



Toolbox Items: Supports used by the CMCC for developing individual site growth/action plans for sites include but are not limited to:

1. Professional Learning Community Institute (PLCI)
2. Site Leadership Teams Institute (SLTI)
3. Employee Assistance Program (EAP)
4. Alternative Dispute Resolution (ADR)
5. Outside mediation services
6. Outside facilitation services
7. Study Circles
8. Interest Based Bargaining (IBB)
9. Diversity Training Team
10. Staff Development Specialist (SDS) and Staff Development Teacher (SDT)
11. Data collection supports (Center for Technology Innovation / Office of Shared Accountability)
12. Leadership Development Team
13. Number of administrators who have taken A or B evaluator training (SEIU)

As described in the collaborative compact

Collaborative Compact Questions/In-Take for Site Climate Issues



Questions:

1. Name/Date
2. Position/Site
3. What is the issue?
4. How many times have you called to talk to someone in this office regarding this issue?
5. What other offices or organizations have you contacted regarding this issue?
6. Describe how are you directly impacted or involved in this issue.
7. Is the issue something other than a climate issue? Legal or contractual issue? What is it?
8. Is this a recent event or something that happened in the past which is resurfacing?
9. Describe your attempts to try to address this at the site level.
10. Describe any discussions with the leadership team about this issue.
11. Describe any attempts to discuss this issue with the appropriate people at the site level.
12. Has this issue been worked on by the leadership team? If so, how, and what were the results?
13. Has this issue been discussed with others in the site? If so, how, and what were the results?
14. Has this issue been discussed with the principal? If so, how, and what were the results?
15. Describe why you have not spoken with leadership/appropriate people at your site.
16. What would be helpful to assist you in talking about the issue directly with leadership/appropriate people at your site?
17. Would you like support (script/guidelines) in talking about this issue with leadership/appropriate people at your site?
18. Would you like someone to come with you to discuss this with leadership/appropriate people at your site?

Considerations:

1. Is the information being provided factual in nature? Is the information being provided the person's perception of the situation?
2. Does this issue impact a group or a single individual?
3. Some documentation is needed when providing guidance to individual on how he/she could address the issue at the site.
4. Some documentation is needed with information about actions that have already been taken at the site.
5. If any follow up questions are asked there should be some documentation of those questions.
6. A process is needed for tracking (resolution/next steps).
7. It is important to set the expectation with the individual that he/she calls back if the issue has not been resolved after being discussed and/or addressed at the site level.
8. It is important to suspend judgment as you hear information.
9. A single phone call does not lead to a site being identified as having a pervasive and persistent site climate issue.
10. The level of documentation follows established processes within each organization.
11. This information should be considered confidential and should be kept secure following the standard practices and procedures in place at each office/location.

Process: Does the information provided make you think that there might be a need to examine the issue in more depth? If additional examination is needed, it is important to make sure the integrity of the Assessment and Intervention/Support Process are not undermined.



Examination

- CS/DSP or Union Rep reviews data to determine if the concerns are anchored in culture, and if the concerns are systemic and not incidental.
- If CS/DSP or Union Rep determines the data to meet this threshold, then:
 - CS/DSP takes the case to the 3 VPs for joint determination (next step)
 - Union rep takes the case to the appropriate VP, with an appropriate summary of the case, including a statement of the problem, specific examples, and actions taken by the school to date.
- If the VP finds the data to meet the threshold, the VP will take the case to the CS/DSP and the other VPs (next step)



Root Cause Analysis

- Using a Root Cause Analysis Strategy, the 3 VPs, CS/DSP, union rep, principal, EFR, ESR meet at the school to jointly determine the scope of the climate issue
- This serves as an initial environmental scan, and will not seek to define the school as meeting a persistent and pervasive threshold.
- This stage allows all stakeholders to assist the school in determining the root cause of the problem, and allows the school to work towards a resolution "in house"



Guidance

- Based upon the results of the Root Cause Analysis and the environmental scan, the 3VPs, CS/DSP, union rep, principal, EFR, and ESR determine a suggested series of steps/actions the school might take to resolve the issue(s).
- This is guidance to the school, at this stage. The school retains autonomy to tailor the guidance to its specific needs, as it seeks to resolve the issue(s).
- This stage allows the school to utilize its internal resources (and request the resources as described by the CMCC) as it works to resolve the areas of concern.
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Action Plans: Best practices used by the CMCC for developing individual growth/action plans for sites include but are not limited to:

1. Collaboratively developed individual site growth/action plan to address the specific needs at each site.
2. Identification of appropriate start and end points for support.
3. Identification of timeframes for data collection, development of monitoring tools, monitoring of growth/action plan, and accountability check points.
4. Determination of need for, make up of, and participation in meetings focused on site climate issues at the site.
5. Identification of supports being provided to the site.
6. Clarification of roles and responsibilities for all parties involved.
7. Determination of criteria for successful implementation of growth/action plan.
8. Development of next steps in order to ensure sustainability.

As described in the collaborative compact

Action Plan

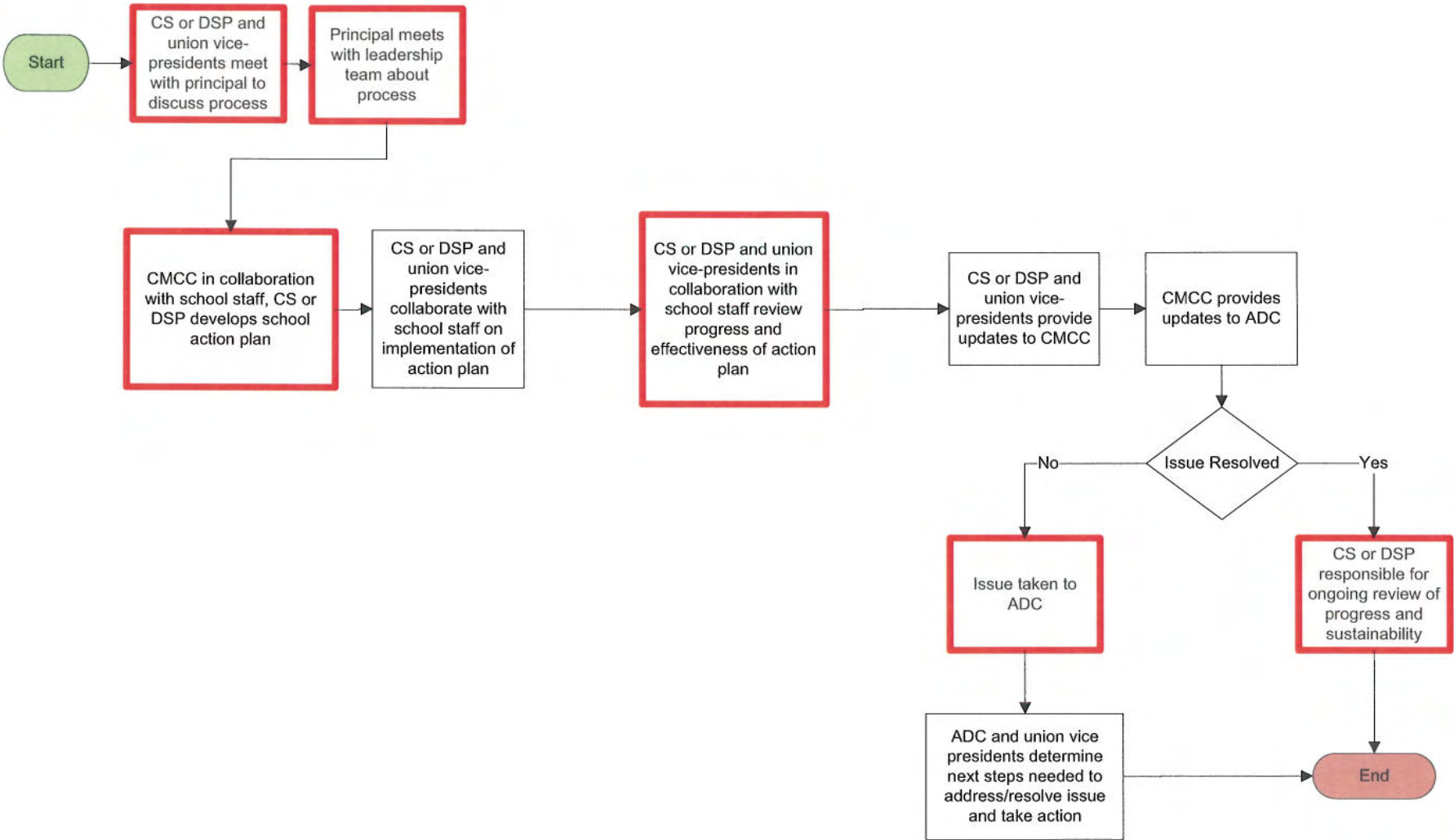
- CS/DSP, 3 VPs, and school staff develop an action plan for fact finding. This plan will take as its basis the Root Cause Analysis, and will seek to provide all stakeholders with information as to the scope of the issue(s).
- The action plan will be implemented in a timely fashion, in order to provide stakeholders with all needed information as related to the characteristics defined in the compact.



Decision

- CS/DSP, 3 VPs, and school staff review and analyze data gathered both from the action plan as well as existing sources in order to determine if the persistent and pervasive threshold is met, as defined by the compact.
- The purpose of this review is to involve all stakeholders such that they can understand the scope of the issue(s).

INTERVENTION/SUPPORT PROCESS





Discussion with Principal

- This meeting is to inform the principal that the school has met the persistent and pervasive threshold, and has entered into the intervention/support process.
- At this meeting, the 3 VPs and CS/DSP will provide the principal with the process to be used in the intervention/support phase, and will answer any clarifying questions. In addition, the VPs and the CS/DSP will offer the support of the associations and OSP.



Discussion with Leadership Team

- This meeting will provide the principal with an opportunity to inform the leadership team about the process to be used in the intervention/support phase, as well as expectations for members of the leadership team as it relates to this process.
- The 3 VPs and CS/DSP will be present to provide support and to answer any clarifying questions.



Collaboration on Action Plan

- The CMCC reviews tools and processes already utilized by the school, and provides suggestions as to areas of focus for the action plan.
- The 3 VPs and CS/DSP use the suggestions of the CMCC as part of an ORID process with school staff to develop an action plan for the school.
- The action plan will include up to 3 goals, which shall be time bound, specific, and measurable.



Progress Review

- Following the benchmarks detailed in the action plan, the 3 VPs and the CS/ DSP meet with the school LT and staff to review progress towards the goal(s).
- The action plan is modified as needed, to reflect progress towards the goals and areas of need.
- The CMCC provides recommendations based upon progress of the school, as it relates to the action plan.



Case Review

- Following a prescribed period of time, the CMCC will review the case. If the action plan yields significant progress, and goals are met, the CMCC will exit the school from the Intervention/Support phase.
- The CS/DSP will be responsible for managing the sustainability of the progress made thus far, and develop a plan jointly with the school to assist in this management.



ADC Resolution

- Following a prescribed period of time, the CMCC will review the case. If the action plans yields little to no measurable progress towards the goal(s), the CMCC will send the case to the ADC for action.
- The 3 VPs and the CS/OSP will be responsible for presenting the case to the ADC, and answering any questions the group may have.
- The 3 VPs and the CS/DSP will engage with the ADC in crafting a resolution.