b>	<b>Adult</b>	<b>Totals</b>
9	533	24	557
10	1,969	144	2,113
11	1,623	265	2,888
12	1,841	1045	2,886
<b>Totals</b>	<b>5,966</b>	<b>1,478</b>	<b>7,444</b>

\*Some students are enrolled in more than one subject. Therefore, the subject enrollment is greater than the student enrollment.

These student and subject enrollment numbers do not include Interactive Television Instruction (ITI) enrollments.

## **Provincial Examinations, Student and Teacher Services**

The Registrar's Office administers policies related to: credit requirements for Secondary Level completion; Grade 12 Departmental Examinations; teacher certification and accreditation; maintenance of a central registry of student marks at the Grade 10, 11 and 12 levels; and student demographic information from Kindergarten to Grade 12. The official record of Secondary Level standing is issued by the Registrar.

The Registrar's Office also administers General Proficiency Awards, the Lester B. Pearson Scholarship, Education Service Awards for teachers and teacher exchanges.

### **OBJECTIVES**

#### **Student Examinations**

- To administer Grade 12 examinations to students of non-accredited teachers in public schools, separate schools, post-secondary institutions, band schools and those independent schools offering curricula approved by the Department.
- To provide an opportunity for adults to write examinations to attain a secondary level standing.
- To provide examinations for courses under the old Curriculum, as well as under the new Core Curriculum during the pilot and implementation of each new course.
- To ensure that Department-set examinations reflect student evaluation practices which have been incorporated into the new Core Curriculum.
- To monitor competing needs for a flexible examination schedule for schools and post-secondary institutions on a variety of alternate school years.
- To continue development of a provincial test item bank.

#### **Student Records System**

- To provide an official Record of Secondary Level Achievement (Grades 10-12) for all students in Saskatchewan.
- To improve the delivery of information to school divisions, enable assessments of curricula and provide reliable data for analysis of school system effectiveness.

#### **Out-of-Province Evaluations**

- To assist schools to make decisions concerning placement of out-of-province students.
- To provide evaluation services to the Secondary System for out-of-country transfers.

#### **Lester B. Pearson Scholarship**

- To provide an opportunity for exposure of students to international issues through an educational experience with students representing 70 nations.

#### **General Proficiency Awards**

- To recognize a student's scholastic achievement and to encourage the pursuit of post-secondary education.

#### **Teacher Accreditation**

- To maintain records of teacher accreditation for the province.
- To provide consultative services to teachers, school administrators and regional directors with respect to requirements teachers must meet to become accredited.

#### **Teacher Certification**

- To assess the qualifications of teachers in order to determine their eligibility for certification as necessary.
- To issue, suspend and cancel teacher certificates as necessary.
- To maintain records on every teacher to whom a Saskatchewan teaching certificate has been issued.
- To maintain records on teacher employment in the province.
- To interpret certification and classification regulations to teachers and school boards.
- To consult with other provinces to develop agreements for the mutual recognition of certificates as required under the Agreement on Internal Trade.

#### **Teacher Exchange**

- To provide an opportunity for experienced Saskatchewan teachers to spend a year on exchange with a teacher who has a similar teaching assignment in another province or country.

#### **Education Service Awards**

- To provide Education Service Awards to school divisions upon request for presentation to teachers, directors of education and secretary treasurers with at least 10 years of service in Saskatchewan.

## **MAJOR ACTIVITIES AND ACCOMPLISHMENTS**

#### **Student examinations**

- An examination sitting in late May was established to meet the needs of northern band schools and post-secondary institutions offering the Adult 12 program. This increased the number of exam sittings to five per year.



- Examinations were prepared in 15 subjects at the Grade 12 level using a combination of open-response format and computer-response format. Two examinations were prepared using a totally computer-scored format. There were 27,206 papers marked over five sittings. In addition to the regular writing centres provided in high schools, 28 adult writing centres were provided with an additional 10 established for individual special cases in the June sitting.
- In 1997-98, examinations were provided in the following new core subjects: Chemistry 30, Physics 30, Biology 30, Math A30, Math B30, Math C30, Social Studies 30: Canadian Studies, History 30: Canadian Studies, and Native Studies 30: Canadian Studies. In addition, examinations were piloted in English Language Arts A30 and English Language Arts B30.
- A *Teacher Guide for Provincial Examinations* which includes tables of specifications and samples of students' work is provided to all schools each fall.
- Prototype examinations for all of the new core subjects except those being piloted were developed and included in the *Teacher Guide for Provincial Examinations*.
- The *Registrar's Handbook for School Administrators* was developed and distributed to all secondary schools to strengthen support to administrators for student enrollment, subject registration and the delivery of provincial examinations.

### Student Record System

- A total of 54,812 transcripts of high school marks were issued to post-secondary institutions and students. In addition, the Department sends out transcripts to approximately 22,500 student in February and 26,000 students in July of each year.

### Out-of-Province Evaluations

- A total of 826 evaluations of academic records for transfer students were processed by Saskatchewan Education in 1997-98. Of those, 663 were Canadian transfers, 159 were from outside Canada, and four presented documents from both another province and outside Canada. Of the total evaluations, 744 or 90% were conducted for the purpose of enrolling the students in a Saskatchewan secondary school. The remaining 82 evaluations were conducted for other reasons such as employment.
- Consultative services were provided to the public on high school requirements, admission requirements to post-secondary institutions, and equivalent standing granted by other provinces.

- A *Credit Transfer Guide* and accompanying in-service was provided to assist school administrators in the placement of transfer students.

### Lester B. Pearson Scholarship

One Saskatchewan student was chosen this year to attend Lester B. Pearson College of the Pacific.

### General Proficiency Awards

During the 1997-98 school year, \$400 awards were presented to 650 students.

### Teacher Accreditation

There were 1,422 practicing teachers in Saskatchewan who have been accredited by Saskatchewan Education. There are 1,088 teachers who have renewed their accreditation since 1991 when the requirement for renewal came into effect.

### Teacher Certification

A total of 1,201 teachers were issued certificates to teach in the province. The following is a breakdown of the types and numbers of certificates issued between April 1, 1997 and March 31, 1998:

Professional A	970
Professional B	18
Technical (Endorsed)	0
Vocational (Endorsed)	4
Probationary	142

In addition, there were 33 Probationary B certificates and 34 Letters of Eligibility issued to teachers in Independent Schools.

The new Teacher Services computer system was implemented on September 1, 1996 and has improved the teacher certification, record keeping and reporting process.

### Teacher Exchange

Two Saskatchewan teachers were on exchange during the 1997-98 school year. Teachers from Prince Albert and Regina spent the year in Scotland while their counterparts spent the year teaching in Saskatchewan.

### Education Service Awards

During the 1997-98 reporting period, there were 362 Education Service Awards presented by the Minister of Education to retiring teachers. There were 345 awards presented in 1996-97 and 294 awards presented in 1995-96.

## **FUTURE OBJECTIVES**

- To carry out Year 2000 assessment, testing and repairs of the student records and teacher records computer systems.
- To review the examination development process with a view to increasing flexibility in the exam schedule.
- To review teacher certification regulatory requirements and policies in light of the Agreement on Internal Trade.
- To explore alternative delivery options for the Teacher Exchange Program.
- To continue to support the Regional Offices in the interpretation of legislation, regulations, policy and procedures governing the delivery of Secondary Level programs and credit requirements for completion of high school standing.
- To continue to expand the collection of K-8 demographic information which, when complete, will provide accurate and comprehensive data for planning and decision-making regarding the K-12 educational system.
- To continue to provide consultative services to teachers and school administrators with respect to requirements teachers must meet to become accredited, and to provide a process for appeal.
- To continue to monitor the teacher accreditation policy and to work with regional directors and school divisions to ensure consistent application of the policy.
- To continue to monitor the new teacher records computer system.

# Official Minority Language Office

## French Education

Saskatchewan Education's Official Minority Language Office (OMLO) oversees the delivery of French Language Education programs and services to Saskatchewan students, school divisions, universities and Francophone adults.

Four types of programs are offered in schools:

- in 1997-98, nine schools and two programs operated within the Fransaskois component. Student enrollment was 937. In Fransaskois schools, the language of instruction is French and an emphasis is placed on identity and culture across the curriculum;
- in the year under review, two schools offer Type A programs wherein the language of instruction is French except English Language Arts. Student enrollment was 364;
- in the Type B immersion program, a minimum of 50 percent of the total instruction time is in French. Student enrollment was 9,962 in 74 schools; and,
- 88,863 pupils were enrolled in Core French Programs.

## OBJECTIVES

- To develop and implement policies of French Language Education.
- To implement French First Language, French Immersion and Core French programs.
- To develop, pilot, implement and evaluate French Language curriculum for Francophone, French Immersion and Core French programs.
- To coordinate and administer national programs funded through the Saskatchewan Federal Bilateral Agreement and Subsidiary Agreement to promote official languages in education.

## MAJOR ACTIVITIES AND ACCOMPLISHMENTS

- Continued the development, piloting and implementation of Core Curriculum.
- Began curriculum actualization.
- Continued providing Internet access to curricula.
- Provided inservice training for teachers.
- In 1997-1998, one Fransaskois program was implemented and two immersion programs were extended.
- Federal-Provincial national programs were carried out.
- Continued participation in Western Consortium activities and projects.
- A major restructuring activity was initiated wherein the nine Fransaskois conseils scolaires will be

amalgamated into one provincial board, effective January 1, 1999.

## FUTURE OBJECTIVES

- To implement and extend French Language programs as required.
- To continue the development, piloting, implementing and evaluation of Core Curriculum.
- To continue providing Internet access to curricula.
- To emphasize curriculum actualization.
- To participate in Western Consortium initiatives.
- To provide access to distance education.

## Federal-Provincial Programs

Major Activities	Number of Participants
Summer Language Bursary Program	196
Official Language Monitor Program	35
Bursaries to students	220
Sask-Quebec Student Exchange Program	32
French Language Professional Development for Teachers	44

## Curriculum Development, Piloting and Implementation in Fransaskois, French Immersion and Core French Schools

Fransaskois Schools			
Curriculum	Development	Pilot	Implementation
Sciences humaines 1-5		✓	
Sciences humaines 6-9		✓	
Sciences sociales 10			✓
Sciences sociales 20		✓	
Sciences sociales 30		✓	
Français 1-5	✓		
Français 6-9	✓		
Français 10-30	✓		
Éducation artistique 6-9: • Art dramatique/ Arts visuels			✓
• Danse/Musique		✓	

French Immersion Schools and Core French			
Curriculum	Development	Pilot	Implementation
Hygiène 1-5		✓	
Éducation physique 1-5		✓	
Français 10 -12		✓	
Sciences humaines 1-5			✓
Études sociales 30		✓	
Éducation physique 6-9			✓
Éducation artistique 6-9: • Danse/Musique			✓
• Art dramatique/ Arts visuels			✓
Mathématiques 6-9			✓
Physique 20, 30			✓
Chimie 20, 30			✓
Biologie 20, 30			✓
Transitions dans la Vie 20, 30			✓
Éducation physique 20, 30			✓
Mathématiques 20, 30			✓
Core French 10-12			✓

## Third Party Funding and Legislative Services

The Third Party Funding and Legislative Services Unit carries out a variety of policy and administrative functions in the areas of school finance, school administration, education legislation, and provincial collective bargaining for teachers.

### Operating Grants: K-12

K-12 school divisions' operating grants are provided through a Foundation Grant. The grant formula is designed to ensure that all students have access to a basic quality of education regardless of where they live. Funding is based on school divisions' enrollment and their ability to raise local revenue through property taxation. School boards that have a greater ability to raise local revenue receive proportionately less provincial funding and vice-versa.

#### OBJECTIVES

- To promote equality of educational opportunity and equity in education property tax.
- To promote efficient use of resources.
- To protect school divisions against fiscal circumstances beyond their control.
- To preserve the authority of boards of education to exercise discretion in decision-making.

#### MAJOR ACTIVITIES AND ACCOMPLISHMENTS

- Operating grants totalling \$363.2 million were made to 107 publicly-funded school divisions (79 Public, 19 Separate, 9 Francophone) from the Foundation Grant in 1997-98. This funding provided funds for the operation of 795 schools. As of September 30, 1997, these schools had 192,508 students and 11,101 teachers.
- The Department will continue to focus on key objectives of the Foundation Operating Grant Program:
  - continue to maintain the integrity of the formula in terms of equitable distribution of funds; and,
  - continue to support key program areas including special education, early childhood education and students at risk.

## Administering Legislation

The unit provides consultative, administrative and support services to education authorities and institutions and to the public on legislation and administration of the education system.

#### OBJECTIVES

- To identify and coordinate the preparation of amendments to statutes and regulations.
- To provide advice to school divisions and the public on education legislation, including the election of boards of education and local boards of trustees.
- To process applications for land transfers between school divisions and subdivisions, maintain legal descriptions of the boundaries of divisions and subdivisions, and provide secretarial services to the Educational Boundaries Commission.
- To process requests for disposing of property owned by school divisions.
- To coordinate the establishment of boards of reference to investigate the termination of teachers' contracts.
- To administer the issuance of certificates of qualification for school division secretary-treasurers by the Board of Examiners.

#### MAJOR ACTIVITIES AND ACCOMPLISHMENTS

A number of amendments were passed to *The Education Act, 1995* in the spring, 1998 session of the Legislature. One group of amendments pertains to the restructuring of the Francophone component of the province's education system: the conseil general and all of the nine existing conseils scolaires will be disestablished, with a new conseil scolaire fransaskois serving as one board of education governing all fransaskois schools in the province. Francophone parents in each of the areas will elect one member to the new conseil scolaire. For each fransaskois school, there will now be a local parent/community council.

Amendments were also made on a number of other topics: boards of education and Francophone school boards are given explicit authority to participate in the coordination, administration and delivery of Prekindergarten programs; if a public vote is held within an urban school division and the majority of those who vote support the establishment of a ward system, the board of education will be legally obligated to apply to the Minister to establish wards for this purpose; the application of land titles fees to property transactions by

boards is clarified; and, the process for the resolution of grievances under the provincial collective agreement for teachers is clarified and confirmed.

Changes were also made to *The Teachers Superannuation and Disability Benefits Act*, *The Teachers' Dental Plan Act* and *The Teachers' Life Insurance (Government Contributory) Act* to implement provisions of the new provincial collective bargaining agreement for teachers. A new collective agreement for the period January 1, 1997 to December 31, 1999 was signed on March 24, 1998.

During the year, certificates of qualification for secretary-treasurers were issued as follows:

Class of Certification	Number Issued
Class C	20
Class A	4
Advanced A	0
Special Permit	0

## Governing Legislation

*The Education Act, 1995* assigns to the Minister responsibility "for all matters not by law assigned to any other minister, department, branch, or agency of the Government of Saskatchewan relating to elementary, secondary and post-secondary education." Ministerial duties prescribed by the Act with respect to K-12 education include development of the courses of instruction for use in schools, inservice training of teachers, teacher certification and classification, provision of operating and capital grants to school divisions, and policy development.

The following Acts for which the Minister of Education is responsible relate to specific programs and organizations in the school system:

- *The Saskatchewan Association of School Business Officials Act, 1993*
- *The League of Educational Administrators, Directors and Superintendents Act, 1991*
- *The Teachers' Federation Act*
- *The Teachers' Dental Plan Act*
- *The Teachers' Life Insurance (Government Contributory) Act*
- *The Teachers Superannuation and Disability Benefits Act*

## FUTURE OBJECTIVES

- To continue to focus on key objectives of the Foundation Operating Grant Program.
- To update and maintain K-12 statutes and regulations regularly in response to evolving needs and circumstances of the education system.
- To provide support to school divisions with respect to the legislative, administrative and financial aspects of restructuring.

## Human Resources Branch

The Human Resources Branch provides shared services to all employees of Saskatchewan Education and Saskatchewan Post-Secondary Education and Skills Training. This includes advice, support and leadership in the strategic planning, management of human resources and labour relations services.

### OBJECTIVES

- To provide leadership to the Department in the areas of personnel, payroll and benefits administration and labour relations.
- To develop employees through secondment, exchange, and other learning activities which ensure employees are adequately prepared to provide an efficient and effective service to the public.
- To work with the Department Union Management Committee to demonstrate a commitment toward working together, enhancing the working environment in the Department and increasing awareness of employment equity issues.
- To lead internal committees to provide a safe and healthy workplace for our employees.
- To provide leadership in Human Resource planning and organizational development.

### MAJOR ACTIVITIES AND ACCOMPLISHMENTS

The objectives set for 1997-98 enhanced the Branch's ongoing service role and support to the organization. The Human Resources Branch accomplished the following:

- Provided support and advice to managers and employers on contract interpretation and issue resolution.
- Provided support and advice on staffing to managers to meet their resource requirements:
  - a total of 21 permanent positions were staffed;
  - 26 Summer Students were hired;
  - 5 Co-op Students were hired; and,
  - 31 individuals were seconded from School Divisions and 4 individuals were seconded from other departments/agencies to provide individual development opportunities as well as meeting the immediate skill and program needs of the department on a temporary basis.
- Developed and implemented a Learning and Development Action Plan, *Investing in our People*, which resulted in 254 staff members attending learning and development opportunities which

supported employees in providing quality client service. The average number of training days per employee was 3 days. At learning and development events, attendance increased by nearly 50 percent in comparison to the previous 2 years.

- Through department committees, provided information and training sessions which supported employees health and safety. Topics included:
  - Occupational Health & Safety Training for committee members;
  - Orientation to Ergonomics in the Workplace;
  - Anti-Racism/Discrimination Workshops;
  - Anti-Harassment Workshops; and,
  - First Aid/CPR Training.
- Worked with staff and union management committee, demonstrating commitment to cooperative relationships.
- Provided support and advice to employees in the areas of personal development, performance management, employee assistance and benefits through consultation and referrals.
- Supported managers and employees during the development of the New Class Plan.
- Participated at the provincial bargaining table and in Human Resource Committees in the development of Human Resource policies and legislation.
- Exceeded the non-permanent employment equity goals. A total of 50 individuals from employment equity designated group members were hired as non-permanent staff.
- Provided equipment and resources to assist staff members who required special accommodations in order to perform job duties. i.e., automated doors were installed throughout all buildings; a job coach was hired to assist a non-permanent staff member with an intellectual disability to perform duties.
- Supported staff attendance at Employment Equity Conferences/events.

### FUTURE OBJECTIVES

- To provide leadership in Human Resource Planning.
- To provide leadership to the department in the areas of personnel, payroll and benefits administration and labour relations.
- To provide support and advice on staffing to managers to meet their resource requirements.
- To support the development of employees through secondment, exchange and other learning activities which ensure employees are adequately prepared to provide an efficient and effective service to the public.
- To support and advise managers and employees on employment equity.

- To support the department union/management committee to demonstrate a commitment toward working together and enhancing the working environment.
- To lead internal committees to provide a safe and healthy workplace for our employees.
- To support government operations through participation at the Provincial Bargaining Table.
- To provide managers and employees with advice on implementation of negotiated changes to the Collective Agreement.
- To provide managers and employees with advice during the implementation phase of the New Class Plan.



## **Communications Branch**

The Communications Branch, a shared service with the Department of Post-Secondary Education and Skills Training, supports the strategic directions for education in Saskatchewan and reflects government-wide priorities.

Mission: “We work with people to send clear messages to others.”

Mandate: “We support the Department’s mandate by giving the Minister and staff professional advice and communications tools to do their jobs successfully.”

A wide range of public information was provided by the branch on topics related to the Department programs, services and policies respecting K-12 education.

### **OBJECTIVES**

- To develop responsive central communications services.
- To provide excellent client-centred services.
- To focus all communications proactively on issues and stakeholders.
- To enhance education partnerships, participation and cooperation in implementing programs and policies.
- To increase public awareness and support for Department programs.

### **MAJOR ACTIVITIES AND ACCOMPLISHMENTS**

- Strategic plans were prepared to identify key education messages, themes and link specific strategies required to the Department budget and government-wide priorities.
- Communications research and evaluation took place, with participation in provincial public opinion polling, focus group research and media monitoring. This helped identify education issues and public attitudes.
- The branch provides a full range of communications consulting and activities. This included writing and other support for public consultations, ministerial and other special events. Coordination of news releases and media relations continued.
- The branch provided advice respecting the application of communications technology.
- The branch managed the Department’s central communications budget, correspondence, printing and public enquiries, as well as program advertising and promotional requirements.

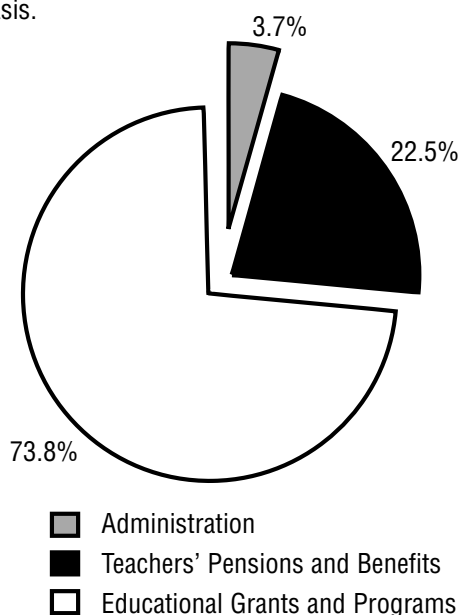
### **FUTURE OBJECTIVES**

- To support the Department’s and government’s priorities and strategic directions.
- To continue to develop and implement strategic communications plans and issues management processes.
- To provide effective central communications support services within approved policy, procedure and operating guidelines.
- To ensure that Department communications reflect the public education issues identified by learners, educators and other Saskatchewan people.
- To enhance public communications research and evaluation.

## Finance and Operations Branch

The Finance and Operations Branch is a shared service which provides financial, operational, technological, contractual, legislative, administrative and research support to both Saskatchewan Education and Saskatchewan Post-Secondary Education and Skills Training. It performs a leadership role in the development of policy and services that support the financial, budgeting, technological and administrative elements of departmental programs and priorities. Financial responsibilities include the distribution of operating and capital grants to school divisions for elementary and secondary education.

The Branch provides financial policy analysis and development advice to the department on an *ad hoc* basis.



### Financial Planning and Administrative Services

This unit is responsible for all financial policy and planning, accounting, budgeting, administrative policy and support activities including mail services, and accommodation development and planning.

#### OBJECTIVES

- Determine financial policy and strategic direction based on department and sector-wide priorities.
- Provide management services including accounts administration, budget/financial planning and

management reporting, contractual review for accounting implications, contract administration, internal auditing and property management.

- Ensure the Department operates as cost-effectively and efficiently as possible in order to meet program and fiscal responsibilities.
- Provide administrative and support services in order to meet program requirements, including procurement, accommodations, equipment and mail services.
- Provide management consulting, financial policy and analytical advice.

#### MAJOR ACTIVITIES AND ACCOMPLISHMENTS

- Managed the 1997-98 fiscal process and the 1998-99 budget planning process.
- Ensured the Department's overall budget target was met at year-end.
- Prepared monthly fiscal forecasting reports and processed 36,000 invoices for payment (including 6,600 grant payments) for both departments. This equates to 30 invoices per staff each and every business day.
- Coordinated all Department purchasing and acquisition of telephones, accommodation, furniture, government vehicles and equipment.
- Implemented the Department's operational schedule for records retention.
- Exceeded government standards in the timeliness and accuracy of payments.
- Participated on intra-departmental task teams, external committees and represented the department on financial issues.

#### FUTURE OBJECTIVES

- Review current administrative and financial policies with a view to strengthening public accountability across all educational sectors.
- Research and develop strategies to address major challenges within the current policy and funding models for education.
- Develop an overall global plan for accommodation and equipment management for both departments.

### Facilities Planning and Capital Grants

Funding is provided to school divisions to repay the interest and principal costs for the provincial share of capital funding approved for educational facility projects.

## OBJECTIVE

- Collaborate with school divisions in the planning and financing of elementary and secondary education facilities. Construction costs for approved projects are cost-shared on the basis of the individual school board's ability to pay.

## MAJOR ACTIVITIES AND ACCOMPLISHMENTS

- Total capital spending for 1997-98 was \$17.8 million; \$8.3 million to eight major projects with the remainder to 112 smaller K-12 projects. The provincial contribution of \$8.3 million was used to address health and safety requirements and enrollment growth.
- Encouraged school divisions to take a more active role in the cost control of their projects; the province paid, under the current capital funding formula, an average of 65% of capital costs while local boards were responsible for the remaining 35%.
- Developed an integrated approach to community partnering opportunities.
- Provided \$9.1 million to pay the interest on the long-term debt of previously approved capital projects.

## FUTURE OBJECTIVES

- Continue emphasizing financial accountability of school boards on capital decisions.
- Revise School Facilities Funding Guidelines to reflect program requirements.
- Implement new priority ranking system.

## Corporate Information and Technology

The unit manages the development, operation and maintenance of a broad range of information technology and systems, including databases, networks and automated systems, to enable department staff and our education and training communities to carry out their responsibilities.

## OBJECTIVES

- Facilitate and manage the development and implementation of new systems applications.
- Operate and maintain computer information systems.
- Develop and maintain various electronic networks.
- Provide ongoing software, hardware and training support to Department staff.
- Undertake needs assessment and business analysis in support of technological improvement.
- Establish standards for operation and management of infrastructure to support the business of the department.

## MAJOR ACTIVITIES AND ACCOMPLISHMENTS

- The Corporate Information Management Strategy was updated to make it more strategic, sector-wide and broader in scope by adding the application of technology to Learning and Information Technology as a discipline for study.
- The Learning Resources Distribution Centre system was upgraded to meet current needs and address Year 2000 issues.
- K-12 systems were modified to support school board amalgamations.
- Development was initiated on a new Capital Project Tracking System for Facilities Planning.
- Due to an industry-wide shortage of Information Technology (IT) staff, a framework for retaining IT staff was developed.
- The migration of all department staff to the Microsoft Office Suite and Microsoft Outlook/Exchange e-mail, which is Internet capable, was completed.
- Work continued to ensure departmental systems meet the standards required for Year 2000.
- The Support Centre provided ongoing micro computer support and training, along with network support to the two departments and their regional offices. Over 8,000 calls were handled in 1997/98.

## FUTURE OBJECTIVES

- Continue to implement the Corporate Information Management Strategy, which will build the information management framework for the education sector.
- Work with our partners, SaskTel and other government agencies to further the development and maintenance of the data network in the province for elementary and secondary education program delivery and administrative support.
- Service and coordinate the systems, network and information needs required by education.
- Complete compliance requirements for Year 2000.

## Legislative and Contract Services

The unit provides administrative support to the Department in the submission and tracking of legislative instruments on behalf of Third Party Funding and Legislative Services. It also provides a consultative and administrative role in the development and administration of all contracts within the Department.

The unit manages coordination and tabling of the annual report of the Teachers Superannuation Commission, Learning Resources Distribution Centre (Book Bureau Financial Statements), Correspondence School Financial Statements, and School Division Tax Loss Compensation Fund report.

## OBJECTIVES

- Ensure consistency and timeliness in the preparation and submission of legislative instruments and the review and processing of contracts.
- Ensure efficiency and effectiveness in the contract review and administration process.
- Minimize risk to the department in the preparation of contracts.
- Provide accurate and current advice on contracts.
- Coordinate responses to inquiries under *The Freedom of Information and Protection of Privacy Act*.

## MAJOR ACTIVITIES AND ACCOMPLISHMENTS

- Prepared and sent forward more than 280 legislative instruments to the Cabinet Secretariat for review and approval for both departments.
- Reviewed and processed over 550 contracts for both departments.
- Developed electronic templates for all Cabinet documents, including generic contract agreements.
- Produced an administrative support manual on packaging, format and timeline requirements of Cabinet documents.
- Established a legislative and regulatory reference library for the Department.
- Responded to over 20 Freedom of Information requests from both departments.

## FUTURE OBJECTIVES

- Enhance the automation of the contract review and administration process.
- Improve the turnaround of contracts and time-sensitive legislative instruments.
- Provide training to support personnel in the department to assist them in preparing legislative instruments and contracts.

## Resource Centre

The mandate of the Resource Centre is to support the informational needs of Saskatchewan Education.

## OBJECTIVES

- Maintain and make accessible a centralized collection of professional materials.
- Provide research and acquisition services.
- Provide a journal routing service for staff's professional development.
- Maintain a collection of recommended K-12 resources.

- Provide materials (braille, large print, audio tapes and kits) for print-disabled students.
- Participate in the multi-type library system in Saskatchewan.

## MAJOR ACTIVITIES AND ACCOMPLISHMENTS

- Handled 2,498 research requests and requests for information, an increase of 279 research requests from 1996/97.
- 13,706 items were circulated, an increase of 4,763 items from 1996/97.
- Published the 1997 edition of the Alternate Format Catalogue, which lists the Resource Centre's braille, large print, audio tapes and kits for print-disabled students in both hard copy and a Web version.
- Implemented a client/server version of the Resource Centre's automated library system to enable Regina clients to have desktop access to the Resource Centre's database of 18,000 titles. Clients outside of Regina access the Resource Centre's database via the Web catalogue.
- Submitted Resource Centre's holdings of braille, large print, audio tapes and kits to the National Library of Canada to be included in their national database.
- Began automating the circulation system by implementing a scanner and bar coding the collection.
- Automated the processing and routing of journals.
- Discarded over 4,000 outdated items from the collection.
- Maintained a list of relevant web sites for the department.

## FUTURE OBJECTIVES

- Continue serving as a facilitator for clients in their efforts to retrieve information.
- Keep abreast of changes in technology and advise clients of new methods of informational retrieval.
- Continue to maintain a centralized collection and make it accessible.
- Complete bar coding the collection of 27,000 items.

## DEPARTMENT OF EDUCATION

### Actual and Budget Expenditures and Number of Full-Time Equivalent Positions (FTEs) Used

	1997/98 Actuals	1997/98 Budget	1997/98 Actuals FTEs
<b>ADMINISTRATION AND SHARED SERVICES (Subvote ED01)</b>			
Administration	\$ 762,000	\$ 771,000	11.8
Shared Support Services	3,438,663	2,423,000	46.6
<b>ACCOMMODATION AND CENTRAL SERVICES (Subvote ED02)</b>			
	2,140,998	2,141,000	
<b>TEACHERS' PENSIONS AND BENEFITS (Subvote ED04)</b>			
Administration and Operations	1,023,990	820,000	13.9
Teachers' Pensions and Cost of Living			
Net Financing Requirement (Authorized by Law)	101,443,120	116,273,000	
Teachers' Group Life Insurance			
Net Financing Requirement (Authorized by Law)	981,701	969,000	
Saskatchewan Teachers' Retirement Plan			
Net Financing Requirement (Authorized by Law)	16,568,135	4,058,000	
Teachers' Dental Plan	3,423,268	16,350,000	
<b>EDUCATIONAL GRANTS AND PROGRAMS (Subvote ED03)</b>			
Operational Support	2,538,658	2,204,000	31.8
Schools - Operating	370,164,000	363,154,000	
School Capital	17,797,000	16,867,000	
School Capital - Interest Payments	9,129,958	10,000,000	
Curriculum and Instruction	4,083,596	4,572,000	47.2
Regional Services	4,268,952	3,875,000	60.8
Official Minority Language Office	4,628,542	4,682,000	22.2
Educational Agencies	473,323	248,000	
Learning Resources Distribution Centre Revolving Fund			
Net Financing Requirement (Authorized by Law)	618,015	(26,000)	13.9
Correspondence School Revolving Fund			
Subsidy	215,000	336,000	
Net Financing Requirement (Authorized by Law)	(35,504)	(3,000)	32.5
<b>TOTAL FOR EDUCATION</b>	<b>\$543,663,415</b>	<b>\$549,714,000</b>	<b>280.7</b>

## DEPARTMENT OF EDUCATION

### Actual and Budget Revenues

	1997/98 Actual	1997/98 Budget	Difference
<b>PRIVILEGES, LICENCES AND PERMITS</b>			
Teachers Certificates	\$ 82,480	\$ 72,525	\$ 9,955
<b>SALES, SERVICES AND SERVICE FEES</b>			
Sales Books, Maps, Bibliographies	8,368	6,000	2,368
Other Services	302,484	334,375	(31,891)
<b>INTEREST, PREMIUMS, DISCOUNT AND EXCHANGE</b>			
Profit on Foreign Exchange	232	200	32
<b>RECEIPTS FROM OTHER GOVERNMENTS</b>			
Cooperation for promotion of Bilingualism in Education	1,792,197	1,800,245	(8,048)
Other Federal Contributions (OMLO)	3,851,051	6,000,442	(2,149,391)
<b>RECEIPTS FROM CROWN ENTITIES</b>			
Profits from the Revolving Fund	0	144,700	(144,700)
<b>OTHER REVENUE</b>			
Casual Revenue	22,367	5,000	17,367
Revenue of Previous Years Expenditures	1,628	2,500	(872)
<b>TOTAL FOR DEPARTMENT</b>	<b>\$ 6,060,807</b>	<b>\$ 8,365,987</b>	<b>\$(2,305,180)</b>