SITE-BASED DECISION MAKING DEFINITION

Site-based decision making is a process for decentralizing decisions to improve the educational outcomes at every school campus through a collaborative effort by which principals, teachers, campus staff, district staff, parents, and community representatives assess educational outcomes of all students, determine goals and strategies, and ensure that strategies are implemented and adjusted to improve student achievement.

§11.251 TEXAS EDUCATION LAW AND SITE-BASED DECISION MAKING

§11.251(a) The board of trustees of each independent school district shall ensure that a district improvement plan and improvement plans for each campus are developed, reviewed, and revised annually for the purpose of improving the performance of all students.

§11.251(a) The board shall annually approve district and campus performance objectives and shall ensure that the district and campus plans:

- Are mutually supportive to accomplish the identified objectives; and
- at a minimum, support the state goals and objectives under TEC Chapter 4.

§11.251(b):

- The Board shall adopt a policy to establish a district and campus-level planning and decision making process that will involve the professional staff, parents, and community members in establishing and reviewing the district’s and campuses’ educational plans, goals, performance objective, and major classroom instructional programs.

- The board shall establish a procedure under which meetings are held regularly by district- and campus-level planning and decision-making committees that include representative professional staff, parents of students enrolled in the district, and community members

- The committees shall include business representatives, without regard to whether a business representative resides in the district or whether the business the person represents is located in the district

- The board, or the board’s designee, shall periodically meet with the district-level committee to review the district-level committee’s deliberations
§11.251(c): For purposes of establishing the composition of committees under this section:
(1) a person who stands in parental relation to a student is considered a parent;
(2) a person who is an employee of the school district is not considered a parent representative on the committee;
(3) a parent is not considered a representative of community members on the committee; and
(4) community members must reside in the district and must be at least 18 years of age.

The following diagram illustrates the basic membership of the district- and campus-level committees.

**District- and Campus-Level Committee Compositions**

<table>
<thead>
<tr>
<th>2/3</th>
<th>classroom teachers</th>
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<tbody>
<tr>
<td>1/3</td>
<td>other campus-level professional staff and district-level professional staff</td>
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parents
and
community members
and
business representatives

Representative of the community diversity

Elected Professional Staff Selected Based on Local Policy

§11.251(d): The board shall also ensure that an administrative procedure is provided to clearly define the respective roles and responsibilities of the superintendent, central office staff, principals, teachers, district-level committee members, and campus-level committee members in the areas of:

Planning
Budgeting
Curriculum
Staffing Patterns
School Organization
Staff Development
§11.251(e): Board policy must provide procedures for the selection of parents to the district-level and campus-level committees; and for the selection of community members and business representatives to serve on the district-level committee in a manner that provides for appropriate representation of the community’s diversity.

§11.251(f): The district policy must provide that all pertinent federal planning requirements are addressed through the district and campus-level planning process.

EXPECTED OUTCOMES OF SBDM

- Improved student performance
- Improved community involvement
- Clearly established accountability parameters
- Raised staff productivity and satisfaction
- Commitment to implementation of planning
- Increased flexibility at the campus level in the allocation and use of resources
- Coordination of regular and special programs

SKILLS NEEDED FOR EFFECTIVE SBDM PARTICIPATION

- Communication skills
- Goal setting system
- Collaborative abilities
- Prioritizing techniques
- Consensus building methods