Wetaskiwin Regional Public Schools

Site-Based Decision Making Handbook

Wetaskiwin Regional
Public Schools

FORWARD

In January of 1994, the Minister of Education announced a major restructuring of educational governance, funding, and results measurement in Alberta. A key part of the restructuring was the devolution of responsibility, authority and decision-making from the traditional locus of board and central administration to the school site. An integral part of the devolution was the allocation of resources to support local responsibility, authority, decision-making, and the accountability to achieve results as defined by the Board and the Province.

This devolution of responsibility, authority and decision-making is known by a number of different terms. School Based Management is one of those terms. School Based Management is a research based, committed, structured, and decentralized method of operating a school division within understood parameters and staff roles to maximize resource effectiveness by transferring the preponderant share of the entire school system's budget, along with corresponding decision-making power, to the local schools on an equitable lump-sum basis, based upon a differentiated per pupil allocation. The allocation is to be spent irrespective of source in the best interests of the students in those schools according to a creative local school plan and local school budget developed by the principal collaboratively with trained staff, parents and students as stakeholders, and approved by the superintendent. The plans are to be designed to achieve approved goals of improving education by placing accountability at the individual school, and evaluated more by results than by methodology (Neal, 1991).

Alberta Education's Policy 1.8.2 is entitled School-Based Decision Making. For the purposes of Wetaskiwin Regional Public Schools the term used will be Site-Based Decision-Making.

FORWARD (Continued)

To understand site-based decision-making we have to understand the premise upon which the concept is based. Site-based decision-making is about shared decision-making. Shared decision-making is an inclusive, collaborative, cooperative process whereby those involved in the decision-making process try to achieve consensus regarding a particular decision.

Site-Based Decision-Making includes the whole school community in determining the means to ensure high levels of student achievement. It is a process by which major decisions are made about policies, instructional programs and services, and the allocation of funds to support them. It is neither decentralization nor centralization; rather it is an optimal combination of the two derived to produce the most effective and efficient means to serve students. Site-Based Decision-Making is shared decision-making involving collaboration between the principal, superintendent, teachers, instructional support staff, parents, students, and the community in keeping with the policies and administrative procedures of the Board of Trustees. At its core, Site-Based Decision-Making enables sites to be responsive to local needs.

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BACKGROUND

1. **Provincial Direction**

    a. <u>Education Programs and services Policy Requirements</u>
        Policy 1.8.2 <u>School-Based Decision Making</u> requires boards to develop, keep current, and implement written policy and procedures for Site-Based Decision-Making consistent with provincial policy and procedures.

        Site-Based Decision-Making models are at the discretion of individual boards provided that policies and procedures "encourage input from all staff, parents and the community into school-based decisions on programs, instructional services, extra-curricular activities and the allocation of funds to support them".

    b. <u>School Act - Section 20</u>
        Under this section, the principal is the key educational leader at the school level who will provide leadership in successful Site-Based Decision-Making.

    c. <u>School-Based Decision-Making Resource Guide - Focus on Teaching and Learning</u>
        This guide was designed to provide support for school jurisdictions and schools as they work towards implementation of Site-Based Decision-Making.

2. **Definitions**

    Site-Based Decision-Making (SBDM) does not mean that everyone decides everything. Some decisions are best made by staff; other decisions should involve school councils, parents, students and the community. Some decisions are best made by an individual. The SBDM Resource Guide (Ch. 5, p. 24) provides definitions for how decisions are made:

    a. <u>Individual</u>: One person makes the decision without involving others

    b. <u>Consultation</u>: The person who makes the decision has discussed different aspects with key individuals and then makes the decision

    c. <u>Democratic</u>: A group of people come together to discuss the situation, a recommendation is made and the group uses voting to decide. A majority vote determines the decision.

    d. <u>Collaborative</u>: Input is gathered from different stakeholders, the situation is discussed, and a group of people or individuals responsible make the decision based on input.

    e. <u>Consensus</u>: Stakeholders affected by the decision have the opportunity to be involved in the decision-making process. The group continues to reach a compromise solution that all stakeholders can support. If a consensus is not reached, the decision is delayed.

Depending on the circumstances or situations any one or more of the above mentioned decision-making approaches might be used either individually or in some combination with another.

ROLES AND RESPONSIBILITIES

1. **INTRODUCTION**

The Wetaskiwin Regional Public Schools' administrative procedure on Site-Based Decision-Making requires that stakeholder roles must be mutually understood. The following statements provide role descriptions for overall school division operation, into which Site-Based Decision-Making is subsumed. The statements provide direction for stakeholders as to their respective roles and responsibilities, are consistent with the direction given by Alberta Education, and have been developed on the basis of the following underlying assumptions:

(a) All members of society have a responsibility to contribute to the education of young people, and an important role to play in education.

(b) All roles and responsibilities in education are interrelated.

(c) Clarifying roles and responsibilities will strengthen relationships and consequently improve the quality of education.

(d) In the education community, positive attitudes and goodwill are as important as legislative and regulatory controls.

Each statement of stakeholder role and responsibility is prefaced by a "key premise", and "background position". The roles and responsibilities are categorized according to the four major functions in education: planning; developing and delivering school programs; budgeting and allocating resources; and, communication and community relations. These are defined below.

A. **Planning:**

Determining the mission, vision, core value, beliefs, principles, goals and intended results for the overall educational endeavor; establishing accountability measures and selecting appropriate strategies for achieving results

B. **Developing and Delivering School Programs:**

Developing curriculum, selecting learning resources, setting curriculum and assessment standards, providing instruction, assigning staff, placing students, evaluating students and programs, choosing instructional methods and organizing for instruction, using technology, coordinating services for students, establishing a positive school climate and many other similar activities

C.   **Budgeting and Allocating Resources:**

Setting a framework for allocating resources; setting a framework for expenditures; recruiting, certifying, supervising, developing and evaluating human resources; managing facilities and equipment

D.   **Communication and Community Relations:**

Providing access to information, encouraging participation, consulting, coordinating, involving groups and individuals in the development of policy, administrative procedures and reporting results.

2.   SCHOOL BOARD

Key Premise

School boards have the authority to deliver education programs that respond to the learning needs of local students, their parents and the community. School boards are responsible for the local governance of education and ensuring that all children in their jurisdiction receive a high quality of education.

Background Position

The provincial government, which has a constitutional responsibility to provide education programs for all children in Alberta, delegates a substantial number of its duties to the school boards. School boards are accountable to the electorate in the region they serve.

School boards make decisions in consultation with superintendents, principals, other site administrators, school councils, Alberta Education and Alberta Infrastructure. Boards provide advice to Alberta Education and Alberta Infrastructure and receive advice from the superintendents, principals, other site administrators, school jurisdiction staff, parents, school councils, community members and Alberta Education and Alberta Infrastructure.

A.   Planning

The board is ultimately responsible for results, both in terms of student achievement and meeting the reasonable expectations of parents and community members. To achieve these objectives, the board must make plans and develop policies for the jurisdiction as a whole.

Consistent with provincial legislation, policy and guidelines, the school board will:

1.   establish policies as needed for all aspects of school system operation (with superintendent, principals, other site administrators, and School Councils)
2.   develop a 3-year Education Plan for the jurisdiction (with the superintendent)
3.   implement systems for evaluating students, teachers, schools and programs (with the superintendent, principals, and other site administrators)
4.   engage in joint planning with community service providers to meet the learning needs of all students.

B. Developing and Delivering Programs

The Board will:

1. ensure that schools provide an education program for each student that is consistent with the requirements of the **School Act** (with the superintendent)
2. ensure that schools adhere to the provincial Program of Studies, while making appropriate modifications to meet local needs (with the superintendent)
3. ensure that all sites implement a site-based management approach that allows for community involvement and participation in decision making (with principals and other site administrators)
4. hear appeals from parents regarding student issues and from parents and school councils when they have concerns about other decisions that have been made at the school level
5. expel students as required
6. establish clear measures of student achievement that are linked to provincial standards (with the superintendent)
7. approve locally developed courses (with the superintendent).

School boards will have an advisory role to Alberta Education and Infrastructure regarding education programs, especially programs intended to improve schools.

C. Budgeting and Allocating Resources

The Board will focus their resources on student learning. They, through their designates will:

1. budget and account for all funds received, in accordance with the School Act and regulations
2. allocate funds to sites
3. enter into agreements with other parties about the provision of education services
4. recruit, select, employ, assign, contract and dismiss staff, including superintendents, principals and teachers
5. provide students with transportation to school, in accordance with the School Act and regulations
6. construct, renovate and maintain school buildings
7. set division wide fees and approve school level fees

The Board will work closely with other school boards and with community agencies to coordinate the use of services, facilities, equipment and other resources.

D.   Communications and Community Relations

The Board provides a communications link between local communities and the provincial government. As the Board develops policies and implements programs, they work closely with parents, school councils, local business and community agencies. They provide information to each of these groups, and receive advice from them.

The Board will:

1.   report to government, parents and community members on the achievement of students and the performance of the school jurisdiction through the 3-Year Education Plan and Annual Education Results Report

2.   ensure that parents and community members have access to the information they need to make a valid contribution to decision-making.

3.   SCHOOL COUNCILS

Key Premise

School councils are responsible to the school board, parents and to the community they serve.

Definition

A school council is a formally constituted group made up of parents of students attending the school, the principal, teachers, students and community members. This group advises on educational matters mainly at the school level. WRPS Administrative Procedure 110 governs school councils.

Background Position

School councils will take on different functions in different communities, ranging from a minimal level of involvement to active involvement in shared and collaborative decision making to formulate policies, shape direction, and define goals of the school. The actual role and responsibilities of such a continuum of school councils will be determined by the council, after it has been elected democratically.

The school council's role (and its composition) depends on the size and location of the school. Each school may have a school council, and the majority of members of a school council must be parents of students enrolled in the school. It is important that the school council be representative and democratic; in other words, responsive to the majority of parents and community members who have a relationship with the school.

The school council's role is to work with and provide advice to the school principal and sometimes to the school board. The school council might have a role in deciding how to give students the greatest possible opportunity to achieve high standards and pursue their individual interests and talents.

Within provincial and jurisdiction policies and administrative procedures, school councils ultimately may be responsible for decisions about:

- the school council's internal by-laws
- the school council's finances
- the school council's methods of operation.

A.   Planning

The school council may contribute to decisions about:

1. the school's overall mission, philosophy, policies, rules and objective.
2. school jurisdiction policies and administrative procedures.

B.   Developing and Delivering Programs

The school council may contribute to decisions about:

1. what type of school programs to offer, where options are available
2. what extracurricular activities the school will offer
3. standards of student conduct and discipline within the school

C.   Budgeting and Allocating Resources

The school council may contribute to decisions about:

1. guidelines and principles for the school budget
2. the types of school staff to select and the criteria for selection
3. in-service programs for school council members
4. managing the school building and community use of school facilities (to the board)
5. criteria for principal selection (to the board).

D.   Communications and Community Relations

The school council may contribute to decisions about:

1. methods of reporting student achievement results to parents and to the public
2. methods of communicating with the public
3. promoting the school in the community
4. reporting annually to the school board on results achieved by the school council

4. SUPERINTENDENT

Key Premise

The Superintendent is the chief executive officer and the chief education officer in the school jurisdiction, and serves many leadership and advisory functions. Most of the Superintendent's decisions are made through extensive consultation and interaction with other partners in education.

Background Position

The superintendent works closely with the school board, principals and staff. There are many situations where all of these groups contribute to decisions that are made by a superintendent. The superintendent provides advice to the school board and receives advice from employees of the jurisdiction (educators and non-educators), students and their parents, school councils and community members. Overall, the superintendent is responsible to execute Board and Ministerial policy and directives.

A. Planning

The superintendent will contribute to decisions that are made by the school board about:

1. the school jurisdiction's vision, philosophy, policies and administrative procedures
2. the school jurisdiction's education plan.

For example, the superintendent plays a key role in the development of school board administrative procedures on student conduct, student placement and student assessment. The superintendent also takes an active role in the board's short and long-term planning activities -- regarding education programs, the evaluation of schools and programs, staff deployment, budget priorities, capital projects and other similar matters.

B. Developing and Delivering Programs

The superintendent will:

1. provide jurisdiction-level educational leadership
2. implement education policies established by the Minister
3. ensure that board policies and administrative procedures are implemented
4. work with the school board and employees of the school board to evaluate sites and assess their performance
5. ensure students have the opportunity to meet the standards of education set by the Minister.

C.   Budgeting and Allocating Resources

The superintendent has a responsibility to streamline operations and see that resources are used as effectively as possible, so that students in classrooms have every opportunity to learn.

Superintendents will work closely with the school board to:

1.   ensure that finances of the board are managed in accordance with the terms or conditions of any grants received under the **School Act** or any other Act
2.   manage the deployment of human resources, and determine systems for evaluating staff
3.   allocate resources for professional development of staff
4.   make final recommendations about permanent teacher certification

D.   Communications and Community Relations

The superintendent provides support to the school board in the area of communications and represents the school board, individual schools and classroom teachers at public meetings, in the media and in many other situations as required by the school board.

5.   **PRINCIPALS**

Key Premise

The role of the principal is to provide educational leadership and administer the school in consultation with system level staff, teachers, parents and the community.

Background Position

The board hires the principal and determines the principal's role and duties.

The principal is the key spokesperson for the school and is ultimately accountable for all school activities, student results and meeting the reasonable expectations of parents and community members. The principal's most important job is to provide educational leadership.

The principal works closely with the school board, the superintendent, teachers and other school staff, the school council, students and their parents, and the community. At one time or another the principal works with virtually everyone who has an interest in the quality and type of education being delivered at the school. In many instances, the principal shares the challenge of making wise decisions with one or more of these groups.

The principal provides advice to the school board, the superintendent, teachers, the school council and Alberta Education. The principal receives advice from employees of the jurisdiction, students and their parents, the school council and community members.

A.   **Planning**

The principal will:

1.   develop the school's philosophy, policies, rules and objectives
2.   work with community service providers and agencies, teachers and the school council to develop plans for meeting the learning needs of all students who attend the school
3.   provide advice on school jurisdiction policies and administrative procedures to the board and the superintendent
4.   provide advice about provincial standards to Alberta Education
5.   help school councils determine how they can best operate

B.   **Developing and Delivering Programs**

The principal plays a key role in encouraging and supporting staff in the school, who are responsible for helping students learn. A principal should have high expectations of both

staff and students, and should encourage students and staff to develop high expectations for themselves.

The principal will:

1. provide educational leadership in the school
2. ensure that appropriate programs are provided and evaluated
3. ensure that students in the school have opportunities to meet provincial standards
4. supervise the evaluation and advancement of students
5. ensure the maintenance of a positive learning environment
6. encourage, assist, supervise and evaluate staff so that they can apply their expertise and experience effectively for the benefit of students
7. suspend and recommend the expulsion of students as required
8. ensure the maintenance of student records.

C.   Budgeting and Allocating Resources

The introduction of site-based decision-making means that principals have a much greater responsibility for school based budgeting and the management of resources. The bulk of the money to be spent on education will be allocated to schools, and principals will have control over how it is used in consultation with their staff, the school council and parents and in accordance with board policy and administrative procedures.

The principal will:

1. direct the management of the school
2. develop guidelines and principles for the school budget and the goals and objectives that drive budget priorities
3. supervise and evaluate staff employed in the school
4. select and recommend staff to the superintendent
5. enable professional development activities for teachers

D.   Communications and Community Relations

The principal spends a considerable amount of time and energy keeping in touch with parents, the school council and community members, and finding ways to coordinate the efforts of all groups in the school community. Principals ensure that their schools are serving the needs of students from diverse backgrounds and supporting community values. Also, they provide information to parents and community members about student results and other matters that are of concern to them.

The principal will:

1.   report school results to the community
2.   decide how the school will provide information to parents and the public and receive input from these groups

6. TEACHERS

Key Premise

The role of the teacher is to enable students to achieve the learning expectations and outcomes outlined in the provincial Program of Studies by providing effective instruction and fostering learning.

Background Position

Teachers are hired by the board. The principal, superintendent and the board determine the teacher's role, responsibilities, and duties. Other roles and responsibilities for teachers are provided under the **School Act**, the **Department of Education Act,** the **Teaching Profession Act** and **The Teaching Quality Standards (KSA'S).**

Teachers must use their professional knowledge and experience to determine how to deliver instruction to students and evaluate and report students' progress, consistent with provincial legislation and policy, and school board policy and administrative procedures. The responsibility for ensuring that students learn is a shared one; parents and students themselves, as well as teachers, have a key role to play in student learning. It is expected that teachers conduct themselves professionally, demonstrate respect for their students and be treated with respect by students and their parents/guardians.

Teachers work closely with the principal, teaching colleagues and other school staff, and students and their parents. In many instances, teachers share the challenge of making wise decisions with one or more of these groups. With site-based decision-making teachers have opportunity to be involved in making decisions about a broad range of educational matters or in contributing to the decision-making process in these areas.

Teachers provide advice to the principal, parents and sometimes to school councils, the Board and Alberta Education. They receive advice from the principal, parents and the school council, and sometimes from community members.

A. Planning

Teachers will contribute to the decisions made by others about:

1. the school's philosophy, policies, rules and objectives
2. plans to meet the learning needs of all students who attend the school

As well, teachers will:

3. plan for instructional delivery and the evaluation of their students.

B.   Developing and Delivering Programs

Teachers will:

1.   follow the provincial Program of Studies
2.   encourage and foster learning in students
3.   select and implement appropriate instructional methods and resources for students
4.   regularly assess, record and report students' progress
5.   pursue and keep a record of individualized professional development program that increases their ability to help students to learn.
6.   maintain order and discipline

Teachers may contribute to decisions made by others about:

7.   developing a discipline policy for the school
8.   maintaining student records.

Teachers may provide advice about:

9.   provincial standards and curriculum through a variety of channels, including Alberta Education committees, and curriculum and test development projects.
10. student program placements.

C.   Budgeting and Allocating Resources

Teachers are not directly responsible for setting budget priorities and managing resources, but they should be involved in helping the principal, the school council and the school board make decisions about these matters.

Teachers may provide advice about:

1.   guidelines and principles for developing the school's budget and the deployment of human and financial resources
2.   criteria relevant to the selection of a school principal
3.   the selection of school staff
4.   teacher supervision and evaluation methods
5.   professional development programs.

D.   Communications and Community Relations

The teacher's right to exercise their professional expertise must be balanced with the right of parents and the community to be involved in decisions about what type of education their children will receive. Effective communication between the classroom and the home is the key to success in this area.

Teachers have a responsibility to report to and communicate with the parents of students they are teaching. Teachers should also contribute to decisions about the school's methods of communicating with parents and the public (with the principal and the school council).

7.   SCHOOL AND SYSTEM LEVEL STAFF

Key Premise

Other school and system level staff are partners in education, and have a role in making decisions.

Background Position

System level staff and site support staff, paraprofessionals and other staff make decisions in their area of expertise that have an impact on the success of their work and therefore the quality of education that students receive. For example, custodians help to ensure students' health and safety.

These staff members should also have the opportunity to contribute to decisions that are made by others about education programs in general, and about education policies and administrative procedures. The climate or environment that exists in a school or school system depends on the efforts and attitudes of all staff. Site support staff must work cooperatively with teaching staff to maintain a positive and safe learning environment. Therefore, everyone on staff has a role to play.

School and system level staff provide advice to the superintendent, the principal, other site administrators, teachers, other staff and school councils, and receive advice from these same groups.

School staff and system level staff contribute to decisions about specific details of their own job descriptions and the methods that are used to evaluate their performance on the job.

School staff and system level staff have the opportunity to provide advice to the principal, other site administrators, school board and school council about specific details of budgets for schools and the school board, budget priorities, and the operation of the school and the system.

SECTION C

DIVISION OF ADMINISTRATIVE RESPONSIBILITIES

Further to the previously stated roles and responsibility statements, the following is a more detailed description of the division of administrative responsibilities between site and system level staff.

1.   Management Practices

FUNCTION **INSTRUCTIONAL SERVICES**	DESCRIPTION OF MANAGEMENT PRACTICE (P = Primary S = Support)	
	SYSTEM	SITE
1.1 Delivery of instruction	**Responsible for providing instructional support and monitoring of the effectiveness of instruction.**	**Responsible for monitoring and ensuring effective instruction is provided.**
1.1.1 implementation and monitoring of effective instruction	P - Coordinates system-wide professional development related to instruction.	P - Determines needs of staff and coordinates site-specific professional development.
	P - Collects and analyzes system-wide data to identify areas of effectiveness and to target instructional improvement efforts.	P – Collects and analyzes site-specific data (e.g. student academic results, surveys, etc.) to identify areas of effectiveness and areas requiring instructional improvement.
	P – Provides consultative services.	P - Provides resources for staff
	P - Coordinates system-wide initiatives	P – Ensures effective planning and reporting.
	P - Establishes guidelines regarding instructional time	P - Develops site education plan and site results report.
	P – Develops system education plan and annual education results report.	
	P - Monitors site education plans and site results reports	
	P - Supervises and provides consultative services for IPP's	P - Develops and monitors IPP's at site.

1.1.2 support services	P- Provides support services as requested (e.g. FNMI, behavioral, intervention consultation, psychological services, access to external consulting services, etc.).	P - Coordinates at the site support services provided by division and other agencies and organizations.
	P – Codes students with special needs.	
	P - Determines location of system-wide special education programs	P - Implements system-wide programs at site.
	P - Coordinates and monitors placements of students in system-wide programs.	
1.2 Curriculum	**Responsible for coordinating and monitoring curriculum implementation, providing curriculum support.**	**Responsible for curriculum implementation.**
1.2.1 implementation of new curriculum and courses.	P - Communicates information on new curriculum and courses.	P - Identifies needs of staff regarding new curriculum and courses, and coordinates site professional development.
	P - Coordinates initial professional development and resource selection.	P - Identifies the need for resources and materials to implement new curriculum and courses.

FUNCTION **INSTRUCTIONAL SERVICES**	DESCRIPTION OF MANAGEMENT PRACTICE (P = Primary S = Support)	
	SYSTEM	SITE
		P - Develops, implements and monitors new curriculum and courses.
	P- Approves locally developed courses and curriculum.	P - Develops, implements and monitors locally developed courses and curriculum.
1.2.2 sustaining existing courses and curriculum	P - Coordinates system curriculum committees	P - Reviews, selects and purchases resources
		P – Identifies needs for specialized equipment
		P - Provides professional development to sustain existing courses and curriculum.
		P – Reviews course and curriculum viability.
1.3 Outcomes	**Responsible for establishing system expectations/standards and monitoring practices and results**	**Responsible for measuring and monitoring the effectiveness of instruction at the site.**
1.3.1 assessment/evaluation	P - Establishes system level expectations/standards	P - Implements system level expectations/standards
	P - Coordinates standardized testing, (e.g. PAT's, PDE's, etc)	P - Administers mandated tests, (e.g. PAT's, PDE's, etc.)

FUNCTION	DESCRIPTION OF MANAGEMENT PRACTICE	
INSTRUCTIONAL SERVICES	(P = Primary S = Support)	
	SYSTEM	SITE
	P - Develops system models and guidelines as required (e.g., A.P. 360: Assessment of Students)	
	P - Interprets, analyzes and synthesizes site and system level assessment data (e.g., PAT's, PDE's, etc.) to determine effectiveness and areas needing improvement.	P - Interprets, analyzes and synthesizes site level assessment data, (e.g., PAT's, PDE's, attendance rate, graduation rate, retention rate, etc.) to determine effectiveness and areas at the site needing improvement.
1.3.2 reporting	P - Establishes requirements/standards	P - Reports established requirements/standards
	P – Establishing minimum reporting periods	P - Establishes reporting dates
		P - Determines time and format of Parent-Teacher Conferences
	P - Reports system level assessment results to Board and community, (e.g.: PAT's, PDE's, etc.)	P - Prepares and shares site PAT's, PDE's, etc.,) with community

FUNCTION **INSTRUCTIONAL SERVICES**	DESCRIPTION OF MANAGEMENT PRACTICE (P = Primary S = Support) SYSTEM	SITE
2.1 Alternative Programs (Section 21, *School Act*)	**Responsible for identifying needs for alternative programs, for preparing proposals for consideration by the Board, for allocating resources, and monitoring approved programs.**	**Responsible for identifying needs for alternative program, for recommending students for placement in alternative programs and for accommodating students in transition from/to alternative programs.**
	P - Coordinates alternative programs (e.g., outreach, home schooling, etc.) and student placements in system-wide alternative programs	P - Makes referrals for placement in system-wide alternative programs
		P – Implements site alternative program and operates the system-wide alternative program
		S - Provides access to facilities, activities, and resources as appropriate
2.2 System Programs & Services	**Responsible for coordinating system-wide programs and services.**	**Responsible for operating system-wide programs.**
2.2.1 Special Education	P - Determines need for system-wide programs (e.g., PUF, life skills, etc.) student placement, and funding.	P - Implements the program

FUNCTION **INSTRUCTIONAL SERVICES**	DESCRIPTION OF MANAGEMENT PRACTICE (P = Primary S = Support) SYSTEM	SITE
2.2.2 counselling	P - Provides leadership and consultation services	P - Develops and implements a comprehensive counselling plan
	P – Coordinates Wetaskiwin Career Transition Project	P - Plans and coordinates work experience and/or work study programs
		P - Supervises students involved in work experience and work study
	P – Coordinates Risk Response Process	P- Refers students for risk assessment.
2.2.3 emergency preparedness / crisis response	P - Coordinates and develops system – wide plan	P - Develops site plan and organizes drills
	P – Coordination with municipal and provincial agencies	

FUNCTION	DESCRIPTION OF MANAGEMENT PRACTICE	
GENERAL ADMINISTRATION	(P = Primary S = Support)	
	SYSTEM	SITE
3.1 'System-Wide Coordination	**Responsible for coordinating a number of system-wide activities, services and programs.**	**Responsible for participating in system-wide activities, services and programs.**
3.1.1 coordination with outside agencies	P - Develops and maintains a system of inter-agency coordination, (e.g.: SHIP, SCHEP, etc). S - Provides representation to community agencies	P - Accesses activities, services, and programs for identified students (e.g. Mental Health, Health Unit, Risk Response, etc)
3.1.2 policy and administrative procedure development	P - Develops Board policy and administrative procedures P – SAT reviews and approves administrative procedures	S - Reviews and makes recommendations on Board policy and administrative procedures P - Develops school policy consistent with System expectations.
3.1.3 Student Placement	P - Ensures all eligible students have access to an appropriate educational program. P - Develop attendance areas	P – Places eligible students in an appropriate educational program P – Consider acceptance of students from outside the site's attendance area (e.g., Form 305-1). P - Makes decisions regarding promotion and retention of students

FUNCTION	DESCRIPTION OF MANAGEMENT PRACTICE	
GENERAL ADMINISTRATION	(P = Primary S = Support)	
	SYSTEM	SITE
3.1.4 Records Management	P - Ensures that an effective system-wide records management system is in place.	P - Ensures maintenance of records management system.
		P - Maintains student files as per the Student Records Regulation.
	P - Establishes procedures and responds appropriately to requests for information (e.g., FOIPP, etc).	P - Responds appropriately to requests for information.
3.1.5 Technology	P - Develops system-wide technology plan.	P – Implements the system-wide technology plan at the site.
		S - Assists in determining technology needs.

FUNCTION	DESCRIPTION OF MANAGEMENT PRACTICE	
ADMINISTRATIVE SERVICES	(P = Primary S = Support)	
	SYSTEM	SITE
3.2 Human Resources	**Responsible for the staffing function in order to ensure that qualified staff are employed in accordance with the School Act, Division policy and administrative procedures, collective agreements and other relevant legal mandates.**	**In consultation with System level administration, is responsible for selecting, supervising and evaluating staff.**
3.2.1 staff recruitment, selection, placement	P - Coordinates recruitment and placement of all staff. P - Coordinates the screening of all applicants. P - Makes formal offer of employment and enters into formal contract of employment. P - Selects and places administrative staff in consultation with Board. P - Establishes and maintains substitute staff and casual employee pools P - Selects custodial staff in consultation with site administrators.	P - In consultation with System level administration, selects and places all staff from a pool of qualified candidates except for administrators, custodians and maintenance staff. P - Access substitutes and casuals from system employee pools S – In consultation with System level administration, assists with the selection of custodian(s).

FUNCTION	DESCRIPTION OF MANAGEMENT PRACTICE	
ADMINISTRATIVE SERVICES	(P = Primary S = Support)	
	SYSTEM	SITE
3.2.2 staff orientation, training and professional development	P - Develops and administers System-wide professional development plan.	P - Develops and administers site professional development plan.
	P - Provides System orientation for new employees P - Provides professional development for administrative personnel	P - Provides site orientation for new employees
	P - Coordinates custodial inservice and training	S – Assists with monitoring custodial inservice needs.
3.2.3 staff supervision and evaluation	P - Develops administrative procedure and process for supervision of staff	P - Ensure appropriate staff supervision P – Ensure appropriate supervision of substitutes and casual employees
	P - Develops administrative procedure and process for evaluation of staff S - Provides consultation / assistance to principal/director. P - Provides supervision and evaluation of principals and System level staff	P - Ensure appropriate staff evaluation
	P - Supervises custodial staff in consultation with site administrators.	S - Cooperates with System level administration in the supervision of custodian(s)in accordance with administrative procedures.

FUNCTION **FINANCE AND FACILITIES**	DESCRIPTION OF MANAGEMENT PRACTICE (P = Primary S = Support) SYSTEM	SITE
4.1. Budgeting	**Responsible to develop an annual budget, which distributes available funds to meet system needs and priorities.**	**Responsible to develop an annual budget, which reflects System-wide priorities and meets site needs.**
4.1.1 Budget	P - Board establishes critical assumptions and operational priorities.	S - Provides input into development of System-wide priorities and fiscal planning.
	P - Develops and administers System budget	P - Develops and administers site budget
	P – Projects system-wide student enrollment	S – Projects student enrollment at site
	P - Responsibility for determining eligibility of students for special funding and for making required applications (e.g., outreach, special education, etc).	P - Responsibility for initial identification of students with special needs.
	P - Establishes a Funding Distribution Model (FDM) in consultation with site administrators.	S - Provides input into development of the FDM.
	P - Develop a System plan for reserves and deficits.	P - Develop a site plan for reserves and deficits.
	P - Develops and implements the facilities' and capital plan.	S – Provides input into the facility and capital plan.

FUNCTION **FINANCE AND FACILITIES**	DESCRIPTION OF MANAGEMENT PRACTICE (P = Primary S = Support) SYSTEM	SITE
4.2. Accounting	**Responsible to provide an accurate accounting of revenues and expenditures.**	**Expends funds in accordance with budget and ensures that funds raised within the site are accounted for accurately.**
	P - Develops and operates centralized on-line accounting system.	P - Utilizes on-line accounting system to monitor expenditures against site budget, and ensures SGF are expended according to the purpose for which they were raised.
	P - Develops standardized accounting procedures for sites	P – Ensures standardized accounting procedures are followed.
	P - Maintains centralized payroll system	S – Provides current staff information
	P - Monitors site budgets and audits site accounts.	
4.2.1 Purchasing	P - Establishes purchasing standards and procedures.	P - Makes purchases in accordance with System standards and procedures.
4.3 Facility Operations and Maintenance	**Responsible for the planning, the maintenance and repair of all facilities.**	**Responsible for assisting with custodial supervision, reporting acts of vandalism and maintenance needs, and providing input into the planning process.**
	P - Develops safety standards and guidelines.	P - Custodians conduct regular inspections and report concerns/progress to site administrator.
	P - Supervises the maintenance of facilities.	P - Custodians and maintenance staff maintain facility in accordance with system standards.
	P - Conducts regular inspections of System facilities.	S – Provides required information to inspection teams.
4.3.1 Facility Planning	P - Develops and communicates System facilities and capital plan.	S - Provides input for maintenance projects and major modernizations or new construction.
	P - Provides facility design plans. P - Initiates construction projects.	S - Provides input into facility design plans and construction projects.
	P - Coordinates WHMIS / TDG regulations	P - Monitors the implementation of WHMIS.

FUNCTION **FINANCE AND FACILITIES**	DESCRIPTION OF MANAGEMENT PRACTICE (P = Primary S = Support)	
	SYSTEM	SITE
5.1. Transportation	**Responsible for arranging the transportation of students to and from sites in accordance with the provisions of the School Act and Board policy and administrative procedures.**	**Responsible for arranging the transportation of students to and from site sponsored activities.**
	P - Develops policies, procedures and fees governing the access to System transportation services	P - Adheres to policies and administrative procedures when administering approved transportation services for all site-sponsored field trips.
	P - Coordinates all System transportation services	S – Provide necessary information to transportation department
	S - Assist with student discipline issues.	P - Provides intervention on student discipline issues.
	P - Provides driver performance intervention.	S – Assists where necessary with the driver performance intervention.

SECTION D

CONCLUSION

The appropriate balance between school and system level decision-making can by dynamic given the challenges and issues faced in education. Through the collaborative and shared efforts of all stakeholders this balance can be achieved. Our goal must be to achieve this balance so that we are "*Inspiring Students to Become the Best They Can Be*".

For more information regarding the Wetaskiwin Regional Public Site Based Decision Making Handbook please contact the Superintendent of Schools.

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