

JANUARY 2017

DECISION MAKING MATRICES & BLT BYLAWS

NORTHWEST REGION

Adams Elementary School – Decision Making Matrix

I = Input
D = Decision

		Seattle Schools	Principal / Asst. Principal	All Staff	Building Leadership Team	PTA	Interview Team	Committee	Career Ladder Teachers
Level 1	Calendar of school events	I	I	D		I			
	Student assignments		D	I					
	School vision		I	D	I				
Level 2	Arts impact activities, training		I	I	I			D	
	Schedules		I	I				D	
	Assemblies		I	I				D	
	Celebrations		I	I		I		D	
	Safety Plan	I	I	I		I		D	
Level 3	Non-Staff Budget		I	D	I				
	C-SIP goals	I	I	D	I				I
	Staff Budget	I	I	D	I				
Level 4	Specific agendas for staff development				I				D
	Staff development priorities for the year	I	I	I	D				I
	Non-mandated curriculum	I	I	I	D				I
Level 5	Student retention / acceleration		D	I					
	Hiring		D	I			I		
	Staff grade level assignments		D	I					
Level 6	Emergency Management	I	D	I					
	Confidential personnel issues	I	D						
	Day-to-day operational issues		D	I					

Level One Decisions are made by the entire staff using a process designed to achieve consensus. If unsuccessful, a majority vote is taken. Prior to the vote, “majority” (i.e. simple, super, etc.) will be defined. If unsuccessful, the decision then becomes a level 4 decision.

Level Two Decisions are made by a committee that is formed to make the decision. Prior to making the decision, the committee will make a good faith effort to identify and solicit input from the stakeholders.

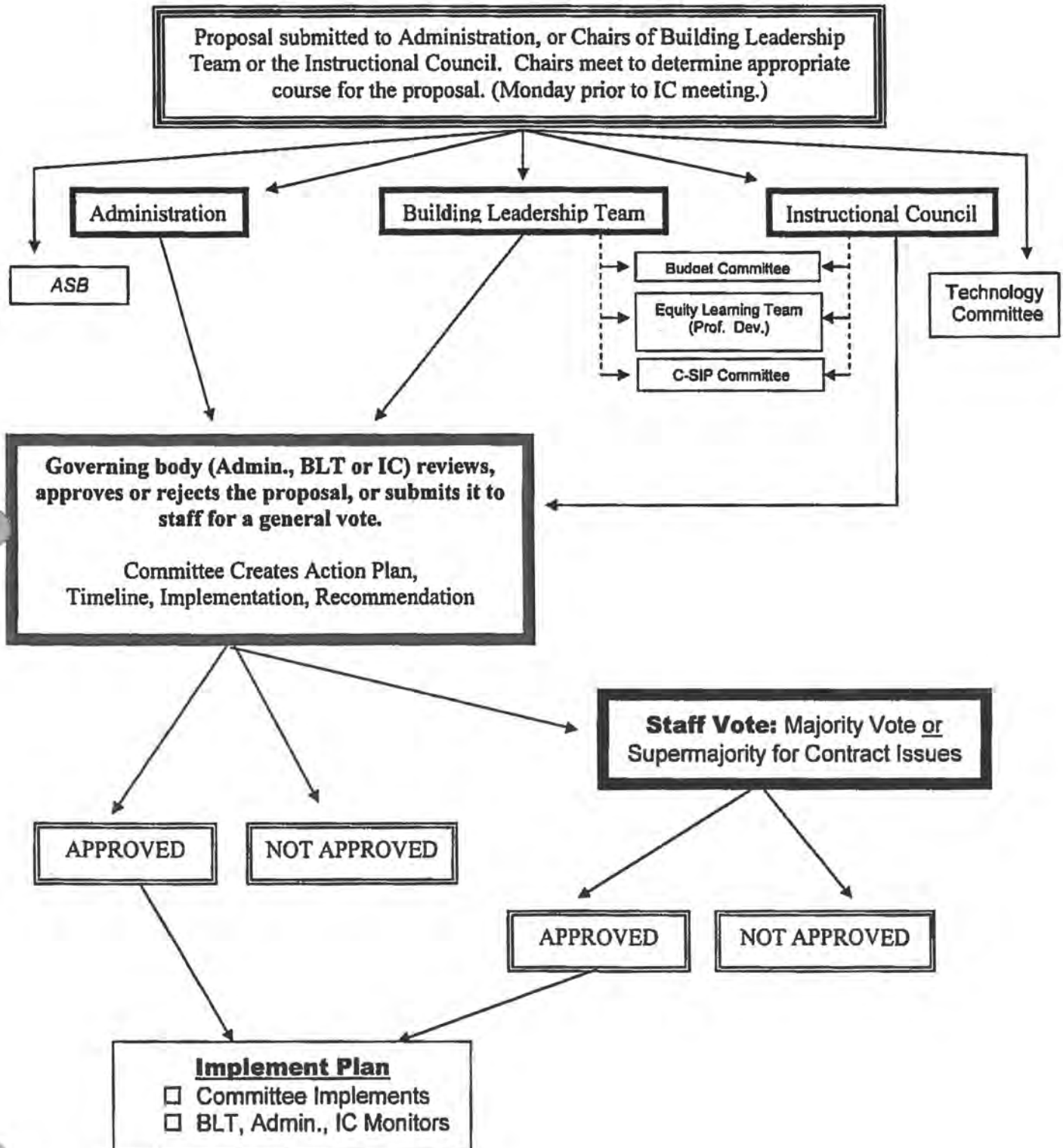
Level Three Decisions are made by the staff after the BLT has narrowed the field of options to a select few that meet C-SIP and budget priorities. A staff vote using a process designed to achieve consensus will be used. If unsuccessful, a majority vote of the staff will be taken. Prior to the vote, "majority" (simple, super, etc.) will be defined.

Level Four Decisions are made by the Building Leadership Team after consulting with constituents.

Level Five Decisions are made by the principal or assistant principal with staff and/or community input.

Level Six Decisions are made by the principal, assistant principal and/or designee.

Ballard High School Governance Chart (2010)



adapted 10/20/10

BF Day Elementary
Decision Making Process

Presented: August 26, 2014
Revised: NA
Accepted: September 2, 2014

The BLT reviewed the building's decision making process at their retreat on August 18, 2014. We are recommending the following steps be used to ensure that all staff members are informed, opinions are heard and valued, and that the goal of consensus with a 70% or higher majority is reached through a vote. This will help ensure that the decisions we reach are supported by all staff members.

Staff will be informed with at least 24 hours notice through email that a decision needs to be made using our decision making process.

The meeting date and time will include an agenda which includes these time frames:

- Presentation/update on the matter at hand (10 – 15 minutes)
- Process time for staff to react, respond, question (30 -35 minutes with an individual time limit of 2 - 3 minutes)
- Review of ballot wording and process for voting (5 min)

Staff will have a 2 day break to consider their votes, discuss with colleagues, do research, etc.

Staff will vote using a paper ballot by noon on that second day. If an issue doesn't reach the 70% consensus, staff can reconvene to discuss the issue further and revise the ballot. This second attempt will have a one day discussion time, with voting occurring by noon on the next day.

The SEA rep will be in charge of distributing and collecting the ballots. Staff will sign out a ballot and return it to an envelope held by the SEA rep.

At noon, the SEA Rep and the Principal will count the ballots and announce the results as quickly as possible.

Decision Makers/Stakeholders:	Principal	BLT	Affecte d Staff	All staff	Tech. Com.	Safety Com.
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ISSUE LIST:

BLT Bylaws	R	R		D		
CSIP	R	D	I			
Building Budget	R	R		D		
Curriculum Materials/Tech Resources	R	R	D			
Daily Schedule	D	R	I			
Discipline	D	I	I			
Duty Schedule	D	R		I		
Student Class Lists	R	R	D			
All Staff Prof. Development	R	D	I			
Pull-outs & scheduling	R	R	D			
Safety	R	R	I			D
School Policy	R	D	I			
School Calendar	R	R	D	I		
Staff Mtgs (agenda, schedule)	R	D	R	I		
Stipends	D	I	I			
Scheduling - student testing	R	R	D			
Assessments	R	D	I			
Class Schedule	R	D	I			
Technology	R	R	I		D	

KEY:

I = INPUT

R= RECOMMENDATION

D= DECISION

BROADVIEW THOMSON PK-8 SHARED DECISION MAKING MATRIX

- **Approval:** May approve proposals or recommend modifications.
- **Recommend:** Values input, suggestions or proposals may come from this group.

ISSUES	STAFF	LEADERSHIP TEAM	ADMINISTRATIVE TEAM	RTI	PTA/Parents
Building Budget *	Approval	Approval	Approval		Recommend (PTA BLT Rep)
Curriculum *	Recommend	Recommend	Approval	Recommend	
Room Assignments	Recommend		Approval		
School-wide events/Assemblies	Recommend		Approval		Recommend
Professional Development *	Approval (Consensus vote 2/3)	Recommend	Approval		Recommend (PTA BLT Rep)
Staff Hiring	Approval (Hiring Team)		Approval		Approval (Hiring Team)
Teaching Assignments	Recommend		Approval		
C-SIP	Approval	Recommend	Approval	Recommend	Recommend (PTA BLT Rep)
Master Schedule	Recommend	Recommend	Approval		
Discipline Policy *	Recommend		Approval		
Student Interventions	Recommend		Recommend	Approval	

* District provides guidelines and choices in these areas.

BLT Approved: August 29, 2011

Building Leadership Team
Cascadia ELEMENTARY SCHOOL BY-LAWS
2016-2017

Mission Statement

The Seattle Education Association (SEA) contract language stipulates the three main goals of the Building Leadership Team (BLT) as:

- Development and monitoring of the Continuous School Improvement Plan (C-SIP)
- Determination and implementation of Professional Development in order to address the goals of the C-SIP
- Monitor the Decision Making Matrix
- Development of the School Budget related to the C-SIP and professional development

The Cascadia BLT is a collaborative and representative body whose primary role is to lead the school's effort to formulate and achieve the goals of the C-SIP, make decisions about the Professional Development needed to support the instructional program in order to successfully implement the C-SIP, and make budget decisions related to the C-SIP. The BLT recognizes and observes all laws, regulations, Seattle School District policies, collective bargaining, and other agreements in its operations. The BLT shall be composed of representatives including an administrator, parents, certificated and classified staff.

Norms

The agreements that guide the collaborative efforts of the Cascadia BLT are:

- Be respectful
- Be actively engaged
- Determine and set priorities
- Build upon the assets of others with students as the first priority
- Keep focused upon teaching and learning
- Build consensus in dealing with issues we address
- Follow through after meetings
- Being respectful of the decision making process
- BLT reps will find a sub if they cannot make it

These norms are embedded in the beliefs and actions that support the mission of the BLT and each member has a responsibility and obligation to honor the agreements established. Additionally, in the discharge of its mission, the BLT requires the following conditions be understood and honored in order to guide its work:

- It is paramount to working efficiently and effectively that the BLT is timely in the manner in which we conduct our business
- Timelines pertinent to issues or tasks will be developed and addressed by appropriate entities (BLT, committees, grade level teams, etc.)

Assumptions or Guiding Principles

Building trust and developing open, transparent communication that honors all views is fundamental to our success as a BLT and educational community. We will operate with the understanding that staff will communicate with one another to determine, adjust, reach and maintain our goals. Tasks are to be taken on as needed and with leadership that recognizes the strengths and skills of participating individuals. In order for our By-laws, Decision Making Matrix, Committee Structure and C-SIP to be successful, we must collectively understand that we are working with living, changing documents. The BLT and staff should be committed to making these essential documents guide and reflect our professional practice. In addition, the success of a collaborative governance model requires leadership that provides timely and effective support. The BLT also understands that it is important that all members of our educational community show respect and follow the same school-wide procedures and expectations for the academic and personal success of all students we serve.

Membership

The Building Leadership Team for Year 1 shall consist of the following members:

Ellie Kim	Grade 1
Erica Gregory	Grades 2
Emily Thilo	Grade 3
Jim Clithero	Grade 4
Elizabeth Savage	Grade 5
Adrian Watts-Driscoll	Specialists
Renee Remlinger-Tee	Classified Rep
Shelby Erhen Meengs	Parent Rep/PTA
Kimberly Christensen	Parent Rep/Green Team
Brody LaRock	Assistant Principal
Rina Geoghagan	Principal
Christy Smith	House Administrator

School staff that serves on the BLT has the responsibility to gather input from constituents and to represent the interests of his/her group as well as his/her own views. Parent representatives will provide feedback and provide a community lens.

Every BLT meeting must consist of a quorum (see "BLT Quorum" below).

Terms

Membership on the BLT will follow a staggered schedule for bringing new members aboard. Tenure on the BLT shall be for a period of one year. New members will join the BLT through the election process. There will always be a representative from each grade level.

The 2016-17 Cascadia BLT members will address the issue of staggering membership in the spring of 2017.

Roles/Responsibilities

Members of the BLT will assume the following roles on a rotating basis each trimester in order to make meetings more effective. It shall be the responsibility of the principal to develop and review the agenda prior to each meeting. The Agenda is emailed to BLT members at least one (1) day before the meeting. A typical agenda is: Introductions, minutes review, old business and no business.

1. Recorder

- Remains neutral to content

- Supports the principal

- Records basic ideas; checks accuracy of perceptions and information to be shared with staff

- Helps give a sense of direction and completion

- Distributes minutes of the meeting to staff within five (5) days of that meeting, making them available for those who wish to view them

- File and maintain the C-SIP committee reports in the BLT binder with two (2) days of that meeting, making them available for those who wish to view them.

2. Time Keeper

- Periodically remind the team members of time constraints

- May assist facilitator to keep team members focused on the task(s) at hand

- Identifies when more time is needed for discussion

- Recommends time allocation for future agendas

Meeting Schedule

The Cascadia BLT shall hold regularly scheduled meetings once on the first Thursday of the month and others as needed from 8:30 – 9:10 am. The regular schedule of meetings is held in compliance with the Open Meetings Act. An annual schedule of meetings shall be printed and distributed to staff, PTA, and parents, published in the school newsletter, and put on Cascadia's yearly calendar. People interested in attending and adding input should notify the principal at least two (2) days in advance so it can be added to the agenda.

Decision-Making

The role and/or responsibilities of the Cascadia BLT in the decision-making process are based on the following norms or agreements:

Based upon the Seattle School District directives and state and federal laws or timelines, the Cascadia BLT accepts that the principal must make some decisions related to scheduling, budget accountability, personnel (workloads, work locations, income), assignment of students, professional performance, discipline, student retention and curriculum.

Within the BLT

Whenever possible, the BLT members will strive for consensus to the point where everyone can live with the decision made. If even one member cannot agree, a vote will be taken. A "thumbs vote" will be applied; those who do not agree or abstain from voting will be given the opportunity to explain their

position. Another vote will then be taken to see if concerns have been addressed and consensus can be reached. If consensus cannot be reached, the group must decide if a simple majority will rule. The majority shall be **50 percent + 1** of those present. Every vote must include the vote of the principal or her designee.

BLT Quorum

Every BLT meeting must consist of a quorum: At least half of the BLT membership.

Staff Voting

For decisions that must go to the entire staff, and that affect only certificated teachers or both certificated and classified, complete consensus is the desired outcome. Should total consensus not be reached, the decision can be processed by a vote, in which a **2/3rd** majority of the qualified voters is required. It is understood that staff members will come prepared to speak to their position on the issue at hand and provide necessary evidence of their position for consideration of all voting parties.

When a staff, following the school's decision-making matrix, cannot reach consensus or at least 2/3 vote on budget, the professional development plan, or C-SIP, a representative from SEA and a representative from SEA and a representative from SPS will meet the staff involved in an attempt to resolve issues. If after a reasonable attempt to the issues remain unresolved, the issues will be forwarded to the Superintendent of Teaching and Learning for a final decision. Members of the decision-making body may submit a statement to the Chief Academic Officer before a final decision is made. SEA and SPS will strive to have a final decision within (5) working days from the date that the issues are initially raised. Prior to a vote being taken, the following protocol will be followed:

- Documents requiring a vote will be sent out one (1) week in advance of the vote for staff to preview
- A meeting will be held at the end of that one week preview period to discuss document or issue
- A paper ballot will be prepared so that staff can exercise the option of voting directly following the meeting or no later than the start of the next school day.
- BLT member will oversee the ballot process
- No voting by proxy is allowable
- Note: Budgetary constraints may allow for an expedited process

FTE qualified voters include: all PASS staff, all SEA represented staff and 609 employees (if decisions impact them). Hourly employees are not considered FTE classified and may not vote.

Budget Development – C-SIP

The BLT has the responsibility of developing budget proposals to present to staff for input, discussion and approval. The BLT monitors the professional dollars and shares decision-making responsibility for the overall building budget. Input from constituents in a timely manner is welcome. The BLT will screen suggestions submitted for consideration in determining the budget and make selections, not to exceed three proposals, to present to staff.

The BLT and Cascadia Staff understand the principal has the sole authority to make some budgeting decisions.

Record Keeping

It shall be the responsibility of the BLT to retain, within the school building, records of its meetings and action for a period for six (6) years, after which these records will be forwarded to Seattle School District Archives. These records will include agendas, minutes, and any other pertinent business of the BLT.

Amendments

Proposed changes to the Cascadia BLT by-laws must be presented in writing to the BLT for discussion. The proposed change(s) would then be presented by the BLT to the staff for presentation, discussion and/or vote.

Committees

The Building Leadership Team shall serve as the Academic Committee for the school, charged with overseeing Curriculum, Instruction and Assessment as related to the C-SIP. The addition to the BLT, the remaining school committees are:

- Safety
- RULER
- Writing
- Reading
- Math
- PLCs

Efficacy

The Cascadia BLT shall engage in a self-evaluation of the C-SIP in January and June to inform its priorities and effectiveness.

BLT Retreat

A Building Leadership Team retreat is optional and if planned would in the spring of each year to be held for the purpose of:

- Reviewing the Continuous School Improvement Plan
- Providing orientation for new members
- Propose ideas for Professional Development Calendar

The BLT shall plan and provide an annual orientation for all staff during the fall of each school year that will include the By-Laws, Decision Making Matrix, C-SIP, and Committee Structure.

Decision Making Matrix for The Center School, Revised and Approved, April 2016

Flow Chart – In general, (i) input is made to the recommending committee; (ii) recommending committee develops proposal and brings proposal to the group making the decision; (iii) decision group approves or asks for modification; (iv) the execution committee will then implement the decision. *The only absolutely necessary step, however, is approval by the decision making group.*

	District	Principal	All Staff	BLT	Student/Student Senate	Departments	CSCA
C-SIP Transformation Plan	X	I/E	D	R/E	I	I/E	I
Budget	X	I/E*	D*	R		I	
Professional Dev.	X	I/E (with BLT, implements specifics)	D (decides on focus)	R/E (with principal, implements specifics)		I	I
Course Offerings	X	I/E	D (even course title changes)	R	I	I/E	I
Master Schedule		I/R/E	I/D			I	
Hiring (excluding administrative hire)	D/E	R/E			I	I/R	I
Grad. Requirements	X	I/E	D	R	I	I	I
Scholarships (PTSA)		I					D
Staff Funding (PTSA)		I/R (as part of budget process)	I/R (as part of budget process)	I/R (as part of budget process)			D
Prog. Funding (PTSA)		R			I		D
ASB Fundraising		D			D/E		
School Wide Activities		E	D**	R	I/R/D/E	I	I

See over for key

I = Input/Informing: May provide research or background information needed to make decision.

R = Recommendation: Valued input, suggestions, or proposals may come from this group.

D = Decision: Decides plan of action; establishes policy and may need to present to the other groups.

E = Execute the task: May carry out with or without modifications.

X = Seattle School District, School Board Policy impacts decision.

* Budget: When staffing budget is decided in spring, staff will also fill out a survey of priorities if more money were to come in during summer months. This set of priorities will serve as basis for budget decisions until the following spring and will be followed by principal.

**Only when schedule or whole staff is affected

Revised and Approved, April 2016

Fist

A no vote – a way to block consensus. I need to talk more on the proposal and require changes for it to pass.

1-Finger

I still need to discuss certain issues and suggest changes that should be made.

2-Fingers

I am more comfortable with the proposal but would like to discuss some minor issues and suggest changes that should be made.

3-Fingers

I'm not in total agreement but feel comfortable to let this decision or proposal pass without further discussion.

4-Fingers

I think it's a good idea/decision and will work for it.

5-Fingers

I think it's a great idea and I will be one of the leaders in implementing it.

Note A: Any decision that needs a lead person to implement it will not be put forward until that lead is identified, even if all staff members vote a 3 or 4.

Note B: If anyone holds up fewer than three fingers, that person should be given an opportunity to state objections, and the team should address the concerns. Teams continue the Fist-to-Five process until they achieve consensus (a minimum of three fingers or higher) or determine they must move on to the next issue.

Revised and Approved, April 2016

1. A quorum, which we define as 75% of certificated staff (paid for with building budget) must be present for any vote to go forward. If a cert is out and has a long-term sub, that cert doesn't count for total staff number. Proxies, however, may still be given. (For quorums, proxies are not allowed.)
2. Consensus is our goal, using the Fist to Five model. If consensus is not reached in a timely manner (e.g., during a staff meeting) recommendations are brought back to originating group for modification. Consensus is attempted again.
3. If consensus is not possible, a vote will take place. For a measure to pass, 75% of the quorum must approve it.
4. If a 50% of staff supports a decision but a supermajority (75%) is not achieved, the decision is made by the BLT. If the decision must be made on deadline and BLT as a whole can't be reached, those who respond in an appropriate amount of time make the decision.

Key

D = Decision: Decides plan of action; establishes policy, and may need to present to other groups for approval

SD = Shared Decision: More than one group participates in the decision-making

A = Approval: May approve proposals or recommend modifications

R = Recommendation: valued suggestions, or proposals may come from this group

I = Input: Individual input may be solicited and/or provided

X = Seattle School District/School Board Policy impacts issue/decision

***Final Authority for decision**

Daniel Bagley Elementary

Decision-Making Matrix 2014-2015

	District	Principal	BLT	All Staff	Committees	PTA	Parents
CSIP	X	SD	SD	SD			
PD and Budget Development		SD*	SD	R		R	
Budget Implementation	X	D					
Vision & Mission	X	SD	SD	SD	SD	R	
Master Schedule		SD*	R				
Staff Hiring	X	SD*			SD (Hiring)		
Staff Performance Evaluations	X	D*		I			
Safety	X	SD	A	R	SD	I	I
Technology Equipment and Usage	X	D	SD	I	SD		I
School-wide events/Assembly		SD	I	R/A	SD	R	

	District	Principal	BLT	All Staff	Committees	PTA	Parents
Staffing Assignments – Grade level	X	D		R			
Student Assignments - Classroom	X	D		R			I
Bldg. Decision Policy	X	D	R/A	R/A	R/A	I	I
Facilities Support & Maintenance	X	D		R		I	R (Support for School)
Curriculum	X	SD	SD	SD	SD		
Building Use	X	D					
Community Relations (Marketing, student recruitment, grant writing)		SD		R/SD		R/SD	I
Funding for School Support (Extra Curricular Activities)		SD	R			SD	I
Staff/Parent Relations (Complaint Resolution)		SD	R				SD

Decision-Making

The **Greenwood** Building Leadership Team will comply with the following decision-making matrix: (xx means has final decision, x means participates)

Committees	Principal	BLT/committee	Staff	PTA	Parents/ Community
Responsibilities					
Personnel issues	xx				
Security	xx				
Day-to-day Operations	xx				
Hiring	xx	x			x
Assigning Duties	xx		x		
Professional development	x	x	x		
Budget	x	x	x		x
Staffing	x	x	x		
Transformation Plan/AAP	x	x	x		x
Dates for school events	x	x	x	x	
Text adoption, teaching materials	x		x		
Curriculum	x	x	x		x
Safety procedures	x	x	x	x	
Assemblies	x	x	x	x	
Celebrations	x	x	x	x	x

Decision Making Matrix

This document attempts to clarify duties and responsibilities of the various groups at Hamilton, many of which are shared across groups. In such cases the duty or responsibility is listed under the initiating body or group with final decision making power over it.

Principal Decisions listed herein exist under the exclusive purview of the principal and do not exhaust the decision making capabilities of the principal.	All Staff Decisions listed herein are subject to all staff approval, and do not exhaust the all-staff decision making capabilities.	Instructional Council A body composed of all department heads, serving a 5 year term, and charged with addressing the academic decisions not otherwise defined/determined by the district or contract.	BLT A body of all-staff building elected representatives that must include at least five certified and one classified members, as well as parental representation, serving a two year term, and charged with school governance.
Principal's decisions: <ul style="list-style-type: none"> Teaching assignments Room assignments Master schedule Emergency response Fieldtrips Individual professional development Service implementation (e.g. Sp. Ed., APP, etc.) (Shared with IC) 	All-Staff decisions: <ul style="list-style-type: none"> BLT bylaws Budget development/review Building vision, mission and goals CSIP implementation Professional development for affected groups (certificated, classified) 	This body initiates processes around decisions regarding academic: <ul style="list-style-type: none"> After school activities School events and assemblies Instructional materials School-based professional development School wide expectations (e.g. School wide homework policy) Service implementation (e.g. Sp. Ed., APP, etc.) Program design & development (e.g. International Ed., World Languages, etc.) Student Assessment 	This body initiates processes around decisions regarding: <ul style="list-style-type: none"> School governance (e.g. DMM) Budget Vision (e.g. facilitation and development of C-SIP) Community relations Non-academic curricula (e.g. W.E.B.) Non-academic assemblies and events School norms (behavioral, climate, environmental) <p>Processes for making building-wide decisions are outlined on the next page.</p>

See contract language for specifics. Items not covered herein, are addressed in the contract.

Building Wide Decisions

When the BLT needs to turn a decision to the staff for a vote, the following protocol will apply:

Type of Vote	Prior to vote	Voting Protocol
Budget/C-SIP/PD Plan	<ol style="list-style-type: none"> 1. Initial feedback* solicited from staff 2. Initial documents sent out to staff 2-3 weeks prior to voting, followed by a feedback session 3. Feedback should be considered and documents updated. 4. Updated documents sent to staff one week prior to vote. 	<ul style="list-style-type: none"> • SEA representatives will manage the vote and tallying • Quorum for such decisions should be at least 60% of staff • 2/3 of votes cast are needed in order to affirm the question
All Other Staff Decisions	<ol style="list-style-type: none"> 1. Initial feedback* solicited from staff 2. Initial documents sent out to staff 2-3 weeks prior to voting, followed by a feedback session 3. Feedback should be considered and documents updated. 4. Updated documents sent to staff one week prior to vote. 	<ul style="list-style-type: none"> • SEA representatives will manage the vote and tallying • Quorum for such decisions should be at least 60% of staff • 50% + 1 of votes cast are needed in order to affirm the question

*Feedback may include any of the following: email, electronic survey, meeting, online forum, face-to-face communication. Staff are always welcome to share feedback directly with a BLT member.

Decision Making Matrix - Ingraham High School

	All Staff	BLT	Grade Level	Depts	Academics	S.I.T.	ASB	PTSA	Principal	Admin	District	I.C.	Counseling
Issue													
School Wide Events	A	I	I / R		I		I	I	I	A	X	D	
School Wide Student Expectations	D	R	I		I	R		I	R	R	X	R	
Student Assessment			D	D	D	R			D		X		
Attendance policy	I									D	X	I	
Transformation Plan Professional Dev.,budget	A	SD	I	I	I	I	I	I	A		X	SD	I
Fiscal Management									D		X		
Community Involvement			I	I	I	I	R	R	D	I	X		
Curriculum		I	D	D	D				D		X	D	
After school activities	R						I			D	X	I	
Discipline	R / A		SD	SD	SD			R	D	D	X		I / R
Field Trips			SD	I	SD				A		X		
Grant Requests			I	SD		I			SD	SD	X		
Staff Hiring		SD	I	SD	I			I	D		X		
Master Schedule	I		R	SD	SD			I	D	SD	X	SD	SD
Room Assignments	I			I	I				D	SD	X		
Safety	I					R	I	I	SD	SD	X		
Staff Evaluations	A								SD	SD	X		
Student Schedules	I			SD / R	SD / R	I		I	D	SD	X		D
Volunteers	I			I	I			I	D	R	X		
Building Use	R			R			R		D		X		
Atheletics	R								D	D	X		
Fundraising							SD	SD			X		
AtRisk	R	R	SD	SD	SD	R			SD	SD	X		SD
School Calendar	A			I	I		I		SD	SD	X	SD	I

Key Codes:

D= Decision: Decides plan of action;establishes policy and may need to present to other groups for approval

SD= Shared Decision: More than one group participates in the decision-making

A= Approval : May approve proposals or recommend modifications

R= Recommendation: Valued input, suggestions or proposals may come from this group

I = Input/Informing: may provide research or background information needed to make decision

X= Seattle School District/School Board Policy impacts issue/decision

JSIS Decision Making Matrix

Level of Collaboration	Examples	Input From	Final Decision
Level IV Shared Decision: Principal, Staff & Community	School Vision & Mission Continuous Improvement Plan (CSIP) Professional development plan Budget Program	Staff/ BLT/Parents/ Staff/ BLT/Parents Staff/BLT SEA represented staff/BLT Staff/ BLT/ Parents	Living document Annual revision Annual revision Vote*
Level III Shared Decision: Principal & Staff	Discipline policy Program Teacher assignments Technology	Teaching staff/ Counselor Teaching staff/ Parents Teaching staff Teaching staff/ District	Staff/ Principal**
Level II Principal Decision; with Input from Stakeholders	Hiring Class assignments Teacher/IA assignments Room assignments Master schedule Evaluations Building use Policies	Hiring Committee Teaching staff Instructional staff Teaching staff Teaching staff Teaching staff Staff affected by usage Staff and JSIS community	Principal
Level I Principal Decision	Purchasing Office discipline Hourly hiring Office logistics		Principal

* requires a 2/3 approval vote of SEA represented staff and BLT

**May or may not require a vote

9/15/14

Levels of Decision Making Authority

Loyal Heights Elementary School

In building a school based on collaboration and trust, we believe in the concept of shared leadership; that each of us is responsible for communicating decisions with stakeholders and that, while the principal is ultimately responsible, no one will make any unilateral decision that is not in the best interest of the whole community.

Level of Decision Making

Level One:

The entire faculty makes the decision together by using processes designed to achieve consensus. If unsuccessful, a majority vote will be taken. Prior to the vote, "majority" (i.e. simple, super, etc.) will be defined.

Level Two:

A committee is formed to make the decision. Prior to making the decision, the committee will make a good faith effort to identify and solicit input from the stakeholders.

Level Three:

The BLT narrows the field of options, brings limited choices or recommendations to the faculty and uses processes designed to achieve consensus. If unsuccessful, a super majority vote is required for passing.

Level Four:

The BLT makes the decision after consulting with their constituents.

Level Five:

The Principal makes the decision with staff and/or community input.

Level Six:

The principal makes the decision

Examples

*Building TRI time

*Safety Procedures

*Assemblies

*Celebrations (graduation, etc.)

*Equity Team

*Dates for school events

*Budget

*Staffing

*Transformation goals and objectives

*Determining staff development priorities

*Determining agenda items for staff development days

*Hiring

*Student retention

*Assignment of teaching duties

*Students placement

*Discipline

*Confidential personnel issues

*Safety

*Day-to-day operations

Definitions

Consensus:

I **APPROVE** of the final recommendation, or could be supportive of the final recommendation.

Simple Majority:

50% + 1

Super Majority:

2/3 (66%)

24 Certificated Staff

5 Classified Staff

**McDonald Int'l Decision Making Matrix, draft 5/17/16, with CBA additions,
5/19/16 and 5/25/16**

Subject	Review and Recommendation	Decision
C-SIP	BLT oversees facilitation and development Staff input	CBA - Article II, Section A, 4c and 4j Consensus or 2/3 vote Staff
Discipline Plan	RULER/Social -Emotional Learning Committee Staff Input	CBA -Article III, Section F. 2. Certificated staff and Principal
Budget	BLT oversees facilitation and development	CBA - Article II, Section A, 4c and 4j , Consensus or 2/3 vote Staff
School Wide Events	Assembly Committee Recommends Staff Input	Consensus or 2/3 vote
Hiring	Hiring Committee and principal	CBA - Article VII, Section C "consensus of principal and staff" on Hiring Team or see "minimum requirements", section C, 2.
PCP	Staff input and vote	CBA – Article IX, Section C 2/3 vote of SEA rep staff schedule extended time And Section E
Scheduling and Class Assignment of Teachers	Staff participation/input	CBA - Article II, Section A. 4.e. Principal
Contract Waivers	BLT Recommendation with staff input "employee and administrator participation in the decision-making process"	CBA Article I, Section F & Appendix T 2/3 vote SEA Rep Staff
Collaboration Time	Staff focused on student achievement and in alignment with SPS Strategic plan	CBA - Article IX, Section P and Article Building staff
School-wide events	Assembly Committee With staff input	Assembly Committee and principal
PLC		CBA - Article IX Section A, 7.b and Section P Building staff Evaluation Goal Setting form
TRI/LID/Early dismissal	PD Committee and staff input	consensus or 2/3 vote by SEA represented staff CBA - Article II, Section B
Technology Plans	Technology Committee input from staff and principal	Staff and principal

Staff Handbook	sections from Standing Committees, staff, and applicable district policies and guidelines	Staff and principal
Safety/Emergency Plan	Safety Committee and principal with input from staff	Principal
Bylaws	Staff, principal, Bylaws Committee	CBA Article II, Section A, 4a Staff decision - consensus
Class Configuration	New school year – grade level/language teams discuss. Staff participation/input Mid year – language test with staff and parent input	Principal, Article 2, section 4 e Principal Article 2, section 4 e
Career Ladder teacher	Hiring Committee and principal	Article 4, section E, item b 2. “consensus of principal and staff” on Hiring Team or see “minimum requirements”, section C, #2.

North Beach Decision-Making Matrix

Revised 9-2016

Key

D = Decision: Decides plan of action; establishes policy, and may need to present to other groups for approval

SD = Shared Decision: More than one group participates in the decision-making

A = Approval: May approve Proposals or recommend modifications.

R = Recommendation: valued input, suggestions or proposals may come from this group.

X = Seattle School district/School Board Policy impacts issue/Decision.

Issue	District	Principal	BLT	All staff	Building Committees	PTA	Parents
Oversee CSIP	X	D	SD	R		X	
Budget Development	X	D	SD	SD			
Budget implementation	X	D					
All school PD Focus	X	D	SD	R			
Vision and Goals		SD	SD	SD	SD	R	
Master Schedule		D	R	R	A		
Staff Hiring	X	D			SD - Hiring committee		
Staff Evaluation	X	D					
Safety	X	D	R	R	SD	R	R
Technology	X	D	R	D	A	R	R
School wide Events/Assemblies		A		SD		R	R
Staffing Assignments	X	D		R			
Student Class Assignments	X	D		R/A			
Building Discipline Policy	X	D/SD	R		R/A		R
Facilities Support and Maintenance	X	D	R	R		R	R
Curriculum	X	D		SD			
Building Use	X	D					

Northgate Elementary School Decision Making Matrix

Principal	Principal and Input	Site Council	All Staff	PTO/Family Engagement Team
Teacher/Classified Evaluation	Scheduling	Budget review and recommendations	Vision/Goals	Fundraising
Safety/Security Incident Response	Grade Level Teaching Assignments	Transformation Plan Design and Implementation	Data Analysis	Assembly Funding
Building Operations and Maintenance	Staffing Decisions	Building vision and goal setting	Professional Development	Parent Involvement
Confidential Matters	Building Usage		Transformation Planning	School-wide Celebrations & Events
Assembly Approval	Room Assignments		Yearly Budget/Staffing	
Fiscal Management	Discipline Policy		Assembly Suggestions	
Instructional Accountability	School-wide Calendar		Student room assignments for fall	
Appeals made to: Education Director	Education Director	Principal	Principal	Principal

Salmon Bay K-8 Decision Making Matrix

Subject	Review and Recommendation	Decision
School Improvement Plan/C-SIP	BLT	2/3 SEA represented staff *
Budget	BLT	2/3 SEA represented staff *
Professional Development	BLT	2/3 SEA represented staff *
School-Wide Events	GLT, Program Teams	Admin/Principal
BLT By-Laws	BLT	2/3 SEA represented staff *
New or Amended Rules or Policies	BLT	Admin/Principal
Curriculum Changes	BLT	Admin/Principal
Fundraisers	Admin/FOSB	Principal/FOSB
Grant Requests for activities or resources used during the school day	Admin	Principal
Grant Requests for activities or experiences outside of the school day	FOSB/Admin	FOSB
Hiring	Hiring Team	HR/Principal
Master Schedule	Admin, Scheduling Committee**	Principal
Room Assignments	Admin	Principal
Safety	Safety Committee	Admin

NOTES:

All members of the community may develop proposals within the school. The review and recommendation team will then review the proposals.

*We strive for consensus of represented staff. For votes on C-SIP, BLT elections, School Budget, Professional Development passage by *2/3 SEA-represented staff* means at least 2/3 of certificated staff AND 2/3 SEA-represented classified staff AND 2/3 of the votes cast are in favor of the item(s) proposed. *Abstentions* will not count as either for or against the ballot proposal but will be recorded.

**We recognize it is important to gather input from staff about the master schedule. This will be communicated throughout the year through departments, program teams and staff meetings, and documented by the Scheduling Committee. When possible, all staff will give input, but we recognize at times decisions need to be made over the summer to accommodate changes...

ALL DECISIONS FAILING TO RECEIVE APPROVAL BY 2/3rds ELIGIBLE STAFF RETURN BACK TO BLT FOR FURTHER APPROPRIATE ACTION.

Admin = Administration

GLT = Grade Level Team

BLT = Building Leadership Team

PT = Program Team (Gen Ed, ELL, Sp Ed)

CT = Certificated Staff

FOSB = Parent/Teacher Association

CS = Classified Staff

D = Departments (LA, SS, Math, Arts, PE, etc.)

Salmon Bay K-8 Decision-Making Process

Subject/Proposal

The subject/proposal is brought from any individual to the Review & Recommendation body*. Note that when a person or group makes a proposal to the R & R body, this person or group is responsible for following the proposal throughout the process and communicating relevant information to those who may have input.

Review

The Review & Recommendation body reviews the subject/proposal presented. The R&R body refers the subject/proposal to those who may have input. Person or group bringing subject/proposal is welcome to attend and may give input during this review. (In some cases, the R&R body may recommend the subject/proposal move directly to a decision making body.)

Input

Those who may have input review the proposal already reviewed by the R&R body. Those who may have input may do so through the following R&R body.

Recommendation

The R&R bodies recommend the subject/proposal either be moved forward to a decision making body or moved back to those who may have input for further review.

Decision

Decision is made by decision-making body. Decision-making body will communicate results to the owner of the original proposal within 72 hours of the decision.

Decision

Decision is made by decision-making body. Decision-making body will communicate results to the owner of the original proposal within 72 hours of decision.

*Review and Recommendation Body is referred to as R&R body

Decision Making Matrix-Viewlands

****** The Decision Making Matrix recognizes that some issues require staff review of recommendation (Stage 4 of the Decision Making Matrix Flow Chart) while other issues may not.

Admin = Administration; BLT = Building Leadership Team; Dept = Department; GL = Grade Level; PTA = Parent/Teacher/Student Association; SST = Student Services Team

	subject	input / review	recommendation	decision
*	Academic Achievement Plan	GL, Dept, SST	BLT	BLT
*	Budget	GL, Dept, SST	BLT	BLT
*	Professional Development	GL, Dept, SST	BLT	Staff (2/3)
*	School Wide Events/calendar	Any	BLT	Admin
*	BLT By Laws	Any	BLT	Staff (2/3)
**	School Norms/Discipline/attendance	Staff, PTA, SST	BLT	Admin
	Curriculum	Any	BLT	Admin
	Field Trips/Fund Raisers	GL, Dept, Staff, PTA		Admin
	Grant Requests	PTA		PTA
	Hiring (certificated)	Staff, Admin		Hiring committee
	Hiring (classified)	Staff, Admin		Hiring committee
	Master Schedule/PCP	Staff, Admin		Staff, Admin
	Room Assignments	Staff, Admin	BLT	Admin
	Safety	Any		Committee, Admin, staff, PTA
	Student Schedules/placement	Staff/Dept/SST		Admin

Woodland BLT Decision Making Matrix 2016-2017

LEGEND: D=Decision I=Input	District	Principal	All Staff	Impacted Staff	BLT	PTSA	MTSS/SST	Interview Team	Committee	Advisory Council
<u>Budget</u> • BLT-review budget, develop scenarios to present to staff for input., Principal ultimately responsible for budget.	I	I	I	I	D	I				
<u>Calendar of School Events</u> • Field trips, assemblies, school sponsored events (ex. open house, curriculum night, etc...)		I	I	D						
<u>Community Partners</u> •		D	I		I	I				
<u>Curriculum Non-Mandated</u> •	I	I			D	I				
<u>Daily Schedule</u> • School Start/end times, duty, PCP, Lunch, Recess, Academic Blocks, Instrumental Music, ELL/Reading, Coordinating with support staff/itinerant staff, cafeteria use/cleaning		D	I	I						
<u>Discipline Policy</u> •	I	D	I	I	I		I			
<u>Field Trips</u> • Field trip approval packet , funding approval, chaperones/volunteer checks	I	D	I	I	I	I				
<u>Grants</u> • Donor's Choose, PTSA opportunity grants, district grants, etc....		I		D		I				
<u>Hiring</u> • Interview committee, screen, develop interview questions, interview, make recommendations		D*						D		
<u>PTSA Sponsored Events</u> • Grade level events, before/after school enrichment programs, Fall dance, Pancake Breakfast, Annual Fund, Supplemental building budget funding (i.e. staffing/supplies/curriculum)		D		I		D				
<u>School Climate</u> • Review school climate survey data, DATA,	I	I	I		D					I
<u>School Visitation, March</u> • Dates, tour group leaders, informational brochures, advertisements/PR..		D				I				
<u>Safety</u> • Building Safety Plan, Monitor drills.	I	D	I			I			I	I
<u>Staff Development</u> • Selecting topics for professional development topics, needs assessment of staff, budget for staff professional development funding	I	I	I	I	D					
<u>Staffing -Grade Level Assignments</u> • Staff can make requests/rank order preferred assignments for administration to consider.		D		I						

Woodland BLT Decision Making Matrix 2016-2017

<u>Student Assignments</u>			D	I	I						
<ul style="list-style-type: none"> Including Students on IEP's, Students with 504, Ind. Health Plan. 											
<u>Assemblies</u>			D		I						
<ul style="list-style-type: none"> Times, outside performers, prep of cafeteria, seating arrangements 											
<u>Vision and Goals</u>				I		D					I
<ul style="list-style-type: none"> Whole staff exercise/development 											
<u>CSIP</u>				I		D					
<ul style="list-style-type: none"> Continuous School Improvement Plan; Distribute to & review with staff each year 											

Legend: D=Decision I=Input * = Final decision by principal based on reference checks

Whitman Middle School
Decision-Making Matrix 2016-2017

	Admin.	BLT	Dept.	GL	PTSA	MTSS	TT	CC	Staff	AAP
C-SIP		R/D	I/R	I/R	I	I/R	I/R	I	I/R	
Budget		R/D	I/R	I/R	I	I/R	I/R		I	
Professional Development		R/D	I/R	I/R		I/R	I/R	I/R	D	
School Wide Events/Calendar	D									I/R
BLT By-laws		R							D	I/R
School Norms/Discipline	D				I/R	I/R		I/R	I/R	R
Curriculum			D							I/R
Field Trips/Fundraisers	D		I/R	I/R					I/R	
Grant Requests					D (CEF)					I/R
Hiring (certificated)									R*	I/R
Hiring (classified)									R*	I/R
Master Schedule	D								I/R	
Room Assignments	D								I/R	
Student Schedules	D		I/R**						I/R	
Safety	D, committee									I/R

* Decisions are based on recommendations by the Interview and Selection Committee

** Recommendations made by select departments, i.e. Special Education/IEP and ELL

Abbreviations:

Admin.	Administration
BLT	Building Leadership Team
Dept.	Departments
GL	Grade Level Teams
PTSA	Parent-Teacher-Student Association
MTSS	Multi-Tiered Student Services Committee
TT	Technology Team
CC	Climate Committee
AAP	All Affected Parties
I	Input
R	Recommendation
D	Decision

Whittier Elementary Decision Making Matrix

Updated: June 2016

Legend: D=Decision I=Input All input and decisions are made following Bylaws and district mandates	Principal	Staff (identify subset if applicable)	BLT	Partners	Policy/Notes
Annual Budget	I	D	I	I PTSA WK	CBA Article II c. 3
Fiscal Management ▪ Daily purchasing decisions, fiscal oversight (tracking to annual budget)	D	I Head Secretary, Impacted Staff			SAEOP CBA Article IV 3, Job description: Admin S – Elem; Principal - Elem
CSIP ▪ School mission, vision, goals; school climate	I	D	I	I	CBA Article II c. 1
Non-Mandated Curriculum ▪ Curricular assessments, enrichment, technology, social-emotional supports	D	I Committees or Staff as applicable	I		CBA Article II F. 6 Superintendent Procedure 2015SP.C
Staff Professional Development ▪ Needs assessment, topics, budget, determine meeting schedules	I	D	I		CBA Article II c. 1, 2
Community Partners ▪ Identify and create partnerships, such as Whittier Kids, PTSA, Sound Mental Health, Seattle Parks & Rec, and others as needs arise; grants*	D	I Head Teacher, *Impacted Staff			SPS Board Policy 4265 SPS Board Policy D140.0
Building Safety Plan Needs assessment, drills (development and oversight)	D	I Safety Committee		I As part of safety committee	SPS Board Policy 3432
Facility Management Evaluating scheduling requests, potential conflicts, impact on building	D	I Assistant Secretary, Custodians			SPS Board Policy 4260
Master Schedule Daily schedule, required support	D	I Scheduling Committee	I		CBA Article II e. CBA Article IX A: 1.
School Events Evaluate, organize and schedule (e.g., field trips, school tours, assemblies, etc.)	D	I	I	PTA WK	SPS Board Policy 2320 CBA Article II e.
Hiring Pre-interview screening, interview (e.g., questions, participation), recommendations	D	I Hiring Committee			CBA Article VIII c. 3.
Staff & Student Assignments Grade level, classrooms, etc.	D	I			CBA Article II e.
Discipline Define guidelines for positive discipline and corrective actions	D	I Head Teacher			CBA Article III F