

DECISION-MAKING

Background

An effective decision-making model uses evidence and data in the decision-making process and ensures that decisions are aligned and coherent with District and school direction.

Implementing the decision-making model requires a number of principles be adopted by the District.

These are:

- Decision-making must take into account District policies and by-laws, administrative procedures and its enterprise risk management model;
- Decisions are to be made at the level that is impacted most by the intended results of the decision;
- Decision-making is a shared responsibility and wherever possible is to involve a collaborative process;
- Decision-making requires that individuals within the District possess the knowledge and skills required to make the decision;
- Decision-making must take into account the impact it will have on the District and school; and
- Decision-making will be informed and shaped by appropriate forms of data and evidence.

Procedures

1. The establishment of a District organizational structure is essential for the successful development of a decision-making model that is aligned with roles, functions and responsibility of positions within the District.
 - 1.1. The District's Organizational Chart ([Administrative Procedure 450 Appendix](#)) provides an organizational structure that is consistent with and supportive of the District's decision-making model.
 - 1.1.1. The organizational structure requires people in roles to possess specific knowledge and skills to effectively fulfill the functions and responsibilities of that position.

- 1.2. The District's [Administrative Procedure 103 – Alignment and Coherence Cycle for Planning and Reporting](#) provides direction with regard to responsibility for planning, reporting and communication.
- 1.3. Role and responsibility statements delineate where individuals possess responsibility for planning, reporting and decision-making.
2. Implementation of the decision-making model is dependent on a number of factors including knowledge, skills and training of the individuals within the organizational structure.
3. The provision of opportunities for the professional development of staff through in-service training is necessary for the successful implementation of aligned and coherent decision-making.
4. The determination of where the decision is made needs to take into account where the impact of the decision occurs. For example, if the impact of a decision rests solely on a school, wherever possible, the decision is to be made at the school level.
5. Aligning decision-making with role function and responsibility maintains the reporting requirements identified in the organizational structure.
 - 5.1. As an example, principals, with input from staff and the Parents' Advisory Council (PAC), shall have the responsibility to determine the personnel that may be required at schools and their roles in order to provide the necessary programs and services. In so doing, principals shall adhere to provincial statute and legal jurisprudence, existing Collective Agreements between the Board and employee groups, Board policies and administrative procedures. Similarly, the Principal accepts responsibility and accountability for the decisions made that align to that position.
6. Appropriate resources and supports (e.g. budget, space, etc.,) are aligned with decision-making responsibilities. The District will have transparent processes in place for ensuring that resources are aligned with delegated roles and responsibilities.
7. Decision-makers will use appropriate evidence to make decisions.
 - 7.1. The continuous evaluation of decision-making is essential to ensure decisions made are aligned and coherent with the District mission, vision, policies and administrative procedures.
 - 7.2. The use of appropriate levels of consultation and collaboration are essential in effective decision-making.
8. The process of communicating information to stakeholders is an integral component of effective decision-making. For that reason, a communication or community engagement strategies are to be established for the stakeholders affected.
9. The Superintendent is responsible for maintaining procedures concerning aligned and coherent decision-making and will modify such procedures as deemed appropriate.
10. In addition to existing Board policies and administrative procedures which enable amendment of policy and procedures, individuals or groups may at any time bring forward proposals to amend Board policy or administrative procedures, subject to all of the following conditions:

- 10.1. The proposed amendment is required to facilitate the implementation of a new initiative arising from aligned and coherent decision-making, which current policy or procedure does not allow;
- 10.2. The proposed amendment is not contrary to the School Act and Regulation, other provincial legislation or Collective Agreements currently in place between the Board and employee groups;
- 10.3. The proposed amendment is well researched and provided formally in writing, and in a timely manner with regard to implementation expectations, to the Superintendent; and
- 10.4. The Superintendent shall forward any proposed policy amendments to the Board for its consideration. The decision of the Board is final.

Reference: Section 7, 8, 8.4, 8.5, 20, 22, 65, 85 School Act
School Regulation 265/89

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