

## **Administrative Procedure 105**

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### **DECISION MAKING PROCESS**

#### **Background**

The District, on behalf of the community, is mandated to provide schooling which supports the intellectual, personal and social needs of its students as they strive to reach their potential. In fulfilling this responsibility, the District is accountable to its community. The District will collaborate, consult and seek advice from a wide cross-section of the school community, including individuals, groups and organizations.

The District values attitudes and practices that encourage integrity, respect and trust in all relationships. To this end, the District expects co-operative models of decision-making to be used at the District and school levels. These models are normally collaborative, consultative or advisory in nature, and seek involvement from students, staff, parents and the community as appropriate.

#### **Procedures**

1. Collaborative Model (working jointly)
  - 1.1 There is an inference that this process leads to a mutually agreed-upon final decision. A collaborative committee or working group would expect to make the final decision. Such decisions would have to be consistent with the [School Act](#) and [regulations](#), [Ministry orders](#), [Board policy and administrative procedures](#).
2. Advisory Model (offering advice or making recommendations)
  - 2.1 Although not a decision-making group, there is an expectation that significant weight is placed on this advice. If the advice were not acted upon, the person or persons with the decision-making authority would be expected to provide a rationale for the decision.
3. Consultative Model (taking into consideration)
  - 3.1 A consultative committee or working group provides expertise but is not a decision-making body. Their input is taken into consideration by a person or persons who have decision-making authority.
4. Under the School Act, the Superintendent, appointed by the Board and under the general direction of the Board, is accountable for the general operation of the District. Similarly, principals and directors are accountable for the operation of schools and programs.

5. To be accountable, as per the School Act, the Superintendent, Deputy Superintendent, Assistant Superintendent(s), principals and directors will normally use the consultative and advisory model of decision-making, although all three models will be utilized where appropriate.
6. Representatives involved in the decision-making process are expected to represent their organization fairly and to report to their organization on a timely basis. The organization's responsibility is to provide clear direction to its representative and to make sure its representative is informed in the areas under review. It is equally important that the District or school clearly define the mandate of every committee. Terms of reference, representative expectations, and the co-operative decision-making model being used need to be clearly articulated to all parties involved in and affected by the process.
7. The District derives its strength and integrity from mutually supportive student, parent, staff and community relationships. These positive partnerships result in responsible and accountable decisions that serve to ensure quality learning opportunities for students of all ages.

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

Adopted: December 15, 2020, February 28, 2025