

SITE-BASED DECISION MAKING

Background

Mother Earth's Children's Charter School (MECCS) believes that providing responsibility for site-based decision-making will empower those persons closest to the students to make decisions about the instructional programs and services for those students.

Procedures

1. It is the Board's responsibility to establish goals and priorities which will serve the educational needs of all its students.
2. The Board is accountable to the parents for the results its students achieve.
3. The Board is responsible for setting standards and measuring and monitoring results. (It articulates what results are expected and determines indicators of achievement.)
4. The school staff is responsible for implementing programs and methods to achieve the expected results.
5. The School Council shall be advisory to the Board and school staff in determining goals and objectives for the school.
6. The school is responsible for expending the funds obtained through the school budget allocation.
7. The Principal, with input from school staff and School Council, will determine the instructional budget at the school level.
8. The Principal is accountable for ensuring that the school instructional budget meets the needs of all students.
9. The school community will establish, on an annual basis, its goals and priorities which:
 - 9.1 Are aligned with the goals and priorities established by MECCS;
 - 9.2 Focus on the educational needs of all students;
 - 9.3 Are based, at least partly, on an analysis of student achievement results by the school staff;
 - 9.4 Include goals for staff development activities designed to help staff better serve the educational needs of all students;
 - 9.5 Are the result of collaboration within and between school staff and School Council;
and

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- 9.6 Make reference, where appropriate, to partnerships with members of the community and community agencies which are designed to improve services to children and students (see Administrative Procedure 340).
10. The Board will establish the overall annual budget based on the amount of projected revenues it generates, and on the goals and priorities which it has set.
11. After the instructional revenues have been established, the Board will determine the amounts to be allocated to the school-based budget. In addition, the board may allocate funds for specific programs.
12. The school will then be given a projected allotment. The actual allotment may vary, depending on September 30 enrolment.
13. Support and professional staffing levels will be established by the Principal, in consultation with the Superintendent, prior to the approval of the school instructional budget.
14. On the basis of its allotment, the school will develop its detailed instructional budget. This process will be carried out in consultation with the school staff and School Council. The budget is to reflect and support the school's statement of goals and priorities for the coming school year.
15. Once the instructional budget has been set at the school level, it will be presented to the Superintendent for formal acceptance and approval. The Superintendent will evaluate the budget with reference to established MECCS priorities, ensuring that the needs of all students are met.
16. The Principal is responsible for ensuring that expenditures remain within the policies and guidelines approved by the Board (e.g. School Libraries; Guidance and Counselling Services; C.T.S.) The Superintendent is required to monitor the school budget, and to recommend changes, where necessary, to the Board.
17. The principle and practice of carrying over budget surpluses and deficits will exist under school based budgeting; however, the Superintendent may establish parameters if surpluses/deficits become excessive. As a general principle, surpluses will be permitted where a clear reason for having one has been presented.
18. The evaluation of the effectiveness of the above procedures will be based on criteria which include the following:
 - 18.1 The degree to which goals established by MECCS and by the school community (particularly in the area of student achievement) have been addressed;
 - 18.2 The degree of satisfaction by staff members with the opportunities they have for professional development designed to help them better serve the educational needs of students;

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- 18.3 The degree of satisfaction among stakeholders with communication and opportunities for collaboration on decisions about instructional programs and services for students;
- 18.4 The degree of satisfaction among all stakeholders about whether MECCS and the school budget reflect and support the goals and priorities identified for the school year.

19. The school budget is to be broken down at least this far:

- 19.1 Staffing costs - classroom, specialists, support staff;
- 19.2 Instructional budget - supplies, general resources, library resources, etc.;
- 19.3 Special programs or initiatives;
- 19.4 Capital;
- 19.5 Professional development; and
- 19.6 Any planned surplus;

References: Sections 20, 22, 60, 61, 113, School Act
School Based Decision Making Policy 1.8.2
School Councils Policy 1.8.3

Adopted: June 2011
Amended:
Due for Review: