

Administrative Procedure 105

SCHOOL-BASED DECISION-MAKING

Background

Research supports the value of collaborative decision-making. School-based decision-making is a model that encourages a community approach to participation in educational decisions. Supporting evidence suggests that when such a model exists in the school environment, the management process make for increased quality decision-making, resulting in enhanced learning and work environments for students, parents and staff.

Alberta Education requires that each Alberta school jurisdiction develop and implement a written policy and/or procedures on school-based decision-making to guide the educational activities of schools, staff and community within the jurisdiction.

Procedures

1. The Division will create a mission statement and educational priorities that reflect its Catholic philosophy, vision, values and beliefs.
2. The School-Based Decision-Making Resource Manual (Appendix) outlines the procedures to be followed with regard to school-based decision-making in the Division. The Division's processes for school-based decision-making will be consistent with the School Act, provincial statutes, legislation and regulations; Board Policy and Administrative Procedures; local collective agreements; Alberta Education Policy on School-Based Decision-Making; and Alberta Education Policy on Services for Students and Children.
3. The key requirements of the school-based decision-making model in the Division will include:
 - 3.1 The development of a School Education Plan which is aligned to the Division Three-Year Education Plan and the Alberta Education Business Plan, including goals, objectives and expected outcomes.
 - 3.2 A review of past year achievements and the issuance of an accountability report.
 - 3.3 Development of an annual budget to support the School Education Plan.
 - 3.4 A stated process to determine levels of school improvement.
4. School Improvement Teams (SIT)
 - 4.1 Each Principal shall form a SIT that will offer advice to the Principal and staff in:
 - 4.1.1 Establishing educational improvement outcomes in the areas of school operations.
 - 4.1.2 Education delivery (teaching and learning).
 - 4.1.3 Budget development.
 - 4.1.4 Accountability measures.

- 4.1.5 Public progress reports on achievements related to the School Education Plan.
 - 4.2 The SIT will act in collaboration to meet the key requirements of the school-based decision-making model.
 - 4.3 The SIT will have, at minimum, representation from staff, school administration, students (where appropriate), parents and the School Council.
 - 4.4 School-based decision-making on educational improvement matters (teaching and learning) will be the focus of the SIT. The Principal, the staff and the SIT are encouraged to examine “best practices” in educational improvement in developing the School Education Plan.
5. Principals and assigned Division Office personnel shall develop an annual statement of school, staff and parent in-service priorities for submission to the Superintendent prior to Education Plan and budget finalization.
 6. The Superintendent, in consultation with the Secretary Treasurer, will ensure that fiscal fairness is central to the development and allocation of budgetary parameters for school operation under the school-based decision-making model.
 7. Budget allocations to schools will be based on the overall Division plan.
 8. The Superintendent and Secretary Treasurer, in consultation with principals, will develop an appropriate mechanism to decentralize funds and decisions to schools or Division office departments.
 9. The Secretary Treasurer is responsible for monitoring decentralized budget expenditures to ensure conformity with the School Act; provincial statutes and legislation; Board Policy and Administrative Procedures.
 10. Principals will develop an Annual School Education Results Report based on their School Education Plan.
 11. The Superintendent and principals will develop a valid evaluation and accountability plan to monitor the effective implementation of school-based decision-making in the Division.
 12. The Superintendent will undertake an annual review of the effectiveness of Division processes for the school-based decision-making model.
 13. Principals shall provide advice to the Superintendent on in-service requirements to implement the procedure on school-based decision-making.

Reference: Section 52, 53, 55, 197, 222 Education Act
School Councils Regulation 94/2019
Alberta School Councils Resources Manual

SCHOOL-BASED DECISION-MAKING RESOURCE MANUAL

**SCHOOL
BASED
DECISION-
MAKING**

(SBDM)

RESOURCE MANUAL



LAKELAND CATHOLIC BOARD OF EDUCATION

Implementation, August 2000

PREAMBLE

Research supports the value of collaborative decision making. School-based decision making is a model that encourages a community approach to participation in educational decisions. Supporting evidence suggests that when such a model exists in the school environment, the management process makes for increased quality decision making, resulting in enhanced learning and work environments for students, parents and staff.

Alberta Education, by policy, requires that each Alberta school jurisdiction develop and implement a written policy and/or procedures on school-based decision-making to guide the educational activities of schools, staff and community within the jurisdiction. Administrative Procedure 105 and Appendix in the Administrative Procedures Manual, are intended to satisfy this provincial requirement.

DEFINITION

School based decision making is a defined decentralized model of operating the school system.

FRAMEWORK OF ROLES AND RESPONSIBILITIES

Board

As the elected corporate body in Lakeland Roman Catholic Separate School Division No. 150, the Board of Trustees is responsible for the development of goals, priorities and desired outcomes that provide clear direction and guide the provision of education services to the Division's students, in keeping with the values of its Catholic communities and the requirements of provincial legislation.

With regard to school-based decision making, the Board is responsible for:

- Determining the basis for annual resource allocations.
- Approving annually the Division's budget for submission to Alberta Education by the due date.
- Ensuring resources are allocated to achieve the goals, priorities and desired outcomes in the Division's Three-Year Education Plan.
- Receiving the annual audit report and ensuring quality indicators are met.
- Monitoring the fiscal management of the Division.

Superintendent

The Superintendent is the Chief Executive Officer (CEO) and Chief Education Officer of the Division. The Superintendent reports directly to the corporate Board, and is accountable to the Board for the conduct and operation of the Division. All Board authority delegated to the staff of the Division is delegated through the Superintendent. Board Policy 11 – Board Delegation of Authority delegates authority to the Superintendent to develop Administrative Procedures for school-based decision making that are consistent with provincial policies and procedures.

Principals

Principals are responsible for providing leadership to their staffs within the context of the Division's mission, beliefs, values and goals. The primary role of the Principal is one that nurtures, motivates, coaches, directs and facilitates the efforts of school staff so that all student needs are met. In this context, the Principal's responsibilities include but are not limited to the following:

- Promoting and ensuring the Catholic schools are safe and caring environments for students to learn and teachers to work.
- Developing a school education plan that reflects Catholic school and Division philosophy.
- Supporting the operation of the school, its staff and program delivery in accord to beliefs and principles as outlined by the Division.
- Evaluation and reporting of student learning and development.
- Conducting all programs both curricular and co-curricular.
- The safety, welfare and conduct of students while participating in school programs or on their way to or from school on transportation provided by the Division.
- The attitude of staff toward the students and parents, toward other staff, the schools, the Division and its programs.
- The supervision and evaluation of staff performance consistent with Administrative Procedure 421 – Teacher Growth, Supervision and Evaluation.
- Advising and assisting the Superintendent in the selection, assignment, training, performance, professional growth and advancement of all staff.
- Working collaboratively with the School Council and parent groups and providing opportunities for school and community personnel to influence the decision-making process.
- Applying the principles of change to ensure continued organizational growth.
- Understanding and applying the overriding principles of School Based Decision Making and ensuring decisions are made based on what is best for students.
- Planning and management of the expenditure of all school funds and ensuring a balanced budget consistent with Division goals, objectives and priorities.
- Additional duties and obligations assigned by the Superintendent.

Secretary Treasurer

In accordance with law and Administrative Procedure 452 – Role of Secretary Treasurer, the Secretary Treasurer is responsible for the business and transportation components of the Division's operations. The Secretary Treasurer reports directly to the Superintendent.

Senior Administrative Staff

(Assistant Superintendent, Director of Student Learning Services, Director of Technology, Coordinator of Religious Services)

Senior Division Office staff are responsible for:

- Promoting Catholic schools as caring and excellent places for students to learn and for teachers to work.
- Supporting and assisting building-level staff in the development of programs and services that are research based and meet the needs of students.
- Carrying out duties and responsibilities as assigned by the Superintendent.

School Councils

The School Council's role is primarily advisory. That is, to advise and assist the Principal and staff to develop policies for the operation of the school that will contribute positively to improving student development physically, emotionally, socially, intellectually and spiritually.

SCHOOL IMPROVEMENT TEAM (SIT)

Background

When people get together to assist in the decision making process, such a team or group requires written understandings, guidelines and procedures to guide their efforts. Sometimes, these take the form of mission, purpose and tasks.

Under school based decision making, the school and the community join to share the decision making process, which so vitally affects the welfare of today's youth. When parent representatives are participating actively in the processes of schooling, several advantages accrue:

1. Student achievement increases.
2. Public confidence in school intensifies.
3. Positive relationships are developed between teachers and administrators and between school employees and parents.
4. Concentration on teacher/learning becomes a high priority of the community, Board and school personnel.
5. Trust and goodwill are enhanced between school and home.

Mission Statement

The School Improvement Team (SIT) will work cooperatively for the betterment of the school served. The SIT will be committed through sensitive and objective analysis of the school-generated data to assist and to provide a Catholic Christian learning environment that encourages students to achieve at the highest level.

Purpose

To enable the SIT to use a collaborative approach and use the decision making model framework as is described in the School Council Guide.

For a SIT to operate effectively, criteria for advisory recommendations are to include:

- Research-based content.
- Data-based decisions.
- Focus in increased student achievement.
- Emphasis on quality and equity
- Improvement focused on the individual.
- A collaborative, on-going and continuous planning process.

Principles for School Improvement Teams

- Trust, Openness and Equity

Shared decision making is a tremendous vehicle to built trust and lower the frustration levels of teachers, administrators, students and members of the community. Trust is the key ingredient that allows the members of SIT to gather and freely discuss an issue and to review school data.

- Authority

The SIT will be advisory to the school staff, through the Principal, in working toward school improvement.

- Budget

All Division decision making operates within the limits of pre-established budget guidelines. The total Division budget is determined by the Board within the framework established by Alberta Education regulations.

Division schools operate within a school based decision making model which includes budgetary responsibilities. Based on fiscal allocations generated by student enrolments, schools have the latitude to determine staffing levels and other school resources allocations based on an Annual Education Plan established by the Board, the school and Alberta Education.

- Delegation

It is the policy of the Board that the Superintendent administer the schools in collaboration with the employees and patrons of the Division.

The Board advocates shared decision making and gives the Superintendent the privilege of operating under this concept. However, the obligation to abide by the concepts of shared decision making does not encompass the operations of the Board. The Board retains and reserves unto itself all rights, powers, authority, duties, and responsibilities conferred upon and vested in it by the laws and statutes of the Province of Alberta and the Government of Canada.

- Consensus

In the SIT, shared decision-making means that members operate by consensus of equally empowered members representing all points of view. Normally, decisions are made on the basis of the evidence available and in context of “best practices” and heightened by collective

persuasion of ideas, options and moral standards of the administration and the community. When possible, consensus is to be the rule.

- Review and Appeal

The adjudication process functions when the SIT fails to reach consensus. When this happens, the matter at hand will be referred to the Principal to discuss with the Superintendent, for assistance in settling the matter.

- Education Law

The Division operates within certain legal frameworks established by the legislation passed by the Province of Alberta. These items of legislation and regulation are requirements for local boards of education. These laws are thus predetermined, and no amount of decision making by any shared decision making team will change these requirements.

- Ethics

The SIT is subject to standards of principles of ethics. The Division subscribes to three separate statements concerning ethics.

The first statement speaks to personal conduct:

1. I will be responsible as a professional person to respect the integrity and judgement of my colleagues.
2. I shall encourage respect for learning and dedication to quality work.
3. I shall promote a high standard of conduct and scholastic achievement among all of my students.
4. I will obey local, provincial and federal laws as they apply to the Division.
5. I will not use my position for personal gain in political, social, religious, economic and other areas.
6. I will not knowingly make false or malicious statements.
7. I will not seek or disclose information about students or other employees.
8. I will support and implement SIT decisions.
9. I will implement Division policies and administrative guidelines and procedures where exceptions have not been sought and granted.

The second statement is a definition of terms.

The educational administrator makes the well being of all students the fundamental value of all decision making and actions; supports the principle of natural justice (due process); and protects civil and human rights of all individuals.

The third statement lists four principles which require that:

1. Natural Justice (due process) is not violated.
2. No action is taken from anonymous criticism or allegations; used only as information to further clarify.
3. Appeals procedures are used as needed.
4. Recommendations are arrived at open meetings.

Main Goals of School Improvement Team

In its efforts to bring about school improvement, the SIT will have as a purpose to assist the school administration and staff with the educational plan, budget planning and school improvement efforts. These three primary activities will focus identified information bases within the school. The SIT is not a substitute for School Council; nor is it a lobby group. It is collaboratively linked to the School Council by representation. The SIT has as a main goal, the improvement of student achievement based on common data bases within the school. Commitment to school improvement is driven by student learning outcomes for the common good of the student body.

School improvement efforts: study, reflection, dialogue and improvement are directed by a focus on the following key benchmark components:

1. Education Plan and School Budget: Participation in school planning is linked to the master plan defined by Alberta Education and the Division educational plan. Participation in school budgetary planning processes which includes revenue generation, allocation of expenditures, and alignment of resource allocations will be within the parameters set by the Division.
2. Public Satisfaction Questionnaire: Defined by Division established standard levels.
3. Achievement and Diploma Testing Analysis: Comparison of achievement levels of each core area, by grade. A curriculum alignment analysis process will be used to determine how educational delivery meets provincial program objectives.
4. Achievement and Diploma Test Analysis by Sub-Group: Conduct analysis of results based on various student population groups:
 - Male/female.
 - Average Daily Attendance (Male/Female).
5. Achievement and Diploma Tests – Standards of Achievement and Excellence:
 - The goal of the Division is to be equal or between the provincial standards of 15/85.
6. Discipline Practices:
 - 6.1 Incidents of discipline by types of infractions.
 - 6.2 Suspension:
 - Number of days suspended.

- Frequency.
- Male/Female.
- Grade.

7. Student Transition Rate:

1.1 Drop-Out Rate (Not enrolled in school)

- In-system transfer.
- Out-of-system transfer.

2. Capricious Absence Index (CAI): TSDS (total staff days absent) – TDPL (total days professional leave) = 3+ consecutive days (CAI)

Operations

Meetings

Meetings will be normally on a monthly basis during the school year.

Agenda

The agenda will be prepared by the Principal. The School Council Chair and members of the SIT may request an item to be added to the agenda. The agenda, with attachments, will be forwarded to members at least three (3) days in advance of the meeting.

Membership

Membership on the SIT will include:

- A parent representing each of the school programs, if applicable within a school, up to a maximum of three (3) (e.g. English, primary, secondary, etc.).
- A representative of the School Council.
- One (1) Support Staff member.
- Three (3) professional staff representatives of a school, ensuring representation of multiple programs, grade levels and program areas.
- One (1) student representative (junior and senior high only).
- The Principal and Vice-Principal.

Tenure

Two (2) years, with phase-in cycle beginning the second year of operations, except for Principal and Vice-Principal (on-going tenure).

Chair

The Chair will be the Principal (or, if designated by the Principal, the Vice-Principal).

Recording Secretary

A person appointed within SIT to act as secretary.

Communications

There will be open communications among SIT members and the community. Minutes of the meeting will be forwarded to School Council and the Superintendent.

Annual Report

Annually, each SIT will present a brief, written overview of achievement of school outcomes related to the education plan and efforts at school improvement. The report will be presented to the Superintendent in October of each school year.

SCHOOL EDUCATION PLAN PLANNING GUIDE

Principals will be required to submit a comprehensive education plan for the school and budget year on or before March 31 of each year. This plan is not the school budget. The school budget forms a *component* of the School Based Decision Making Model and is an integral part of the school education plan. The budget will indicate how the various activities and initiatives of the school plan are financially supported. As a general rule of thumb, the education plan drives the budget (as opposed to the budget drives the plan).

The goals and plans set forth in the School Education Plan are supported through budget expenditures outlined in the Budget Plan. In preparing the Budget Plan, principals are to ensure that this Plan accurately reflects the anticipated costs of meeting the identified educational needs.

In order to facilitate the process, it will be important for principals to dialogue with the Superintendent, about the Plan, or proposed changes well in advance of the final submission date. All plans are in proposals form until approved by the Superintendent. The Plan is to develop as a result of a process that identifies school initiatives that are aligned with the vision and goals set out by the Board and Alberta Education.

Parameters

The Principal is responsible for submitting the School Education Plan to the Superintendent, who will review and return the approved plan to the Principal for action in the upcoming year. Amendments to the Plan, may occur in the Fall, and if so, will be submitted for approval, to the Superintendent, by a defined date.

The current parameters are:

1. All School Education Plans will be legal.
2. All Provincial statutes and regulations must be adhered to.
3. Administrative procedures must be followed.
4. Administrative regulations must be adhered to unless the Superintendent permits otherwise.

5. All contracts and terms of employment must be honoured.
6. The Division accounting system must be adhered to.
7. Other appropriate parameters which the Board and Superintendent deem necessary to implement must be followed.

The Principal will make planning decisions with the advice and involvement of school staff and the School Improvement Team (SIT). Regular opportunities will be provided for parental input and that of the school's immediate community. The primary vehicle for this involvement will be the SIT. The Principal will develop a planning process whereby the staff and community have access to pertinent data so that they can make meaningful contributions to the process.

Elements of the School Education Plan

The elements of the School Education Plan, listed below, are inter-related. The school uses information about what and where a school is (mission, belief, profile, issues and trends, current performance levels) to help determine where the school would like to be (vision, goals, results), how achievement of results will be assessed (performance measures and targets), what actions will be taken (strategies) and how resources will be allocated (budget) to achieve the desired goals.

The following are required elements of the School Education Plan.

1. Catholic Identity

A statement on Catholic identity and how the school's mission and values are integrated into the school culture and curriculum will be included.

2. Vision Statement

A vision statement is an ideal to strive for, a preferred future. It looks to the future and describes the fundamental characteristics of education. More specifically, it describes where the Board wants to be, what its students will have achieved and what its services and programs for students will look like over the long term.

3. Mission Statement

This is a clear, concise statement of a school's overall purpose and role.

4. Beliefs

Statements that reflect the values of the school and what it stands for. Examples of belief statements might include;

- All students are capable of learning and experiencing success.
- This school belongs to and serves the school community.
- Learning occurs best in a safe, orderly and caring environment where expectations are clear and students believe they can and will succeed.

- Teamwork, open communication and a strong sense of community are critical to our school's success.

5. Operating Principles

Principles serve to guide all decision making and provide a foundation for the development of the mission, vision and goals. Operating principles can be developed for a number of areas and could include (in addition to the example given below), leadership, community, resources, staff, etc.

Students:

- Students will be challenged and encouraged to strive for personal and academic excellence.
- A variety of learning experiences, opportunities and resources will be provided to support student learning.

6. School Profile

A school profile is a description of the school that gives an overview of its characteristics. More specifically, it is a description of the context in which education takes place in the school, i.e. the make up of the students, the community it serves, the programs provided, the location, etc.

7. Issues and Trends

An issue is an existing or emerging condition which, if left unaddressed, could interfere with the school's ability to fulfill a mandate or achieve its goals. Trends are directions of data established over time that may show increase, decrease, or no change. For example: enrolments over time, student achievement over time, etc. At least three to five (3 to 5) years of data is necessary to show a trend. Issues and trends help to identify opportunities and challenges facing the school that need to be taken into account in planning, budgeting, assessing progress and reporting.

8. Student Progress and Achievement

These reports are to reflect actual results. Since all learning outcomes are not measured by the provincial tests, schools may wish to comment on additional factors contributing to student achievement. This could include other relevant assessment data such as standardized test information portfolios, surveys, indicators, etc.

The school's primary responsibility is to ensure that students meet or exceed the standards defined by the provincial achievement assessments and diploma graduation requirements. The Division goal is to meet or exceed these standards.

9. Progress and Achievements Specific to Other Performance Measures

Report on those successes and accomplishments as per surveys, information gathering, student success, etc.

10. Priority Areas for Improvement

These are important outcomes for education where performance does not meet expectations.

More specifically, based on achievement and diploma results, what are the priority areas needing improvement? What areas are critical to the health of the school, or do we need to focus on to reach our goal of an effective and improving school? An example of a Provincial priority area for improvement is: To improve Math at the secondary level. An example of a Division priority area for improvement is: To improve the counselling services at the secondary level.

11. Goals, Key Results, Strategies, Performance Measures and Targets

See next section for format and definitions.

12. Program Delivery Changes

Using the Program/Delivery Changes Form, list any proposed initiatives, modifications or deletions from the current program and indicate how it will improve teaching and learning. Include initiatives that have not been fully developed but that you wish to work on for future consideration.

13. Expenditure Plan/Budget

As part of the Education Plan, each Principal will be required to submit a proposed budget based on the estimate number of students the school will enrol as of September 30 or the number of credits completed during the previous year. Each school's proposed budget shall reflect its Education Plan for improving student learning and be submitted using the budget planning template.

14. Capital Projects and Priorities

Briefly describes capital needs.

15. Approval Forms

Once the Education Plan has been approved by the Superintendent, it will be signed off. If amendments are required after the September 30 count, amended plans must also be signed off.

Goals

- Are broad statements of desired conditions or aims to work toward over the long term in order to realize the school's vision and to fulfill its responsibilities.
- Must reflect provincial and Division goals, beliefs and priorities.
- Additional goals that address school needs and circumstances may be included; and
- Student progress, accomplishments and achievements of the previous year will be considered when establishing school plans.

KEY RESULTS ARE ...

- ✓ Measurable outcomes to be achieved that answer the questions, "What will this look like when we get to where we want to be?" (*i.e. students will achieve provincial learning standards*).
- ✓ Expressions of intended or desired outcome of the goal (*i.e. all schools are safe and caring*).
- ✓ Each result needs a corresponding performance measure; however, one performance measure may provide data for more than one result.

STRATEGIES ARE ...

1. Actions taken in the short to medium term (1 to 5 years) designed to achieve goals and desired results.
2. Expressed in action-oriented terms, *i.e.* development, implement, assist, etc.
3. Strategies are developed by the school to address priorities, improvement areas, learning needs, and reporting of specific groups of students, and local issues, trends and opportunities.

Timelines for completing a specific action is to be noted.

The strategies will form the basis on which you deploy the resources allocated to your school through the Budget Plan. The results will provide the measures and outcomes for evaluation and may form part of an on-going planning cycle.

TARGETS ARE ...

- ✓ Desired levels of performance to be attained by a certain time and can involve some increment of improvement over the current state.
- ✓ Are to be set in consultation with schools, parents and community (*See Guide for School Board Planning and Results Reporting for more information on target setting.*)

PERFORMANCE MEASURES

- ✓ Indicate what data will be collected to assess and report on achievement of results.
- ✓ Are expressed in quantifiable terms, *e.g.* "number of ...". "percentage of ...".
- ✓ *See Guide for School Board Planning and Results Reporting for more information on performance measures.*

Revenues

Instructional Block

Capital Block

Other Alberta Education

Other Province of Alberta

Federal Government/First Nations

Other Alberta School Authorities

Out of Province School Authorities
 Alberta Municipalities
 Student Fees, Gifts and Donations
 Sales and Rentals
 Interest on Investments
 Gains on Disposals of Capital Assets
 Amortization of Capital Allocations

Expenditures

Certificated Salaries
 Uncertificated Salaries, Wages and Honorariums
 Benefits and Allowances
 Services, Contracts and Supplies
 Amortization of Capital Assets
 Interest on Capital Debt
 Interest on Bank Charges
 Loss or Disposal of Capital Assets

Object Classification Narrative

- 210 Certified Salaries: the full-time, part-time and prorated portions of the gross salary and wages paid for work performed by employees of the school jurisdiction who are considered to be in a position of a permanent nature and whose position requires the possession of a valid Alberta Teaching Certificate or its equivalent. This includes salaries of all full-time teachers, department heads, consultants, coordinators, supervisors and principals.
- 250 Uncertified Salaries: the full-time, part-time and prorated portions of the gross salary and wages paid for work performed by employees of the school jurisdiction who are considered to be in a position of a permanent nature and whose position does not require the possession of a valid Alberta Teaching Certificate or its equivalent.
- 410 Professional and Technical Services: amounts paid for services rendered by the school jurisdiction that are not subject to an employer-employee relationship such as auditors, architects, consultants, lawyers, data processing, artists, tradesmen, instructors and workshop/seminar leaders.
- 415 Student/Staff/Community Relations: costs associated with public relations as it pertains to students, staff and the community. This could include such things as food, awards, gifts, etc.
- 440 Postage: expenditures made by the jurisdiction for postage including postage machinery rental.

- 441 Telephone/Network Communication: expenditures made by the jurisdiction for telegraph, cable television, telephone tolls, line and equipment rental charges.
- 443 Advertising: expenditures for advertising in professional periodicals, newspapers or other media for purpose such as public information bulletins, personnel recruitment and use equipment sales.
- 460/462 Travel and Subsistence: costs for transportation, meals, accommodation, entertainment and other expenses associated with travelling on business for the school jurisdiction.
- 463/465 Professional Development: costs for transportation, meals, accommodation, entertainment and other expenses associated with professional development activity.
- 510 Maintenance and Repair Service: expenditures for maintenance and repair services, excluding salaries for materials used by the personnel of the school jurisdiction. This includes contracts and agreements covering the upkeep of buildings, equipment and grounds. Costs of uninsured losses or the deductible portion of insured losses, are not charged here; they are charge to Insurance and Premium Bonds – 570. Costs incurred for new construction, renovating and re-modelling which increase the value of the building are not charged here; they are charged to Buildings and Improvements – 41-42.
- 520 Rentals: expenditures for the rental or lease of land, buildings and equipment for the temporary or long-range use by the local jurisdiction. This includes bus and other vehicle rental when operated by personnel on the payroll of the local jurisdiction, lease of data processing equipment, lease-purchase arrangements and other similar rental agreements.
- 550 Dues and Fees: includes membership fees and/or dues in professional organizations as determined by the policy and regulations of the school jurisdiction.
- 551 Co-Curricular Activities: expenditures for the hiring or renting of vehicles to transport students to curricular events. (Example: field trips, cultural activities, etc.)
- 610 Educational Supplies: expenditures for all supplies which are consumed in the operation of the school building including freight and handling charges. A supply item is any article or material which meets one or more of the following conditions:
- a. it is consumed on use.
 - b. it loses its original shape or appearance with use.
 - c. it is expendable, that is, if the article is damaged or some of its parts are lost or worn out, it is usually more feasible to replace it with an entirely new unit than repair it.
 - d. it is an inexpensive item which may have characteristics of equipment, but whose small unit cost makes it inadvisable to capitalize the item.
 - e. it loses its identity through incorporation into a different or more complex unit or substance. Included are items such as chalk, tests, test tubes, pencils, paints, paint brushes, crayons, chemicals, shop supplies for vocational education, oils, foods, workbooks.

- 630/635 Equipment or Furniture (Non Capital): expenditures for the initial, additional or replacement of items of equipment and furniture including freight, handling and installation charges. An equipment or furniture item is an article which meets all of the following conditions:
- a. It is not consumed in use.
 - b. It does not lose its original shape or appearance with use.
 - c. it is not expendable, that is, if the article is damaged or some of its parts are lost or worn out, it is usually not feasible to replace it with an entirely new article.
 - d. cost is at least \$500.
 - e. it does not lose its identity through incorporation into a different or more complex unit or substance.
- 640 Textbooks: expenditures for textbooks which are authorized or recommended by Alberta Education and which are furnished to students or groups of students. This includes the cost of workbooks, textbook binding or repairs, as well as the cost of authorized or recommended textbooks which are purchased for resale or rental.
- 651 Media Materials: expenditures for regular or incidental purchases of school library materials like fiction, non-fiction and reference books, film strips, records, tapes, periodicals, newspapers, magazines, visual screens, maps and globes. Costs of binding and repairing school library books are recorded. The cost of individual purchase of library materials for a new school library or any material expansion of the library are recorded here.

Reference: Master Code of Accounts

Program Definition

Home Education

Provision of instructional services and learning resources for parents who home school their children under supervision of school boards including a coordinator. These students are to be of age to attend the regular grades 1 to 12 program.

Early Childhood Services

Provision of instructional services and learning resources to pre-school age children including a coordinator. Sub-classifications could include:

- Basic Instruction.
- Program Enhancement.
- French Language instruction.
- Program Units.
- Transportation.

Instruction

Provision of activities dealing directly with or aiding the teaching of students or improving the quality of teaching. The costs of personnel, services, supplies and furnishings and equipment are allocated to the program, along with capital equipment amortization, on the basis of the direct benefit or service contributed. All courses for academic, vocational and technical courses along with organized instructional activities which may be remedial and/or developmental in nature are included.

Basic Instruction

Provision of instructional programs, excluding school and system administration costs, for students from grades 1 to 12.

Special Instruction

English as a Second Language

Provision of instructional and support services, resources and equipment for non-English speaking immigrant students.

Enhanced Opportunity Programs

Provision of special instructional and support services in schools where sizable numbers of students economically disadvantaged as defined in the Funding for School Authorities Manual, resources and equipment for non-English speaking immigrant students.

FNMI Education

Provision of instructional programs in FNMI languages and culture and the development of liaison arrangements with FNMI parents and communities as defined in the Funding for School Authorities Manual.

Initiatives that Improve Education and its Delivery

Introduction of initiatives that improve education and its delivery including:

- In-servicing for school-based management and School Councils.
- Making schools safe and secure for staff and students.
- Using consortia to coordinate access to staff development opportunities.

School Administration and Instruction Support

Provision of activities at the school that do not provide direct instruction to the student in the classroom. Costs for these activities include:

- Release time and allowances for principals, vice-principals, assistant principals and coordinators.
- Clerical and support staff.
- Counselling and testing services provided by school-based staff.
- Supports services provided from outside the school at the school's discretion and supported by the school's budget.
- Administrative services, contracts and supplies.

Program Codes

200	Early Childhood Services
300	Instruction
400	Board and System Administration
700	External Services
500	Plant Operations and Maintenance
600	Transportation
900	Capital

Sub Program Codes – Reference: Master Code of Accounts

Location Codes

01	Assumption Jr/Sr High School
02	Holy Cross Elementary School
03	Ecole Notre Dame Elementary School
04	Ecole Notre Dame High School

05	St. Dominic Elementary School
07	Ecole Dr. Bernard Brosseau School
09	Board/Division Office
10	Maintenance Shop
12	Technology Shop
13	Holy Family Catholic School
14	Holy Cross Preschool
15	Notre Dame Preschool
16	St. Dominic Preschool
18	Holy Family Preschool

Activity Codes – Reference: Master Code of Accounts

Allocations

The allocation guidelines will be developed in consultation with Division Office and principals and will be approved by the Superintendent. These guidelines will be included as appendices to this document and will be reviewed annually.

Deployment of Instructional Block

The instructional block funds will be deployed as follows:

- Centrally Pooled Support Services

These services are determined by Board priorities after consultation with principals. These are allocations within guidelines established by Alberta Education, to provide for development, implementation support work and monitoring of school programs. Services of certain Division staff members are included in this category, such as: Inclusive Education, French, Religion, Technology Instructional Program Coordinators and Technological Services.

- Purchased/Contracted Services

These services are purchased or contracted as determined in collaboration with Division personnel/administration. These allocations are committed to the provision of services purchased or contracted whether from individuals or corporations. Such services are to be determined annually in consultation with principals and Division administration. Where changes in such services are proposed, contract provisions and principles of natural justice must be invoked. Examples include: Learning Network, leases, curriculum support, inclusive education services, human resources, etc.

- Division Pooled

This allocation is intended to underwrite expenditures that are not necessarily school specific, or where the costs to any particular school cannot be accurately projected. Long-term substitute and maternity leave costs, early retirement incentives, professional development enhancement, etc. fall into this category. Any funds remaining at year-end would be allocated to the schools.

- School Direct

This allocation is provided directly to schools on a formula basis to provide for instructional services and programs of the school.

- Instructional Contingency Pool

A sum of money will be set aside to provide for emergent instructional initiatives not planned during the budget process. This fund will be accessed by request to the Superintendent's office.

- Transfer to Support Block

Subject to Alberta Education guidelines, the Board may deem it necessary to transfer certain funds to/from the Support Block.

Expenditures at the School Level

- Certificated salaries and benefits (average costs)
- Paraprofessional salaries and benefits
- Substitute and casual replacement costs for professional and paraprofessional staff. (Schools will be responsible for the first three (3) days of payment).
- Office supplies/equipment
- Instructional equipment repair and maintenance costs
- Instructional supplies, textbooks and equipment
- Professional development
- Co-curricular and extra-curricular programs including provincial/zone competition
- Telephone, fax, modem, networking, cable
- Printing, photocopying, advertising, postage
- Travel and subsistence
- Trophies and awards
- Dues and fees
- Rentals
- Retreats (secondary)
- School Generated Funds/Donations
- Student, staff and community relations
- Coaching Allowance (as per collective agreement)
- French Monitor Program

Division-Pooled Support Services

(Administered through Division Office Administration)

- Early Intervention Program
- Catholic Services (Youth Ministry/Rally, Spiritual Development Day)

Amortization Guidelines

The following guidelines promote consistent practice and reporting of amortization:

- The historical or original capital cost of each capital asset value is to be amortized on a straight-line basis over the prescribed useful life of the asset.
- There is no salvage value for amortization purposes.
- The amortization of the asset will commence in the fiscal year following the year of acquisition.

Capital assets subject to amortization are classed as follows:

Vehicles	5 years
Equipment	5 years
Furnishings	10 years

School-Based Capital Purchases

A capital purchase is defined as any individual item in excess of \$5,000 (i.e. equipment and furnishing). All capital items require approval from the Secretary Treasurer.

Schools will be charged for approved amortized purchases inclusive of vehicles, equipment and furnishings.

Capital equipment and furnishings approved by School Buildings Board when pertaining to allocation for new construction or modernization will be centrally pooled.

Budget Adjustments/Changes

Budgets will be revised by November 30 based on September 30 enrolments. Revisions must be made in consultation with the Superintendent and the Secretary Treasurer.

Changes to Priorities

Throughout the school year, any proposed changes in school priorities are to be made in consultation with the Superintendent for approval.

Acquisition Proposal

If, after the school's capital expenditure plan is approved, there is a need to change or add items; these changes will be forwarded to the Superintendent and Secretary Treasurer for approval.

Student Projections

In preparing plans and budgets, principals will use the student enrolment as of March 31. Enrolments will be reviewed by Division administration. Budgets will be revised by November 30 based on actual student enrolments.

Surplus/Deficit

Any actual surplus in the current year's budget will be carried over into the next year's budget as an aggregated amount. This balance is to be estimated in the preparation of the school's budget. Schools will not be permitted to have a deficit exceeding 2% of budget total for a surplus exceeding 10% of budget total.

Revenue

Revenue generated by the school for ECS instruction supplies and textbook rental (Grades 1-12) shall be submitted to Division Office as per Administrative Procedure 505 – Student Fees. Funds forwarded to Division Office will be credited to the school's budget.

School Council Funds

These funds are the responsibility of the School Council and shall have no involvement from school-based personnel. The Secretary Treasurer will coordinate an audit for these funds, for each School Council only at their request. The School Council is responsible for audit fees.

Facility Upgrading and Maintenance

The Division is responsible for all upgrading of buildings and grounds and has a five-year Capital Needs Assessment Plan in place. Request for upgrading will be submitted on the appropriate form with budget. Routine maintenance items will be dealt with by informing the Manager of Operations & Facilities/Secretary Treasurer of school requirements at budget time so that they can be planned for in the budget.

School Generated Funds

School generated funds and donations will be accounted for separately from the school's Instructional Budget and shall be included in the school's budget. Funds remain at school site.

All school generated funds shall have written guidelines prepared by the Principal as to how and why funds are being generated and how funds will be spent. Such funds will be subject to an audit through the Division office.

Responsibility for Allocations

The Secretary Treasurer, in consultation with the Superintendent, is responsible for the allocation formula to schools. The Superintendent and Secretary Treasurer developed the allocation formula with final approval remaining with the Board.

Allocations

The intent of this section of the manual is to provide the guidelines used in distributing the Instructional Block of Funds. Funds will be allocated to each school on an equitable basis. Equitable refers to schools being funded to meet the needs of their students based on a formula to be set annually.

Maintenance and Custodial Services

The budget for maintenance and custodial services is administered centrally. Schools are not given an allocation for maintenance and custodial services, and are not charged for the same. The Manager of Operations & Facilities and Secretary Treasurer are responsible for the overall provision of maintenance and custodial services within the Division. However, the Principal is responsible for overseeing the day to day custodial operations of the school. Situations that cannot be handled at the school level are to be referred to the Manager of Operations & Facilities or Secretary Treasurer for resolution.

School custodial supplies are to be ordered through the Manager of Operations & Facilities.

The identification of routine repairs to buildings and equipment will be the responsibility of the Principal. The Principal will also be responsible for the initiation of a maintenance requisition, which will be sent to the Manager of Operations & Facilities who will arrange for completion of the required repair. In the case of emergency or urgent repairs, the Principal will inform the Manager of Operations & Facilities immediately.

The maintenance department's first priority is its regular and emergent maintenance activities, including the repair, maintenance and security of school buildings, equipment and grounds. These activities are funded under the Support Block within the allocation for plant operations and maintenance.

In addition the Support Block funding the Board may transfer up to 2% of Instructional Block funds to plant operations and maintenance.

Division office, in conjunction with principals, will determine eligible dollars to be transferred to a major maintenance project fund that would support maintenance projects that would be impossible without these funds.

The dollar balance of the two percent eligible for transfer will remain in the school budgets and may be accessed for minor maintenance projects. The amount available will be determined annually. It is not an amount that can be carried forward to the following year.

When considering a maintenance project, schools will:

- a. Determine whether the project is a maintenance item or an educational item. If a project is deemed to be an educational item, then it is appropriate to charge the cost of the materials to the instructional budget. The labour would be charged to the maintenance budget and the work carried out as time permits. The maintenance department will give priority to educational projects over non-educational projects.
- b. Determine with the assistance of the Manager of Operations & Facilities/Secretary Treasurer whether the project would qualify as an IMR undertaking or as a major maintenance project.
- c. If the project does not qualify under a or b, the School can fund the project through the amount available under minor maintenance. Approval of the Board is required for projects involving building upgrades or changes to facilities affecting utilization rates.
- d. The school has the option of engaging outside contractors to carry out projects. All work performed by contractors will require the approval of the Manager of Operations & Facilities and Secretary Treasurer prior to the commencement of the work.

The Manager of Operations & Facilities will provide drawings and specifications, if required, and will also determine the most economical way of accomplishing the work.

Examples of what could be appropriately classified as education project, minor or a major maintenance project:

Education Projects

Are funded through the school's instructional budget (i.e. whiteboards, cabinets, built in wall units, shelving and desks).

Minor Maintenance Projects

Are funded through the school's instructional budget (i.e. moving a door or a window, minor cabinet upgrades, locker repairs).

Major Maintenance Projects

Are funded through the Maintenance Project Fund (i.e. a storage shed, partitioning a room, locker replacement or additions).

Subject to Alberta Education guidelines, the Board may transfer funds from the instruction Block to the Support Block to fund maintenance projects that would otherwise not be possible. This maintenance project fund will be administered centrally to ensure that all schools have equal access.

Maintenance Project Application Process

All requests for modifications, renovations and/or upgrading are to be forwarded to the Manager of Operations & Facilities/Secretary Treasurer. Such requests will be prioritized using the following criteria:

- Feasibility from the viewpoint of safety, health, structure, environment, cost and architectural suitability. To be determined by the Manager of Operations & Facilities/Secretary Treasurer.
- Feasibility from the viewpoint of educational benefit. To be determined by the Superintendent.
- Relationship to system needs. That is, how highly the project is rated when compared to other Division maintenance requirements. To be determined by the Facilities Committee. (Note: The makeup of this committee will be determined and communicated to the schools along with the time frame for the application process).

When the above criteria are met, the Manager of Operations & Facilities/Secretary Treasurer will visit the school and, in conjunction with the Principal, will determine the nature and extent of the work to be performed. Cost estimates will be produced for inclusion in the appropriate budget. Work will be carried out based on budget.