



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.

Index of Association Position Statements	
<p>1. Organizational Development</p> <ul style="list-style-type: none"> 1.1 Development of Position Statements 1.2 Local Governance of Education <p>2. The Education Program</p> <ul style="list-style-type: none"> 2.1 Student Achievement 2.2 Assessment of Student Achievement 2.3 Digital Literacy and Citizenship 2.4 Indigenous Education 2.5 Inclusive Education 	<p>3. Operations and Facilities</p> <ul style="list-style-type: none"> 3.1 Education Investment 3.2 Infrastructure Funding 3.3 Education Equity <p>4. Human Resources</p> <ul style="list-style-type: none"> 4.1 Collective Bargaining 4.2 Teacher Education and Certification <p>5. Public Engagement and Partnerships</p> <ul style="list-style-type: none"> 5.1 Public Engagement 5.2 Partnership Agreements 5.3 School Community Councils

<p>Adopted Position 1.1: Development of Position Statements</p>	<p>Date Approved: November 2023</p>
---	--

Association position statements address key issues for PreK to 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. Position Statements will guide executive and staff in developing strategic plans that are consistent with and support the position statements.

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 after appropriate consultation with the membership adopt an interim position on any matter under which to operate until an approved statement of position is approved by the membership at the next available opportunity.

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>Adopted Position 1.2: Local Governance of Education</p>	<p>Date Approved: December 2024</p>
---	--

Locally elected boards of education/ Conseil scolaire fransaskois (CSF) act to reflect the interests and educational needs of local communities and are accountable to the communities they serve.

1. 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. 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, Catholic schools derive their authority from the Constitution, *The Saskatchewan Act*, and the guarantee of separate school rights under section 29 of the *Canadian Charter of Rights and Freedoms*. The CSF derives its authority from section 23 of the *Canadian Charter of Rights and Freedoms*.
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 education system and establish procedures for public engagement.
5. Boards of education/CSF engage students, staff, families, communities, and partners in the education of students for success in school. Boards of education/CSF pay particular attention to engaging with First Nations and Métis communities.
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 publicly funded education.
8. Boards of education/CSF are the voice of publicly funded education in Saskatchewan. Saskatchewan’s education system is best served by a partnership of provincial and local level of governance with shared responsibility for publicly funded education.

<p>Adopted Position 2.1: Student Achievement</p>	<p>Date Approved: December 2024</p>
---	--

Facilitating the provision of high-quality education is the primary mission of boards of education/ Conseil scolaire fransaskois (CSF).

1. Saskatchewan curriculum should provide lifelong learning skills, affirm each student’s individuality, and engage them in community. Saskatchewan’s curriculum creates these opportunities and should be delivered in inclusive, safe, and welcoming learning environments that support mental health and well-being. Student achievement is defined as the attainment of the developmentally appropriate educational outcomes of Saskatchewan’s curriculum.
2. Boards of education/CSF, School Community Councils, Conseils d’écoles, students, staff, families, communities, and partners must be engaged and have a voice in defining student achievement.
3. Boards of education/CSF are individually responsible for developing an accountability framework to establish standards, assess, monitor and report on student achievement. Boards of education/CSF are responsible for partnering with senior levels of government to develop strategic plans establishing province-wide objectives for education.
4. The role of boards of education/CSF is to provide leadership, advocate for education investment, and allocate resources within the board of education’s purview to maximize student achievement.
5. Student engagement, as well as parent and community support for education are important components of student success.
6. Boards of education/CSF work as advocates for education and promote partnerships to enhance student achievement.

Adopted Position 2.2: Assessment of Student Achievement	Date Approved: November 2021
--	-------------------------------------

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.

The Association strongly supports the work of Boards of Education/CSF in strengthening the capacity of the publicly funded school divisions 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 ethical data handling, including, collecting, analyzing, reporting and using assessment data to monitor and improve student achievement;
6. Engage parents in assessment of student achievement reporting processes to increase opportunities for student success, and 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>Adopted Position 2.3: Digital Literacy and Citizenship</p>	<p>Date Approved: December 2024</p>
---	--

Digital literacy refers to fluency in the use and security of interactive digital tools and searchable networks. Digital citizenship is defined as the norms of safe, respectful, responsible and ethical behaviour when using technology.

Boards of education/Conseil scolaire fransaskois (CSF) want students to be well-prepared to be successful in an evolving society where people use digital technology regularly as an important part of connectedness. Fundamental to such success is the ability to use digital technology responsibly to access, gather, evaluate, construct, and share knowledge in a contemporary context. Boards of education/CSF also want students to learn to use digital technology safely, effectively, ethically, and respectfully. More succinctly put – to think critically, be safe, and act responsibly.

It is imperative that boards of education/CSF take a risk management approach to balance the need to support students as learners, digital citizens, and creators, while also ensuring enhanced vigilance for the safety and well-being of students, including their mental health, as they engage with emerging technologies. Boards of education/CSF embrace digital technological innovation as an important component of educational strategy for the province of Saskatchewan, and work in partnership with the Saskatchewan Ministry of Education to create a vision for digital literacy and citizenship that:

1. Focuses on engaging and inspiring students and fosters creative and innovative minds, embracing the enabling role of digital technology in expanding how, when and where learning takes place.
2. Recognizes that we exist in a connected world requiring a global set of competencies for a digital age – creativity and innovation, critical thinking, communication and collaboration, as well as safe and ethical behaviours for responsible digital citizenship.
3. Is centred within a provincial curriculum that reflects these values, aspirations, and practices.
4. Is founded on the principles of equity of access and opportunity.¹

This vision for digital literacy and citizenship is situated in a learning environment where teachers are supported to be professionally competent and appropriately fluent, embracing digital technology, resources and instructional strategies that enhance student learning, engagement, safety, and digital

¹ This position statement is adapted from C21 Canadians for 21st Century Learning & Innovation – *Shifting Minds 3.0 – Redefining the Learning Landscape in Canada* (2015), as well as the Ontario Public School Boards’ Association – *A Vision for Learning and Teaching in a Digital Age*.

fluency. Investments in education are required to enable boards of education/CSF to implement a vision for digital literacy and citizenship and keep current with changing digital environments.

<p>Adopted Position 2.4: Indigenous Education</p>	<p>Date Approved: November 2021</p>
---	--

Indigenous Knowledge resides within First Nations and Métis peoples and communities. While there is no one Indigenous way of knowing, there is a set of common themes that emerge when Indigenous peoples share their knowledge – land, languages, and relationships. These themes are built upon principles and values that are important to Indigenous peoples such as building relationships, seeking harmony, affirming and revitalizing Indigenous languages and cultures, putting children first, and honouring the land.

Indigenous education in Saskatchewan includes achieving equitable outcomes for First Nations and Métis learners, and for all Saskatchewan students to have knowledge of the contributions, perspectives and ways of knowing of Indigenous peoples. Indigenous education is also about advancing reconciliation by acknowledging truth including the history and intergenerational effects of residential schools, and championing reconciliation. In Canada, this work is situated in the treaty relationship, in the Truth and Reconciliation Commission, and in the United Nations Declaration on the Rights of Indigenous Peoples. In Saskatchewan, First Nations and Métis education is set out in the Ministry of Education’s *Inspiring Success* policy framework and boards of education/Conseil scolaire fransaskois (CSF) are committed to its implementation, and therefore build authentic relationships with Indigenous peoples to assist them on this journey. Boards of education/CSF create policies and strategies, resource programs, and monitor performance of Indigenous education within the school division in the following ways.

1. **Building Relationships and Partnerships**
Boards of education/CSF foster and nurture relationships and partnerships with First Nations and Métis communities, educational authorities, Elders, and traditional Knowledge keepers. These relationships are necessary to build an understanding of Indigenous ways of knowing, and to collaborate through shared values and priorities to ultimately enhance student learning and well-being.

2. **Creating Welcoming Environments**
Boards of education/CSF create a mandate for all schools to establish and sustain respectful and welcoming environments, including visible commitments such as flag raisings and symbols, that instill belonging for all students, including Indigenous learners. Strategies are developed that foster the engagement of youth, families and communities in schools.

3. **Representative Governance and Workforce in the Education Sector**
Boards of education/CSF encourage the participation of Indigenous peoples in governance, and work through the SSBA to encourage Indigenous trusteeship. Boards of education/CSF commit to a representative workforce and examine their recruitment, selection, retention, and promotion practices, and remove systemic racism and other barriers for Indigenous peoples.

4. **Increasing Capacity Across the Education System**
Boards of education/CSF engage in professional learning focused on Indigenous education and reconciliation, and ensure staff are similarly engaged in professional learning regarding Indigenous education, understanding the concept of colonization and its impact, anti-racist/anti-oppressive education, and reconciliation. Through relationships developed with First Nations and Métis partners, boards of education/CSF invite these strengths from Indigenous communities to support them in these efforts.
5. **Culturally Responsive Curriculum, Pedagogy, and Assessment**
Boards of education/CSF advocate for curriculum that includes Indigenous content, perspectives, and ways of knowing across the subject areas, and that is developed with the engagement of First Nations and Métis peoples, Elders and traditional Knowledge keepers. Boards of education/CSF advocate for teacher education programs that include courses on Indigenous histories and perspectives so that teachers are prepared to incorporate these areas into their practice. Boards of education/CSF support educators as they implement community education practices, land-based learning, and other experiential learning opportunities for students. Boards of education/CSF promote assessment practices that are culturally appropriate and acknowledge an array of learning models and styles, and take steps to eliminate systemic racism and bias in student assessment. Finally, boards of education/CSF value Indigenous Knowledge and expertise by supporting Indigenous research to inform education practice and pedagogy for the benefit of all learners.
6. **Affirming and Revitalizing Indigenous Languages and Cultures**
Boards of education/CSF recognize the central role of language in supporting identity and culture and in validating Indigenous worldviews, and promote Indigenous language programs in schools.

<p>Adopted Position 2.5: Inclusive Education</p>	<p>Date Approved: November 2022</p>
--	--

Diversity enriches school culture and increases knowledge and understanding of similarities and differences. Within an education sector and system, diversity applies to a range of contexts such as cultures, socio-economic situations, languages, learning needs, sexual orientation, and gender identity. Education in Saskatchewan is founded on a principle of respect for the diversity of all students and families. It is through conversations with students and families that educators, administration, staff, and boards of education develop a growing awareness and understanding of the diverse cultures and communities in their schools.

In Saskatchewan “inclusive education” is used to describe education for students with diverse backgrounds. The ministry defines inclusive education as “providing equitable treatment and appropriate, high-quality education to all students. It encompasses a blend of philosophical beliefs, practices, and processes to create flexible support systems and learning environments based on students’ strengths, abilities, interests and needs.”

Ultimately, the goal of inclusive education is to presume the competence and strength of the learner, reduce exclusion by eliminating barriers to one’s school success, and enhance participation and sense of belonging in one’s community. This includes anti-racist, anti-oppressive and equity practices.

Inclusionary Philosophy and Beliefs:

1. All students and families are welcomed and respected.
2. All students have opportunities to experience positive interpersonal interactions that support the development of authentic relationships.
3. All students have access to activities that promote positive self-esteem, engagement, and a sense of belonging.
4. Individual interests, backgrounds, life experiences and identities are valued.
5. Schools engage parents/guardians in meaningful ways (e.g., parents/guardians are provided ways to support their child’s learning and development).
6. Curricula are used as the starting point for developing and implementing adaptations to support student learning. This may include referring to previous grade-level curricula to support individualized learning needs.
7. Differentiated instruction is used, including multi-level instructional approaches, so all learners in a classroom can participate and are engaged.
8. Ensure resources, practices are reflective of students - where students can see themselves in the resources and assessment/instructional practices.
9. Learning opportunities are provided that are: challenging; engaging; culturally and linguistically affirming and responsive; developmentally fitting; and age appropriate.

10. Accessibility - barriers to learning are reduced or eliminated by providing access to appropriate learning opportunities and resources identifying and implementing supports (including technology) to optimize student learning; and supporting the development and attainment of competencies and independence.
11. Schools, classrooms, common learning areas and other learning spaces provide emotionally safe environments, acknowledge the culture, language(s) and background of students, and incorporate physical adaptations as necessary.

<p>Adopted Position 3.1: Education Investment</p>	<p>Date Approved: November 2023</p>
---	--

Boards of education/Conseil scolaire fransaskois (CSF) are autonomous and 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, Catholic schools derive their authority from the Constitution, *The Saskatchewan Act*, and the guarantee of separate school rights under section 29 of the *Canadian Charter of Rights and Freedoms*. The CSF derives its authority from section 23 of the *Canadian Charter of Rights and Freedoms*.

Saskatchewan’s elected boards of education/CSF require education investment so that they have the resources they require to provide opportunities for each student to achieve at the highest levels regardless of where they live in the province and their personal circumstances. Education funding is best provided unconditionally to boards of education/CSF in order to meet local needs.

On behalf of the communities they serve, boards of education/CSF advocate resolutely for education investment. Within this context, the following fundamental principles guide all decisions for education investment:

1. **Sufficiency, Sustainability, and Predictability:** The amount of funding provided to boards of education/CSF by the provincial government must be sufficient for education equity that provides high quality education for all students, that includes opportunities for local innovation, and that responds to inflationary costs, enrolment growth, and the continuing need for specialized programming. Reliable, factual data is used to establish funding formulas that are clearly defined, predictable, and unconditional that reflect the actual costs of mandated provincial goals and priorities and enable long-term and sustainable planning by boards of education/CSF.
2. **Partnership and Engagement:** In Saskatchewan, Boards of education/CSF and the provincial government are partners in education where elected boards of education/CSF are responsible for achieving mandated provincial goals and priorities and the provincial government is responsible for providing the resources needed to achieve those goals and objectives. Meaningful collaboration and engagement in decision-making regarding funding formulas and forecasting, accountability processes, setting provincial priorities, and resolving issues is best done in this spirit of partnership. The funding model is reviewed periodically by the education partners to ensure it is functioning as intended.
3. **Transparency and Accountability:** Straightforward information about education funding is monitored, understandable and available to the public, and the process is entirely transparent.

<p>Adopted Position 3.2: Infrastructure Funding</p>	<p>Date Approved: November 2021</p>
---	--

Education infrastructure provides operational learning systems that boards of education/Conseil scolaire Fransaskois (CSF) use to deliver education services to each student. Students may be studying individually or collectively in schools or utilizing online education options offered by Saskatchewan school divisions. Education infrastructure includes schools, operational and maintenance facilities, school busses, fleet vehicles, electronic devices, wiring and bandwidth.

Boards of education/CSF work with the Ministry of Education to jointly develop and periodically review a transparent, sufficient, predictable and sustainable funding formula for the planning, building and maintenance of education infrastructure that maximize education equity, student learning, and are aligned with the needs and priorities of school boards. All decisions related to infrastructure funding should be transparent, equitable and informed by good data in support of a provincial comprehensive, multi-year capital plan. The Ministry of Education needs to provide a plan for targeted funding so Saskatchewan’s board of education/CSF average Facilities Condition Index (FCI) ranks a minimum of Fair.²

1. The Minister of Education is responsible for providing required funding for the construction and maintenance of education infrastructure, including bandwidth. Education infrastructure funding must take into consideration the inclusion of spaces or facilities necessitated as the result of new mandates, new building codes, pedagogical or human rights developments.
2. Education infrastructure funding in Saskatchewan should be determined according to the eight categories set out below. In addition, infrastructure 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, determined by a criteria-based priority list. The Ministry’s funding for new schools should be accompanied by adequate operating funding, including reasonable and safe square footage per classroom, once the schools are built and operating. The Ministry of Education should share with boards of education/CSF the Ministry’s decision-making criteria and process for developing the annual major capital priority list for transparency in the criteria

² Saskatchewan’s board of education/CSF average FCI ranks Poor. The current FCI describes the following categories:

- Good – 0 to 5%
- Fair – 5 to 10%
- Poor – 10 to 30%
- Critical – Greater than 30%

and their application and how the Ministry assesses and ranks capital priorities from one board of education against others. Sufficient budget should be annually allocated to address the capital backlog. This applies in growth areas of the province, as well as in communities with existing schools requiring modernizing where enrolments are stable and the schools are viable. If the construction project delivery method is not the traditional build by the affected board(s) of education but is a build that includes integrated project delivery (IPD), public-private-partnerships (P3s), Alliance contracting, progressive design-build infrastructure delivery models or other similar methods, due diligence, including an appropriate risk assessment, should be conducted by the Ministry of Education and the affected board(s) of education.

- b) **Infrastructure Renewal:** Each year, the province should allocate a sustainable budget to school divisions for the purpose of ongoing infrastructure renewal, including minor upgrades and renovations³. Boards need to develop a 3-year Preventative Maintenance and Renewal (PMR) Plan as well as a detailed annual report and reconciliation of PMR expenditures.
- c) **Ongoing Operation and Maintenance:** The Ministry of Education should allocate a sufficient budget to school divisions for the operation and maintenance of infrastructure including general upkeep and repairs, pandemic or emergency planning and repairs, as well as expenses incurred to keep infrastructure operating such as monthly utility expenses to keep up with inflation.
- d) **Facilities and Transportation:** Sufficient funding must be provided for the construction and maintenance of non-school facilities including transportation and operational facilities, playgrounds, 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 would include separate Ministry funding incentives to decommission space that is no longer required beyond PMR or self-funded projects.
- f) **Joint Builds:**
 - i) Joint builds for public and separate boards need to be determined by the Ministry in consultation with the affected boards. Individual builds may be better suited because of land size and school population. To ensure equity, enrolment projections developed for construction planning purposes should be proportionately sized based on the populations being served by each board partner.
 - ii) Joint builds for boards with third party partner(s) such as municipal or Saskatchewan Health Authority entities need to be determined by the respective Ministries and third party partners in consultation with the affected board(s). Individual builds may be better suited because of land size, school population, insurance issues and school ground needs. Where the board(s) agrees to participate in a joint build with a third party partner(s), sufficient funding must be provided for legal fees and for the construction and maintenance of non-

³ The industry standard continues to be 2% of Current Replacement Value (*Guide to the Management of Real Property*, Government of Canada, Section 3.2.2).

school facilities including transportation and operational facilities, playgrounds and for community spaces.

- g) **Accessibility:** New schools must be built and existing facilities including transportation and playgrounds retrofitted as required to ensure accessibility and to comply with the boards/CSF's obligations to accommodate persons under *The Saskatchewan Human Rights Code* including meeting the needs of students and other persons with disabilities.
 - h) **Energy efficiency upgrades:** Boards have an obligation to teach and lead in energy conservation practices and to use public funding responsibly. Boards have a need for dedicated, ongoing funding for energy efficiency upgrades for schools.
3. **Exemption from Taxes, Local Improvements, Service Fees and Special Levies:** The purchase of supplies and services required by boards of education/CSF should be either exempt from taxes levied by federal or provincial governments or the Ministry must compensate boards/CSF in full for these taxes. All school division property utilized for education purposes should be exempt from all municipal property taxes and service fees, including local improvements or special levies.

<p>Adopted Position 3.3: Education Equity</p>	<p>Date Approved: November 2022</p>
--	--

Education equity for students is a fundamental principle of public education. Equity is about outcomes, results, and opportunities.

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 school programs, facilities and services for students to achieve to their full potential 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 to their full potential.
4. Education equity recognizes that boards of education operate with very different circumstances and situations.

Boards of education are responsible to their constituents for transparency of education in Saskatchewan. Funding should be monitored for adequacy and equity and should be publicly reported on a regular basis by the Province and by boards of education.

<p>Adopted Position 4.1: Collective Bargaining</p>	<p>Date Approved: November 2022</p>
---	--

- 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 well-being of 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 education funding and consistent with the fundamental principles described in the Adopted Position Statement 3.1: Education Investment.
 7. Collective bargaining must be done prudently, in compliance with legislated requirements, and in conformity to currently accepted labour relations practices, and professional and ethical standards.

- C. In working according to these principles, the Association undertakes in particular that:
1. The Association will endeavour to have representatives on the provincial bargaining team who have experience in labour relations negotiations.
 2. Representatives of boards of education on the provincial bargaining committee will utilize an effective strategy for engaging 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's staff is available to support boards of education in their collective bargaining processes.
 4. The Association will advocate for boards of education to be fully consulted by the Province and that the Province be transparent regarding local agreements.
 5. The Association will advocate to ensure that the representatives of boards of education on the provincial bargaining committee are an effective voice on that committee.

Adopted Position 4.2:

Teacher Education and Certification

Date Approved: November 2021

Boards of education/ Conseil scolaire fransaskois (CSF) support high standards for teacher education and certification in Saskatchewan.

1. Only the Saskatchewan Professional Teachers Regulatory Board (SPTRB) is responsible for regulating teacher certification and registration, including issuing, suspending, or revoking a teacher's certificate. Teacher education and certification requirements are approved by the Teacher Education and Certification Committee of the SPTRB, a committee of representatives from educational stakeholders including the SSBA. The Certification Decision Review Committee of the SPTRB, a committee of representatives from education stakeholders including the SSBA, hears certification decision appeals from teachers.
2. Boards of education/CSF expect teacher education programs that reflect the requirements of publicly funded school systems and that are based on current educational research and effective practices that develop teachers to focus on the skills and knowledge students need to succeed in work, life and citizenship.
3. Boards of education/CSF co-operate with teacher education programs to facilitate practice teaching and internship programs.
4. Boards of education/CSF, as employers, have high expectations of teachers as professionals and therefore have a critical interest in defining and supporting the development of competencies for effective teaching including:
 - a) Teachers value and care for the whole child by developing positive relationships and acting in the best interests of their students.
 - b) Teachers facilitate the engagement and support of parents and the community.
 - c) Teachers are committed to education as a profession and to engaging in ongoing professional development to remain current and effective, and apply these learnings in their work.
 - d) Teachers demonstrate specialized knowledge in the level and subject area of their teaching as directed by the Saskatchewan curriculum.

Adopted Position 5.1: Public Engagement	Date Approved: November 2021
--	-------------------------------------

Boards of education/CSF value and support meaningful and authentic 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 acknowledged as the child’s first teacher and play a significant role in student success.
2. School community councils/conseil des ecoles are supported as valued partners in education to mobilize their communities to strengthen student achievement, and to provide advice to the board of education/CSF.
3. Locally elected boards provide a strong mechanism for the public to be engaged in publicly funded education.
4. Boards engage in relationships and collaboration with a variety of partners (e.g. levels of government, post-secondary, First Nations and Métis, business, human service agencies, non-profit organizations, etc.) to enhance student well-being and achievement.

Adopted Position 5.2: Partnership Agreements	Date Approved: November 2022
---	-------------------------------------

Individual boards of education and 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 objectives 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 and administration of the boards of education or the Association.
4. Partnership agreements will be transparent and clearly defined and committed to in writing.

<p>Adopted Position 5.3: School Community Councils</p>	<p>Date Approved: December 2024</p>
--	--

The engagement⁴ of family and communities with schools is foundational to education and a priority for boards of education/CSF. School Community Councils (SCC)/Conseils d'écoles are one avenue to facilitate this engagement. In Saskatchewan, each school is required to have a School Community Council to develop shared responsibility for the learning success and well-being of all children and youth. The mandate of the SCC is to encourage and facilitate parent and community participation in school planning and improvement processes, and provide advice to the board of education and the school's staff. In co-operation with the school staff, the SCC develop and recommend to its board of education for approval a school level plan that is in accordance with the school division's strategic plan.

1. Boards of education/CSF build relationships, engage with, and support SCCs/Conseils d'écoles as valued partners in education to mobilize their communities to strengthen student achievement, and to provide advice to the board of education/CSF.
2. Boards of education/CSF expect that schools create an environment where all students, families, and SCCs are welcomed and respected so that SCCs are engaged and can thrive. Regular evaluation is conducted so that SCCs, parents, and community members can provide the board with evidence of this.
3. Boards of education/CSF are committed to providing school staff and SCCs with orientation, ongoing professional learning and networking opportunities focused on the SCC mandate. Strategies are developed by school staff and SCCs that foster the engagement of youth, families, and communities in schools.
4. Boards of education/CSF acknowledge the key role of the school administrator with respect to SCCs. Supports are put in place to enable school administrators to carry out their leadership role effectively – particularly focused on the SCC mandate to co-construct a school level plan and monitor and report on its outcomes.
5. Boards of education/CSF facilitate two-way communication with SCCs. They regularly check with SCCs to determine that the school division supports provided are adequate and are meeting the needs of the SCC, enabling them to be successful with their mandate.

⁴ Engagement is defined as students, parents, and community members actively engaged in the life of the school and community. Together the school staff, students, parents, and community members create the agenda, make decisions, and take actions that affect many aspects of the school community. (Amendt, 2008, p. 3)