



Government of  
Saskatchewan

# Annual Report 1998-99

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## Saskatchewan Education



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Saskatchewan

## **Annual Report 1998-99**

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The annual report of Saskatchewan Education  
for the period July 1, 1998 to June 30, 1999

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# Letter of Transmittal

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

June 30, 1999

Sir:

I have the honour to present the annual report of Saskatchewan Education for the year ending June 30, 1999. The financial statements included in the report were prepared in accordance with guidelines of the Department of Finance.



Respectfully submitted,

Jim Melenchuk  
Minister of Education

# Letter of Transmittal

The Honourable Jim Melenchuk  
Minister of Education

I have the honour to present the annual report of the Department of Education for the year ending June 30, 1999.

During the year under review, the Department continued to develop and implement measures to enhance teaching and learning. These included:

- initiating new pilot projects for the use of the Internet to support classroom instruction and distance learning,
- drafting and field testing new Practical and Applied Arts curriculum guidelines, and
- developing an action plan to support Mathematics curriculum implementation.

The Saskatchewan Education website ([www.sasked.gov.sk.ca](http://www.sasked.gov.sk.ca)) continues to make our world-class Core Curriculum available to educators, parents and other interested people from throughout Saskatchewan, across Canada and around the world.

To ensure our education system meets the diverse needs of students, the Department continued to strengthen our partnerships with educators, communities, families and human service agencies. Initiatives in this area included:

- establishing an external committee to review the philosophy, delivery, funding and accountability of Special Education in Saskatchewan, the first comprehensive review since Special Education programs were introduced in 1971,
- designating five additional Community Schools in Regina, Saskatoon and Prince Albert, bringing the total number of Community Schools and Prekindergartens to 31, and
- launching the Role of Schools Committee to engage education stakeholders and the wider public in meaningful dialogue about society's changing expectations of schools,

The Department has continued to be a leader in program evaluation and public accountability through initiatives such as:

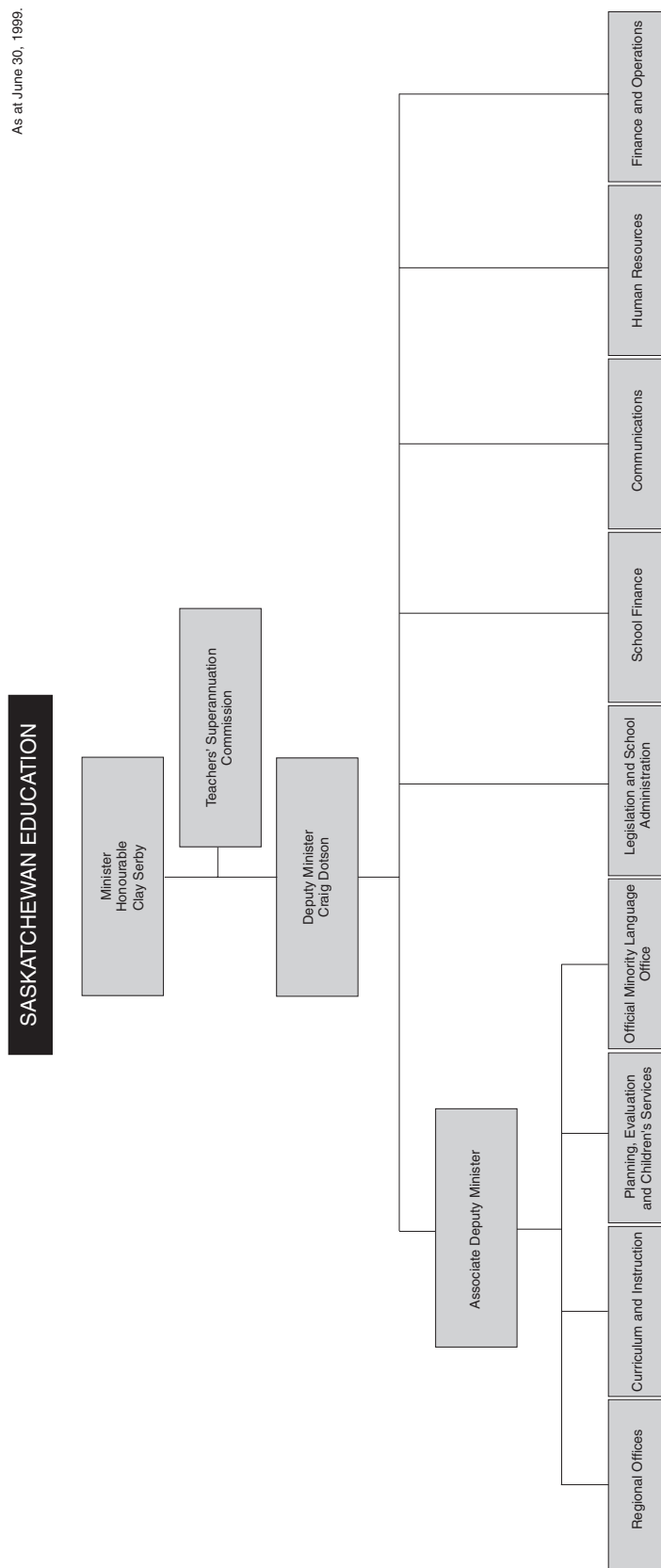
- the Saskatchewan Education Indicators Program, identified by the Provincial Auditor as an example of effective performance reporting and public accountability in Government,
- a province-wide assessment of students' listening and speaking skills as part of the Provincial Learning Assessment Program, and
- direct involvement in planning and administering the national School Achievement Indicators Program.

The Department continued to provide leadership as school boards make local decisions about school division restructuring. Initiatives during the reporting year included the restructuring of francophone education to form one *Division scolaire francophone*.

During the reporting period there were a number of internal realignments within the Department. These changes will improve the Department's ability to meet the needs of Saskatchewan students through enhanced integration of planning and service delivery.

Craig Dotson  
Deputy Minister  
Department of Education

As at June 30, 1999.



# Department of Education: Mandate

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.

## 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 Children's Services and a Regional Superintendent of Curriculum and Instruction.

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.

### 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 and to support improvements to curriculum and instruction.
- 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 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 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.

### 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.



## Curriculum and Instruction Branch

Saskatchewan Education is committed to the implementation and refinement of the *Directions* vision including the design, implementation, renewal, 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-R		
1		Resource-based Learning-R	Physical Education Health Education Science-R Mathematics-R	
2		Resource-based Learning-R	Physical Education Health Education Science-R Mathematics-R	
3		Resource-based Learning-R	Physical Education Health Education Science-R Mathematics-R	
4		Resource-based Learning-R	Physical Education Health Education Science-R Mathematics-R	
5		Resource-based Learning-R	Physical Education Health Education Science-R Mathematics-R	
6	Mathematics	English Language Arts Resource-based Learning-R	Health Education-R Mathematics-R	
7	Mathematics	English Language Arts Resource-based Learning-R	Health Education-R Mathematics-R	Social Studies-R
8	Mathematics	English Language Arts Resource-based Learning-R	Health Education-R Mathematics-R	Social Studies-R
9	Mathematics	English Language Arts Resource-based Learning-R	Health Education-R Mathematics-R	Social Studies-R
10		English Language Arts Choral Dance Visual Art Resource-based Learning-R	Practical & Applied Arts Mathematics-R	Practical & Applied Arts
11	Life Transitions	Choral Dance Visual Art Resource-based Learning-R	English Language Arts Practical & Applied Arts Mathematics-R	Practical & Applied Arts
12	Mathematics Life Transitions	Social Studies History Native Studies Choral Dance Visual Art Resource-based Learning-R	Practical & Applied Arts Mathematics-R	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 in the renewal phase are designated with the letter "R" on this schedule. Similar to the implementation phase, the renewal phase requires several years. Only the first year of renewal activities are noted on this schedule. School divisions determine their renewal activities in consultation with regional offices to co-ordinate with provincial activities and to address local needs.

As part of an internal Department reorganization in the past year, the Saskatchewan Correspondence School is now part of the Curriculum and Instruction Branch. By having the Correspondence School, Instructional Resources Unit, Learning Resources Distribution Centre and Learning Technology Unit as part of the same Branch the Department will be better able to address the important issue of distance education.

## Science and Technology

### OBJECTIVES

The Science and Technology Unit is responsible for curriculum design/renewal, implementation, and related support activities in the areas of Mathematics, Science, and the Practical and Applied Arts.

### MAJOR ACTIVITIES AND ACCOMPLISHMENTS

#### Mathematics

- Initiated a Mathematics Action Plan to support enhanced curriculum implementation and actualization in relation to results from the 1997 national Student Achievement Indicators Program and the 1997 provincial Learning Assessment Program results.
- Hired a permanent Mathematics Education consultant.
- Established and started training a Mathematics Catalyst Team of teacher-leaders to support Mathematics Curriculum Actualization.
- Planned and delivered many curriculum and instruction workshops for teachers.
- Participated in the Western Canadian Protocol call for evaluation of mathematics resources for grades K-9 and 10-12.
- Hosted more early implementer workshops on *The Learning Equation* Mathematics 9 computer-assisted instruction approach.

#### Science

- Monitored curriculum development progress in other Canadian jurisdictions in relation to the Pan-Canadian Science Framework released in 1997.
- Encouraged the evaluation of science instructional resources including web sites.
- Supported various science projects, including the ninth Science Summer Institute for Saskatchewan Teachers, science fairs, Innovators in the Schools, Project WILD, and activities at the Saskatchewan Science Centre.
- Presented science education information at various events.

#### Practical and Applied Arts

- Completed the implementation process for all PAA Core Curricula designed before 1997.
- Worked with the PAA Reference Committee (external) and the PAA Program Team (internal) to further the renewal of the PAA area of study.

- Continued articulation efforts with the Apprenticeship and Trade Certification Unit, SIAST, and Trade Advisory Boards to incorporate Level I theory into PAA curricula in the designated trades.
- Drafted and field tested a number of new or renewed curriculum guidelines for future release including: Design Studies, Electrical/Electronics, Food Studies, Housing, Interior Design, Mechanical Studies, and Theatre Arts.
- Continued field testing the draft Work Study Guidelines, a modular component of PAA curricula.
- Started designing a summer short course series to help upgrade Professional A teachers in designated trade areas.
- Hired a permanent Driver Education Assessment Coordinator to conduct in-car assessments of driver instructors and to work more closely with partners to improve the driver education program for Saskatchewan youth.
- Continued or formed new partnerships to support the PAA renewal such as with the Saskatchewan Labour Force Development Board and with Saskatchewan Labour.

### FUTURE OBJECTIVES

- To complete or revise outcomes for the 1998 Mathematics Action Plan and to pursue enhancements for curriculum actualization.
- To support activities related to the Western Canadian Protocol partnership on mathematics.
- To promote the use of technologies in the mathematics classroom.
- To complete the curriculum design work in the PAA area of study.
- To continue implementation of renewed/new PAA curricula and to support actualization plans.
- To begin renewal of Core Curriculum Science K-12.
- To continue with improvements to the Driver Education program.
- To sustain key partnerships in Mathematics, Science, and the PAA.

## Humanities

### OBJECTIVES

The Humanities Unit is responsible for curriculum design, implementation, and renewal 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.
- Developed action plan for renewal of arts education curricula, Grades 1-9.
- Completed design of Grade 12 English language arts curricula.
- Supported implementation of Grades 6-11 English language arts curricula.
- Developed action plan for renewal of English language arts curricula, Grades 1-5.
- Developed a team of catalyst teachers to support the renewed Middle Level (Grades 6-9) health education curriculum.

## **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 develop supports for developmentally appropriate early literacy instruction.
- To update the Wellness 10 curriculum to include the required HIV/AIDS Education module.
- To support the establishment of networks and collaborative models to support comprehensive school health.

## **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**

- Completed renewal of the Grades 7-9 Social Studies curriculum and activity guides.
- Continued implementation of History 30 and Social Studies 30 curricula.
- Facilitated the participation of Saskatchewan students

in the 1999 Interchange on Canadian Studies Program annual conference held in Whitehorse.

- Completed piloting of Grades 1-5 Physical Education curricula.
- Provided consultative services and financial assistance to support Heritage Languages instruction.
- Implemented phase 3 of the Saskatchewan-Ukraine bilingual curriculum development project.
- Completed development of the common curriculum framework (K-12) for bilingual education under the Western Canadian Protocol initiative.
- Participated in the Western Canadian Protocol initiative to develop a common curriculum framework (K-12) for international languages.
- Assisted with the development and implementation of the Social Studies Teachers' Institute on Parliamentary Democracy.

## **FUTURE OBJECTIVES**

- To implement the Grades 7-9 Social Studies curricula.
- To complete 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 2000 Interchange on Canadian Studies Program annual conference.
- To continue 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).
- To assist with the second Social Studies Teachers' Institute on Parliamentary Democracy.
- To begin development of Law 30 and Psychology 20 & 30 curricula.
- To develop resource materials for the Ukrainian-English Bilingual education program.

## **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 SCN, video duplication services, copyright licenses for schools, consultative services on resource-based learning, and policy development and implementation related to gender equity.

## MAJOR ACTIVITIES AND ACCOMPLISHMENTS

- Coordinated evaluation of 2987 print and non-print resources.
- Provided reference services and technical assistance to Learning Resources Distribution Centre, Education Resource Centre, Aboriginal Education Unit and OMLO by establishing desktop access to the Materials Evaluation and Bibliographic System.
- Developed test plans and implemented revisions to the Materials Evaluation and Bibliographic System to ensure that the database has met Department Y2K standards.
- Developed a Year 2000 Contingency Plan for evaluation processes.
- Prepared bibliographies for the following subject areas:
  - **Practical and Applied Arts**
    - *Autobody 10, 20, 30 (initial list)*
    - *Design Studies 10, 20, 30 (initial list)*
    - *Electricity, Electronics 10, 20, 30 (initial list)*
    - *Food Studies 10, 20, 30 (initial list)*
    - *Housing 30 (initial list)*
    - *Interior Design 30 (initial list)*
    - *Mechanics, Automotive 10, 20, 30(initial list)*
    - *Theatre Arts 20, 30 (initial list)*
    - *Welding 10, 20, 30 (initial list)*
  - **Computer Science 20, 30 Final**
  - **English Language Arts K-9 Learning Resource Materials Update**
  - **English Language Arts 30 Final**
  - **Health Education 6-9 Final**
  - **Social Studies 7-9 Final**
- Distributed educational materials to Saskatchewan schools on behalf of external organizations (e.g., Canadian Cancer Society).
- Cooperated with the Aboriginal Education Unit in the development of an Aboriginal education bibliography to support K-12 curricula.
- Recommended appropriate resources to support *Early Literacy, A Strategies Resource for Teachers*.
- Partnered with Manitoba Education and Training to provide support for Western Canadian Protocol English Language Arts materials evaluation warehousing and evaluation facilities.
- Worked with Saskatchewan Publishers Group on a project initiated to develop a Saskatchewan anthology that will support English Language Arts A30 and Canadian Studies 30 curricula.

- Worked with Saskatchewan Communications Network (SCN) to provide two hours per day of educational programming on the SCN network, and prepared *Saskatchewan School Telecasts 1999-2000 Guide* for teachers.
- Offered video duplication services through Media Group, a contracted service provider.
- Worked through the Council of Ministers of Education of Canada to negotiate print reproduction rights for schools under a national license with the Canadian Copyright Licensing Agency (CANCOPY).
- Coordinated work of the provincial Gender Equity sub-committee of the Equity in Education Forum.
- Provided coordination and support for Shared Service Area resource-based learning consultants through workshops and networking sessions.
- Produced Professional Development workshops on developing a technology plan, resource-based learning and technology, evaluating Websites, and materials evaluation in conjunction with the Learning Technology Unit, to be put online for school divisions to access.
- Facilitated access for 500 schools to the online databases, InfoTrac and Micromedia products, provided through the Multitype Library arrangement.
- Facilitated and supported schools in the development of 51 Saskatchewan SchoolNet GrassRoots projects.
- Provided consultation to external groups and agencies on the development of numerous print and video resources intended for use in schools.
- Added 6 bibliographies to the Saskatchewan Education Website.
- Advised Learning Resources Distribution Centre on titles to stock.

## FUTURE OBJECTIVES

- To continue evaluation of teacher resources and student learning resources across all curriculum areas.
- To facilitate Department actualization of curricula by developing a front-end web browser for the Materials Evaluation and Bibliographic System to facilitate access and use by teachers.
- To establish hyperlinks within the database to electronic e-mail and web addresses.
- To promote linkages within the Department to established databases used by the Learning Resources Distribution Centre and Resource Centre.

- To promote the use of the Materials Evaluation and Bibliographic System among Correspondence School teachers and curriculum staff.
- To continue to provide research, reference and technical services to curriculum developers, consultants and support staff in the Department.
- To prepare bibliographies of recommended resources for:
  - *Arts Education 6-9*
  - *English Language Arts 1-5*
  - *Health Education 1-5 Final*
  - *Law 30*
  - *Psychology 20, 30*
  - *Practical and Applied Arts 10, 20, 30 (numerous courses)*
- To prepare *Learning Resource Materials Update 1999*.
- To participate in materials evaluation activities for the Western Canadian Protocol materials evaluation projects for Mathematics K-12 and English Language Arts K-10.
- To continue to partner with Manitoba Education and Training in the provision of warehousing and evaluation facilities for Western Canadian Protocol English Language Arts materials evaluation.
- To help coordinate preparation of a writing guide for the Curriculum and Instruction Branch.
- 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 2000-2001 Guide* for teachers.
- To continue to offer video duplication services through Media Group, and to prepare the *Educational Video Duplication Service 2000-2001 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 continue to support the 129 new Saskatchewan Grassroots Projects.
- To continue to add bibliographies and other documents to the Saskatchewan Education web site.
- To continue to provide consultative services to external groups on the development of various forms of materials intended for use in schools (e.g., will be working with Saskatchewan Health on the development of a secondary level resource on reducing the risks of gambling).
- To develop a Saskatchewan anthology in cooperation with Coteau Books.
- To continue to advise Learning Resources Distribution Centre on titles to stock.
- To provide support for development of Saskatchewan based learning resources through membership/representation on the Saskatchewan Encyclopedia committee.
- To facilitate participation of the Speaker of the Legislative Assembly in the 2<sup>nd</sup> annual conference for Social Studies teachers. (SSTI)
- To continue membership on the National Advisory Committee for Canada Post to advise in the preparation of the Heritage Post magazine for teachers.
- To continue membership on inter-Department and inter-agency committees that develop video programming about the restoration of the Saskatchewan Legislative Building and the Judiciary.
- To provide leadership in the Gender Equity Subcommittee of the Equity in Education Forum in development and implementation of action plans to support implementation of equity policies.

## Learning Technology

### OBJECTIVES

The Learning Technology Unit is responsible for development 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 (the online version of the provincial Core Curriculum) and enhancements to the curriculum.
- Increased Industry Canada support to the GrassRoots project in Saskatchewan.
- Provided regional inservice to support use of the Evergreen Curriculum, Resource Based Learning, the Saskatchewan GrassRoots project and Web design and publishing.
- Supported pilot projects for the use of the Internet and the World Wide Web to support instruction in the classroom and at a distance.
- Began a policy framework development process for the use of learning technology and distance learning.
- Entered into negotiations with the WorLD program of the World Bank to develop and provide an inservice package for policy makers in the use of learning technology in education.



- Continued to support partnerships with northern educators and stakeholders to develop materials and web based resources to support Northern learners.
- Led the development of proposal for a URL database under the Western Canadian Protocol Memorandum of Understanding for Distance Education and Technology.
- Developed online professional development support for implementation of the Health Education curriculum grades 1-5.

#### **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 lead the activities resulting from the URL database proposal under the Western Canadian Protocol Memorandum of Understanding for Distance Education and Technology.
- To continue the policy framework development process for the use of learning technology and distance learning.
- To develop online multimedia support for teacher inservice, professional development.
- In partnership with SCN and Industry Canada, to deploy a mobile, wireless, high speed local area network to support inservice and professional development activities of the Unit and the Department.
- To establish a learning network for Saskatchewan K-12 schools, and to facilitate the use of new information and communications technology in a variety of learning environments.

### **Learning Resources Distribution Centre**

The Learning Resources Distribution Centre (LRDC) is a retail distributor of a wide variety of teaching and learning resources, in support of curriculum implementation and actualization across Saskatchewan. Such resources include student and teacher resource books, CD-ROMS and other multi-media packages, reference books, calculators, manipulatives, etc. Numerous Department curriculum-related publications are also available from the LRDC. Resources are purchased from suppliers at bulk discount rates and sold at cost-recovery prices, primarily to school divisions and teachers.

#### **OBJECTIVES**

The continuing objective of the LRDC is to ensure access to approved learning resources at equitable pricing across the province, in a timely and economical manner.

#### **MAJOR ACTIVITIES AND ACCOMPLISHMENTS**

- Approximately 9,400 orders were processed during the reporting year, resulting in sales of \$ 3.6 million. Purchases totaled \$ 2.85 million for the year and inventory remaining at year-end was valued at \$ 2.46 million.
- A new computer system was implemented April 1, 1998 providing significant enhancements over the previous system; and Year 2000 testing was initiated.
- In support of the Western Canadian Protocol for Collaboration in Basic Education, the LRDC maintains and staffs a facility for the evaluation of resources for the K-12 English Language Arts curriculum. This project is expected to continue through June 2001 and is funded by Manitoba Education and Training.

#### **FUTURE OBJECTIVES**

- To maintain the equitable and economical provision of teaching and learning resources for Saskatchewan schools.
- To expand access to these resources by establishing a web site in 1999-2000.
- To examine the role and structure of the LRDC as it relates to use of technology in classrooms specifically, and education in general.

### **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 1998-1999, video and audio cassettes, kits, cd-roms, a 1-800 telephone line, fax, audio teleconferencing/teletutoring, e-mail, on-line courses 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

- Courses implemented July 1, 1998:
  - Computer Science 20
  - English Language Arts A9 and B9
  - French 20
  - Information Processing 10 available in both DOS and Windows versions
- Social Studies 30: Canadian Studies, a required course for students graduating in the year 2000 or later, was implemented January 1, 1999.
- 1568 course print packages and 656 audio/video/kit/diskette/CD-ROM materials were sold throughout the province for use as teacher or student reference material.

### 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; Law 30, Psychology 30, and Entrepreneurship 30. Three hundred and fourteen students at 44 receive sites in 26 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.

In June, 1999, the Correspondence School completed the piloting of Computer Science 20 and Computer Science 30 courses on-line. Implementation of these on-line courses is scheduled for September, 1999.

## Systems Project Development

- In August 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

- A new Calculus 30 (8403) will be available July 1, 1999.
- English Language Arts A10 (4017) will be available July 1, 1999.
- English Language Arts B10 (4018) will be available July 1, 1999.
- Information Processing 20 (7200) will contain a new optional module "Introduction to Computer Software Applications." It will be available July 1, 1999.
- Life Transitions 30 (8600) will be available July 1, 1999. This will be a full-credit Practical and Applied Arts course. There is no prerequisite.
- Mathematics C30 (8406) will be available July 1, 1999.
- Physical Education 20 (6603) will be available July 1, 1999. This full-credit courses will fulfill the Health Education/Physical Education secondary level credit requirement. There is no prerequisite.
- Correspondence School examinations will be available in December, January, March, May and June.
- Beginning July 1, 1999 completion of all assignments in a course will be required for a student to be eligible to write a final examination.
- New Guidelines for Submission of Assignments and a new Refund Policy will come into effect July 1, 1999.
- The Correspondence School strives to provide flexibility in quality educational opportunities. In keeping with this philosophy, the following three on-line courses will be offered beginning September, 1999:
  - Computer Science 20
  - Computer Science 30
  - English Language Arts A9
 These on-line courses require specific computer standards and Internet access.



**Correspondence School  
Student Enrollments as of July 31, 1999**

<b>Student Enrollment</b>			
<b>Grade</b>	<b>School Age</b>	<b>Adult</b>	<b>Totals</b>
(K-8)	(15)	-	(15)*
9	227	16	243
10	1,019	60	1,079
11	1,182	158	1,340
12	1,369	934	2,303
<b>Totals</b>	<b>3,797</b>	<b>1,168</b>	<b>4,965</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	521	24	545
10	1,817	124	1,941
11	1,779	271	2,050
12	1,822	1,250	3,072
<b>Totals</b>	<b>5,939</b>	<b>1,669</b>	<b>7,608</b>

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

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

## Planning, Evaluation and Children's Services

The Planning, Evaluation and Children's Services 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.

As part of an internal Department reorganization in the past year, the Aboriginal Education and Special Education Units have been added to the Planning, Evaluation and Children's Services Branch. By having the Aboriginal Education, Community Education and Special Education Units in the same Branch the Department is better able to address key priorities related to meeting the diverse needs of students. The Planning, Evaluation and Children's Services Branch now consists of five Units:

- Policy and Planning,
- Community Education
- Aboriginal Education
- Special Education, and
- Assessment and Evaluation

### Policy and Planning

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

#### OBJECTIVES

- Develop policies, plans and conceptual frameworks to provide direction and leadership to the education system, other Government agencies and Saskatchewan people.
- Promote and initiate collaborative and integrated approaches to planning, service delivery, evaluation and change management.

- Provide advice and policy support to other Branches, the Associate Deputy Minister, Deputy Minister, Minister and Cabinet on education issues, trends and strategic directions to facilitate planning and decision making.
- Develop and maintain broad knowledge and a current database of provincial, national and international education information, issues and developments to support effective planning and decision making.
- Analyze issues and trends related to education, develop statistical profiles, conduct research and evaluation to anticipate, identify and define problems and to develop strategic plans and solutions.
- 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.
- Support annual strategic planning for the Department.
- Participate in broad intergovernmental strategies.

### MAJOR ACTIVITIES AND ACCOMPLISHMENTS

#### Role of Schools

- Responded to recommendations of the Saskatchewan Council on Children and the requests of Saskatchewan's educational partners by launching the Role of Schools Committee. Committee membership includes educational partners and members of Saskatchewan's human services sector. The Committee will:
  - engage the public and other stakeholders in a meaningful dialogue about society's changing expectations of schools;
  - develop shared understandings about how best to meet the needs of Saskatchewan children in a coordinated way; and,
  - seek a broad consensus on what we can reasonably expect of our schools and what they can expect from our communities, our families and other human services sectors.

#### Shared Services Renewal

- Established a Department working committee to examine the Shared Services Program and make long-term recommendations regarding:
  - the breadth and scope of services students need and the feasibility of delivering them through Shared Services;
  - funding (including the degree of conditionality);
  - equitable access;
  - size and parameters of service units; and,
  - governance and administration.

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

- Continued to work closely with the Restructuring Coordinating Committee
- Worked with other Branches of the Department to support the *Conseil général* and the 9 *conseils scolaires* as they restructured to form one *Division scolaire francophone*. This brought the total number of school divisions in Saskatchewan to 100, a 17% reduction from the 119 school divisions that existed in 1996. To date, restructuring has affected 20% of students outside Regina and Saskatoon.

### **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.

### **Parent and Community Partnerships in Education**

- In response to the public discussion process held in fall 1997, Minister Serby released *Involving Parents and Community in Schools: Report and Future Plans*.
- In accordance with the feedback received from Saskatchewan people during the discussion process, Saskatchewan Education released *Parent and Community Partnerships in Education: Policy Framework* in May 1999. The policy framework outlines a provincial vision, broad scope and roles and responsibilities related to parent and community partnerships in education.

### **Indian and Métis Policy**

- An interdepartmental committee, consisting of representatives from ten Government Departments including Saskatchewan Education, completed the first implementation year of a strategy made up of initiatives designed to address the social and economic equity needs of Métis and off-reserve Aboriginal peoples. A consultation was conducted with stakeholders and various publics to jointly consider the draft policy framework and achieve agreement on a common vision and joint priorities for that strategy.

### **Indian and Métis Education Research Network**

- Six Indian and Métis Education Research projects were completed in the fall of 1998. The studies focussed on the influential factors of Aboriginal student success or failure, as well as the challenges and possibilities for Aboriginal teachers in their practice.

### **Equity**

- A number of actions have been undertaken to support and implement strategies identified within a comprehensive equity policy framework. These are:
  - the development of a plan for an equity in education indicators system; and,
  - completion of an equity in education implementation guide for schools.

### **Children at Risk Research**

- The second year of the Longitudinal Study of Six Community Schools is complete.
- A study on student attendance, retention, and movement was undertaken in 87 schools in 57 school divisions across the province. As part of this project, a case study of Saskatoon inner city schools was included to explore issues of attendance and mobility in greater depth.

### **FUTURE OBJECTIVES:**

#### **Role of Schools**

- The Role of Schools Committee will:
  - facilitate informed dialogue within the education Community and among other human service sectors, family members and the public;
  - raise awareness and gain support among stakeholders and the public regarding the challenges and responsibilities schools embrace, including the extent to which the personal and social circumstances of children and youth impact on the quality of their education;
  - identify the extent to which there is a gap between expectations of schools and their capacity to respond along with family, community and other agencies in support of the healthy development and education of children;
  - identify options and approaches for the role of schools in light of the needs of children and families, society's expectations and current resources;
  - seek shared understanding of the role of schools, how this role can be supported, who should be involved, and report on areas of agreement and disagreement; and,
  - provide direction and facilitate shared responsibility among a broad range of stakeholders for the implementation of the recommendations.
- The Role of Schools Committee will begin the public dialogue in October 1999, providing an interim report by June 2000. Based on the interim report, the Committee will continue with a second phase of the dialogue, the parameters of which will be determined based on the progress and findings of the first phase, with a final report by December 31, 2000.

### **Shared Services Renewal**

- The Shared Services Renewal Committee will undertake consultations with Shared Services Management Boards, staff and Steering Committees to identify issues and possible future directions for the program.
- Based on input from the consultations, the Committee will formulate recommendations for the future of the program for implementation in fall, 2000.

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

- Provide continuing policy and planning support for restructuring of the K-12 education system.

### **Parent and Community Partnerships in Education**

- Work with Saskatchewan's educational partners to ensure continued and sustained support for parent and community partnerships in education.

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

- Various means of disseminating the findings of the Indian and Métis research projects have been identified. Gathering 2000 is an event being planned to begin the process of dissemination. Participants at this event will be educators and community members who have a keen interest in and are enthusiastic about exploring responses to the recommendations from the research.
- Continue to develop strategies to strengthen partnerships and compatibility between the provincial education system and Aboriginal education authorities.
- A revised version of the K-12 Aboriginal Education Policy Framework will be developed focussing on partnerships.

### **Equity**

- Continuing the implementation of the equity policy framework will include:
  - Pilot testing the process at one site within a school division for the identification and development of equity indicators.
  - Publishing guidelines for the development of equity policy in schools.
  - Completion of a guide for creating an equitable culture and climate in schools.

### **Children at Risk Research**

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

## **Community Education**

The Unit develops and manages policies and programs related to the Children's Agenda that are designed to address barriers to learning and enable school systems, community groups and families to be responsive and innovative in meeting diverse learning needs. It serves as a 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 integrated approaches to policy, planning, service delivery, evaluation and change management.
- Develop interagency strategies and conceptual frameworks to address the needs of students and make the most effective use of resources.
- Develop and administer innovative, community-based programs that encourage school divisions, Government agencies, communities and families to respond more effectively to the diverse learning needs of students, particularly Aboriginal and at-risk children and youth.
- Initiate and maintain partnerships with educators, education associations, Government agencies and communities 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.

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

- Supported further implementation of Integrated School-Linked Services at the provincial, regional, school and community levels through the following actions:
  - Lead interdepartmental work on the development of a plan to strengthen supports for children and families in rural Saskatchewan.
  - Consulted 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.

- Provided leadership and support to three ADMs' Forum demonstration site initiatives at Nutana Collegiate, Saskatoon; Meadow Lake; and Community of Hope Project, Fort Qu'Appelle.
- Established an Integrated School-Linked Services initiative in Yorkton.
- Supported the Prevention and Support Grants Program to fund locally-developed projects (Saskatchewan Education contributed \$300,000 toward the total program funding of \$1.4 million.)

#### **Associate/Assistant Deputy Ministers' (ADMs') Forum on Service Integration**

- The ADMs' Forum On Service Integration is a table of senior Government policy and decision-makers intended to provide support from the senior management level for this important Government-wide initiative. Community Education representatives continued to participate in and provide policy support to the ADMs' Forum on service integration, including the following:
  - The Human Services Handbook Series provides practical, hands-on support to the field. The manual, *Integrated Case Management* (October 1998) was added.
  - An implementation plan for *Integrated Case Management* was developed that included:
    - An orientation package about *Integrated Case Management* for RIC Coordinators and Community members; and,
    - A province-wide SCN workshop on the wraparound process of Integrated Case Management.
- Participated in strategic planning related to future direction for the Forum.

#### **Community Schools**

- Five additional schools were designated as Community Schools in the spring of 1999 in Regina, Saskatoon and Prince Albert. This increased the number of Community Schools from 26 to 31 and the total program operating budget to approximately \$3.9M.
- Coordinated the first annual Community Schools Symposium to discuss the successes and challenges of the Community Schools Program with school division directors and board chairs.
- A Design Team, made up of broad provincial representation from within Community Schools and school divisions, developed the process to help Community Schools fully implement all components of the Community Schools model. This process is called the Transition Process Model.

- The Community Schools Program data collection process was streamlined. Community Schools now report on a three-year rotational basis with some schools from each school division reporting annually.
- Provided opportunities, through a number of mechanisms, for Community Schools personnel to jointly share information, problem solve and identify strengths and challenges of the program, emerging needs and innovative approaches.

#### **Northern Community Schools**

- Provided support for ten Northern Community Schools piloting the Northern Community Schools Program in collaboration with the Northern Lights, Ile a la Crosse and Creighton school divisions. The pilot phase extends to June 30, 1999.
- Funding increased to the Northern Community Schools Program from \$510,000 to a total of \$580,000 in March 1999.

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

- Provided funding for 58 projects in 30 school divisions in the 1998-99 school year.
- Completed an IMED booklet that profiles each 1997-98 project. The booklet was distributed to all Saskatchewan schools to generate new ideas and share strategies to support Aboriginal education and enhance networking.
- Developed the Aboriginal Elder/Outreach Program as a special component of the Indian and Métis Education Development (IMED) Program in April 1999. This new component was established in response to a need identified by school divisions and the Saskatchewan Community Schools Association.
- The program funds initiatives that bring Aboriginal resource people, such as Elders, outreach workers or cultural advisors, into the school. It encourages the building and enhancement of relationships between school divisions and the Aboriginal community. Aboriginal Elders, outreach workers, cultural advisors and other Aboriginal resource people play a vital role in creating a culturally-affirming school environment. These resource people link students, staff, families and community to Aboriginal cultures and traditions, as well as bring an enhanced Aboriginal perspective to the school.
- Program policy and guidelines were developed in consultation with representatives from the Aboriginal Education Unit and are primarily based upon advice provided by school divisions and schools with existing Elder/Outreach initiatives.



- Aboriginal Elder/Outreach projects are funded to a maximum of \$15,000 per project per year for a three year term and encourage financial contributions from partner organizations.
- A total of \$309,000 was approved involving 21 school divisions.

#### **Early Childhood Development**

- Collaboratively developed the policy framework *Building on Community Success: Creating a Long Term Plan for Saskatchewan's Youngest Children and Their Families*.
- Provided supports and inservice to Prekindergarten teachers, teacher associates, administrators and parents.
- Five additional Prekindergartens were designated in Community Schools.
- Hosted the 2nd Annual Prekindergarten Conference.

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

- Participated in coordinated budget planning among provincial Government Departments for initiatives that benefit children, youth and families. A package of new and enhanced programs totaling \$34.8 million was profiled under the Action Plan for 1998-99.
- Participated in the interdepartmental Prevention and Support Grants Program.
- Participated on the Saskatchewan Council on Children, the province's advisory body for the Action Plan.

### **FUTURE OBJECTIVES**

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

- Develop provincial protocols for:
  - sharing of information about young offenders with school divisions;
  - placement of children in care 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.
- Organize a provincial information-sharing conference on Integrated School-Linked Services.
- Develop an information sheet for school divisions on sharing information.
- Develop a website for Integrated School-Linked Services.
- Develop a process to collect and showcase Integrated School-Linked Services success stories.
- Develop a tool for RICs and communities to help improve accessibility of services in rural areas.

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

- Work collaboratively to implement the strategies outlined in the booklet *Working with Communities*.
- Develop options and determine a strategy for provincial Integrated Case Management implementation.
- Continue to provide policy support to the Forum.

#### **Community Schools**

- Host the 2nd Annual Symposium for senior administrators of school divisions and Government.
- Pilot the Transition Process Model in the five newly designated Community Schools and two existing Community Schools from September 1999 to September 2000. If the pilot is successful, it will be offered to all existing Community Schools over the next five years.
- Continue to enhance accountability for meeting Community Schools Program objectives and meeting the diverse needs of students.
- Create an interactive website for Community Schools.

#### **Northern Community Schools**

- Move the Northern Community Schools Program from pilot phase to established program in 1999.
- Review, update, and publish the *Northern Community Schools Program Development Guide* as the program shifts from pilot phase to established program.
- Continue to provide supports for full implementation of the Northern Community Schools Program in all ten schools.

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

- Review the IMED Program to determine the feasibility of sustained funding.

#### **Early Childhood Development**

- Provide supports and deliver inservice for varied needs of Prekindergarten teachers, teacher associates, administrators and parents.
- Participate in the development of a strategy to implement a comprehensive array of supports and services for the early years.
- Host the 3rd Annual Prekindergarten Conference.

#### **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 Saskatchewan Council on Children provides to Government.
- Continue to support the interDepartmental Prevention and Support Grants Program.

## Aboriginal Education

### OBJECTIVES

The Aboriginal Education Unit is responsible for the development and delivery of integrated curricula, programs and special projects in collaboration with Aboriginal communities and the education partners. The Unit provides leadership to policy development and implementation in Aboriginal education. It supports the actualization of Aboriginal content and perspectives in the Core Curriculum and provides leadership in Aboriginal Languages (K-12) and in secondary level Native Studies programs within the Core Curriculum framework. Objectives for Aboriginal Education are based on the recommendations of the Aboriginal Education Provincial Advisory Committee (AEPAC).

### MAJOR ACTIVITIES AND ACCOMPLISHMENTS

- Established the name change and renewal of the Aboriginal Education Provincial Advisory Committee (AEPAC), formerly the Indian and Métis Education Advisory Committee (IMEAC), to reflect the meaning of the term Aboriginal as defined in the Constitution.
- Developed the report *Aboriginal Education Initiatives in Saskatchewan Education: 1995 - 1998*.
- Supported development of a new *Aboriginal Education Action Plan* in consultation with the Aboriginal Education Provincial Advisory Committee (AEPAC) for delivery, January 2000.
- Supported implementation of the action plan and the planning document *Priorities in Indian and Métis Education 1997-98: Indian and Métis Education Advisory Committee: Recommendation to the Minister of Education* (April 1997) on a Department-wide basis.
- Began revision of *Native Studies 10 and 20* courses in consultation with practising teachers and stakeholders such as the Universities and Aboriginal groups.
- Implemented key recommendation of the Department's research document *Indian Languages: Policy and Planning in Saskatchewan: Research Report* (May 1997) by supporting the Métis Community in its consultation with Michif speakers and Elders on the development of a language bank.
- Completed the first draft of an *Aboriginal Languages Curriculum Framework* through the Western Canadian Protocol Agreement.
- Mounted an urban-rural language festival for band-controlled and provincial school children in partnership with the Prince Albert Grand Council.
- Evaluated and supported delivery of inservice workshops in partnership with key groups on issues relating to school climate, unique curriculum, and change management in Aboriginal education.
- Assisted in the delivery of a workshop on Aboriginal issues to a number of teachers at the elementary and secondary level in cooperation with Saskatchewan InterGovernmental and Aboriginal Affairs and the Saskatchewan Teachers' Federation.
- Evaluated materials for and developed the draft *Aboriginal Resources List for K-12*, which provides teachers and librarians with information about high quality materials to support Core Curriculum actualization of Aboriginal content.
- Supported development of the *First Nations School to Work 9, 10L, 20L, and 30L: A Locally Developed Curriculum Guide for the Secondary Level* (June 30, 1999) draft document in partnership with the Federation of Saskatchewan Indian Nations (FSIN), Human Resources Development Canada (HRDC), the Regina Public School Board, the Meadow Lake Tribal Council (MLTC) and the Touchwood File Hills Qu'Appelle Tribal Council.
- Contributed to the development of the Western Canadian Protocol Social Studies project document: *Aboriginal Perspective on Education: A Vision of Cultural context within the Framework of Social Studies: Literature/Research Review: Prepared for the Western Canadian Protocol Social K-12 Project* (August 1999) by Alberta Learning.

### FUTURE OBJECTIVES

- To support implementation and communication of the Aboriginal Education Advisory Committee (AEPAC) Action Plan.
- To support revision of the Aboriginal Education Policy K-12.
- To support and promote Equity in Education Forum initiatives.
- To revise Native Studies 10 and 20 and support professional development in Native Studies.
- To promote partnerships in the delivery of Aboriginal content and perspectives in the Core Curriculum and in unique programs.
- To enhance field-based cooperation in identifying and producing positive instructional materials to support Core Curriculum actualization and to renew the compilation of high quality instructional resources on Aboriginal content and perspectives for schools.
- To work in partnership with Aboriginal groups such as the Federation of Saskatchewan Indian Nations and the Métis Nation of Saskatchewan to develop instructional materials for Core Curriculum actualization.

- To articulate policy for Aboriginal Languages immersion and bilingual programs.
- 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 program for Aboriginal education in partnership with key groups to assist actualization of Aboriginal content and perspectives in schools and to promote leadership development.
- To work in partnership with Métis institutions and cultural groups in support of Métis language (Michif) retention and development.
- To facilitate development of a field-based Aboriginal Education Report.
- To support the development and implementation of the Western Canadian Protocol projects for Aboriginal Languages and Social Studies curriculum frameworks.

## Special Education

### OBJECTIVES

The Special Education Unit supports students with exceptional needs by establishing the policy framework for special education in Saskatchewan's pre-kindergarten to grade 12 system. Other supports include professional development, consultative services, resource material development and funding recognition.

### MAJOR ACTIVITIES AND ACCOMPLISHMENTS

- Through the ACCESS Team (Assistance, Collaboration, Consultation, Support Services), the Special Education Unit provided over 400 days of professional development and consultative support to assist teachers of students with exceptional learning and behavioural needs. New and expanded initiatives of the ACCESS Team included:
  - more support for students with autism and Asperger Syndrome
  - additional training modules related to Fetal Alcohol Syndrome and Fetal Alcohol Effects
  - additional support for orientation and mobility and technology assessments for students who are blind or have visual disabilities
  - a summer institute for teachers of students who are deaf and hard of hearing.

- In collaboration with the Saskatchewan Association for Community Living, Saskatchewan Post Secondary Education and Skills Training, and the Community Living Division of Saskatchewan Social Services, the Special Education Unit sponsored the development of the resource, *School to Life Transition Handbook*.
- Through the Foundation Operating Grant to school boards, the Special Education Unit approved over \$64 million in conditional funding recognition for programming and services for students with exceptional learning and behavioural needs.

### FUTURE OBJECTIVES

- Research and develop a resource document, *Collaborating for the Future of Our Children*, in conjunction with the Education Sub-Committee of the Provincial Interagency Network on Disabilities.
- Through the ACCESS Team, coordinate consultative and professional development support related to teaching students with exceptional needs.
- Coordinate the response to the report of the Special Education Review Committee, which conducted a comprehensive review of special education legislation, policy, program delivery, preservice education and inservice training during 1998-99.
- Continue to work closely with community-based organizations, school division personnel, and other Government Departments to improve the quality of educational programming and services for students with exceptional needs.
- Launch a caring and respectful schools initiative in collaboration with the educational partners to support students with diverse needs and their teachers.

## Assessment and Evaluation

The Unit, following principles of fair assessment practice, monitors and reports on curriculum implementation, student learning, and the K-12 school environment in which they occur, to help improve programs and professional practice and inform policy and decision-making for the good and equitable education of all Saskatchewan students.



## OBJECTIVES

- To investigate the effectiveness of Core Curriculum implementation, and any other Department initiatives requiring evaluation, in Saskatchewan schools.
- To investigate student learning in the contexts of Core Curriculum and differences in opportunities-to-learn.
- To follow up on results of assessment and evaluation projects to help improve curriculum implementation and student learning.
- To demonstrate public accountability by describing the K-12 school system and its economic, social and cultural contexts.
- To help teachers improve their skills, knowledge and understanding of student evaluation practice.
- To collaborate with all stakeholders in the education system to accommodate diverse interests.
- To support senior Government in policy-making and planning.
- To recommend policy direction on assessment and evaluation issues to all levels of the education system.
- To participate in interdepartmental, provincial, national and international initiatives to help improve the quality of the education system.
- To review the work of the Unit in the performance of its function.

Note: These objectives are interdependent.

## MAJOR ACCOMPLISHMENTS AND ACTIVITIES

- The *Saskatchewan Education Indicators Program* has been conceived and developed over the past five years. The fifth annual report on the context, process and outcomes of the provincial education system was published in 1998.
- The Provincial Learning Assessment Program measures the basic and advanced communications and numeracy skills of approximately 2000 Saskatchewan students each year. The program has introduced innovative portfolio and performance assessment techniques to the province. A province-wide assessment of students' listening and speaking skills was conducted in 1998.
- The Curriculum Evaluation Program supports systematic review and continuous improvement of curriculum from Kindergarten through to Grade 12.

The program emphasizes formative approaches, follow-up for improvement, and local action planning.

- The Unit participated in a program evaluation of an alternative school year pilot initiative.
- Saskatchewan has been directly involved in planning, administration and organization of the national School Achievement Indicators Program testing conducted by the Council of Ministers of Education, Canada.

## FUTURE OBJECTIVES

- To produce a 1999 update for the *Saskatchewan Education Indicators Program*.
- To conduct assessments in the science and technological literacy components of Core Curriculum in 1999.
- To communicate findings from elementary English Languages Arts Education and Arts Education curriculum evaluations, and to promote improvements in line with their recommendations.
- To collaborate with professional agencies in the areas of student evaluation, indicators systems, and alternate evaluation measures.
- To post assessment materials and results on the Saskatchewan Education World Wide Web site, where they will be linked to the Evergreen Curriculum.
- To support provincial and local school division planning to improve curriculum use in Saskatchewan schools.
- 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.

## Official Minority Language Office

As part of an internal Department reorganization in the past year, Independent Schools and Home-Based Education and Provincial Examinations, Student and Teacher Services now report to the Executive Director of the 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 1998-99, twelve schools operated within the Fransaskois component. Student enrollment was 940. 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 342;
- in the Type B immersion program, a minimum of 50% of the total instruction time is in French. Student enrollment was 9,615 in 74 schools; and
- 85,312 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 Special Agreement on Francophone governance.

### MAJOR ACTIVITIES AND ACCOMPLISHMENTS

- Continuation of the development, piloting and implementation of Core curriculum.
- Emphasis on curriculum actualization.
- To continue providing Internet access to curricula.
- Inservice training for teachers.

- In 1998-1999, 2 immersion programs were moved to other schools.
- Federal-Provincial national programs were carried out.
- Continued participation in Western Consortium activities and projects.
- The restructuring of the Fransaskois education component was effective January 1, 1999. Nine *conseil scolaires* were amalgamated into one provincial board, and, with three other fransaskois programs, formed the *Division scolaire francophone* #310.

### FUTURE OBJECTIVES

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

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

Fransaskois Schools			
Curriculum	Pilot	Implementation	Actualisation
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, 20, 30	✓		
Éducation artistique 6-9: • Art dramatique/ Arts visuels			✓
• Danse/Musique		✓	

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

### Federal-Provincial Programs

Major Activities	Number of Participants
Summer Language Bursary Program	238
Official Language Monitor Program	35
Bursaries to students	218
Sask-Quebec Student Exchange Program	32
French Language Professional Development for Teachers	42

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

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

### **Independent Schools**

Independent schools exist to provide an education from a philosophical perspective different from that of the public education system. Parents enroll their children in these schools in order to achieve philosophical objectives which may not or cannot be satisfied within the public system.

There are forty-nine registered independent schools, with a pupil enrollment of 3810 and a teaching staff of 315, 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 Saskatchewan Association of Independent Church Schools.

#### **OBJECTIVES**

- To conduct regular inspection and supervision of independent schools, register new independent schools and monitor staff certification.
- To serve as a link between the Department and independent schools, organizations and the general public.
- To anticipate and provide advice on issues related to independent schools.

#### **MAJOR ACTIVITIES AND ACCOMPLISHMENTS**

- Forty-nine independent schools were registered, inspected and supervised.
- Facilitated independent school and school division discussions regarding associate school agreements.
- Assisted accredited independent schools in curriculum development, implementation and student examinations.

#### **FUTURE OBJECTIVES**

- To continue to annually 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 parents have 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 reside. There were 1582 students registered in home-based education programs in the fall of 1998.

#### **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 education students with their 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 student registration with school divisions.

#### **FUTURE OBJECTIVES**

- To continue to facilitate registration of home-based education students with their school divisions.

## **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 maintains a central registry of teachers and gathers annual data on teacher demographics and employment.

The Registrar's Office administers General Proficiency Awards, the Lester B. Pearson Scholarship, and 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.

### Saskatchewan Awards Program

- 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 22,842 papers marked over five sittings. In addition to the regular writing centres provided in high schools, 29 adult writing centres were provided with an additional 14 established for individual special cases in the June sitting.
- In 1998-99, examinations were provided in the following new core subjects: Chemistry 30, Physics 30, Biology 30, Math A 30, Math B 30, Math C 30,

Social Studies 30: Canadian Studies, History 30: Canadian Studies, and Native Studies 30: Canadian Studies. In addition, examinations were piloted in English Language Arts A 30 and English Language Arts B 30.

- *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 57,621 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 760 evaluations of academic records for transfer students were processed by Saskatchewan Education in 1998-99. Of those, 603 were Canadian transfers, 159 were from outside Canada and four presented documents from both another province and outside Canada. Of the total evaluations, 650 or 86% were conducted for the purpose of enrolling the students in a Saskatchewan secondary school. The remaining 110 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.

### Saskatchewan Awards Program

- During the 1998-99 school year, \$400 awards were presented to 650 students.

### Teacher Accreditation

- There were 1,406 practicing teachers in Saskatchewan who have been accredited by Saskatchewan Education. There are 1,144 teachers who have renewed their accreditation since 1991 when the requirement for renewal came into effect.

### Teacher Certification

- A total of 1,214 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, 1998 and March 31, 1999:

Teaching Certificates	
Professional A	1006
Professional B	24
Technical (Endorsed)	1
Vocational (Endorsed)	2
Probationary	181

- In addition, there were 66 Probationary B certificates and 30 Letters of Eligibility issued to teachers in Independent Schools.

### Teacher Exchange

- Three Saskatchewan teachers were on exchange during the 1998 - 99 school year. Teachers from Saskatoon and Paynton spent the year in England while their counterparts spent the year teaching in Saskatchewan.

### Education Service Awards

- During the 1998-99 reporting period, there were 323 Education Service Awards presented by the Minister of Education to retiring teachers. There were 362 awards presented in 1997-98 and 345 awards presented in 1996-97.



# Legislation and School Administration Branch

The Legislation and School Administration Branch was established in January, 1999 by dividing the former Third Party Funding and Legislative Services Branch into two discrete offices. The Branch carries out a variety of policy and administrative functions in the areas of education legislation, school administration and provincial collective bargaining for teachers.

## Administering Legislation

The Unit provides consultative, administrative and support services to education authorities and organizations, to Department officials and other Government Departments and to the public with respect to K-12 legislation. The Unit does not provide or obtain formal legal advice for non-Government organizations and individuals, who must retain their own legal counsel for this purpose.

### OBJECTIVES

- To identify the need for new or amended legislation and coordinate the preparation of amendments to statutes and regulations.
- To consult with school officials and education organizations about legislative issues and seek consensus on appropriate solutions.
- To provide advice to school divisions and the public about education legislation, including the election of boards of education and local boards of trustees.

### MAJOR ACTIVITIES AND ACCOMPLISHMENTS

A number of amendments were passed to *The Education Act, 1995* in the spring, 1999 session of the Legislature. One group of amendments was designed to clarify the legal requirements for the payment of property taxes to public school divisions and minority faith separate school divisions (Protestant or Roman Catholic) and to facilitate the correct administration of the law in this area. A provision was added to create a new option for the means by which a First Nation can participate in the governance of a school division in cases where the First Nation has an agreement with the school division whereby students from the Indian reserve attend a public school. The annual period with respect to which school divisions are entitled to receive provincial operating grants was changed from the calendar year to the provincial Government fiscal year (April 1 to March 31), effective in year 2000.

## School Administration

The Unit works with school divisions and the public on a variety of matters required for purposes of the legal structure and operation of the K-12 system.

### OBJECTIVES

- To maintain legal descriptions of the boundaries of school divisions and subdivisions and to process changes to those boundaries
- To administer applications for land transfers between school divisions
- To provide research and secretariat support to the Educational Boundaries Commission
- To process requests for disposition of property 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
- To support and participate in the Government role in provincial collective bargaining for teachers.

### MAJOR ACTIVITIES AND ACCOMPLISHMENTS

During the year, several sets of regulations were passed to assist the effective administration of the K-12 system:

- *The 1998 School Grant Regulations* were passed to provide appropriate legal authority for the payment of operating and capital grants to school divisions from the 1998-99 provincial budget.
- *The Conseil scolaire fransaskois Election Regulations* were passed to provide an appropriate legislative framework for the election of a francophone school board under the restructured francophone component of the school system, which took effect on January 1, 1999.
- *The Electronic Meeting Procedures Regulations* were prepared (and subsequently passed in the summer of 1999) to enable boards of education and the Conseil scolaire to conduct official meetings by electronic means in cases where one or more of the trustees is unable to be present at the board office.

Provincial collective bargaining for teachers did not occur during the year, as a collective agreement had been signed in the spring of 1998 covering the period January 1, 1997 to December 31, 1999.

Four new Roman Catholic separate school divisions were established in the rural area adjacent to Prince Albert in the spring of 1999, in response to steps taken by Roman Catholic electors to exercise their constitutional minority faith rights. (These new divisions subsequently amalgamated with the Prince Albert Roman Catholic Separate School Division.)

The nine existing *conseils scolaires* were dissolved. The new *Division scolaire francophone* was formed effective January 1, 1999.

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

Certificates of Qualification	
Class of Certification	Number Issued
Class C	15
Class A	1
Superior A	0
Advanced A	2
Special Permit	1

## 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 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 and administrative aspects of restructuring.
- To work with school division officials in preparation for the next board of education elections, scheduled for October, 2000.



## School Finance Branch

During the year, the School Finance Branch was created from the former Third Party Funding and Legislative Services Branch. The School Finance Branch is responsible for the distribution of the Foundation Operating Grant to all school divisions in the province and for policy and administrative functions in the area of school finance.

### Operating Grants K-12

Operating grants to K-12 school divisions 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 school divisions that have a lesser ability to raise local revenue receive proportionately more provincial funding.

### OBJECTIVES

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

### MAJOR ACTIVITIES AND ACCOMPLISHMENTS

- Operating grants totaling \$384 million were made to 100 publicly-funded school divisions (79 public, 20 separate, 1 Francophone) from the Foundation Grant in 1998-99. This funding provided funds for the operation of 790 schools. As of September 30, 1998, these schools had 190,899 students and 11,319 teachers.

### FUTURE OBJECTIVES

- The Department will continue to focus on key objectives of the Foundation Operating Grant Program, which includes:
  - Maintaining the integrity of the formula in terms of equitable distribution of funds to school divisions; and
  - Supporting key program areas including special education, early childhood education, and students at risk.

## Communications Branch

The Communications Branch, a shared service with the Department of Post-Secondary Education and Skills Training, supports the strategic directions for K-12 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".

### OBJECTIVES

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

### ANALYSIS OF MAJOR ACTIVITIES AND ACCOMPLISHMENTS

- The annual communications plan was prepared to identify key education messages and themes and link specific strategies required to the Department budget and Government-wide priorities. All communications strategies contain an evaluation component.
- The Branch provided a full range of communications planning, consultation and support to other Branches. This included writing and planning support for ministerial and other special events and support for public consultations and external program reviews, including the Special Education Review and the Dialogue on the Role of Schools.

- Communications research and evaluation such as public opinion research and media monitoring was conducted to identify public attitudes toward K-12 education.
- The Branch provided advice respecting the application of communications technology.
- The Branch managed the Department's central communications budget, correspondence, printing and public inquiries, as well as program advertising and promotional requirements. An annual strategic communications plan was developed for the Department that was reviewed and approved by Executive Council.
- The Branch provided media relations services to the Department.
- The Branch participated in a review of the shared services model initiated during the year.

### FUTURE OBJECTIVES

- To support the Department's and Government's priorities and strategic directions.
- 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 foster effective information sharing among the Department, stakeholders and the wider public by supporting public and stakeholder consultations.
- 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.

# Human Resources Branch

The Human Resources Branch provides advice, support and leadership in the strategic planning, management of Department human resources and labour relation services.

## OBJECTIVES

The objectives of the Branch are to:

- provide leadership to the Department in the areas of personnel, payroll and benefits administration and labour relations;
- 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;
- 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;
- lead internal committees to provide a safe and healthy workplace for our employees; and
- provide leadership in Human Resource planning and organizational development.

## MAJOR ACTIVITIES AND ACCOMPLISHMENTS

The objectives set for 1998-99 enhanced the Branch's ongoing service role and took into consideration the major organizational changes. The Human Resources Branch accomplished the following:

- Supported senior management with the development of a strategic planning process.
- Provided leadership in Human Resource Planning.
- Provided leadership to the Department in the areas of personnel, payroll and benefits, labour relations, personal development, performance management, and employee assistance through consultation and referrals.
- Provided support and advice on staffing to managers to meet their resource requirements:
  - a total of 16 permanent positions were staffed
  - 11 Summer Students were hired
  - 8 Co-op Students were hired
- Supported 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.
- 22 individuals were seconded from School Divisions and 7 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.
- Implemented the Department's Learning and Development Action Plan "Investing in our People" which resulted in 211 staff members attending learning and development opportunities which supported employees in providing quality client service. The average number of training days per employee was 4 days, an increase of 1 day per employee.
- Supported and advised managers and employees on employment equity;
  - Exceeded the non-permanent employment equity goals. A total of 37 individuals from employment equity designated group members were hired as non-permanent staff.
  - Supported staff attendance at diversity and equity conferences and learning events ie 20 employees attended 27 learning events.
  - Provided leadership in the development of an Employment Equity Committee Terms of Reference.
  - A job coach was hired to assist a non-permanent staff member with an intellectual disability to perform duties.
- Supported the Department union management committee to demonstrate a commitment toward working together and enhancing the working environment.
- Received input and assisted staff to understand the following:
  - Staff transfers,
  - staff retention,
  - new class plan,
  - learning and development,
  - stress and workloads,
  - health and safety,
  - employment equity
- Union Management Committee members completed the remaining Mediation Learning events needed to assist them in performing their responsibilities as committee members.

- Lead internal committees to provide a safe and healthy workplace for employees.
- Ensured the following learning activities were provided:
  - Occupational Health & Safety Training for committee members
  - Orientation to Ergonomics in the Workplace
  - First Aid/CPR Training
- Provided equipment and resources to assist staff members who required special accommodations in order to perform job duties. (ie. voice activated computer software installed to assist staff in performing duties after tendon/muscle injuries to the hand, wrists, and arms.)
- Supported Government operations through participation at the Provincial Bargaining Table; and Human Resource Committees with the development of Human Resource policies and legislation.
- Provided support and advice to managers and employees on contract interpretation and issue resolution.
- Provided managers and employees with advice during the implementation phase of the New Class Plan.
- Provided information and updates on scope review progress.

## RESOURCES

Human resource services are delivered through 9.9 staff. Salary costs were \$581,466 and operating costs were \$43,925.

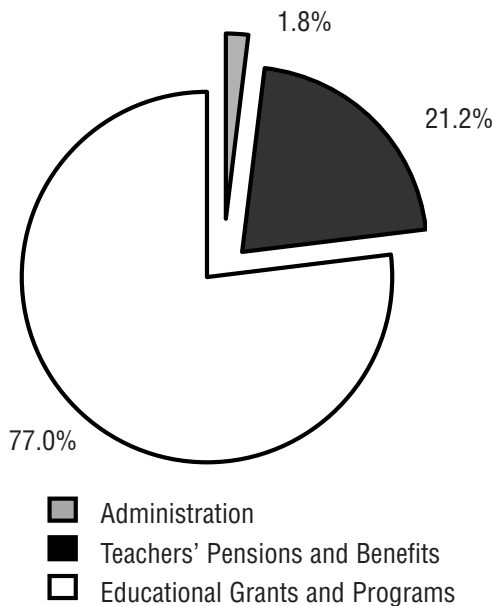
## FUTURE OBJECTIVES

- Provide leadership in Human Resource Planning and organizational development.
- Provide leadership, support and advice on staffing to managers to meet their resource requirements. • 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.
- Ensure adequate support to Regional Offices.
- Support and advise managers and employees on employment equity.
- Support the Department union and management committee to demonstrate a commitment toward working together and enhancing the working environment.
- Lead internal committees to provide a safe and healthy workplace for our employees.
- Provide managers and employees with information of negotiated changes to the Collective Agreement; and
- Provide managers and employees with advice during the implementation phase of the New Class Plan.
- Assist Department and the Public Service Commission with the implementation of the scope review.

## Finance and Operations Branch

The Finance and Operations Branch is a shared service which provides financial, policy and analysis, accounting, capital planning, information technology, contractual, legislative, administrative and research support to both Saskatchewan Post-Secondary Education and Skills Training and Saskatchewan Education. The Branch performs a leadership role in the planning and development of policies and services that support the financial, technological and administrative components of Department programs and priorities. Financial responsibilities include the distribution of operating and capital grants to post-secondary and skills training institutions, the distribution of operating and capital grants to school divisions for elementary and secondary education and the approval and payment of all Departmental contracts.

1998-99 Actual Expenditures



This year's projects included implementation of a new priority ranking system for major capital building requests from school divisions, development of electronic templates for all Cabinet documents and contract agreements, access of staff to full-text electronic journals and databases through the Internet, enhancements in our information management and technology areas, business and accommodations planning to improve overall productivity.

The Branch consists of the following Units:

- Financial Planning and Administrative Services
- Facilities Planning
- Corporate Information and Technology
- Legislative and Contract Services
- Resource Centre

### Financial Planning and Administrative Services

This area is responsible for all financial policy and planning, accounting, budgeting, asset and risk management, administrative policy and support functions including mail services, accommodations development and planning.

#### OBJECTIVES:

- Determine financial and administrative policy and strategic direction based on Department and sector-wide priorities.
- Provide management services including accounts administration, budget/financial planning and management reporting, internal auditing and asset 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.
- Provides management consulting, financial policy and analytical advice.

**MAJOR ACCOMPLISHMENTS AND ACHIEVEMENTS:**

- Managed the 1998-99 fiscal process and the 1999-2000 budget planning process.
- Ensured the Department's overall budget target was met for the year.
- Prepared fiscal forecasting reports and provided efficient accounts administration.
- Coordinated all Department purchasing, records retention and acquisition of telephones, accommodation, furniture, Government vehicles and equipment.
- Exceeded Government performance standards in the timeliness and accuracy of payments.
- Participate on intra-Departmental task teams, external committees and represented the Department on financial issues.
- Readiness as it pertains to Y2K and our partners.

**FUTURE OBJECTIVES:**

- Ensure assets are all recorded and safeguarded.
- 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, asset and risk management.
- Y2K readiness plans for year end potential scenarios.
- Enhance fiscal forecasting processes.
- Resource strategic planning process.

**Facilities Planning**

This Unit provides funding to school divisions for the provincial share of capital projects approved for K - 12 educational facilities and facilitates the development of joint-use initiatives between school divisions and other educational and community programs.

**OBJECTIVES:**

- Collaborate with school divisions in the planning and financing of elementary and secondary education facilities.
- Ensure construction costs for approved projects are cost-shared on the basis of the individual school division's ability to pay.
- Collaborate with school divisions to meet their obligation for providing safe and adequate facilities.
- Equitable distribution of capital grant funding.

**MAJOR ACTIVITIES AND ACCOMPLISHMENTS:**

- Total expenditures for 1998-99 were \$23.7 million: \$14.8 million to 20 major projects with the remainder to 132 smaller (under \$500,000) projects. The provincial contribution of \$8.9 million for smaller projects was used to address health and safety concerns, roof repairs, addition of re-locatable classrooms, boiler and furnace repairs, accessibility modifications, and other renovations to the school structures.
- Implemented a new priority ranking system for major capital building requests from school divisions.

**FUTURE OBJECTIVES:**

- Continue emphasizing financial accountability of school boards for capital assets.
- Revise School Facilities Funding Guidelines to reflect changing educational programs.
- Strategic plan and policy analysis initiatives.
- Equitable distribution of capital grant funding.
- Enhance project tracking.

**Corporate Information and Technology**

This Unit is responsible for the management, 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 development of new information systems.
- Operate and maintain computer information systems.
- Develop and maintain various electronic networks including Internet services.
- Provide ongoing software, hardware and application support to Department staff.
- To undertake strategic needs assessment and business analysis in support of technological advancement.
- To establish standards for operation and management of application infrastructure and architecture to support the business of the Department.

#### MAJOR ACTIVITIES AND ACCOMPLISHMENTS:

- Enhancements included a process review of the exam bank as well as completion of an advice examination subsystem for Examination and Student Records, development of a web application for the Learning Resources Distribution Centre and improved analytical capacity for the School Operating Grants.
- Development progressed on a new Capital Tracking System and Long Term Debt System for Facilities Planning and School Operating Grants.
- Major progress was made on ensuring Departmental systems meet the standards required for Year 2000.
- Service Delivery and the Support Centre provided ongoing microcomputer and network support to the two Departments and their regional offices. Over 8,500 calls were handled in 1998-99.
- Computing capacity and security were upgraded.
- Several initiatives were undertaken for the development and retention of IT staff, as labour shortages continued for information technology professionals.

#### FUTURE OBJECTIVES:

- To continue the development of plans and processes in support of the Corporate Information Strategic Management approach, which will build the information technology and management framework for the Department.
- Collaborate on Government wide initiatives and Departmental planning processes around information and technology to improve services to clients.
- Develop an Information Resource Management Strategy and global architecture in support of the Department's business.
- To use the web and a client-centred model to deliver programs and services to clients.
- Service and co-ordinate the systems, network and information needs required by education.
- 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.
- Complete compliance requirements and contingency plans for Year 2000 on all systems.

#### Legislative and Contract Services

The Unit provides support to the Department in the drafting, submission and tracking of legislative instruments. It also provides a consultative and administrative role in the development and administration of all contracts within the Department. The staff is also available on a consultative basis to research legal issues in conjunction with Saskatchewan Justice.

#### OBJECTIVES:

- Coordinate the submission of legislative instruments (including maintenance of database); provide advice on process and requirements.
- Minimize risk to the Department by providing accurate and current advice on contracts. Contract development and administration (including maintenance of database); streamlining and standardization of the documentation and the process. Provide advice and expertise related to federal/provincial, inter-provincial and tripartite agreements; interpretations and intent of legislation/regulations and executive Government processes.
- Coordinate responses to inquiries under *The Freedom of Information and Protection of Privacy Act*.

#### MAJOR ACTIVITIES AND ACCOMPLISHMENTS:

- The Unit successfully managed a 100% increase in the volume of work by streamlining existing processes, delegating work to the field, and improving the tracking system.
- Prepared and sent forward 154 legislative instruments to Cabinet for approval.
- Reviewed and processed 539 contracts.
- Developed electronic templates for all Cabinet documents and contract agreements.

#### Document and Contract Agreements

Document Type	Totals
Minister's Orders	46
Orders-in-Council	30
Regulations	5
Bills/Acts	6
Cabinet Items	5
Grants	62
Legal Opinions	15
Freedom of Information Requests	10
Contracts	539



**FUTURE OBJECTIVES:**

- Further enhance and streamline the automation of the contract review and administration process.
- Modify and enhance contract and legislative instrument templates.
- Improve the turnaround of contracts and time-sensitive legislative instruments.
- Develop training modules on contracts and legislative instruments.

**Resource Centre**

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

**OBJECTIVES:**

- To maintain and make accessible a centralized collection of professional materials in print and electronic formats.
- To provide research services.
- To provide services such as acquisitions, journal routing for staff's professional development, and interlibrary loans.
- To participate in the multi-type library system in Saskatchewan.

**MAJOR ACTIVITIES AND ACCOMPLISHMENTS:**

The following statistics are for both Saskatchewan Education and Saskatchewan Post-Secondary Education and Skills Training:

- Handled 2,685 research requests and requests for information; catalogued and/or processed 10,673 items for the collection; circulated 11,000 items; borrowed 1,480 items for staff from other libraries; ordered 2,085 new items for the collection (new items for the collection including braille, large print and audio tapes for print-disabled students).
- Completed automating the circulation system by bar coding the collection.
- Made full-text electronic journals and databases available to staff through the Internet by participating in the Saskatchewan multi-type library system and through consortia agreements with Saskatchewan Education libraries.
- Produced the annual Alternate Format catalogue of braille, large print and audio tape materials for print-disabled students.

**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 manage a centralized collection of print and electronic information and make it accessible.
- Allow clients to access the Resource Centre's database of titles through the Internet.
- Inform senior management of emerging trends in key strategic business areas of the departments.



## DEPARTMENT OF EDUCATION

### 1998-99 Actual and Budget Expenditures and Number of Full-time Equivalent Positions (FTEs Used)

	Actuals	Budget	Actuals FTEs
<b>ADMINISTRATION AND SHARED SERVICES (SUBVOTE ED01)</b>			
Administration	844,879	845,000	13.3
Shared Support Services	3,440,995	3,441,000	48.3
<b>ACCOMMODATION AND CENTRAL SERVICES (SUBVOTE ED02)</b>			
	2,461,000	2,461,000	
<b>TEACHERS' PENSIONS AND BENEFITS (SUBVOTE ED04)</b>			
Administration and Operations	1,041,935	1,042,000	13.9
Teachers' Pensions and Cost of Living			
Net Financing Requirement (Authorized by Law)	93,550,000	105,000,000	
Teachers' Group Life Insurance			
Net Financing Requirement (Authorized by Law)	985,520	988,000	
Saskatchewan Teachers' Retirement Plan			
Net Financing Requirement (Authorized by Law)	18,863,239	18,863,239	
Teachers' Dental Plan	5,069,288	5,150,000	
<b>EDUCATIONAL GRANTS AND PROGRAMS (SUBVOTE ED03)</b>			
Operational Support	2,293,861	2,294,000	31.1
Schools - Operating	386,850,000	386,850,000	
School Capital	23,167,000	23,167,000	
School Capital - Interest Payments	6,666,249	6,667,000	
Curriculum & Instruction	4,072,966	4,073,000	47.1
Regional Services	4,668,989	4,669,000	60.7
Official Minority Language Office	4,697,193	4,698,000	20.4
Educational Agencies	507,290	508,000	
Book Bureau Revolving Fund			
Net Financing Requirement (Authorized by Law)	(70,333)	(26,000)	14.9
Correspondence School Revolving Fund			
Subsidy	336,000	336,000	
Net Financing Requirement (Authorized by Law)	(25,632)	(3,000)	34.7
<b>TOTAL FOR EDUCATION</b>	<b>\$559,420,439</b>	<b>\$571,023,239</b>	<b>284.4</b>

- Maintained a list of relevant web sites for the department.

## DEPARTMENT OF EDUCATION

### Actual and Budget Revenues

	1998/99 Actual	1998/99 Budget	Difference
<b>PRIVILEGES, LICENCES AND PERMITS</b>			
Teachers Certificates	\$ 86,775	\$ 82,525	\$ 4,250
<b>SALES, SERVICES AND SERVICE FEES</b>			
Sales Books, Maps, Bibliographies	5,062	4,000	1,062
Other Services	316,452	287,750	28,702
<b>INTEREST, PREMIUMS, DISCOUNT AND EXCHANGE</b>			
Profit on Foreign Exchange	231	200	31
<b>RECEIPTS FROM OTHER GOVERNMENTS</b>			
Cooperation for promotion of Bilingualism in Education	1,552,394	1,792,197	(239,803)
Other Federal Contributions (OMLO)	3,408,017	3,989,164	(581,147)
<b>OTHER REVENUE</b>			
Casual Revenue	224,486	87,000	137,486
Revenue of Previous Year's Expenditures	33,846	2,500	31,346
<b>TOTAL FOR DEPARTMENT</b>	<b>\$ 5,627,263</b>	<b>\$ 6,245,336</b>	<b>\$ (618,073)</b>

1998-99 Actual Expenditures

