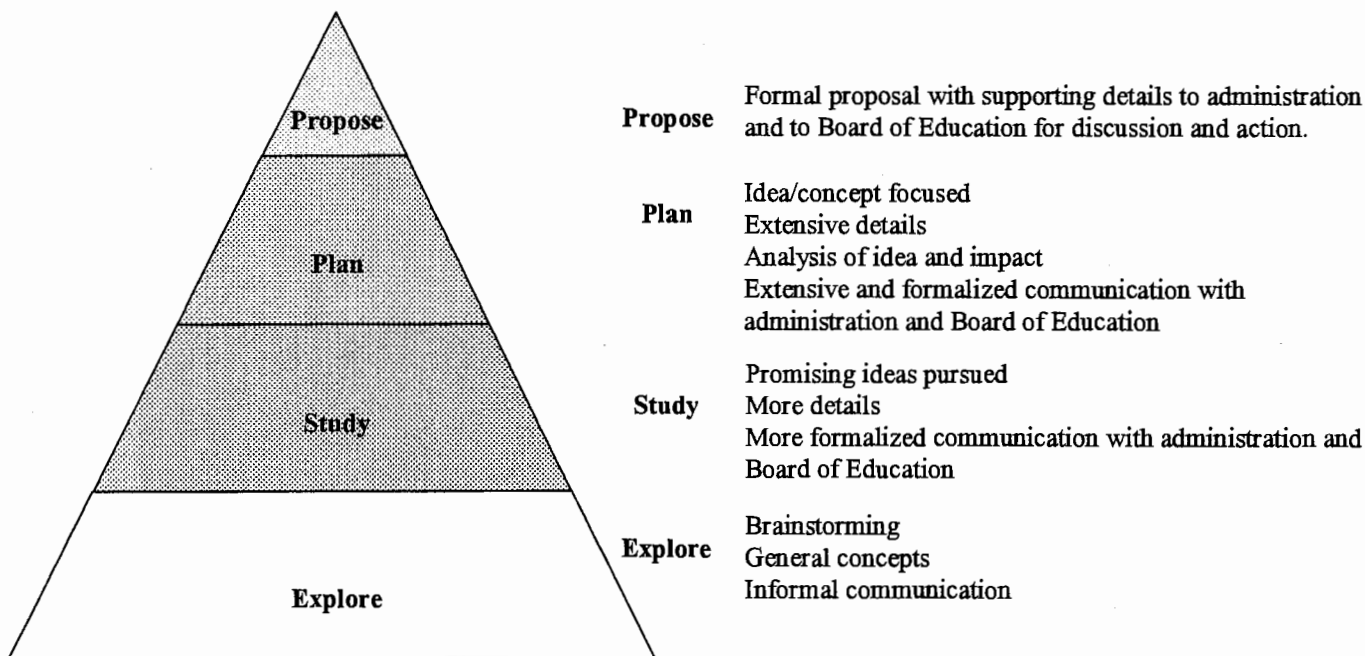


Change Process Protocol

Ideas for School Program, Structures, Organization



Explore

In the exploration state, school communities float ideas and concepts for change. No commitment to a change idea is expected in this phase, but rather individuals are “testing the waters” to see if any change idea has sufficient interest to warrant further consideration. Communication is informal and not comprehensive.

Study

School communities enter a study phase when a change idea generates enough interest to pursue in a more structured way. A communication plan includes informing the school community about the idea to be studied and provides opportunities for input. Central administration is informed about the study and communicates with the Board of Education. As part of the study phase, the school community develops details about the change idea, rationale for the change, the anticipated impact, and potential for implementation.

Plan

In the plan stage, a community expresses a commitment to implement a plan. An extensive analysis of the desired change includes evidence of expected benefits and community support, budget impact, program impact, relationship of change to school and district priorities, impact on other schools, specific timeline for implementation, and plan for evaluation, etc. Communication includes significant engagement of staff and school community in planning, and regular updates to central administration, who communicates with the Board of Education.

Propose

The fourth stage of the change process is the formal presentation of the proposal to central administration and to the Board of Education for discussion and action. All elements from the plan stage are presented as part of the proposal. If the proposal is approved, the school enters an action * phase to implement the change concept.

* Once an action plan for a change concept begins, periodic status updates will be provided regarding the success of the plan.