Traut Core Knowledge School
Decision-Making Matrix

Approved 3/2/2018

Purpose

The purpose of the TCKS Decision-Making Matrix is to meticulously define the role of each member of the TCKS community about decisions and policies of the school. The final authority for the contents and interpretation of the matrix resides with the Site Based Management Council (SBMC). Each decision area is specified with respect to the following categories:

- *Decision-Maker*: Who Should Decide -- which person or group has the final say in a decision area and is ultimately accountable for the decision.
- *Sponsor:* Who Should Recommend -- which person or group will be responsible for recommending a solution.
- *Key Stakeholders:* Solicit Input From -- which person or group will be contacted in order to obtain an opinion or information prior to the decision being made. Inputs are always welcome from anybody, but some need to have their input solicited.
- *Stakeholders:* Who Will Be Informed -- which person or group will be informed of the decision once it is made. The decision-maker is responsible for informing the proper people.
- *Decision-Making Process:* which of the five possible decision-making processes will be followed.

Principles

The following principles should guide the ongoing usage of the Decision-Making Matrix:

- The DMM is a working document, which means it can be refined as needed by the SBMC based on common sense and experience.
- The DMM is a means to provide checks and balances within the school leadership so that decisions are made in a fair partnership.
- The DMM provides for an efficient division of responsibilities within the school.

- The DMM provides opportunity for input from those who are affected by a decision.
- The DMM is intended to provide adequate decision-making steps for each type of decision, allocating more time and process steps for more complex issues to insure the decision-making process is thorough and complete.
- The SBMC should not be doing the work that could more efficiently be delegated to a smaller group.

The Decision-Making Matrix specifies the process for many TCKS decisions; however, it is not and cannot be complete in specifying all decisions that will arise. For decisions not specified in the DMM, a judgment call should be made based on the intent and philosophy recorded in the Covenant, Charter and DMM. If the decision goes to the SBMC, the SBMC Navigation Team (TAB/PAB presidents and vice presidents, and principal) will recommend the process to be used.

Summary of the Roles of Various Persons and Groups

SBMC

The Site-Based Management Council is the primary policy-making body in TCKS. It is this group that sets the school's goals and improvement strategies, and makes all major site policies. Any authority not mandated by statute or State or District policy either resides with the SBMC or is delegated by the SBMC. In cases of controversy, the SBMC may choose to retain decision-making authority from the groups to whom authority has been delegated. The SBMC consists of the Parent Advisory Board (PAB) and the Teacher Advisory Board (TAB).

PAB

The PAB consists of seven parents elected by the parent community. Its primary function is being half of the SBMC, but it also has a special role in mentoring and evaluating the principal. Members of the PAB are to serve as advocates for the parents in disputes with staff members.

TAB

The TAB consists of six teachers plus the principal. Like the PAB, its primary function is as part of the SBMC. The TAB has a unique role in classroom scheduling and planning collaboration days.

Administration (Principal)

The principal is responsible for the day-to-day operation of the school and has the final say in matters of personnel hiring and evaluations, in accordance with PSD policy. The principal works with the faculty on the utilization of textbooks and classroom materials.

Teachers

Teachers decide how to use textbooks and classroom supplies, elect the TAB, and are represented on various committees.

Faculty (all school staff)

The staff decides teaching strategies, their own classroom organization, and have input into all major policy decisions.

Parents

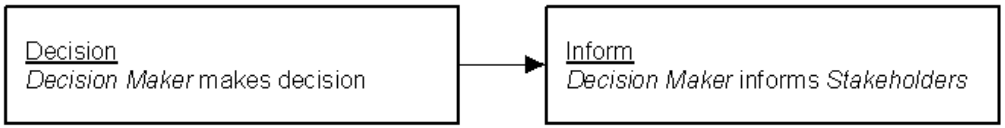
Parents elect the PAB, are represented on committees, and have input into all major policy decisions.

Committees

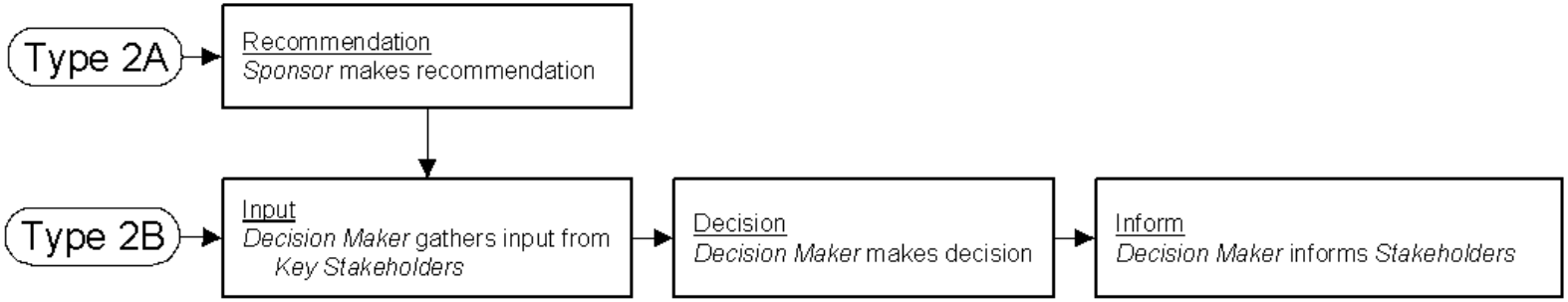
The various committees in the school are responsible for making the final recommendation on their relevant policies or personnel items.

Type 1 & 2 Non-Policy Decision Process

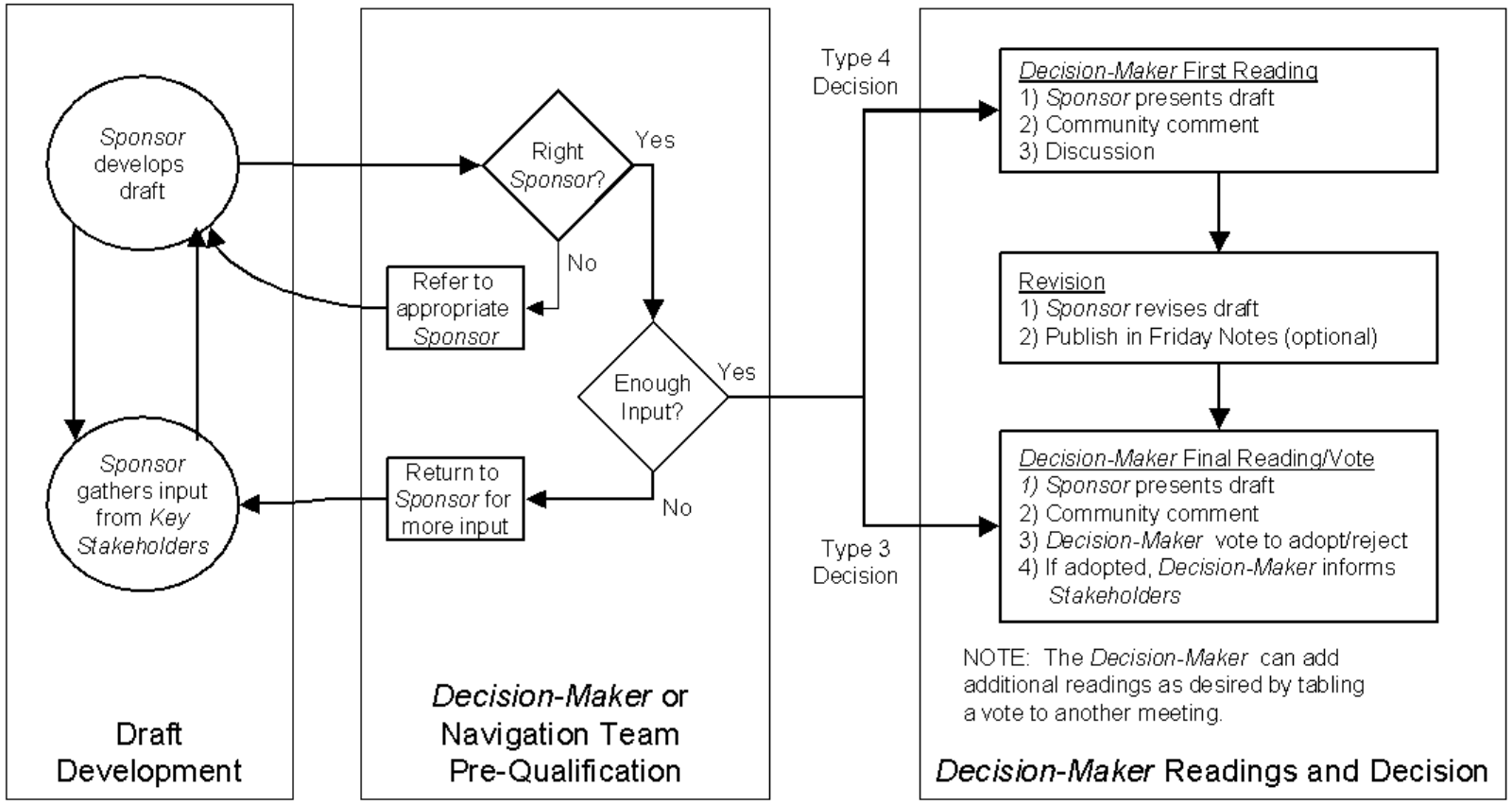
Type 1 Decision: (Direct Decisions)



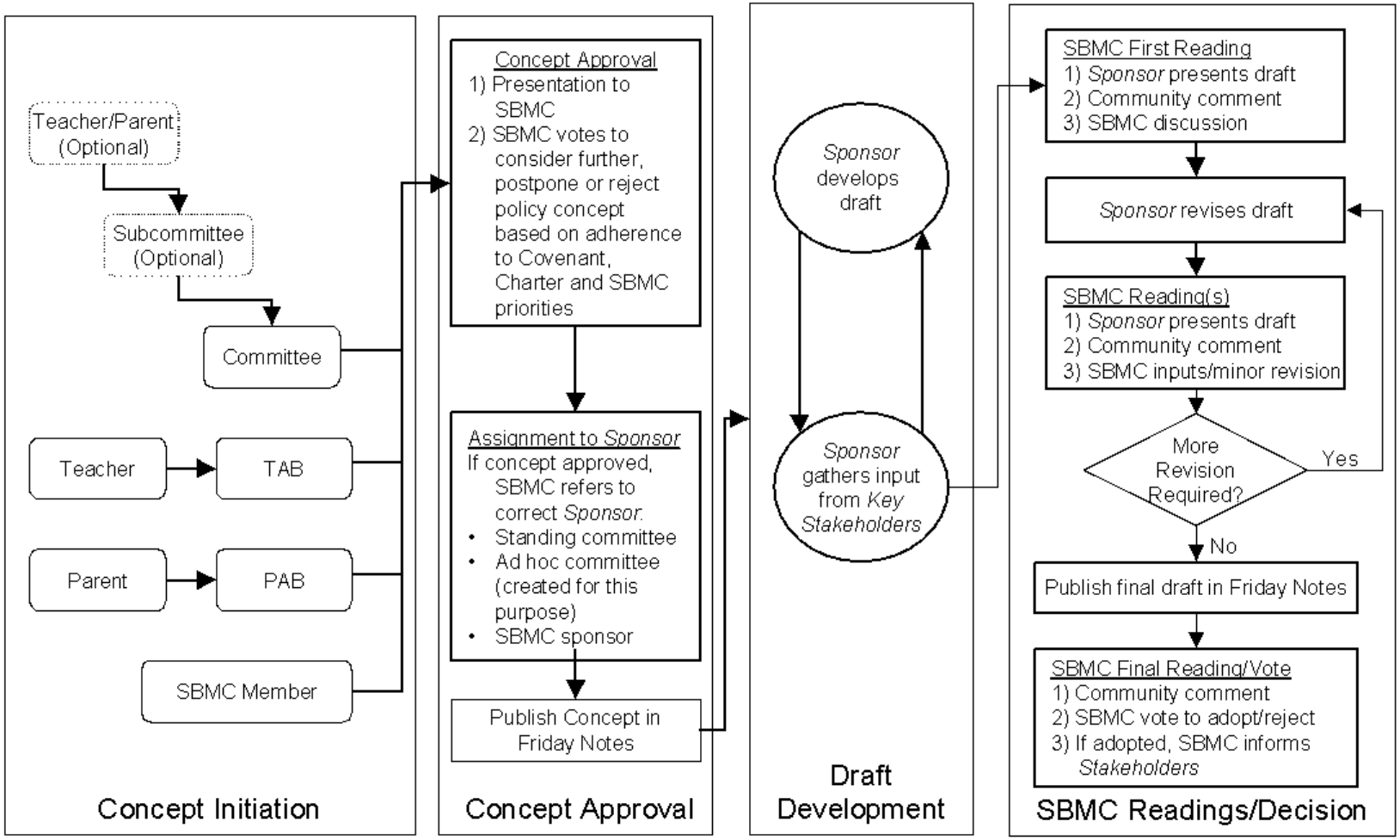
Type 2 Decision: (Direct Decisions with Input)



Type 3 & 4 Non-Policy Decision Process



SBMC Policy Decision Process



Traut Core Knowledge School Current Policies

- Classroom Placement
- Community Input
- Dress Code
- Grade Level Transfer
- Grading
- Homework
- Homeroom Teacher Job Share
- Science Fair (Traut Learning Expo)
- Siblings in the Classroom
- Specials Teacher Job Share
- Student Leave of Absence
- Study Hall
- Tardy
- Track and Field
- Wellness

Traut Core Knowledge Decision-Making Matrix 2/20/01

Area	***Decision Maker:*** Who Should Decide (who is accountable)	***Sponsor:*** Who Should Recommend	***Key Stakeholders:*** Solicit input from	***Stakeholders:*** Who will be informed	***Decision Making Process***
School Goals					
1. Revisions to Decision-Making Matrix	SBMC	SBMC	SBMC (with appropriate input)	All (copy to committees)	4
2. Determine, Assess and Evaluate School Improvement Plan (School Goals: State mandated UIP & our own)	SBMC	SAAC	All Committees via SAAC mtg.	All	4
3. Strategies to achieve above goals	SBMC	SAAC	All Committees via SAAC mtg.	All	3
4. Standing Committee Structure (mission, vision, goals and reporting, responsibilities)	SBMC	Committees themselves	P, F, S	All	4
Curriculum and Instruction					
5. Align Academic Standards (State and PSD) with Core Knowledge Curriculum as taught at TCKS	T, A	T, C (Curriculum)	PSD, CDE	PSD, T, C (Assessment)	2B
6. Adoption of revisions to the TCKS Scope and Sequence	SBMC	C (Curriculum)	CKF, T, A, P, PSD (CK Schools)	All (P via Curriculum Maps)	3
7. Sequential, Skills-Based Instructional Program (Standardized program of instruction characterized by both the sequential, skills-based	SBMC	C (Curriculum)	T, P, A, PSD, CKF	All	4

A = Administration (Principal)F = Faculty (all school staff)
All = All StakeholdersMTSS=Multi-Tiered System of Support A and B
P=Parents SBMC = Site Based Management Council
C = Committee (as listed) PAB = Parent Advisory Board
CDE = Colorado Dept. of EducationPSD = Poudre School District
CKF = Core Knowledge FoundationS = Student body
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nature of information being presented and some degree of standardization of instructional approach. May include classroom sets of textbooks, computer software and/or other instructional materials. Examples: envision Math, Zaner-Bloser Handwriting)					
8. Textbook Selection (Books used by students as a primary standard work for a particular branch of study. The need for standardization may arise because of the complex nature of facts and concepts being presented, and/or because of the need to align materials with CO State Standards. Examples: science texts, world and American history texts. In addition, any change in written materials previously approved by the SBMC. Example: Human Growth & Development)	SBMC	C (Curriculum)	T, A, PSD, P, CKF	All	3
9. Supplemental Materials (Instructional materials used to enhance the presentation of knowledge or information. Examples: lab materials, manipulatives, audio-visual materials, music, art work, trade books, software)	F, A	N/A	N/A	N/A	1
10. Core Knowledge Literature Selections (Specific versions of a particular title to be used within a grade level or classroom)	F, A	N/A	n/a	N/A	1
11. Computing Equipment, Implementation Strategy and Selection	SBMC	C (Technology)	PSD, F, P	All	2B
12. Equipment and Supplies Selection and Storage (location, accessibility and use)	F, A	n/a	F	F	2B
13. Classroom Organization, Scheduling, Lesson Planning, and Classroom Management	F, A	n/a	n/a	P, S	1

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14. Schedule for Specials (i.e. Art, Music, Library, P.E., etc.)	TAB	Specials teachers	F	F	2B
15.					
16. Handling of missing assignments	F	n/a	n/a	P, S	1
17.					
18. Participation in District Initiated Activities (i.e. ECO, Rendezvous, YES Concert, Spelling Bee)	T	T	SBMC/F/P	All	3
Personnel					
19. Staffing Allocation and Utilization (Certified and Classified)	SBMC	A	F, PAB, Treasurers	All	4
20. Administration Hiring	PSD	C (Selection - per charter)	Appropriate references	All	See charter
21. TCKS Faculty Hiring (Certified and Classified)	A	C (Hiring)	Appropriate references	All	2A
22.					
23. Administration Job Description and Responsibilities	PSD	PAB	F, P	All	2B
24. Administration Evaluation	PSD	PAB	F, P	A	2B
25. Certified Job Description and Responsibilities	A	PSD	F, PSD	T	2B
26. Certified Evaluation	A	A	F, P, S, PSD	T	2B
27. Classified Job Description and Responsibilities	A	PSD	F, PSD	F	2B
28. Classified Evaluation	A	A	F, P, S, PSD	Individual	2B
Staff Development					

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29. Initial and Ongoing Education about the School Philosophy	SBMC	TAB	PAB, F	F	4
30. Utilization of Collaboration days (i.e. what is done on scheduled days)	TAB	A	F, C (as needed)	All	2B
31. TCKS Mentoring Program Structure	TAB	A	F, PAB	F, PAB	3
32. Professional Conferences paid for by TCKS	A	n/a	F	F	2B
33. Individual Corrective Action Plan	A	n/a	Selected individuals as appropriate (confidentially)	Individual	1 - 2B
34. Professional Development Goals and Plans	T, A	n/a	T, CDE, PSD	Individual	2B
35. Teacher Work day guidelines	T	T	T, A	T	1
Communication					
36. Student Progress Reports (report card, standardized test results)	SBMC	C (Assessment)	F, P	All	3
37.					
38.					
39. TCKS School Sponsored Events (e.g., social events, meetings, clubs)	A, (SBMC as appropriate)	F, P or S	All (as appropriate)	All	1-4
40. Process for Scheduling Formal Parent/Teacher Conferences	TAB	n/a	PAB, F, PSD	All	2B
41.					
42.					
43. TCKS Communication Plan . (e.gbrochures, advertisements)	SBMC	C (Communications)	All	All	3

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44. Curriculum Maps	A, T (Grade Level Teams & Specials)	n/a	F (as impacted)	S/P (grade level), A, Specials Teachers	2B
Fiscal Management					
45. Annual school-wide budget	SBMC	C (Budget)	F, PAB	All	4
46. Classroom Budget (e.g. appropriate use of funds)	SBMC	TAB	F, A, PAB	All	3
47. Facilities planning & capital improvements	SBMC	C (Facilities)	F, PAB, PSD	All	4
Assessment and Evaluation					
48. Formal Assessment Plan (includes CO mandated tests, PSD tests and TCKS specific tests)	A	C (Assessment)	T, A, PSD, CDE, C (as impacted)	All	2B
49. Classroom Assessments (e.g., tests, quizzes, math fact challenges, etc.)	T	n/a	n/a	P, S	1
Record Keeping					
50. Inventory of Supplies and Equipment (by classroom)	T	n/a	n/a	F, PSD	1
51. Academic (e.g. cumulative folders, yearly grade books, etc.)	T, A	n/a	n/a	A, PSD	1
52. Behavioral (i.e. documentation of behavior code offenses))	T, A	c (MTSS-B)	F	F, P as impacted, S as impacted)	1
53. Agendas for Staff Meetings	A, TAB President	n/a	F	F	2B
School Culture					

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54. Professional conferences for parents paid for by school (e.g. CK conference, etc.)	SBMC	A	PAB	F, PAB	3
55.					
56.					
57. Assembly Guidelines	SBMC	A	F, SAB, C (appropriate)	All	3
58. Classroom Location	TAB	n/a	C (Facilities), F	F	2B
59. ???Student Recognition Guidelines	SBMC	C (Character Education)	SAB, F, P	All	3
60. Teacher Recognition Guidelines	SBMC	TAB	F, P	All	3
61. Partnership Behavioral Standards (Together Guidebook)	SBMC	C (Character Education)	F, P	All	3
62. Crisis Response Plan	SBMC	C (Crisis Response Team)	F, PSD, Professionals in the Field	All	2B
63. Lunchroom & Recess Scheduling	TAB	A	F	F	2B

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