

PLANNING AND DECISION-MAKING PROCESS
CAMPUS-LEVEL

BQB
(LOCAL)

CAMPUS
PERFORMANCE
OBJECTIVES

Each principal shall be responsible for the development and/or adoption of campus performance objectives that shall be formulated annually in accordance with a schedule established by the District and aligned directly to the District performance objectives. These performance objectives shall support the District's educational goals and objectives, and shall be specific to the academic achievement of students served by the campus. The Board shall review and approve campus performance objectives.

CAMPUS-LEVEL
PLANNING AND
DECISION MAKING:
SITE-BASED
DECISION-MAKING
(SBDM) COMMITTEE

A campus-level planning and decision-making committee, to be named the Site-Based Decision-Making (SBDM) Committee, shall be established on each campus to assist the principal in designating the campus goals and plan for improvement. The SBDM Committee is responsible for input and involvement in the planning and decision-making process to improve student achievement. The SBDM Committee shall serve in the role defined by the Board in the campus-level and decision-making policy [see BQ(LOCAL)]. The role of the SBDM Committee is defined as follows:

GOAL SETTING

1. Goals and objectives are established and/or adopted after assessing previous student achievement and identifying other needs. Data should be analyzed to determine strengths and weaknesses, including performance on the academic excellence indicator system. A collaboratively developed Campus Improvement Plan shall include revised goals, objectives, and activities that are consistent with the District Improvement Plan and responsive to student needs.

CURRICULUM,
INSTRUCTION, AND
ASSESSMENT

2. In adherence to the Board's adopted Managed Instruction with Earned Empowerment (MIEE) theory of action, the campus-level committee shall be involved in decisions regarding the successful implementation of the District's educational plans and programs. [See AEA(LOCAL)] The school determines the academic interventions and social skills needed by students to master the District's curriculum requirements and tailors the school's instructional program to meet those needs. Instructional strategies are research-based, data-driven and include assessments for evaluating student progress.

BUDGETING

3. Based on students' needs and requirements of programs and practices to accelerate and enrich learning, the school establishes budget priorities. District allocations can be redistributed as necessary within District budgetary regulations and guidelines.

STAFFING
PATTERNS

4. Staff is selected by the principal; however, the utilization of personnel to deliver educational programs is reviewed by the SBDM Committee.

PLANNING AND DECISION-MAKING PROCESS
CAMPUS-LEVEL

BQB
(LOCAL)

SCHOOL
ORGANIZATION

5. The process and procedures for facilitating the delivery of the total educational program are accomplished through school organization and planning (i.e., schedule, discipline, safety, etc.) within District procedures and guidelines.

WAIVERS

The principal shall be responsible for ensuring that no campus-initiated decision violates rule, law, or policy, unless the campus has obtained a waiver.

Except as prohibited by law, a school campus may seek a waiver from Board policy, administrative regulation, or State Board rules. [See BF(LEGAL)] All requests for waivers from campuses are submitted to the Chief of Staff who will develop a process to examine the requests and recommend to the Superintendent of Schools acceptance or denial of the waiver. All requests requiring waivers of Board policy or State Board rules will be forwarded to the Board for consideration. An application for a waiver must include a written plan developed by the principal and campus staff, as appropriate, stating the achievement objectives of the campus, the reasons for requesting the waiver and the inhibitions imposed on those objectives by the requirement or prohibition.

To be considered for approval by the Board, the campus plan shall:

1. Include in the Campus Improvement Plan an action for a specific goal related to the waiver to improve student achievement.
2. Establish evaluation data that will be used to determine if student achievement has been improved as a result of the granting of the waiver.
3. Involve campus staff in the development, implementation, and follow-up of the waiver request.
4. Have a consensus from the SBDM Committee and/or faculty regarding the implementation of the waiver request.
5. Identify campus budget allocations to be directed toward the successful implementation of the waiver requests.

SBDM COMMITTEE
RESPONSIBILITY

The Site-Based Decision-Making Committee has the responsibility for being the primary collaborative planning and site-based decision-making body that ensures strong academic achievement and positive social development of all students. Most importantly, it must be involved in advising the principal in goal setting, school improvement planning, and implementation and evaluation of the overall reform effort. SBDM committees vary from school to school in accordance with local needs, interests, and other unique factors.

PLANNING AND DECISION-MAKING PROCESS
CAMPUS-LEVEL

BQB
(LOCAL)

PRINCIPAL'S
AUTHORITY

Notwithstanding the importance of the SBDM Committee in collaborating with the school principal and staff to ensure strong academic achievement and the positive social development of all students, the school principal, as the instructional leader of the school, is the final and ultimate authority and decision maker for actions recommended by the school's SBDM Committee.

COMPOSITION AND
TASKS OF THE SITE-
BASED DECISION-
MAKING (SBDM)
COMMITTEE

The number of members on a school SBDM Committee shall be determined by the SBDM Committee itself, and the number shall be stated in the SBDM Committee bylaws. The minimum number to comprise an SBDM Committee shall be eight members. The election or appointment shall be as follows:

1. The staff of the local school will comprise 50 percent of the SBDM Committee membership as follows:
 - a. Two-thirds of the staff shall be elected from classroom teachers with representatives from various grade levels at the elementary school and major departments at the secondary school.
 - b. One-third of the staff may be appointed by the principal to guarantee representation of support staff, and to balance the SBDM Committee in regard to ethnicity, gender, instructional interests, and other perspectives.
2. Fifty percent of the SBDM Committee membership will be comprised of parents, community residents/business representatives and students at the high school level and, when appropriate, at other school levels in accordance with the guidelines below. "Parent" shall mean a person who is a parent of, or person standing in parental relation to a student enrolled at a school and who is not an employee of the school. "Community resident" shall mean a person 18 years of age or older residing in the attendance area of a school but does not include a person who is a parent of a student enrolled in that school or a person who is an employee of the school.
 - a. Two-thirds of this number shall be elected by parents and key parent/community groups in the school, such as PTA, Dad's Club, Parent Advisory Council, booster clubs, community advisory committees, etc. The principal of each campus shall file with the Superintendent of Schools' office a plan for parent/community group elections. In the event of community discord over the issue of elections, the Superintendent of Schools shall make any necessary changes to the campus plan to achieve the District goals including the size of representative groups.

PLANNING AND DECISION-MAKING PROCESS
CAMPUS-LEVEL

BQB
(LOCAL)

- b. One-third of this number shall be appointed by the principal and shall be community residents, parents and/or business representatives required to achieve balanced representation in ethnicity, gender, and other demographic factors and perspectives.
- c. At least one person on the council shall be a community resident.
- d. Students may be elected or appointed to the council.

ROLE OF THE
SUPERINTENDENT OF
SCHOOLS

A proposal submitted by the local SBDM Committee and not approved by the principal may be appealed by the Site-Based Decision Making Committee to the Superintendent of Schools or designee. The decision of the Superintendent of Schools or designee shall be final and binding.

PERFORMANCE
EVALUATION OF
CAMPUS PRINCIPAL

The Superintendent of Schools shall cause to be established in the performance appraisal system for campus principals a domain that contains the best practice indicators for collaborative decision making.

TRAINING

All campus administrators must host or make available one training program for all campus SBDM Committee members each year.

Training for campus administrators, campus SBDM Committee members and individuals interested in becoming members of a campus SBDM Committee will focus on the fundamental concepts of site-based decision making, as well as leadership development and member enrichment.

IMPLEMENTATION

The Superintendent of Schools shall have implemented and maintained an active SBDM Committee and SBDM program on campuses within the District.