



Rochester City School District

CIAS
ASAR

*Handbook
for
Professional Support
and Intervention*



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CIAS PANEL MEMBERS for 2021-2022

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CIAS PANEL MEMBERS for 2021-2022

John Rowe	ASAR President - Co-Chairperson
Chris Miller	Chief, Human Capital - Co-Chairperson
Kathy Black	Deputy Superintendent of Teaching and Learning
Rebecca Boyle	Director, Early Childhood
Caterina Leone-Mannino	Senior Director of Staff & Educator Effectiveness
Brenda Torres-Santana	Principal, School 35
Sheela Webster	Principal on Assignment, ASAR Release
LaJuan White	Chief of Schools
Coretta Wright	Principal, School Without Walls

INTRODUCTION

The Rochester City School District (RCSD) and the Association of Supervisors and Administrators of Rochester (ASAR) negotiated the Professional Support and Intervention process as part of the Careers in Administration and Supervision (CIAS) plan to help promote professionalism among administrators and to increase the prospects for effective learning environments for all of our students. Peer review and assistance is intended to improve accountability and to involve administrators in collegial relationships.

It is in the interest of schools, administration, and especially students when practitioners are involved in a reflective and meaningful way in decisions that affect student outcomes. Administrators in Rochester have accepted the responsibility and professional privilege to monitor quality of performance from within the ranks of the profession. The objective of both Professional Support and Intervention is to improve practice and better student outcomes.

This handbook is designed by the CIAS Panel to explain the process for Intervention and Professional Support and to provide the necessary documentation. This entire handbook serves as an extension and explanation of the contractual language set forth in Article 33 of the ASAR contract with the City School District.

The Career in Administration and Supervision Program is directed by a ten-member Joint Governing Panel, composed of five members appointed by the Superintendent of Schools and five appointed by the ASAR President. The Panel is responsible for administering all aspects of administrative Intervention and Professional Support.

The Panel:

- a. Develops policies, procedures, standards and forms with respect to Intervention consistent with the intent of Article 33 of the ASAR contract
- b. Reviews and acts upon recommendations for Intervention
- c. Assigns Professional Support, as requested
- d. Determines the duration of such assistance
- e. Reviews all Intervention status reports and other pertinent materials submitted to the Panel
- f. Determines whether Intervention was successful
- g. Recommends the case disposition, in writing, to the Superintendent and ASAR President

PROFESSIONAL SUPPORT

Professional Support is intended to provide accessible and immediate peer assistance and support. It is considerably less formal than the Intervention process and is totally voluntary. Access to the service is by self-referral only.

Processes and Procedures for Professional Support

- An administrator who wishes to acquire professional support should contact a member of the CIAS panel to request participation. Professional Support is available after the administrator's internship has been completed. This is typically after the first year of service in the position.
- An administrator who requests Professional Support may choose to inform and involve their supervisor in the process. Specific notification is not made by the CIAS panel.
- Professional Support is provided by Mentors/Intervention Specialists as appointed by the CIAS Panel. An administrator can receive Professional Support for up to 40 weeks.
- Support may include, but is not limited to, coaching, counseling, observation of other administrators, inservice courses, workshops, and conferences.
- All communications between the administrator and the Mentor/Intervention Specialist are strictly confidential.
- All contractual requirements related to due process continue through the period that Professional Support is provided.

Roles, Responsibilities and Rights for Professional Support

- The administrator contacts a member of the CIAS Panel to request professional support (self-request and voluntary) and completes Request for Professional Support Intake (Form A). The administrator can notify their immediate supervisor of their decision to acquire professional support but they are not required to do so.
- The CIAS Panel will assign the Mentor/Intervention Specialist to the administrator for a designated period (for a minimum of twenty weeks and maximum of forty weeks).
- The administrator will commit to active participation in the Professional Support for a minimum period of twenty weeks and contact the CIAS Panel with any questions or concerns.

- Upon accepting the assignment to provide Professional Support, the Mentor/Intervention Specialist will contact the administrator and together they will establish a plan of action and then complete the Request for Professional Support Intake (Form A) with the administrator. The plan should include targeted areas of support, goals, and strategies.
- The Mentor/Intervention Specialist will sustain open lines of communication while maintaining confidentiality with the administrator while providing Professional Support.
- The Mentor/Intervention Specialist will submit the CIAS Professional Support 20 Week Report (Form B) at the end of the 20 weeks or as requested by the CIAS Panel.
- Requests extending beyond the maximum period will be reviewed by the CIAS Panel with regard to individual considerations and unique circumstances.

INTERVENTION

Intervention is a component of the Career in Administration and Supervision Program designed to help improve the performance of administrators who are experiencing difficulties meeting the agreed upon competencies and standards with documented attempts made by the supervisor to provide feedback and support for change.

The goal of intervention services is to improve the performance of administrators through peer assistance and specifically working directly with a Mentor/Intervention Specialist. Entry into Intervention occurs as a result of a supervisor's recommendation and is voluntary on the part of the administrator.

Administrators are required by contract to participate in an annual evaluation process and the Due Process Guidelines must be followed. Intervention is incorporated into the Due Process Guidelines for supervisors to follow in counseling, supervising and evaluating administrators whose performance does not meet district standards (developing or ineffective rating).

If a supervisor has concerns about an administrator's performance, based on multiple observations and discussions about performance, they must document those performance concerns and the attempts to provide assistance and support for change. Supervisors must indicate their concerns relative to the failure to achieve agreed upon competencies and standards. These concerns should be documented and reduced to writing and brought to the attention of Human Capital and ASAR President by completing Form 1: Supervisor's Recommendation for Intervention.

Supervisors should not wait until the end of the year to express concerns about an administrator's performance but instead should reduce it to writing and bring it to the attention of the appropriate supervisor and Human Capital immediately.

Processes and Procedures for Intervention

- Intervention is a step in the Due Process Guidelines for administrators whose performance does not meet professional standards. Appropriate Due Process steps must be followed prior to the administrator being recommended for Intervention by a supervisor.
- All administrators are eligible and may be recommended for Intervention services by their supervisor. Eligible administrators must be experiencing difficulties relative to the failure to achieve *agreed upon competencies and standards and attempts made by the supervisor to help and support change.
- An administrator may be recommended for Intervention at any time during the school year. A supervisor must provide evidence of documented concerns relative to the failure to achieve agreed upon competencies and standards and documented attempts made by the supervisor to help and support for change. The supervisor must complete and submit The Recommendation for Intervention (Form 1) and submit the form to the CIAS Panel.

- The administrator is required to sign the Recommendation for Intervention. The administrator's signature indicates that they have been informed that their name is being submitted for consideration but does not imply that the administrator has volunteered to participate in the program.
- Upon receipt of the Recommendation for Intervention, a member of the CIAS Panel will contact the administrator. An administrator recommended to the CIAS Panel for Intervention has the option of volunteering for the process or declining to participate by completing the Response to Recommendation for Intervention (Form 2). After receiving notice of the recommendation for Intervention, the administrator must agree in writing to participate in the process otherwise these intervention services will not be provided. Documentation of refusal will be kept on file.
- The administrator may respond in writing to the CIAS Panel at the time they are recommended for intervention. If the administrator wishes to meet with the CIAS Panel to discuss their situation, the CIAS Panel will accommodate such a request.
- If an administrator rejects the CIAS Panel's recommendation for Intervention, they must do so in writing on the Response to Recommendation for Intervention (Form 2). The administrator's decision will be noted in the administrator's personnel file. Appropriate procedures, as set forth in the Due Process Guidelines, will continue.
- An administrator may be recommended for Intervention while receiving Professional Support. However, the information derived from Professional Support may not be used to validate the recommendation for Intervention.

**RCSD has identified the [Multidimensional Principal Performance Rubric \(MPPR\)](#) as the tool for conducting administrator evaluations under [NYSEd Ed Law 3012-d](#) and [RCSD's current NYSED approved APPR agreement](#). Title 8 of the Official Compilation of Codes, Rules and Regulations of the State of NY ([8NYCRR Section 52.21](#)) outlines the requirements for programs leading to certification in the education leadership service, including nine essential characteristics of effective leaders: (1) leaders know and understand what it means and what it takes to be a leader; (2) leaders have a vision for schools that they constantly share and promote; (3) leaders communicate clearly and effectively; (4) leaders collaborate and cooperate with others; (5) leaders persevere and take the long view; (6) leaders support, develop and nurture staff; (7) leaders hold themselves and others responsible and accountable; (8) leaders never stop learning and honing their skills; and (9) leaders have the courage to take informed risks. At its December 2017 meeting, the Board of Regents approved requiring school building leader (SBL) programs, that are registered or seek registration on or after December 1, 2020, to be aligned with the Professional Standards for Educational Leaders (PSELs), with some modifications. The Department amended the Commissioner's regulations to extend the date by which SBL programs must be aligned with the new PSELs until September 1, 2022 to provide SBL programs additional time to conform with the new standards due to the COVID-19 crisis. For APPRs conducted commencing with the 2024-2025 school year, all rubrics must be aligned to the 2015 PSELs; as such, the documents included in this handbook are aligned to competencies and standards outlined in the [Professional Standards for Education Leaders \(PSEL, 2015\)](#).*

Roles, Responsibilities and Rights for Intervention

CIAS Panel

- The CIAS Panel will notify the Department of Human Capital in writing:
 - that the administrator was recommended for Intervention
 - what the CIAS Panel decided
 - whether the administrator volunteered to participate in the program (Form 3)
 - written notice will be maintained in the administrator's personnel file.
- A Mentor/Intervention Specialist will be assigned to each intervention case by the CIAS Panel. Every effort will be made to match administrators in the same job title/bracket and to maintain consistency for the entire period of the intervention.
- The Administrator and the assigned Mentor will complete the Intervention Goal Setting (Form 4) in consultation with the supervisor.
- Intervention support and services are typically provided for a period of 40 weeks or two semesters. The duration will be divided into 4 ten-week cycles to determine if the intervention is working and will be adjusted accordingly. Requests extending beyond the maximum period will be reviewed by the CIAS Panel with regard to individual considerations and unique circumstances.
- The CIAS Panel determines the success of an Intervention based on the status and final reports filed by the Mentor/Intervention Specialist, on the observations and evaluations of District supervisory staff, and other pertinent information.
- The CIAS Panel has the responsibility to determine whether Intervention has been successful or not by considering all pertinent data. If there is a conflict in the assessment of the Mentor/Intervention Specialist and the evaluation of the administrator, the CIAS Panel is responsible for considering all available data before making its final report to the Superintendent.
- At the conclusion of an administrator's Intervention, the CIAS Panel will review all status and final reports and other pertinent information. If the determination of the CIAS Panel is that Intervention was successful, the CIAS Panel will issue a written report to the Superintendent (Form 7), the ASAR President, and the administrator receiving intervention.
- If the determination of the CIAS Panel is that Intervention was not successful, the CIAS Panel will issue a written report (Form 7) to the Superintendent, the ASAR President, and the administrator receiving intervention. The administrator must sign the CIAS Panel's report and may attach comments. The CIAS Panel will inform the administrator that intervention services have been terminated and that a report to the Superintendent has been issued. Evaluation and/or disciplinary procedures, as outlined in the current contractual agreement and procedures set forth in the Due Process Guidelines, should then be resumed.

- The intervention services offered through the Careers in Administration and Supervision Program are intended to resolve difficulties in the performance of professional duties. It is unlikely that the CIAS Panel would approve a subsequent recommendation for Intervention services for difficulties that had supposedly been remediated. However, the CIAS Panel may recommend a third semester of Intervention in some cases.
- Records concerning intervention are maintained by the CIAS Panel and become part of the administrator's personnel file. Copies of the Recommendation for Intervention and the Response to Recommendation for Intervention will be sent to the supervisor. Human Resources will be notified by the CIAS Panel about the administrator's decision to participate in Intervention. This decision will be noted in the administrator's personnel file. A copy of the final report of the CIAS Panel to the Superintendent will be included in the administrator's personnel file.
- During the Intervention process, any of the parties of interest may request a meeting with the CIAS Panel, Mentor/Intervention Specialist, and administrator receiving intervention. If satisfactory progress is not reported during the intervention period, the CIAS Panel may recommend other action to the Superintendent.
- Intervention forms are found in the CIAS Handbook for Professional Support and Intervention. The handbook will be distributed each year to each administrator.

Mentor/Intervention Specialist

- The type of Intervention assistance provided by Mentor/Intervention Specialists will vary based on the administrator's needs for improvement.
- Mentor/Intervention Specialists will :
 - develop written performance goals with the administrator and include input from the supervisor.
 - develop a plan of action.
 - offer support to implement the plan and monitor the progress of the administrator.
- The Mentor/Intervention Specialist will prepare and submit a CIAS Intervention Plan and Status Reports (Form 4) to the CIAS Panel in ten week increments or upon request of the Panel. The reports should include the following information:
 - Dates and times of observations and conferences
 - Goals, improvement targets, start dates and end dates
 - Specific plan(s) of action: action steps, target dates, expected evidence, review date, assessment of progress
 - Assistance and professional development
 - Differentiated support to enhance leadership capacity in focus areas

- Targeted support based on areas identified for professional support plan
 - Specific resources and support systems available to assist in the identified area of growth.
 - Evaluation of the improvement plan and specifically the progress as noted in the CIAS Intervention Plan and Status Report (Form 4)
 - A clear statement of the Mentor/Intervention Specialist's assessment of the intervention case and its progress (or lack of it) with references to specific administrative areas.
- CIAS Intervention Plan and Status Reports should be signed by both the Mentor/Intervention Specialist and the administrator in Intervention. The administrator receiving Intervention may provide a response or comment in writing. Comments should be forwarded to the CIAS Panel attached to the Mentor/Intervention Specialist's Status Report.
 - Upon request of the Mentor/Intervention Specialist, a CIAS Panel member may conduct an observation during the period of Intervention
 - The Completed Intervention Plan and Status Report (Form 4) is due at the end of the 40 weeks or when Intervention is terminated. All content of the Final Intervention Report (Form 4) must be shared with the participant prior to its submission to the CIAS Panel. The administrator receiving intervention has the right to attach a comment/response to the Completed Intervention Plan and Status Report prior to its submission to the CIAS Panel.
 - The Completed Intervention Plan and Status Report (Form 4) will be presented to the CIAS Panel by the Mentor/Intervention Specialist. The Mentor/Intervention Specialist should be prepared to share all required documents noted for the Final Intervention Report (Form 5). The CIAS Panel members will review these documents and may request further information.
 - The Mentor/Intervention Specialists shall not testify, or be involved in any other way, in subsequent disciplinary proceedings without the express written consent of the administrator at the time of the disciplinary proceeding. The Chairperson(s) of the CIAS Panel may be required to present the CIAS Panel's final report as evidence in a disciplinary hearing. Other CIAS Panel members may be called to testify about the CIAS Panel's deliberations.

Administrator

- Administrators in Intervention retain all contractual rights.
- An administrator who agrees to participate in Intervention is expected to confer with the Mentor/Intervention Specialist assigned and to participate actively in efforts to improve their performance.
- The administrator receiving intervention has the responsibility to make every effort to implement suggestions and to use resources offered during this process. In addition, the administrator in Intervention must adhere to the procedures set forth in this handbook.

- An administrator receiving intervention may bring concerns about their Mentor/Intervention Specialist to the CIAS Panel at any time. The CIAS Panel will investigate such requests and proceed accordingly.
- The administrator completing the Intervention Process may request a meeting with the CIAS Panel to discuss the completed Intervention Plan and Status Report (Form 4).
- The administrator in Intervention must inform the CIAS Panel in writing that they no longer wish to receive Intervention services. The CIAS Panel will inform the administrator's supervisor, in writing, about the administrator's decision. The CIAS Panel will issue a written report which incorporates the administrator's final status report (Form 4). The Final Intervention Report (Form 5) will be sent to the Superintendent of Schools, the ASAR President, and the administrator in Intervention. A copy of the report will be filed in the administrator's personnel folder.
- Evaluation continues during the Intervention period. The administrator receiving Intervention may request that the Mentor/Intervention Specialist be present at evaluation conferences.
- Nothing contained in the Intervention Process prohibits the Rochester City School District, the Superintendent, or the Board of Education from bringing disciplinary action against any participating administrator for cause during the period of Intervention or discontinued employment.
- These records can be used as evidence since they become part of the administrator's personnel file.

Due Process Guidelines

Due Process Guidelines to be Followed in Counseling, Supervising and Evaluating Administrators Whose Performance Does Not Meet District Standards

The primary purpose of the Due Process Guidelines Checklist (Form 6) is to ensure that fair, consistent, and appropriate "due process" steps are followed in the supervision and evaluation of administrators whose performance does not meet District standards. It is to be used in conjunction with the *Process for the Supervision and Evaluation of District Personnel: Administrators*.

Effective administration goes beyond mere compliance with the legal requirements of "due process." Good supervision must be based on concern for the feelings and self-esteem of the individual staff member, especially when dealing with the sensitive area of adequacy of performance. This concern should permeate each action described on the checklist. Variations in the application may be appropriate depending on individual circumstances.

The following are keys to effective evaluation and staff improvement:

1. Impartiality
2. Consistency
3. Fairness
4. Follow-through
5. Careful documentation
6. Contractual compliance

Supervisors must begin Due Process steps when an administrator receives a "Developing" or "Ineffective" evaluation. The date of completion for each step must be indicated by the supervisor on the Due Process Guidelines Form (Form 6).

This checklist will be required to substantiate any recommendation, intervention, or disciplinary action.



Rochester City School District

Appendix: Professional Support Forms



Request for Professional Support Intake

PLEASE NOTE: This is a confidential document used by CIAS only. It will not be used outside of the CIAS program and it will not be used for the purposes of evaluation. This is a tool to help CIAS mentors provide appropriate assistance to administrators requesting Professional Support.

Name: _____ **EmpID:** _____

School/Department: _____ **Position:** _____

School Year: _____ **Years in Current Position:** _____ **Tenured:** Y/N

Probationary Period: From: to ____ / ____ / ____

Support Plan Development Date: ____ / ____ / ____

Support Plan Timeline: From ____ / ____ / ____ **to** ____ / ____ / ____

<p>Briefly describe the area of focus for requesting professional support.</p> <p>(Completed by administrator requesting support)</p>	<p>Professional Standards for Educational Leaders</p> <p><i>Check all that apply:</i></p> <ul style="list-style-type: none"> ● <u>Standard 1:</u> Mission, Vision, Core Values ● <u>Standard 2:</u> Ethics and Professional Norms ● <u>Standard 3:</u> Equity and Cultural Responsiveness ● <u>Standard 4:</u> Curriculum, Instruction, and Assessment ● <u>Standard 5:</u> Community of Care and Support for Students ● <u>Standard 6:</u> Professional Capacity of School Personnel ● <u>Standard 7:</u> Professional Community for Teachers and Teachers and Staff ● <u>Standard 8:</u> Meaningful Engagement of Families and Community ● <u>Standard 9:</u> Operations and Management ● <u>Standard 10:</u> School Improvement
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Goals: (Completed by mentor and administrator)

Mentoring Plan: (Completed by the mentor and administrator)

Administrator Signature: _____ **Date:** _____

Mentor Signature: _____ **Date:** _____

Professional Support 20 Week Report

PLEASE NOTE: This report is a confidential document for CIAS use only. This report will not be shared outside of the CIAS program and will not be used for purposes of evaluation/APPR.

Administrator Name: _____ Mentor Name: _____

Date: _____ School / Department: _____ Position: _____

Years in Current Position: _____ Tenured: Y/N

Check all activities you have done as part of your professional support mentoring:

<ul style="list-style-type: none"> ● School Based Planning Meeting ● Grade Level Meetings ● Observation /Evaluation Process 	<ul style="list-style-type: none"> ● Developing/Reviewing Professional Goals ● Instructional Walk-Throughs ● MTSS Process Support 	<ul style="list-style-type: none"> ● Budget and Staffing ● Parent Communication ● Observing Mentor or other Administrator
<ul style="list-style-type: none"> ● Planning Staff Meetings ● Problem Solving ● Professional Learning ● Communication Strategies 	<ul style="list-style-type: none"> ● Pre-Observation Conference ● Post-Observation Conference ● Reflection Dialogues ● Providing Resources 	<ul style="list-style-type: none"> ● Other:

Refer to the goals recorded on the CIT Intake Form to complete the following:

<p>LIST or SUMMARIZE ACCOMPLISHMENTS/AREAS OF GROWTH related to the Professional Support Plan (Form A):</p>	<p>LIST or SUMMARIZE CONTINUING FOCUS/CHALLENGES/CONCERNS:</p>
<p>Administrator’s Next Steps:</p>	<p>Mentor’s Next Steps:</p>

<p>Continue Professional Support for another semester?</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p>	<p>Brief Rationale:</p>
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(Administrator Signature) *(Date)* *(Mentor Signature)* *(Date)*

Administrator may attach a response or comment; please initial here if comment is attached: _____.



Rochester City School District

Appendix: Intervention Forms



Recommendation for Intervention
CAREER IN ADMINISTRATION AND SUPERVISION PANEL

Administrator: _____ Position: _____

Supervisor: _____ School/Department: _____

Years in Current Position: _____ Years in Administration: _____ Tenured: Y/N

1. Areas of concern for the Professional Standards for Educational Leaders: Check all that apply:

- **Standard 1:** Mission, Vision, Core Values
- **Standard 2:** Ethics and Professional Norms
- **Standard 3:** Equity and Cultural Responsiveness
- **Standard 4:** Curriculum, Instruction, and Assessment
- **Standard 5:** Community of Care and Support for Students
- **Standard 6:** Professional Capacity of School Personnel
- **Standard 7:** Professional Community for Teachers and Teachers and Staff
- **Standard 8:** Meaningful Engagement of Families and Community
- **Standard 9:** Operations and Management
- **Standard 10:** School Improvement

2. Explain the serious difficulty in performance of administrative duties:

3. Describe efforts to improve performance:

4. I recommend intervention because reasonable efforts to improve performance have not succeeded:

(Supervisor's Signature)

(Supervisor's Printed Name)

(Date)

I have been informed that my name is being referred for Intervention. My signature indicates that I have been informed that my name is being submitted but does not imply that I volunteer to participate at this time.

(Administrator's Signature)

(Administrator's Printed Name)

(Date)

Administrator's Comments: *(Attach additional sheets if necessary)*

Supervisor sends under seal to:

xc: CIAS Panel
Administrator

CIAS Panel sends copy to:

Superintendent
Human Capital File

**Response to Recommendation for Intervention
CAREER IN ADMINISTRATION AND SUPERVISION PANEL**

Administrator: _____

Date of Recommendation: _____

Supervisor: _____

School/CO: _____

Date Reviewed by CIAS Panel: ____ / ____ / ____

Intervention Recommended: _____

Intervention not Recommended: _____

Comment:

.....

FOR THE CIAS PANEL:

I volunteer to participate in the Intervention Process as set forth in the contractual agreement. I understand that I may end my participation at any time. I also understand that the CIAS Panel may decide to end my participation in Intervention at any time.

(Administrator's Signature)

(Administrator's Printed Name)

(Date)

I do not agree to participate in the Intervention Program

(Administrator's Signature)

(Administrator's Printed Name)

(Date)

Supervisor sends under seal to:

xc: CIAS Panel
Administrator

CIAS Panel sends copy to:

Superintendent
Human Capital File

**Memorandum for Recommendation for Intervention
CAREER IN ADMINISTRATION AND SUPERVISION PANEL**

TO: Superintendent of Schools and ASAR President
FROM: Chairperson(s) CIAS Panel
RE: RECOMMENDATION FOR INTERVENTION

The following Administrator, _____ was recommended for Intervention services by
_____ on ____/____/____.
(Name of Supervisor) *(Date received by CIAS Panel)*

On _____, the CIAS Panel reviewed the recommendation and:
(Date of Review)

_____ approved Intervention services
_____ did not approve of Intervention services

Both the administrator and direct supervisor have been informed of the CIAS Panel's decision.

If approved, Intervention services will commence on ____/____/____ and end no later than ____/____/____.
_____ has received notice of the CIAS Panel's decision and has
(Name of Administrator)

_____ volunteered
_____ not volunteered

to participate in the program.

Send under seal to:

xc: Chief Human Capital
Administrator
Human Capital File

Intervention Plan and Status Report

Administrator: _____ Position: _____

Supervisor: _____ School/Department: _____

Years in Current Position: _____ Years in Administration: _____ Tenured: Y/N

Probationary Period: From: ___/___/___ to ___/___/___

Support Plan Development Date: ___/___/___

Support Plan Timeline: From ___/___/___ to ___/___/___

Link to Professional Standards for Educational Leaders:

<https://ccsso.org/resource-library/professional-standards-educational-leaders>

Desired Level of Performance: List specific measurable goals to improve performance. What will be measured for each goal?

Goal (s)	Improvement Target(s)	Start Date	End Date

Specific Plan of Action: Strategies and Actions recommended to improve performance - Identify specific recommendations for the expected **action steps** to improve the identified areas. Delineate specific, realistic, and achievable activities to be accomplished within a specific time period.

Evidence of Achievement: Identify how progress will be measured and assessed. Specify next steps to be taken based upon whether the individual is successful, partially successful or unsuccessful in efforts to improve performance. Identify specific actions, evidence, and artifacts that are expected.

Planned Dates for Review and Evaluation: Every 10 weeks the Mentor/Intervention Specialist and administrator must meet to evaluate progress. Dates must be identified in the Summary of Improvement Expectations/Evidence/Assessment chart along with a clear statement of the Mentor/Intervention Specialist's assessment of the Intervention case.

SUMMARY OF IMPROVEMENT EXPECTATIONS/ EVIDENCE/ ASSESSMENT

Actions/ Activities	Target Date	Expected Evidence	Review Date	Assessment of Progress

Assistance and Professional Development

Differentiated support to enhance leadership capacity in focus areas:

Targeted support based on areas identified for professional support plan:

Resources (Identify specific resources and support systems available to assist the leader in this area of growth):

Professional Development:

Comments:

(Administrator Signature)

(Date)

(Supervisor Signature)

(Date)

(Mentor Signature)

(Date)

Evaluation of Professional Support Plan

This Intervention Plan will be evaluated at the end of 40 weeks and will result in one of the following actions:

_____ Satisfactory Improvement demonstrated; Intervention Plan completed.

_____ Partial Improvement demonstrated; continue with Intervention Plan for a specified amount of time. Next Review Date: _____

_____ Unsatisfactory progress

Comments: (Provide justification for the recommendation indicated above.)

I have reviewed the evaluation of my professional support plan and discussed it with my Mentor. My signature indicates that I have been advised of my status; it does not necessarily imply that I agree with this evaluation.

(Administrator Signature)

(Date)

Final Intervention Report

TO: Superintendent of Schools and ASAR President

FROM: CIAS Panel

The following Administrator, _____, received Intervention
(Name of Administrator)
Services through the CIAS Panel from _____ to _____.
(Date) *(Date)*

The Intervention was deemed:

_____ Successful
_____ Unsuccessful

by the CIAS Panel.

Comments:

Send under seal to:xc:

CIAS Panel
Chief Human Capital
Administrator
Mentor/Intervention Specialist
Human Capital File

Due Process Guidelines

Due Process Guidelines are to be followed in counseling, supervising and evaluating administrators whose performance is “Developing” or “Ineffective”

Instruction to the supervisor: Document the completion of each due process step with the date and your initials. If an administrator transfers out of your building or to another supervisor, please transfer a copy of this record, *under seal*, to the new supervisor.

Name of Administrator: _____

Name of Supervisor: _____

I. Provision of information regarding assignment, counseling and assistance:

(Date and initials)

_____ A. Administrator has received, in writing and in conference, a job description (where appropriate), explanation of duties, and appropriate work rules.

_____ B. Administrator has received a recent evaluation. Deficiencies were specified in writing, areas requiring improvement were explained, and sources of counseling and assistance were identified.

_____ C. Resource help has been provided, specific areas needing improvement have been monitored, and an objective record has been kept of these activities.

_____ D. Appropriate time has been allowed for improvement, a follow-up written evaluation and conference has been completed informing the administrator that required improvement has not been achieved.

_____ E. Continued counseling and support and other assistance have been provided and documented in the continuing evaluation process.

_____ F. Consistent with the aforementioned, the administrator is recommended for intervention services. Intervention is not a disciplinary action and such referral may not be grieved. This **Due Process Guideline Form** must be submitted to the CIAS Panel with the **Recommendation for Intervention**.

II. Provision for disciplinary procedures following an intervention:

A. If the intervention is deemed successful by the CIAS Panel (Form 7), no further action is necessary at this time.

B. If the intervention is deemed unsuccessful by the CIAS Panel (Form 7), the

Superintendent will be informed and a recommendation for disciplinary action may be prepared by the immediate supervisor, Human Capital, Counsel and others, as deemed appropriate.