

Annual Report

2025-26

Ministry of Education

Letters of Transmittal



The Honourable
Everett Hindley
Minister of Education

Office of the Lieutenant Governor of Saskatchewan

I respectfully submit the Annual Report for the Ministry of Education for the fiscal year ending March 31, 2026.

A blue ink signature of Everett Hindley, written in a cursive style.

Everett Hindley
Minister of Education



Louise Michaud
Deputy Minister of
Education

The Honourable Everett Hindley
Minister of Education

Dear Minister:

I have the honour of submitting the Annual Report of the Ministry of Education for the fiscal year ending March 31, 2026.

A black ink signature of Louise Michaud, written in a cursive style.

Louise Michaud
Deputy Minister of Education

Organization Overview

Mandate

The Ministry of Education provides leadership and direction to the early years, Prekindergarten through Grade 12 education, family literacy and library sectors. The ministry supports the sectors through funding, governance and accountability with a focus on improving student achievement.

The ministry is committed to improving the learning success and well-being of all Saskatchewan children and youth, and the enhancement of family literacy.

Mission

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

2025-26 Operational Environment

The Ministry of Education continues to work towards improving the learning success and well-being of Saskatchewan children and youth and the enhancement of literacy for all Saskatchewan people. The three goals in *Saskatchewan's Growth Plan: The Next Decade of Growth 2020-2030* – strong economy, strong communities and strong families – drive the ministry and sector plans.

The ministry along with its early years sector delivers several key programs and services. In 2025-26, a total of 29,857 child care spaces were provided in 1,337 regulated child care facilities. Prekindergarten programs were available to up to 5,056 children in 316 targeted Prekindergarten programs and five specialized Prekindergarten programs.

The ministry's key programs and services support the delivery of learning programs to 200,085 Kindergarten to Grade 12 students in 749 schools across 27 provincial school divisions, including associate schools, distance learning through the Saskatchewan Distance Learning Corporation and home-based settings. Additionally, the ministry supports 2,557 students in 16 qualified independent schools, three certified independent schools and four historical high schools.

The ministry also supports 300 public libraries in 12 public library systems, nine Family Literacy Hubs serving families in their local areas and one Family Literacy Hub serving Francophone families throughout Saskatchewan. Family Literacy programming and services were provided to 8,886 children and 4,342 adults, including Francophone families, and public library services were provided to 409,000 registered borrowers.

The Ministry of Education 2025-26 Business Plan is available here: [Publications Centre \(saskatchewan.ca\)](https://publications.saskatchewan.ca).

Progress on Goal 1: Saskatchewan citizens of all ages learn, develop and experience improved quality of life.

This ministry goal aligns with the achievement of Saskatchewan's Growth Plan 2020-2030 by: supporting and developing lifelong learning and participation in the economy through a skilled labour force; building better communities and stronger families through improved education and training through all stages in life; providing greater access to child care and early learning; and building an inclusive and diverse community for people from all walks of life, giving Saskatchewan residents a better quality of life.

Strategy 1.1: *The approach we took to achieve our goal*
Improve learner outcomes.

Key Actions: *What we did to get there*

- Partner with the Prekindergarten to Grade 12 (PreK-12) education sector to develop and administer Saskatchewan Student Assessment (SSA), a program to assess and support student learning and success.
 - Launched the SSA Portal in fall 2025: studentassessment.saskatchewan.ca.
 - Shared sample assessments for Mathematics (Math) 5 and 9, and English language arts (ELA) 7 in fall 2025.
 - Prepared for census field tests of provincial assessments in Math 5 and 9, and ELA 7.
 - Developed and validated ELA 4 and 10 assessment questions with classroom teachers.
- Focus on advancing early reading levels by leveraging innovative approaches to reading.
 - Shared a draft reading scope and sequence for ELA 1, 2 and 3 and Kindergarten in June 2025, which outlines the reading skills students will acquire at each grade level.
 - Acquired a suite of reading screeners in fall 2025 that will help teachers identify students who may require additional supports in learning to read.
- Support the early years and literacy sectors and PreK-12 education system in providing learners with necessary foundational skills, knowledge and competencies.
 - Partnered with post-secondary institutions to deliver 165 dual credit Early Childhood Education courses for high school students.
 - Maintained and posted resources and online training sessions on the Early Learning Portal for early childhood educators, teachers and families to support play-based, developmentally appropriate approaches across the sector.
 - Increased funding for the Early Childhood Intervention Program by \$166,000 for early intervention to increase children's readiness for school and support more successful transitions into school, which is a priority identified in the Provincial Education Plan.
 - Provided the opportunity for up to 632 three- and four-year old children requiring intensive support to attend Prekindergarten in 26 school divisions through the Early Learning Intensive Supports Program.

- Partnered with Saskatchewan Teachers' Federation Professional Learning to design, develop and pilot a comprehensive series of professional development modules to equip Saskatchewan teachers in Kindergarten to Grade 3 with enhanced expertise in early literacy instruction.
- Supported resource sharing across the provincial public library system, with over 870,000 patron requests shipped and 6.2 million print and 2.9 million e-books circulated province-wide.
- Provided core family literacy training to all Family Literacy Hub coordinators.
- Facilitated access to accessible materials, primarily through the Centre for Equitable Library Access and National Network for Equitable Library Services. These resources provide access to over 1.4 million items in accessible formats, both in-print and electronic, and can be used with a variety of reading applications and devices.
- Strengthen partnerships to prepare learners for post-secondary education, entrepreneurship, business and self-management of their careers.
 - Released the final version of Financial Literacy 10, which includes content related to personal finances and career development.
 - Continued to fund the following initiatives, which are related to preparation for post-secondary education, entrepreneurship, business and career planning:
 - provincial license to the myBlueprint digital portfolio, education and career/life planning program for Grades 7 to 12 students;
 - Junior Achievement Canada for facilitating financial literacy, entrepreneurship and work readiness programs at various grade levels; and,
 - Martin Family Initiative Indigenous Youth Entrepreneurship Program for secondary students.

Strategy 1.2: *The approach we took to achieve our goal*

Improve access to services and programs.

Key Actions: *What we did to get there*

- Continue to implement actions to achieve the affordability, quality, access and inclusion targets established in the *Canada-Saskatchewan Bilateral Early Learning and Child Care Agreement* and the *Canada-Saskatchewan Canada-Wide Early Learning and Child Care Agreement*.
 - Increased access to early learning and child care spaces and achieved 92 per cent of the target set in the *Canada-Saskatchewan Canada-Wide Early Learning and Child Care Agreement*.
 - Added 1,873 child care home spaces and 1,440 child care centre spaces in 2025-26. In addition, there were 6,633 child care spaces in various stages of development and 6,984 other early learning program spaces available for children under six years of age.
 - Provided \$10 per day child care for children under six years of age in regulated child care spaces, saving Saskatchewan families up to \$8,479 for full time child care in 2025-26.
 - Invested in a made-in-Saskatchewan recruitment and retention approach for the early childhood educator (ECE) profession, including:
 - wage enhancement grants for certified ECEs of up to \$8.85 per hour;
 - workforce enhancement grants to support employer-led recruitment and retention strategies such as pensions and health benefits; and,
 - public awareness campaigns to encourage more people to join the sector.

- Promote usage of the Enhanced Accessibility (EA) Grant to support child care facilities providing service to children with intensive needs.
 - Provided the EA Grant of up to \$3,200 per month per child to support regulated child care facilities with the additional cost of providing care to children with exceptionally high needs.
- Continue to improve online access to programs, resources and services.
 - Introduced monthly online live training sessions for child care facilities to support the reporting of enrolment and wage data for grant processing and payments.
 - Developed online supports for new applicants to provide the necessary resources to establish and operate regulated home-based child care.
 - Streamlined the licensing process to manage increased application volumes, reducing administrative burden, improving turnaround times and ensuring a smooth and efficient experience for applicants.
 - Funded tuition-free, accelerated and remote online ECE training in partnership with Saskatchewan Polytechnic, Collège Mathieu, Saskatchewan Indian Institute of Technologies, Dumont Technical Institute and the province's regional colleges.
 - Supported Parent Central, a United Way 211 Saskatchewan online resource, which assists families looking for information or services for children under the age of six to navigate early learning programs and services available in their communities.
 - Continued to support the Saskatchewan Electronic Resources Partnership Program, which supports equity of access to online library resources.
 - Made available electronic secondary transcripts in a format to assist visually impaired users to access the "Read Out Loud" functionality.
- Work with other ministries to advance [Saskatchewan's Children and Youth Strategy](#) (SCYS).
 - Continued to partner with the ministries of Health, Social Services, Justice and community organizations through initiatives such as Integrated Youth Services and the Mental Health Capacity Building (MHCB) Program to expand prevention and early-intervention mental health supports across school divisions. In 2025-26, the MHCB budget transitioned from the Ministry of Health to the Ministry of Education.
 - Partnered with the ministries of Community Safety, Health and Social Services to support Youth in Hospital, Youth in Custody educational transitions and Integrated Classroom Initiatives, reducing learning disruptions for at-risk youth.
 - Collaborated with other human service ministries and Indigenous partners on Indigenous Awareness Training, Following Their Voices, Community Safety and Well-Being Planning and province-wide child protection protocols, aligning education actions with broader SCYS goals for inclusion, reconciliation and safer communities.

Strategy 1.3: *The approach we took to achieve our goal*

Improve services and supports by identifying and sharing innovative practices.

Key Actions: *What we did to get there*

- Expand the Specialized Support Model (SSM) to all 27 school divisions to provide direct support to classroom complexity.
 - Expanded the pilot SSM by 50 additional schools for a total of 58 schools to include all 27 school divisions for the 2025-26 school year.
 - Hosted a SSM information-sharing meeting in May 2025 with 74 attendees from 26 school divisions. The eight pilot school divisions shared their models, implementation strategies and pilot outcomes.

- Received final reports on the eight pilot projects and implementation plans from the 19 onboarding school divisions for review and approval in June 2025.
- Continue to support the [Teacher Innovation and Support Fund](#).
 - Approved 66 projects for the 2025-26 school year for a total of \$2.5 million.

Performance Measure Results:

Early learning readiness, Grade 3 reading levels and graduation rates are important indicators. Readiness for learning by the end of Kindergarten sets the foundation for future learning and success in school. Grade 3 reading levels are a predictor of success in school. Grade 12 graduation is an important milestone and measure for the PreK-12 education system. Generally, individuals who complete Grade 12 have more opportunities for education and work and experience better health and well-being. When more students graduate, Saskatchewan benefits from an educated and engaged population and the availability of skilled and knowledgeable entrepreneurs and employees.

Early Learning Readiness

- Percentage of children in Kindergarten whose learning and development is typical for children of the same age.

Students (%) at Tier I or able to complete developmental tasks without difficulty			
		Fall (Kindergarten entry)	Spring (Kindergarten exit)
2014-15 (baseline)	All students (%)	56.8	79.2
	Indigenous ¹ students (%)	30.3	58.0
	Non-Indigenous ² students (%)	61.2	82.5
2023-24	All students (%)	57.4	78.2
	Indigenous ¹ students (%)	34.8	58.3
	Non-Indigenous ² students (%)	61.1	81.7
2024-25	All students (%)	56.5	78.8
	Indigenous ¹ students (%)	31.4	57.7
	Non-Indigenous ² students (%)	60.9	82.6
2025-26 (current)	All students (%)	56.9	Available August 2026
	Indigenous ¹ students (%)	32.7	
	Non-Indigenous ² students (%)	61.1	

¹ Indigenous students are those who choose to self-identify as First Nations, Métis or Inuit/Inuk (FNMI).

² Non-indigenous students are those who do not identify themselves as FNMI and may include FNMI students who choose not to self-identify.

NOTES:

The Early Years Evaluation – Teacher Assessment (EYE-TA) is an assessment for learning that provides the province a good understanding of young children's development when they first enter school, with a particular focus on reading readiness skills.

As an assessment for learning used universally in provincial Kindergarten programs, the EYE-TA is an important tool for educators and school divisions and helps guide planning and practice at the classroom, school and division levels.

Source: Ministry of Education, Early Years Branch, EYE-TA.

Reading Levels

- Percentage of students in Grade 3 reading at or above grade level.

		2018-19	2019-20 ₃	2020-21	2021-22	2022-23	2023-24	2024-25
Grade 1	All	66.9	n/a	60.4	62.3	60.5	60.3	59.0
	Indigenous ₁	40.0	n/a	29.2	33.9	35.3	36.9	38.6
	Non-Indigenous ₂	72.7	n/a	66.2	67.7	65.6	64.6	62.9
Grade 2	All	71.4	n/a	62.4	65.5	64.7	64.6	65.2
	Indigenous	46.5	n/a	36.4	37.4	40.7	41.4	44.0
	Non-Indigenous	76.7	n/a	67.4	71.0	69.3	69.1	69.3
Grade 3	All	74.9	n/a	66.8	68.3	70.0	67.0	67.0
	Indigenous	55.3	n/a	45.1	44.1	45.5	42.4	45.6
	Non-Indigenous	79.2	n/a	70.9	73.6	75.2	72.2	71.5

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² Non-Indigenous students are those who do not identify themselves as FNMI and may include FNMI students who choose not to self-identify.

³ As a result of the COVID-19 pandemic response, June 2020 reading data is unavailable.

NOTES:

Reading levels are based on provincially developed benchmarks. The percentage of students reading at or above grade level was determined as the proportion of those students with a 'valid' reading score (excluded or non-participant students were not included in these calculations).

Results for students who were excluded (including English as an Additional Language learners with language proficiency levels below B1.1 on the Common Framework of Reference and home-based or Grade 1 French Immersion students) or for students who did not participate in the reading assessment were not included in calculating these proportions.

Results are for provincial school division schools and independent schools associated with the school divisions, including Francophone Grades 1 to 3 and French Immersion Grades 2 to 3 students.

Results for students who attend a school administered by a First Nation or by a Hutterite colony are not included.

Source: Ministry of Education, 2025.

Graduation Rates

- Percentage of students graduating within three years and five years of starting Grade 10.

Completing Grade 12	Three-year (within 3-years)	Five-year (within 5-years)
June 2016	75.6	83.3
June 2017	76.5	84.0
June 2018	77.4	84.4
June 2019	77.3	84.7
June 2020	79.8	85.5
June 2021	78.8	85.5
June 2022	75.7	86.4
June 2023	79.0	85.9
June 2024	77.6	83.4
June 2025	79.1	87.1

NOTES:

Three-year graduation rates are calculated as the percentage of students who complete Grade 12 within three years of 'starting' Grade 10. For example, June 2025 three-year graduation rate would be the percentage of students who 'started' Grade 10 in 2022-23 who completed within three years by June 2025.

Three-year graduation rates for 2019-20 show a larger than usual year-over-year percentage point increase for June 2020. The provincial policy set in place in response to the COVID-19 pandemic, ensuring that students would receive passing grades in courses in which they were actively enrolled as of March 13, 2020, along with school operational and instructional responses, likely contributed to this increase. This same temporary credit policy likely contributed to the significant decrease in the three-year graduation rate for June 2022 and in the five-year graduation rate for June 2024.

Five-year graduation rates are calculated as the percentage of students who complete Grade 12 within five years of 'starting' Grade 10. For example, June 2025 five-year graduation rate would be the percentage of students who 'started' Grade 10 in 2020-21 who completed within five years by June 2025.

Data includes students in provincially funded, independent and First Nations schools. Numbers may differ slightly from those previously reported due to broader inclusion of students in the Student Data System.

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

Source: *Ministry of Education, Student Data System.*

Classroom Complexity

- By March 31, 2026, there will be an additional 50 SSMs.
 - Expanded the SSM by 50 additional schools to include all 27 school divisions in 2025-26.

Progress on Goal 2: Indigenous learners experience improved outcomes.

This ministry goal supports the achievement of Saskatchewan's Growth Plan 2020-2030 by: delivering on the growth of the economy, communities and families through equitable opportunities for all residents. We achieve this goal by working in partnership with Indigenous peoples, recognizing our shared history and honouring Indigenous voices and contributions.

Strategy 2.1: *The approach we took to achieve our goal*

Improve educational outcomes and opportunities for Indigenous learners through partnerships and relationships.

Key Actions: *What we did to get there*

- Continue to work with First Nations and Métis education organizations in the implementation of the Provincial Education Plan (PEP).
 - Worked with the Provincial Education Plan Implementation Team, which includes school division leaders, more than 20 First Nations education organizations, the Federation of Sovereign Indigenous Nations, the Métis Nation–Saskatchewan, Saskatchewan Teachers' Federation Professional Learning and senior ministry officials.
 - Engaged First Nations and Métis partners in work across PEP priority areas, including *Inspiring Success*.
 - Used partner input to inform system-level approaches, including a strengthened focus on principles for land-based learning.
- Work with partners in education toward the vision and goals of [Inspiring Success: PreK-12 First Nations and Métis Education Policy Framework](#).
 - Worked with Elders, Knowledge Keepers and experts from First Nations language groups and Métis communities to support the renewal of the Indigenous Studies curriculum through a dedicated Guidance Group.
 - Added a document to help educators more easily find First Nations and Métis resources on the Saskatchewan curriculum website.
 - Worked on the development of an inclusive workforce strategy to support positive outcomes for Indigenous students.
- Work with First Nations education systems to share access to training, network connectivity, security and licensed applications.
 - Provided coordination and support of CommunityNet connectivity for most First Nations schools in the province, which includes:
 - access to centralized internet, technical support and data security services to ensure robust and data-secure networks for students, teachers and administrators;
 - training and password-free access to provincially licensed resources from within CommunityNET that include educational videos, journals, newspapers and encyclopedias; and,
 - access and training in the provincial Learning Management Systems for online course delivery and supplemental instruction.

- Provided support of MySchoolSask/MonÉcoleSask (MSS/MÉS) for all First Nations schools in the province, which includes:
 - training and technical support to resolve issues and improve understanding and efficiency of the student information system;
 - MSS/MÉS licensing for all First Nations schools at a cost of \$153,000; and,
 - Microsoft licensing for teachers and students in all First Nations schools at a cost of \$280,000.
- Enhance opportunities for learning and family literacy in northern Saskatchewan.
 - Provided \$14,199 to La Ronge and Area Family Literacy Hub to deliver family literacy programming and resources. Over 2,300 books were distributed to families while delivering programming. “The Family Literacy Fundamentals” training was also provided to the program coordinator for family literacy.
 - Provided \$25,000 in funding to Pahnkissimon Nuyeh?áh Library System (PNLS) to purchase books in support of summer literacy programming in the northern region of the province. These books are accessible through the library throughout the year.
 - Reached over 400 readers for summer literacy programming and distributed more than 5,000 books for home libraries through the northern school divisions of Creighton, Ile-a-la Crosse and Northern Lights.
- Work with Indigenous partners and the Government of Canada to maximize support for Indigenous learners.
 - Provided project management to 27 Invitational Shared Services partnerships between school divisions and First Nations education authorities to support on-reserve students attending provincial schools. There are 14 school divisions, 32 tribal councils/First Nations and one joint board of education involved in these partnerships. Partnership plans generally focused on providing graduation supports, delivering cultural and land-based learning experiences or revitalizing Indigenous languages.
 - Provided \$133,570 in targeted funding to the province’s three northern Saskatchewan school divisions supporting 32 innovative projects to improve student success. The teacher-led initiatives are designed to align with the PEP and the *Inspiring Success Policy Framework*.

Strategy 2.2: *The approach we took to achieve our goal*

Support action toward reconciliation, honouring the contributions of First Nations, Métis and Inuit people.

Key Actions: *What we did to get there*

- Improve cultural relevance and responsiveness in ministry and sector supports and services by engaging with Indigenous partners, Elders and Knowledge Keepers.
 - Invested \$6.9 million to support the Saskatchewan Indian Institute of Technology and Dumont Technical Institute to deliver up to 560 tuition-free early childhood educator training seats and 935 professional learning opportunities.
 - Commenced exploration of online learning for early childhood development programs.
 - Engaged Elders and Knowledge Keepers to provide guidance and share lived knowledge to inform PEP priorities.
 - Engaged with the Indigenous Studies Guidance Group to create guiding principles and discuss key content areas for the development of the Indigenous Studies 10 curriculum. The group includes experts in First Nations and Métis education, Elders and Knowledge Keepers.

- Engaged with Saskatchewan communities, Indigenous partner organizations, Elders and Language Carriers to develop preliminary versions of Michif French 10, 20, 30 and Michif français 10, 20, 30.
- Continued to engage Elders and Knowledge Keepers in the implementation of [Following Their Voices](#) (FTV) through an active Elders' Council with representation from all Saskatchewan Indigenous language groups which provided advice and guidance on the implementation of the initiative. Council members are engaged in the development and delivery of professional learning and development and support committee work.
- Assist the library and literacy sectors in creating diverse, equitable and inclusive organizations.
 - Continued to lead the province-wide Saskatchewan Indigenous Subject Headings project, which aims to update terminology related to Indigenous Peoples in library catalogues to be more inclusive and respectful.
 - Assisted the library sector with initiatives that support relationship-building between Indigenous communities and public libraries. The Indigenous Language Collection includes over 2,200 materials in nine different Indigenous languages and dialects, including language kits created with the guidance of Language Keepers, Elders and Knowledge Keepers. Kits are currently available in Plains Cree (nêhiyawêwin), Woodland Cree (nîhithawîwin), Swampy Cree (nêhinawêwin) and Michif.
- Assist the literacy sector with initiatives specific to truth and reconciliation.
 - Provided grants to each Family Literacy Hubs (FLH) for First Nations and Métis Engagement.
 - Provided FLHs with over 2,800 books with Indigenous content to supply to families to support home libraries for children.
- Advance progress on the Truth and Reconciliation Commission's Calls to Action and Principles of Reconciliation and the Calls for Justice from the *Final Report of the National Inquiry on Missing and Murdered Indigenous Women and Girls*.
 - Contributed to the National Action Plan to End Gender-Based Violence through FTV. The initiative addressed Pillar 2 of the Action Plan, focusing on prevention of gender-based violence by modelling the way and creating safe spaces. FTV schools were supported to set goals and develop action plans to create mentally and physically safe learning environments and to build healthy, strong student-to-teacher and student-to-student relationships.
 - Signed the extension to the federal *Canada-Saskatchewan Canada-Wide Early Learning and Child Care Agreement*. One of the key priorities is to engage with First Nations and Métis early learning and child care organizations to develop a coordinated system that reflects Saskatchewan's First Nations and Métis peoples.
 - Met with the Saskatchewan Federation of Sovereign Indigenous Nations, Early Learning and Child Care Circle and the Métis Nation-Saskatchewan to discuss initiatives and areas of collaboration within the *Canada-Saskatchewan Canada-Wide Early Learning and Child Care Agreement*.
 - Continued to provide *Leading to Learn*, a capacity building and professional learning opportunity for in-school and system administrators from provincial school divisions and First Nations education authorities. The program enables administrators to increase knowledge of Indigenous perspectives, worldviews and cultural protocols and understanding of how their roles as system leaders impact First Nations, Métis and Inuit student success.

- Continued to support the online resource Supporting Reconciliation in Saskatchewan Schools, providing resources to educators for learning and teaching about the residential school experience and reconciliation. Teachers and other educational professionals can access learning modules and teaching resources on topics related to Treaty education, reconciliation, the Sixties Scoop and Missing and Murdered Indigenous Women and Girls.
- Supported the preservation and growth of First Nations and Métis languages in Saskatchewan. Grades 1 to 9 Indigenous languages framework is in the final stages of development to support locally determined options at the elementary level.

Performance Measure Results:

Actualizing the vision and goals of *Inspiring Success* is one of the four priorities of the PEP. The Ministry of Education has worked with the education sector to create this plan. Through professional development, continued inclusion of Indigenous voices in curriculum and resource development, Indigenous learners will experience improved outcomes.

Increasing Graduation Rates for Indigenous Students

- Graduation rates will increase annually.

Completing Grade 12	Three-year (within 3-years) Indigenous Students ₁	Five-year (within 5-years) Indigenous Students
June 2016	41.9	59.6
June 2017	43.2	59.8
June 2018	44.5	59.4
June 2019	43.4	61.0
June 2020	46.7	62.6
June 2021	44.7	61.6
June 2022	39.7	61.6
June 2023	47.9	61.9
June 2024	47.4	56.8
June 2025	47.9	67.1

¹ Indigenous students are those who choose to self-identify as First Nations, Métis or Inuit/Inuk.

NOTES:

Three-year graduation rates are calculated as the percentage of students who complete Grade 12 within three years of 'starting' Grade 10. For example, June 2025 three-year graduation rate would be the percentage of students who 'started' Grade 10 in 2022-23 who completed within three years by June 2025.

Three-year graduation rates for 2019-20 show a larger than usual year-over-year percentage point increase for June 2020. The provincial policy set in place in response to the COVID-19 pandemic, ensuring that students would receive passing grades in courses in which they were actively enrolled as of March 13, 2020, along with school operational and instructional responses, likely contributed to this increase. This same temporary credit policy likely contributed to the significant decrease in the three-year graduation rate for June 2022.

Five-year graduation rates are calculated as the percentage of students who complete Grade 12 within five years of 'starting' Grade 10. For example, June 2025 five-year graduation rate would be the percentage of students who 'started' Grade 10 in 2020-21 who completed within five years by June 2025.

Data includes students in provincially funded, independent and First Nations schools. Numbers may differ slightly from those previously reported due to broader inclusion of students in the Student Data System.

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

Source: Ministry of Education, Student Data System.

Progress on Goal 3: Saskatchewan citizens of all ages feel safe and supported in their learning and development.

This ministry goal encourages the achievement of Saskatchewan's Growth Plan 2020-2030 by: supporting the family literacy sector and Prekindergarten to Grade 12 (PreK-12) education systems in building resiliency in students. Through fostering physical, mental, emotional and spiritual health and well-being in learners of all ages, the ministry aims to build the foundational skills, knowledge and competencies of citizens.

Strategy 3.1: *The approach we took to achieve our goal*

Support safe, respectful, inclusive and culturally affirming environments for learning, growing and developing.

Key Actions: *What we did to get there*

- Support learning environments through investments in family literacy, early years and PreK-12 operations and infrastructure.
 - Conducted assessments in 411 child care centres using Saskatchewan's Early Learning and Child Care Quality Key Indicators Instrument to establish baseline measurements of program quality for child care centres in Saskatchewan.
 - Supported development of child care centre action plans in response to results and monitored their implementation.
 - Established a Family Literacy Hub in Southeast Saskatchewan to support access to family literacy programming, services and resources.
 - Provided \$148 million in funding to support school infrastructure as part of the province's ongoing capital plan, including:
 - \$106.8 million to support ongoing planning, design and construction of 21 new schools, including consolidated, joint use and replacement schools, as well as three major school renovations and funding to begin planning five new schools: one replacement school, one new joint-use school and two new elementary schools.
 - \$28.3 million for relocatable classrooms to address growth, which funded 39 new relocatable classrooms, including one for École Monseigneur de Laval - Pavillon secondaire des Quatres-Vents and two relocatable moves;
 - \$12.9 million for four new and seven ongoing minor capital renewal projects; and,
 - Developed *The Building Schools Faster Act* to enhance the ability of the Government of Saskatchewan to work with municipalities and school divisions to ensure adequate land is available for school builds, preventing unnecessary delays to construction.
- Establish child care spaces in new school projects.
 - Continued investing in the expansion of child care spaces by ensuring child care is considered in new school projects or major capital renovations.

- Added 263 school-based child care spaces in 2025-26, resulting in a total of 915 school-based spaces in development across 14 child care centres in Saskatchewan schools.
- Deliver major capital projects that support high-quality education environments:
 - Completed the new joint-use elementary school in Moose Jaw to replace Sacred Heart, St. Mary, Empire and Westmount schools.
 - Completed the new joint-use elementary school in Regina to replace St. Peter, St. Michael, Imperial and McDermid schools.
 - Completed the new K-12 school in Lanigan to replace and consolidate the elementary and high schools.
 - Completed the new elementary school in Saskatoon to replace St. Frances Cree Bilingual Elementary School.
 - Completed the new elementary school in La Loche to replace Ducharme Elementary School.
 - Advanced construction activities for the new joint-use elementary school in Regina's Harbour Landing neighbourhood.
 - Advanced construction activities for the new elementary school in Saskatoon to replace Princess Alexandra, King George and Pleasant Hill elementary schools.
 - Advanced design activities for the new Regina East joint-use elementary school (The Towns).
 - Advanced design activities for the new Saskatoon East joint-use high school (Holmwood).
 - Advanced design activities for the new Saskatoon East joint-use elementary school (Brighton).
 - Advanced design activities for the new K-12 school in Carlyle to replace and consolidate the elementary and high schools.
 - Advanced design activities for the new Francophone PreK-12 school in Prince Albert to replace École Valois.
 - Advanced design activities for the new Francophone elementary school in Saskatoon.
 - Advanced design activities for the replacement of the Minahik Waskahigan High School in Pinehouse.
 - Advanced design activities for renovations and an addition to Greenall High School in Balgonie.
 - Advanced design activities for renovations to Campbell Collegiate in Regina.
 - Advanced design activities for renovations to Swift Current Comprehensive High School.
 - Advanced design activities for the new joint-use elementary school in Saskatoon Northeast (Aspen Ridge).
 - Advanced planning activities for the replacement of South Corman Park School in Casa Rio.
 - Advanced planning activities for new public and Catholic elementary schools in Saskatoon West (Kensington).
 - Advanced planning activities for the new Regina East joint-use high school (The Towns).
- Investing in building improvements and equipment upgrades to improve educational facilities across Saskatchewan.
 - Completed renovations at Kyle Composite School.
 - Completed consolidation of Kelvington elementary and high schools.
 - Completed renovations at St. John Community School in Prince Albert.

- Completed renovations at Rossignol Elementary School in Ile-a-la-Crosse.
- Advanced construction activities for renovations at Medstead Central School.
- Advanced construction activities for renovations at École St. Margaret in Moose Jaw.
- Advanced design for roof and exterior repairs at Canora Composite School.
- Advanced construction activities for roof repairs and interior renovations at Waldheim School.
- Advanced design activities for a renovation and demolition project at Avery Outreach/Barr Colony School in Lloydminster.
- Advanced design activities for the roof replacement project at St. Olivier School in Radville.
- Advanced design activities for a new gym at Moswakanisihk Community School in Jans Bay.
- Implement the use of the online student Check-in Tool in [Following Their Voices](#) (FTV) schools.
 - FTV is in the second year of using three online tools to capture student feedback, support teachers' professional growth and improve Indigenous students' achievement. The three online tools include:
 - Student Check-in — gathers feedback from students on the extent to which teachers' lessons, including the teaching practices used, have an impact on students' learning and well-being in real time;
 - Clarity Pack — helps teachers create curriculum aligned learning intentions, student friendly success criteria, key vocabulary and suggested teaching strategies to enhance lessons; and,
 - Peer Observation — allows teachers to watch one another teach, develop a goal, create an action plan and later reflect on the degree to which the goal was achieved.
 - Since the start of the 2025-26 school year, FTV teachers have created over 9,200 Clarity Packs, run over 3,100 Student Check-ins, receiving immediate feedback from 18,500 students. Teachers have also completed 1,300 peer observations. The tools have positively impacted student learning, as shown in the following table:

Percentage of students who can clearly explain what they are learning					
Non-FNMI Students			FNMI Students		
Baseline October 2024	August 2025 to March 2026	Change	Baseline October 2024	August 2025 to March 2026	Change
24%	51%	27% ↑	22%	47%	25% ↑
Percentage of students who can use appropriate vocabulary or criteria to discuss their learning					
Non-FNMI Students			FNMI Students		
Baseline October 2024	August 2025 to March 2026	Change	Baseline October 2024	August 2025 to March 2026	Change
8%	34%	26% ↑	7%	27%	20% ↑

- Work with sector partners to create safe, inclusive learning environments that respect learners' diverse cultures, languages, experiences and world views.
 - Continued to work with community-based newcomer organizations to assist newcomers to open child care spaces, as well as providing funding to post-

secondary institutions for early childhood educator (ECE) Level I tuition-free training that includes English as an additional language.

- Supported the removal of physical barriers in child care environments by providing grants to child care centres to obtain a Rick Hansen Foundation Accessibility Certification assessment, which assists facilities in taking the first steps to remove physical barriers.
- Provided operational funding for 564 Francophone spaces in child care and early learning programs, including an investment of \$313,890 to support 75 Fransaskois spaces and translating fundamental documents and resources to ensure equity in the Francophone sector.
- Invested \$1.3 million to support Collège Mathieu to deliver up to 60 tuition-free Francophone ECE training seats and 85 professional learning opportunities.
- Worked with post-secondary institutions to deliver tuition-free culturally responsive and inclusive ECE professional development opportunities for the early years sector, including land-based camps, Truth and Reconciliation sessions, Métis ways of knowing micro-credentials and a two-day Indigenous Early Childhood Education Conference.
- Increased investment to KidsFirst Targeted by \$412,000 to support successful development of children living in vulnerable circumstances by working one-on-one with parents to set a strong foundation for child development, providing access to mental health services and supporting families to transition to early learning programs.
- Established the Violence-Free Classroom policy table with the Saskatchewan Teachers' Federation and the Saskatchewan School Boards Association to build a shared understanding of violence in classrooms and advance coordinated actions that support safer schools.
- Continued to fund the following initiatives that are linked to classroom violence prevention:
 - Specialized support model;
 - Grants for Saskatchewan school divisions to train and build capacity in their staff related to mental health and student safety;
 - Respect in Schools training;
 - Saskatoon Restorative Action Program;
 - Kids Help Phone; and,
 - Be Kind Online.

Strategy 3.2: *The approach we took to achieve our goal*

Foster an environment that supports physical and mental health for all learners.

Key Actions: *What we did to get there*

- Work with the PreK-12 education sector to implement actions as part of the Provincial Education Plan (PEP) that will enhance mental health and well-being capacity in students.
 - Developed resource banks with social-emotional learning and culturally responsive resources for educators and school staff and made them accessible through the PEP and *Nurturing Resilience* portals on Blackboard.
 - Developed supplementary resources for school division administrators, educators and school-based staff to use regarding the use of proper mental health and well-being language.

- Support interministerial actions through Integrated Youth Services, as well as addressing recommendations in the Saskatchewan Advocate for Children and Youth's *Desperately Waiting Report*.
 - Contributed to interministerial action through [HOMEBASE](#) Integrated Youth Services hubs, with four hubs now operating in Humboldt, Moose Jaw, Regina and Sturgeon Lake First Nation. Provided guidance on core services in operationalizing the hubs and participated in hub tours.
- Support the [Mental Health and Capacity Building \(MHCB\) Program](#) through funding for 20 school divisions.
 - Allocated \$4.6 million for the MHCB Program, an increase of \$1.6 million or 53 per cent from the previous year.

Performance Measure Results:

When students feel connected to and safe in school, they will be more engaged in learning.

Student Experience

- Percentage of students that report a sense of connection and safety in schools.

Perceptual Survey: 2022-23 – 2024-25 Elementary and Secondary results

All Students	Grade Levels	2022-23	2023-24	2024-25
Percentage of students feeling safe at school.	Grades 4-6	59	56	58
	Grades 7-12	55	55	56
Percentage of students reporting positive sense of belonging.	Grades 4-6	69	67	69
	Grades 7-12	59	57	58
Indigenous Students	Grade Levels	2022-23	2023-24	2024-25
Percentage of students feeling safe at school.	Grades 4-6	51	49	53
	Grades 7-12	46	45	47
Percentage of students reporting positive sense of belonging.	Grades 4-6	63	60	63
	Grades 7-12	49	47	48

NOTES:

The ministry provided school divisions, Independent/Historical schools and First Nations education authorities access to a student survey that measured factors known to affect school completion including engagement, well-being, instruction, inclusive practices, school safety and climate.

Approximately 90,000 students participated in the survey in the 2024-25 school year.

Source: Ministry of Education, 2026.

Progress on Goal 4: Saskatchewan's early years, Prekindergarten to Grade 12, library and literacy sectors are effective.

This ministry goal supports the achievement of Saskatchewan's Growth Plan 2020-2030 by: delivering on a transparent strategic direction, effective governance and communication and mechanisms to monitor growth and accountability in the education sector.

Strategy 4.1: *The approach we took to achieve our goal*

Provide leadership and strategic direction to the early years, PreK-12, library and literacy sectors.

Key Actions: *What we did to get there*

- Cultivate an engaged and high performing representative workforce through recruitment strategies and professional development opportunities.
 - Provided a wage top-up of up to \$8.85 per hour, \$0.35 per hour increase, for certified early childhood educator (ECE) to recruit and retain workers.
 - Provided an Early Learning and Child Care Workforce Enhancement grant to regulated child care centres and group family child care homes for employer-led recruitment and retention initiatives.
 - Funded the Saskatchewan Early Childhood Association, the province's largest ECE organization, for recruitment and leadership initiatives.
 - Partnered with post-secondary institutions across Saskatchewan to deliver up to 2,636 tuition-free ECE training seats and 6,080 professional learning opportunities.
- Encourage transparency through effective stewardship and oversight of sector delivery partners.
 - Supported the child care sector directly through ministry's staff, including Early Learning and Child Care Consultants and Program Managers, who meet regularly with child care facilities as part of ongoing monitoring. This includes centre directors, ECEs, boards of directors and family and group family child care home providers.
 - Used the Provincial Education Plan (PEP) to set clear priorities and shared expectations for sector partners.
- Work with partners in the sector to develop, implement, monitor and report on progress for sector strategic plans.
 - Consulted with various groups and individuals from the early learning and child care sector, including child care educators, providers, associations, parents, academics and federal counterparts to ensure the voice of the sector is embedded in developing and launching Early Learning and Child Care workforce strategy, which supports professional development and career advancement opportunities for the ECE workforce.
 - Monitored progress toward the PEP provincial-level targets through the board of education annual reporting process.
 - Supported coordinated planning and decision-making across the sector to advance shared provincial public library system priorities and outcomes.

- Leverage federal and provincial-territorial relationships and agreements to further government, Ministry of Education and sector priorities.
 - Submitted annual reports to the Government of Canada on the results achieved for the fiscal year 2024-25 under the *Canada-Saskatchewan Bilateral Early Learning and Child Care Agreement* and the *Canada-Saskatchewan Canada-Wide Early Learning and Child Care Agreement*.
 - In November 2025, signed five-year (2026-27 to 2030-31) extensions to the *Canada-Saskatchewan Bilateral Early Learning and Child Care Agreement* and the *Canada-Saskatchewan Canada-Wide Early Learning and Child Care Agreement* as well as a one-year (2026-27) extension to the *Canada-Saskatchewan Early Learning and Child Care Infrastructure Fund Agreement*.
 - Secured \$8.3 million under the *Canada-Saskatchewan Agreement on Minority-Language Education and Second Official-Language Instruction* to provide residents of Saskatchewan with opportunities to learn French as a first or as a second language. Nineteen school divisions and 12 Francophone community organizations implemented initiatives.
 - Continued to work with provinces and territories across Canada through the [Council of Ministers of Education, Canada](#), to jointly implement large scale projects like the Programme for International Student Assessment and the Pathways to Teach Canada that provide data and benefits for Saskatchewan students and teachers.

Strategy 4.2: *The approach we took to achieve our goal*

Encourage and support equity, efficiency and effectiveness.

Key Actions: *What we did to get there*

- Support sector partners in achieving efficiencies.
 - Implemented a Wages Portal to streamline how child care facilities submit information required for grant payments. The new portal includes pre-populated fields, allowing child care facilities to update only what has changed and replaces manual submissions with a centralized digital system. The improvement has significantly reduced reporting burden on facilities, improved data accuracy, accelerated processing timelines and ensured the reliability of payments to facilities.
 - Continued to develop the centralized province-wide multilingual library collection and service, adding approximately 4,000 book titles in 28 heritage languages, for children and adults. These resources support the leisure and recreational needs of newcomers by helping them retain their language and facilitating their settlement and integration into the community.
 - Provided ongoing supports to the Single Integrated Library System through cataloguing resources and expertise.
 - Provided ongoing coordination of Saskatchewan Electronic Resources Partnership to supports equitable access to a common suite of quality information resources. Participants of the program maximize buying capacity through cost-sharing.
- Review and implement improvements to programs, policies and processes to ensure they are achieving objectives and expectations.
 - Provided administrative support to Early Years Evaluation, including in-person training sessions, webinars and web-based resources to support developmental learning for whole classes, small groups and individual students prior to the formal learning situations they will encounter in Grade 1.

Performance Measure Results:

To provide effective leadership to its sectors, the ministry requires an engaged, high-performing representative workforce. We are committed to improved outcomes year-over-year through the following performance measures:

Recruitment and Retention

- **Percentage of ministry staff who self-identify as Indigenous.**
 - 6.4 per cent of ministry staff self-identify as Indigenous.
- **Percentage of ministry staff who self-identify as Persons experiencing a Disability**
 - 9.8 per cent of ministry staff self-identify as Persons experiencing a Disability.

Employee Engagement

- **Employees feel they have support to be effective in their work.**
 - 85 per cent of ministry staff report having the support needed at work to provide a high level of service.

2025-26 Improvement and Innovation Highlights

1	Guided by the Provincial Education Plan (PEP), the Ministry of Education is working with education partners to develop the Saskatchewan Student Assessment (SSA) Program that will provide data on how students are doing in core subject areas. The goals of assessment are to provide a fair and objective measure of how students are doing, help guide instruction and assist schools, divisions and government in improving student achievement. In 2025-26, work continued on development of the SSA Program in preparation for the first field test, scheduled for May/June 2026. During this period, the ministry advanced several key initiatives: • procured, implemented and began using <i>Vretta</i>, a leading assessment administration platform that will host and deliver assessments in Grades 4, 7 and 10 English language arts (ELA), as well as Grades 5 and 9 Mathematics (Math); • collaborated with teachers to develop assessment questions for Grade 7 ELA and Grades 5 and 9 Math; • shared sample assessments with teachers for Grade 7 ELA and Grades 5 and 9 Math to support familiarity and feedback; and, • continued engagement with teachers to develop assessment questions for Grades 4 and 10 ELA.
2	The Specialized Support Model (SSM) will expand to 200 additional schools throughout the province over four years. This model provides classrooms with specialized supports to help students practice self-regulation skills while also addressing the impacts of disruptions in the home classroom. It is intended to assist school divisions in designing effective school-based approaches to help address challenging classroom behaviour. It aims to provide long-term solutions for targeted intervention methods and increase teacher capacity to manage complex classrooms. The SSM was expanded by 50 additional schools for the 2025-26 school year. The expansion included all 27 school divisions in the province. Final reports for the SSM pilot project were submitted to the ministry in June 2025. Initial outcomes of the project include: • reduced classroom disruptions, so teachers can focus on teaching and students can focus on learning; • increased capacity of students to learn coping skills and increase self-regulation to reduce or avoid future disruptions and/or the severity of future disruptions; • increased educator capacity to manage classroom behaviours so the potential for and severity of student disruptions are mitigated or avoided; and, • provision of long-term solutions to evaluate targeted intervention methods and increase educator capacity to manage complex classrooms.

3

Governments of Saskatchewan and Canada have announced that regulated child care facilities across the province will now receive up to \$3,200 per month for every child eligible under the Enhanced Accessibility (EA) Grant, an increase of \$1,200. The EA Grant assists regulated child care facilities in covering the additional costs associated with offering services to children who have intensive needs across various areas of development. The ministry provides this grant directly to regulated child care facilities. The EA Grant can be used to assist with the cost of additional staffing required to care for children with exceptionally high needs.

- Invested \$15.3 million in the EA Grant to assist with additional costs of supervising children with exceptionally high and diverse needs. This is an increase of \$5.9 million or 62.8 per cent from prior year.
- 722 children with enhanced needs benefited from the EA Grant in 2025-26. This is an increase of 115 children or 18.9 per cent compared to the prior year.

Financial Summary

Total 2025-26 expenditures for the Ministry of Education were \$3,530.4 million, resulting in a variance of \$22.2 million over the approved expense budget of \$3,508.2 million. Revenue for the ministry in 2025-26 was \$376.6 million, resulting in a variance of \$39.4 million.

Ministry of Education Expense Actuals

(in thousands of dollars)	2025-26 Budget	2025-26 Actual	2025-26 Variance
Central Management and Services (ED01)			
Minister's Salary (Statutory)	\$57	\$60	\$3
Executive Management	\$1,929	\$1,769	(\$160)
Central Services	\$8,965	\$71,854	\$62,889 ¹
Accommodation Services	\$3,156	\$3,175	\$19
Subvote Subtotal	\$14,107	\$76,858	\$62,751
K-12 Education (ED03)			
Achievement and Operational Support	\$40,209	\$38,545	(\$1,664)
School Operating	\$2,227,141	\$2,219,026	(\$8,115) ²
School Operating - PMR	\$65,000	\$65,000	\$0
K-12 Initiatives	\$53,086	\$55,174	\$2,088
School Capital	\$191,318	\$148,035	(\$43,283) ³
P3 Joint-Use Schools Maintenance and Interest	\$18,107	\$18,064	(\$43)
Saskatchewan Distance Learning Corporation	\$18,436	\$18,436	\$0
Subvote Subtotal	\$2,613,297	\$2,562,280	(\$51,017)
Early Years (ED08)			
Operational Support	\$4,713	\$4,750	\$37
KidsFirst	\$18,603	\$18,642	\$39
Early Childhood and Intervention Programs	\$5,691	\$5,691	\$0
Child Care	\$384,252	\$380,282	(\$3,970) ⁴
Subvote Subtotal	\$413,259	\$409,365	(\$3,894)
Provincial Library and Literacy (ED15)			
	\$15,869	\$16,713	\$844
Teachers' Pension and Benefits (ED04)			
Teachers' Superannuation Commission	\$1,222	\$1,146	(\$76)
Teachers' Superannuation Plan (Statutory)	\$309,418	\$302,437	(\$6,981) ⁵
Teachers' Group Life Insurance (Statutory)	\$2,555	\$2,361	(\$194)
Teachers' Dental Plan (Statutory)	\$17,984	\$18,087	\$103
Saskatchewan Teachers' Retirement Plan (Statutory)	\$97,576	\$115,333	\$17,757 ⁶
Teachers' Extended Health Plan	\$22,959	\$25,831	\$2,872 ⁷
Subvote Subtotal	\$451,714	\$465,195	\$13,481
Total Appropriation	\$3,508,246	\$3,530,411	\$22,165
P3 Financing Charges	\$0	\$0	\$0
Capital Asset Acquisitions, Net	\$0	\$0	\$0
Non-Appropriated Expense Adjustment	\$0	\$0	\$0
Total Ministry of Education Expense	\$3,508,246	\$3,530,411	\$22,165

Notes:

1. Variance is primarily due to on-going litigation.
2. Variance is due to the reconciliation of prior year school division grant payments.
3. Variance is due to the timing of capital payments.
4. Variance is due to the timing of grant payments under the *Canada-Saskatchewan Canada Wide Early Learning and Child Care Agreement*. Fall-off is carried forward into the next fiscal year.
5. Variance is due to fewer teachers retiring than originally projected.
6. Variance is due to additional teacher FTEs and increased costs resulting from the collective bargaining agreement.
7. Variance is due to additional teacher FTEs and retroactive costs resulting from the collective bargaining agreement.

Ministry of Education Revenue

(in thousands of dollars)	2025-26 Estimates	2025-26 Actual	2025-26 Variance
Sales, Services and Service Fees			
Other Miscellaneous Services	\$451	\$529	\$78
Subtotal	\$451	\$529	\$78
Transfers from the Federal Government			
Federal-Provincial Cost Sharing Programs	\$336,447	\$368,022	\$31,575 ¹
Subtotal	\$336,447	\$368,022	\$31,575
Other Revenue			
Casual Revenue	\$110	\$343	\$233
Refund from Previous Years' Expenditures	\$55	\$9	(\$46)
Changes in Previous Years' Estimates	\$160	\$7,704	\$7,544 ²
Salary Overpayment Refund - Prior Years	\$10	\$4	(\$6)
Subtotal	\$335	\$8,060	\$7,725
Total Revenue	\$337,233	\$376,611	\$39,378

Notes:

1. Variance is related to the *Agreement on Minority Language Education and Second Official Language Instruction* and the *Canada National School Food Program Agreement*.
2. Variance is related to capital transfer overpayments.

Additional financial information can be found in the [Government of Saskatchewan Public Accounts](#).

Appendix

Legislation and Regulation

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

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

E-13.1 G-5.1 Reg 132	<i>The Executive Government Administration Act</i> <i>The Ministry of Education Regulations, 2007</i>
L-9.02	<i>The League of Educational Administrators, Directors and Superintendents Act, 1991</i>
L-14.01 L-14.01 Reg 1	<i>The Libraries Co-operation Act</i> <i>The Libraries Co-operation Honoraria Regulations</i>
P-39.2 P-39.2 Reg 1	<i>The Public Libraries Act, 1996</i> <i>The Public Libraries Regulations, 1996</i>
P-46.1	<i>The Public Works and Services Act</i> (only with respect to clauses 4(2)(a) to (g), (i) to (l), (n) and (o) and section 8, which are jointly assigned to the Minister of Education, the Minister of Saskatchewan and Procurement, the Minister of Health and the Minister of Highways)
R-11.1	<i>The Registered Music Teachers Act, 2002</i>
R-15.1	<i>The Registered Teachers Act</i>
S-52.01	<i>The Social Services Administration Act</i> (only with respect to section 8 which is jointly assigned to the Minister of Education and the Minister of Social Services)
T-6.1	<i>The Teachers' Dental Plan Act</i>
T-7.1	<i>The Teachers' Federation Act, 2006</i>
T-8 T-8 Reg 2	<i>The Teachers' Life Insurance (Government Contributory) Act</i> <i>The Teachers' Life Insurance Regulations, 2015</i>
T-9.1 T-9.1 Reg 1	<i>The Teachers Superannuation and Disability Benefits Act</i> <i>The Teachers' Superannuation and Disability Benefits Regulations</i>