

YES Academy Decision-Making Matrix

Purpose

The purpose of the YES Charter School Decision-Making Matrix (DMM) is to define the role of each member of the YES community with regard to decisions and policies of the school. The final authority for the contents and interpretation of the matrix resides with the YES Council of Directors (YES Council). 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 YES Council based on common sense and past 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 YES Council 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 YES 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, typically by the Principal, based on the intent and philosophy of YES, the Charter and DMM. If the decision goes to the YES Council, the Council will recommend a process to be used.

The Decision Matrix focuses on high level, routine, and organization wide impact areas. The intent is not to stifle creativity or leadership, but provide clarity, knowledge and structure to the YES decision making process.

Concept Initiation

Policy decisions incorporate a “concept initiation” flow. Although this is a formalized portion of the policy flowchart the idea is common with any topic brought before the YES Council, whether a part of the matrix or not.

Before approaching the board with a topic, the following questions should be asked:

- Have I approached and gathered input from possible stakeholders?
- Is the topic I want addressed already part of the matrix?
- Should the issue be routed through one of the sponsors in the stakeholder list?

Accomplishing the background work and asking these questions will aid in providing a streamlined idea and potential process for the Board to review and act upon.

Summary of the Roles of Various Persons and Groups

YES Charter School Council of Directors

The YES Charter School Council of Directors (Council) is the legal entity and the primary policy-making body in YES. It is this group that sets the school's goals and improvement strategies, and makes all major policies. Any authority not mandated by statute resides with the Council or is delegated by the Council. In cases of controversy, the Council may choose to retain decision-making authority from the groups to whom authority has been delegated. The roles and responsibilities of the Council are detailed in its bylaws.

Administration (Principal)

The principal is the chief executive officer of YES Charter School and is responsible for the day-to-day operation of the school.

Teachers

Teachers decide how to use textbooks and classroom supplies, decide teaching strategies, their own classroom organization, advise the principal on the educational program, and have input into all major policy decisions.

Employees

Parents

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

Committees

Board Development, Finance, ad-hoc or any future committees implemented by the YES Council.

Students

Yuba County Office of Education: Authorizer will guide to best practices and expectations

Back Office Service Providers: Currently CSMC, advise on finance and budget issues and standing

Landlord: Lewis Carroll School

Stakeholder and Key Stakeholder Key:

S = Students
 T = Teachers
 P = Parents
 B = YES Charter Academy Council of Directors
 A = Administration
 C = Committees (CBD= Board Development, CF = Finance, etc)
 CSMC = Charter School Management Corporation or Back Office Service Provider
 TT = Technology Team
 CM = Community Members
 Y = Yuba County Office of Education
 E = All Employees
 D = Donors
 L = Landlord
 EE = Everyone Else

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					
Revisions to Decision-Making Matrix	B	A B	T P E	Everyone Else (EE)	5
Changes to Mission and Vision	B	B A	Y T E P	EE	5
Determine, Assess and Evaluate School Improvement Plan (School Goals: State mandated & our own)	B	A	T P S	EE	3

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
Strategies to achieve above goals	A	A T	T P	EE	3
Standing Committee Structure (mission, vision, goals and reporting, responsibilities)	B	A	T P C	EE	3
Curriculum and Instruction					
Align academic standards with the curriculum taught at YES.	A	A T	T	EE	2
Adoption and revisions to the YES scope and sequence.	A	A T	T	EE	2
On an overall level evaluate current curriculum (includes major curriculum flow and sequencing, technology integration, meeting state standards)	A	A T	T Y	EE	3
Adoption of significant and discretionary policies for special populations or programs	B	A T	T	EE	3
Sequential, Skills-Based Instructional Program (Standardized program of instruction characterized by both the sequential, skills-based 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: Open Court Phonics, Harcourt Brace Math)	A	A T	T A P Y	EE	2

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
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 Council. Example: Human Growth & Development)	B	A T	T P S Y	EE	4
Instructional Software (Software used by students as the primary tool for instruction.)	A	T A TT C	T P Y St	EE	2
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)	A	T A C	T S Y E	EE	2
Literature Selections (Specific versions of a particular title to be used within a grade level or classroom)	A B	T A	T S P	EE	2
Use of selected texts and instructional software	A	A E T	TT P Y	EE	1
Computing Equipment Selection	B	A TT	T St E	EE	3

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
Computing Equipment Implementation Strategy	A	S T C	A T E T St Y D	EE	3
Equipment and Supplies Selection and Storage (location, accessibility and use)	A	T E A	T E P	EE	1
Classroom Organization, Scheduling, Lesson Planning, and Classroom Management	A	T	T	EE	2
Schedule for Specials (i.e. Art, Music, Library, P.E., etc.)	A	E T	P St T	EE	1
Departmentalization and Team Teaching	A	T A	E T	EE	2
Grading policy, including handling of missing assignments	A	T	T P St C	EE	2
Report card content and structure	A	T	T P C	EE	3
Student Placement and Transfer Policy	A	T	T P Y	EE	3

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
Student behavioral standards/policy	B	A B C	T P St Y	EE	4

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
Personnel					
Position Control (includes position creation, elimination and changes)	B	A	E P B Y C T	EE	4
Administration Job Description and Responsibilities	B	B A	A B T Y C P E	EE	3
Administration Evaluation	B	B A	T E B A Y P St	EE	3
Employment decisions regarding the Principal/Executive Director	B	B A	E P Y A C St	EE	4
Staff Hiring and releasing (Certified and	B	A	C	EE	2

Yuba Environmental Science Charter Academy Decision Making Matrix Adopted: April 2014

Classified)				E		
Certified Job Description and Responsibilities	A	A B	E A B	EE	3	
Certified Evaluation	A	A B T	St P A B T	EE	2	
Classified Job Description and Responsibilities	A	A B E C	E B A T	EE	3	
Classified Evaluation	A	A B E	P A E T St	EE	2	

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
Staff Development					
Initial and Ongoing Education of the School Philosophy	B	A	E P S A T E	EE	3
Utilization of In-Service days (i.e. what is done on scheduled days)	A	E A Y T C	T E A	EE	2
Teacher Planning days guidelines	A	E A T	E T Y A	EE	2
Professional Conferences paid for by YES	B	A	E T A C	EE	2
Individual Corrective Action Plan	A	E A B	E A T Y P	EE	2
Professional Development Goals and Plans	A	A E B T	E A T Y E	EE	2

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
Changes to Staff Development Policies	B	A B Y	E A C Y T	EE	4
Communication					
Changes to Health and safety communication policy (items needing parental consent)	B	A C E P B	P E A Y T	EE	3
Communication policy from organization to stakeholders (legal, press, public, parents, charter authorizer)	B	A B	E P C M Y	EE	3
Communication regarding report card format and grading procedures	A	A E T	A E P T Y	EE	2
Communication regarding student behavioral standards/policy	A	A C B T E	A E P E T Y	EE	1

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 Sponsored Events (e.g., social events, meetings, clubs)	A	C E A B	P E T St	EE	1
Process for Scheduling Formal Parent/Teacher Conferences	A	A E T P	A E P	EE	1
School-wide requirements (i.e. Science Fair, field trips)	A	A B T C E	A E P Y St	EE	1
Curriculum Maps	A	A T E C	A E T P Y	EE	2

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
Fiscal Management					
Annual Schoolwide budget	B	A CFO	CSMC Y E C	EE	4
Changes to budget development policy	B	A CF CSMC Y	A CF CSMC Y P	EE	4
Spending and budget policies (standard fiscal policies, reserve policy, fundraising policy, borrowing policy))	B	A CF CSMC Y	A CF CSMC Y	EE	4
Facilities planning & capital improvements	B	A CF CSMC Y	A C CSMC Y	EE	4
Grant Acceptance Policy (programmatic and fiscal considerations)	B	A CF CSMC Y	A CF CSMC Y P E D	EE	4
Expenditure decisions within limits of adopted budget	A CFO	A CFO C	A E CSMC P	EE	1-2

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
Changes to adopted budget	B	A CF CSMC Y	A CF CSMC Y P E	EE	3
School Culture					
Partnership with parents (e.g., volunteer hours policy)	B	A, P, E, B	A, P, E, E	EE	4
Professional conferences for parents paid for by school	B	A B	P E C Y CMSC	EE	3
Student Attendance Policy / Procedure (absences, tardiness, make up policies)	B	A B	A E P Y T	EE	3
Field Trip Policy (including funding, types and approval)	B	A B C	E P S T	EE	2

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
Assembly Guidelines	A	E C P	A E S T P C	EE	1
Classroom Locations	A	A E T	E	EE	1
Student Reward and Recognition Policy	B	A C	E P T Y C S A	EE	3
Teacher Reward and Recognition Policy	B	E P A C	E C A P S T	EE	3
Student Safety & Security Plan	B	A C	A Y C E P Sherriff	EE	3

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
Lunchroom & Recess Scheduling	A	A E	T E	EE	2

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
Organizational Goals					
Strategic Plan	B	B A	B C S Y CSMC A E P	EE	4
Changes to YES Charter Academy Organizational mission and vision (includes consistency among schools)	B	B A	B C S Y CSMC A E P	EE	5
SMART goals (organizational and school)	B	B A	A P E C	EE	4
Changes to the decision matrix	B	B A	B C Y CSMC A E P	EE	5

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
Facilities	B	B A	B C S Y CSMC A E P	EE	4-5
Major contracts	B	A B	B C CSMC A E	EE	4
Changes/additions to standing committees	B	B A	B C CSMC A E P	EE	2

Stakeholder and Key Stakeholders:

St – Students
T - Teachers
P- Parents
B – YES Charter Academy Council of Directors
A- Administration
Comm – committees (BD – Board Development, F – Finance)
CM – Community Members
Y – Yuba County Office of Education
S – Staff (office admin, aids, etc.)
D – Donors

- One individual may not represent more than one stakeholder or key stakeholder group.
- Parent stakeholders will be notified via the YES Academy Newsletter, website and email as appropriate.
- Parent Key Stakeholders will be gathered through open solicitation in the YES Academy Newsletter, website and email as appropriate.
- All other stakeholders will be notified and gathered through YES Charter School communication methods.

Committees Include: Facilities and Maintenance, Grants and Fund Raising, Outreach and Enrollment/Advertising, Academic/Science/Vision/Mission