



## Position Statements

Association position statements address key issues for Pre-K-12 education and describe the shared beliefs that direct united action by boards of education/Conseil scolaire fransaskois and their Association.

The Saskatchewan School Boards Association represents the locally elected boards of education/Conseil scolaire fransaskois responsible for the delivery of public education in Saskatchewan. It is appropriate that boards of education/Conseil scolaire fransaskois and their Association develop reasonable and thoughtful positions on education issues for the benefit of students and to inform the public.

In Saskatchewan School Boards Association Position Statements:

“Board of Education means a board of education and Conseil scolaire fransaskois as established pursuant to *The Education Act, 1995*;

“Association” means the Saskatchewan School Boards Association.

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<b>Adopted Position 1.1: Development of Position Statements</b>	<b>Date Approved: November 2008</b>
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Association position statements address key issues for K-12 education and describe the shared beliefs that direct united action by boards of education/Conseil scolaire fransaskois and their Association. Boards of education/Conseil scolaire fransaskois through their Association develop positions on education issues for the benefit of students and to inform the public.

**A. Development of Position Statements**

1. An approved resolution from a General Meeting or the Executive may identify the need for the development of a statement of position.
2. The Executive will establish a working committee to gather information, consult the membership and draft the statement of position.
3. The draft statement will be circulated to all member boards for input.
4. Position statements will be considered and voted on at a General Meeting under the sponsorship of the Executive. A vote of not less than two-thirds of the votes cast is required for adoption of a position statement.
5. The Executive may adopt an interim position on any matter under which to operate until an approved statement of position is adopted by the membership.

**B. Review of Position Statements**

1. Each position statement will be reviewed on a five-year cycle, however, a position may be reviewed at any time upon the direction of the Executive.
2. A position will be reviewed when a resolution at a General Meeting is adopted which is inconsistent with the current position.

<p><b>Adopted Position 1.2:</b>  <b>Local Governance of Education</b></p>	<p><b>Date Approved: November 2009</b></p>
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Locally elected boards of education/ Conseil scolaire fransaskois (CSF) act to reflect the interests and educational needs of the communities they serve.

1. School governance decisions are guided by what is in the best interest of student learning for all students in the school division within the board of education’s financial resources.
2. Boards of education/CSF operate with autonomy and authority within a legislated framework and act to fulfill their responsibilities. In addition, the CSF operates within the framework of section 23 of the *Canadian Charter of Rights and Freedoms* to fulfill its constitutional responsibilities and its triple mandate of academic success, cultural identity and community involvement.
3. Board of education/CSF meetings are open to the public and board information is accessible to the public within the context of the law.
4. Boards of education/CSF communicate information about the operation of the school system and establish procedures for public consultation.
5. Boards of education/CSF support parental, family and community engagement in the education of each child for success in school.
6. Boards of education/CSF engage and support School Community Councils/Conseils d’écoles as partners in improving student learning.
7. Board members engage in networking and learning opportunities to fulfill their responsibilities as stewards of public education.
8. Saskatchewan’s education system is best served by a partnership of provincial and local level of governance with shared responsibility for K-12 education.

<b>Adopted Position 2.1:</b> <b>Student Achievement</b>	<b>Date Approved: November 2009</b>
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Strengthening student achievement is the primary mission of boards of education/ Conseil scolaire fransaskois (CSF).

1. Student achievement is defined as the attainment of the educational outcomes of Saskatchewan’s curriculum.
2. Boards of education/CSF, school community councils, Conseils d’écoles, parents and educators must be engaged and have a voice in defining student achievement.
3. Boards of education/CSF are responsible for developing an accountability framework to establish standards, monitor and report on student achievement.
4. The role of boards of education/CSF is to provide leadership and allocate resources to establish school cultures that maximize student achievement.
5. Parent support for education and a positive student attitude are important determinants of student success.
6. Boards of education/CSF work as advocates for education and promote partnerships to enhance student achievement.”

<b>Adopted Position 2.2:</b> <b>Assessment of Student Achievement</b>	<b>Date Approved: November 2011</b>
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The board of education/CSF, as the governing body accountable for the education of children, has a critical interest in student achievement. Boards of education/CSF require valid and reliable information concerning student achievement to inform decisions and the allocation of resources for the improvement of student learning within their school divisions.

Boards of education/CSF and their Association work together to strengthen the capacity of the publicly funded school system to establish policies and procedures to:

1. Adopt clear expectations for student achievement to focus board/CSF resources on the improvement of student learning;
2. Monitor student achievement data on a predetermined timeframe from a variety of perspectives;
3. Support professional staff in the work of appropriately assessing and reporting student achievement information.
4. Support professional staff in the planning and organization of increasingly effective programs and learning environments designed to further strengthen student learning;
5. Ensure appropriate administrative procedures are established for collecting, analyzing, reporting and using assessment data to monitor and improve student achievement;
6. Ensure student achievement information is communicated to students and parents in a format that is easily understood, accurate and of practical value;
7. Ensure achievement information is reported to the public in a clearly written and illustrated format to display significant change over time.

<p><b>Adopted Position 2.3:</b>  <b>Teaching and Learning With Technology</b></p>	<p><b>Date Approved:</b>  <b>November 2008</b></p>
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The board of education/Conseil scolaire fransaskois as the body responsible and accountable for the delivery of the education program invests in teaching and learning with technology. These investments focus on enabling students to use technology effectively to enhance learning.

The following dimensions of progress define the desired results for teaching and learning with technology.

1. **Learners** – Students and teachers participate in e-learning in ways that empower learners to develop their potential and support the achievement of educational goals.
  - 1.1 Every student will gain experience with using information technology and extend their learning skills to include online learning.
  - 1.2 Technology will be employed for administrative purposes, however, schools will concentrate use of technology to effectively enhance teaching and learning.
  
2. **Learning Environment** – In every classroom, in every school, in every part of Saskatchewan students use online resources to learn. Online resources are as integral to the educational program as print, multimedia and human resources. Because e-learning is fully integrated into teaching and learning in the regular classroom, all students will have the opportunity to master the skills essential for success in a highly competitive and rapidly changing world. Whenever possible, resources will be available in several languages, including both official languages, to address the diversity of culture in Saskatchewan.
  - 2.1 Every board of education/Conseil scolaire fransaskois will provide access to online teaching and learning.
  - 2.2 Secure networks (i.e.: CommunityNet) will provide teachers and students with safe, reasonable and equitable access to each other and to the world.
  - 2.3 A provincial web portal provides a common access point to education information in Saskatchewan.

- 3. Professional Competency** – Educators and other school division staff will be appropriately fluent in their use of technology and provide positive e-learning role models for students. Technology will be used to enrich and enhance student learning. Staff will use technology to extend their own learning and professional growth.
  - 3.1 Professional growth is supported by accessing resources and professional development online.
- 4. System Capacity** – Governance structures engage key stakeholders and facilitate the charting of a common course to systematically meet the needs of learners. A compelling vision and implementation plan for teaching and learning with technology is established.
  - 4.1 Boards of education/Conseil scolaire fransaskois work together in partnerships to increase efficiencies, manage services and monitor systems.
- 5. Technology Capacity** – Adequate technologies, networks, resources and courses, and school-level and provincial supports will be available so that technology serves to develop each student’s potential to the fullest extent.
  - 5.1 Students will have appropriate access to technology and the adequate bandwidth for contemporary teaching and learning processes.
  - 5.2 Boards of education/Conseil scolaire fransaskois define system needs for adequate bandwidth and reliable access.
- 6. Community Partnerships** – Schools, businesses, government agencies, and community organizations partner to use resources in the most effective way and to expand opportunities for students.
  - 6.1 Processes are established to build understanding and support and to share successes.
  - 6.2 Long term vision and defined results inform planning for cooperative efforts.
- 7. Accountability** – E-learning provides a cost-effective and competitive alternative for delivering educational programs across Saskatchewan. School board and provincial initiatives measure progress and report progress to demonstrate good value for money spent.
  - 7.1 The Ministry of Education will be encouraged to ensure initiatives and expenditures are clearly defined, demonstrate appropriate accountability and are aligned with the needs and priorities of school boards.
  - 7.2 The Ministry of Education will be encouraged to ensure that protocols are established to ensure that the director of education or designate receives information and is the key contact for the board of education/Conseil scolaire fransaskois.

<p><b>Adopted Position 3.1:</b> <b>Education Finance</b></p>	<p><b>Date Approved: November 2009</b></p>
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Saskatchewan’s elected boards of education/ Conseil scolaire fransaskois (CSF) require funding for education to maximize student achievement, develop the potential of all students, affirm the worth of each individual, and lay the foundation for learning throughout life.

The fundamental principles that guide all decisions for education finance are:

1. **Sufficiency:** The amount of funding provided to boards of education/CSF by the provincial government must be sufficient to respond to the actual costs of provincial goals and priorities, to provide a high quality program to all students, and to accommodate local programming, innovation and initiatives.
2. **Autonomy:** Boards of education/CSF derive their authority from *The Education Act, 1995* which gives them the authority to manage the school division in a way that reflects local needs and priorities. In addition, the CSF derives its authority from section 23 of the *Canadian Charter of Rights and Freedoms*.
3. **Balance:** Education funding is a balance within these nine stated principles. As well, balance is attained between conditional and unconditional funding.
4. **Equity:** Funding is allocated so that all elected boards of education/CSF have the resources they need to provide opportunities for each student to benefit.
5. **Involvement:** Boards of education/CSF are equal partners, along with the provincial government, in meaningful decision making regarding funding formulas, accountability processes and resolving issues.
6. **Predictability:** Clearly defined predictable funding formulas are needed to enable long-term and sustainable program planning by boards of education/CSF.
7. **Reciprocal Accountability:** Elected boards of education/CSF are responsible for achieving educational goals and objectives and the provincial government is responsible for providing the resources needed to achieve those goals and objectives.
8. **Sustainability:** Reliable, factual data is used to establish funding.
9. **Transparency:** Straightforward information about education funding is monitored and available to the public.”



<b>Adopted Position 3.2:</b>  <b>Facilities Funding</b>	<b>Date Approved: November 2009</b>
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Boards of education/Conseil scolaire fransaskois (CSF) work with the Ministry of Education to develop a transparent funding formula to allocate funds for the planning, building and maintenance of education facilities that maximize student learning.

1. The Minister of Education is responsible for providing required funding for the construction and maintenance of school facilities.
  
2. Facilities funding in Saskatchewan should be determined according to the five categories set out below. In addition, facilities funding for CSF schools must meet the requirements of section 23 of the *Canadian Charter of Rights and Freedoms*:
  - a) **Major Capital Projects:** The Ministry of Education should continue to fund major capital projects including new schools, major renovations, roofing and portable classrooms using a transparent, common approval template.
  - b) **Infrastructure Renewal:** Each year, the province should allocate 2% of Current Replacement Value to school divisions for the purpose of ongoing infrastructure renewal. The Ministry of Education and boards of education need to jointly develop a sufficient, predictable and sustainable funding distribution formula for school boards' discretionary funding of infrastructure renewal including minor upgrades and renovations. Boards need to develop comprehensive *5 Year Facility Plans* as well as detailed annual *Project Reports* for projects considered to be of high priority.
  - c) **Ongoing Operation and Maintenance:** The Ministry of Education and boards of education/CSF need to jointly develop a formula to distribute sufficient funding for the operation and maintenance of facilities including general upkeep and repairs as well as expenses incurred to keep facilities operating such as monthly utility expenses.
  - d) **Non-school Facilities:** Sufficient funding must be provided for the construction and maintenance of non-school facilities including sheds, transportation and administrative facilities and for the CSF community spaces.
  - e) **Provincially Protected Schools:** Funding must be provided for the operation and maintenance of schools that are protected from closure. This includes the cost of decommissioning space that is no longer required.
  
3. **Capital Funding Backlog:** A long-term, sustainable plan must be developed to address the current capital funding backlog. A minimum of 10% of the shortfall should be allocated annually to address this backlog.

4. **Ministry Support:** The Ministry of Education must maintain sufficient staffing levels to provide support for school divisions around school capital projects including project management, technical, site development and cost management.”

<b>Adopted Position 3.3:</b> <b>Education Equity</b>	<b>Date Approved: November 2012</b>
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Education equity for students is a fundamental principle of public education

1. Boards of education are proactive in defining, assessing and taking steps to achieve equity of opportunity and of outcomes for their students regardless of students' individual or family circumstances.
2. Education Equity for Saskatchewan boards of education requires the fair distribution of necessary resources to ensure all students have access to comparable school programs, facilities and services to achieve at the highest levels regardless of where they live in the province and their personal circumstances.
3. Education equity recognizes that some students need additional or specialized programming to achieve at high levels.
4. Education equity recognizes that boards of education operate with very different circumstances and situations.
5. The adequacy and fairness of funding for education in Saskatchewan should be completely transparent. It should be monitored for adequacy and equity and should be reported on a regular basis."

<p><b>Adopted Position 4.1:</b>  <b>Collective Bargaining</b></p>	<p><b>Date Approved: November 2012</b></p>
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- A. Elected boards of education are responsible and accountable for the delivery of educational services. Boards as employers hire professional and support staff to carry out this responsibility and ensure that education is provided for all their students. As part of their governance responsibilities, boards enter into collective bargaining agreements with their employees.

As well, representing boards of education, the Saskatchewan School Boards Association has a statutory role in collective bargaining with respect to the Provincial Collective Bargaining Agreement for teachers.

- B. Principles according to which collective bargaining by the Association should be undertaken, and that are also recommended to boards as they approach their collective bargaining:
1. The education interests and welfare of K-12 students must guide the collective bargaining process.
  2. The collective bargaining process must respect the integrity of the board of education in its role as employer.
  3. The local and provincial collective bargaining processes must provide for adequate representation of the interests of the board(s) of education.
  4. There should be an effective and efficient bargaining process, characterized by the highest standard of labour relations professional practice.
  5. Productive and harmonious working relationships between board of education and their employees are critical to the success of the educational endeavour, and the collective bargaining process should reflect the importance of those relationships and be directed to support and sustain them.
  6. Collective bargaining must be conducted with a clear understanding of the impacts of finances on boards of education. Collective bargaining agreements must be sustainable in relation to allocated financial resources.
  7. Collective bargaining must be done prudently, in compliance with legislated requirements, and in conformity to currently accepted labour relations professional and ethical standards.

- C. In working according to these principles, the association undertakes in particular that:
1. Association representation on the provincial bargaining team will be on the basis of providing adequate professional labour relations capacity.
  2. Representatives of boards of education on the provincial bargaining committee will utilize an effective strategy for encouraging and gathering input from boards of education in approaching the collective bargaining process, and communication with boards of education during collective bargaining, in order to provide adequate representation of board interests.
  3. The Association will maintain adequate capacity for research and related resources in participating in the collective bargaining process.
  4. The Association will continue advocacy efforts to ensure that representation of boards of education on the provincial bargaining committee be at least equal and that legislation be amended to include such representation.
  5. Resources of the Association's Employee Relations department are available to support boards of education in the conduct of local collective bargaining with their employees.

<b>Adopted Position 4.2:</b> <b>Teacher Education and Certification</b>	<b>Date Approved: November 2009</b>
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Boards of education/ Conseil scolaire fransaskois (CSF) support high standards for teacher education and certification in Saskatchewan.

1. Only the Minister of Education is responsible for governing teacher education and certification with guidance from the Advisory Board for Teacher Education, Certification and Classification to meet the needs of boards of education/CSF. Only the Minister of Education has the authority to issue, suspend or revoke a teacher's certificate.
2. Boards of education/CSF encourage teacher education programs that reflect the requirements of publicly funded school systems and that are based on current research and effective practices to develop teachers for the grade levels and the subject areas required.
3. Boards of education/CSF co-operate with teacher education programs to facilitate practice teaching and internship programs.
4. Boards of education/CSF support teacher development practices based on the principles of adult learning and staff development.
5. Boards of education/CSF, as employers, have a critical interest in defining and supporting the development of competencies for effective teaching including:
  - a) Teachers value and care for students and act in their best interests.
  - b) Teachers encourage the engagement and support of parents and the community.
  - c) Teachers are committed to education as a profession and to engaging in professional development to remain current and effective in their work.
  - d) Teachers demonstrate specialized knowledge in the level and subject area of their teaching as directed by the Saskatchewan curriculum.

<b>Adopted Position 5.1:</b> <b>Public Engagement</b>	<b>Date Approved: November 2011</b>
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Boards of education/CSF value and support meaningful parent, school community council/conseil des ecoles and public engagement to enhance schools in Saskatchewan and higher levels of student achievement.

1. Parents and guardians are supported as the primary contributors to student success.
2. School community councils/conseil des ecoles are supported as valued partners in education to mobilize their communities to strengthen student achievement.
3. Continuous conversations with the community are planned to sustain the public's commitment to our schools.”

<b>Adopted Position 5.2:</b> <b>Partnership Agreements</b>	<b>Date Approved: November 2012</b>
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Individual Boards of Education or the Association can work effectively with partners from the education sector and from the community to create opportunities for furthering board of education capacity to enhance student achievement.

1. Partners will include those agencies and organizations whose goals and objects are compatible with the goals of the boards of education or the Association.
2. Partnership agreements will be consistent with the strategic plans of the board of education or the Association.
3. Allocation of resources to partnerships will not compromise the standards of services or administration of the boards of education or the Association.
4. Partnership agreements will be transparent and clearly define and committed to writing.



<b>Code of Ethics</b>	<b>Date Approved: November 1993</b>
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The commitment of each board member to high ethical standards is required to ensure that the school board can responsibly fulfill its obligations and discharge its duties.

As a school board member.

1. I will be motivated by an earnest desire to serve my school division to the best of my ability to meet the educational needs of all students.
2. I will recognize that the expenditure of school funds is a public trust, and I will endeavour to see that the funds are expended efficiently, in the best interests of the students.
3. I will not use my position for personal advantage or to the advantage of any other individual apart from the total interest of the school division, and I will resist outside pressure to so use my position.
4. I will act with integrity, and do everything possible to maintain the dignity of the office of a school board member.
5. I will carry out my duties objectively, and I will consider all information and opinions presented to the board in making my decisions, without bias.
6. I will work with other board members in a spirit of respect, openness, co-operation and proper decorum, in spite of differences of opinion that arise during debate.
7. I will accept that authority rests with the board and that I have no individual authority outside the board, and I will abide by the majority decisions of the board once they are made, but I shall be free to repeat the opinion that I upheld when the decision was made.
8. I will express any contrary opinion respectfully and honestly, and without making disparaging remarks, in or outside board meetings, about other board members or their opinions.
9. I will communicate, and conduct my relationship with staff, the community, other school boards and the media in a manner that focuses on facts.

10. I will not divulge confidential information, which I obtain in my capacity as a board member, and I will not discuss those matters outside the meetings of the board or the board's committees.
11. I will endeavour to participate in trustee development opportunities to enhance my ability to fulfil my obligations as a school board member.
12. I will not conduct myself in a manner which is intended to be to the detriment of another school board.
13. I will support the value of public education, and will endeavour to participate, and encourage my board to participate, in activities that support or promote public education in Saskatchewan.