

Collegiate Institute of Math & Science is a small NYC High School (500 students) located in the Northeast Bronx. Predominately African-American & Latino (80%) of the students come from diverse backgrounds and perhaps from lower socio-economic levels. The staff includes of twenty-one teachers, two guidance counselors, one social worker, one parent coordinator, a principal, two assistant principals, and two paraprofessionals. The school is situated within the Columbus High School campus; the school participates in daily afterschool programs and activities, covering grade levels from 9 to 12. The school's operating hours are Monday- Friday from 7:30 am to 4pm, not including afterschool programs which are active into the evening or provide programming during weekends (Schools.nyc). The total annual budget according to Wikipedia is 24 billion, which teachers receive 75,000 and students get 1,100,000 (Wikipedia). A brief description of the organizational structure at *Collegiate Institute of Math & Science (C.I.M.S)* is that all Social Workers and teachers report to the Assistant/Principal. The Assistant/Principal reports to the Deputy Super Intendant, who reports to the Board of Education, which reports to another Super Intendant. The Mission Statement for our school is, "To create a nurturing and challenging environment with math and science as a critical lens through which we view our world."

To achieve this end, we have built a supportive, collaborative team, including staff, parents, students and community members who will assist our students in achieving high academic goals." (Shadia Alvarez,2012). My role in this organization I feel is just as important as the licensed social worker that is

hired to assist. I currently have a caseload of 10 students, which I see weekly, and others who check in with me daily without appointments. My role is to assist the students with issues they might be struggling with, such as school, family, friends, etc. Although my job is to help students get on track, not all sessions are about things they are having a hard time with. Some sessions are about good things that might have happened, such as good grades on test and completing completing assignments.

Problem/Need

There are a few issues I would like to address with my organization. One, there is no "Detention." When students are caught in the halls, skipping class without a pass, instead of being sent to a discipline class or the principals' office, students are sent to us, the social workers. However, we are not as social workers responsible to discipline students that are not going to class or misbehaving in class. As social workers disciplining students can ruin any connections or relationships we have built with them over. Another issue the social workers at C.I.M.S suffer from the most is taking students out of class. The principal instructed that social workers not to take them out of any intermediate or, Advanced Placement classes. However, there are teachers who just don't want us to take them out of their classes at all. I have been questioned unprofessionally, what I might need a student for in front of a class. I have also been given unprofessional attitudes in front of classes, which is very degrading and belittling to myself and peer interns. This is a serious issue for us as social work interns because we are only there two or three days a week and have case

loads of 8-10. I believe there is a better and more professional way the teachers can handle communication with us.

Explanation of Problem

As stated earlier, these problems have come up in two or three faculty meetings. Our supervisor has talked with us about teachers who have complained that we are interrupting their classes and don't want us to remove students from their classes. I understand the interruption to classes and the lessons being taught, but we must also provide services and gain learning experience. My supervisor who has mandated students are not being seen which again services are not being provided. It is one thing that the students are refusing the services that they are given but when they are being told they cannot leave by their teacher it becomes an issue. However, we have been given select students that enjoy talking to us and have opened up, sharing serious things to us and are depending on seeing us if they had a bad week or weekend. This is another problem, which occurs because we are not getting full experience when we are constantly being told, "come back later." Like stated previously, this is affecting service delivery to clients because, not only do the teachers give the interns issues but they are giving my supervisor trouble as well. However, I am not there to fight over organizational imperfections, I just wish to gain learning experience with the students. The critical actors, ones who will help us settle the change with the organizational issues (Berger G. & Holloway, S, 1992). One critical actor would be the Principal, because she is a big advocate for the interns. The social

workers evidently they need to provide services, and the students because they are the ones that need the services.

Force Field Analysis

A	C	P	Driving Forces	Restraining Forces	P	C	A
L	H	H	1. Principal that will advocate 2. Social Workers to provide services 2. Students to receive the services given	1. BOE Budget/guidelines 2. Lack of support from staff/school personnel 3. Lack of motivation/ time and location	L	L	H
H	L	L			H	H	H
H	L	L			L	L	L

Driving Forces-

While making my force field analysis, I came up with many different people and situations that would be in my driving and restraining forces. Driving forces are factors, which support my decision to make these adjustments helping future interns and structure in *C.I.M.S.*, and restraining forces are factors of who or what will hold me back (Berger G. & Holloway, S,1992). In my driving forces I listed the first person that I felt would be for this change and that was the Principal, Mrs. Alvarez. She is fully aware of the duties of the social workers in her school; she comes around often and is well known in our school. Mrs. Alvarez is aware that my social worker has interns and has been willing to work with us, making small accommodations for us. *Columbus High School* is very large, however there is not enough space so classrooms are shared.

Nonetheless Mrs. Alvarez sent out an email when interns came to inform teachers that they couldn't dwell in classrooms and need to use the teachers' lounge. This way interns have access to open classrooms to hold sessions. My second driving force is the social worker. The social workers noticeably have to do their job. They come to work everyday to see students that are required to have their services. The social workers want us, as interns, to get all the experience we need. The students play a small part in the driving forces also, because there are students who enjoy expressing themselves to us and have no one else that listen or advocates for them.

Restraining Forces-

The restraining forces are things/people that will hold us back or something that will be against our change all together (Berger G. & Holloway, S, 1992). My first restraining force would be the Board of Education and its budget and guidelines. The board of education may not want to support having extra meetings or possibly changing the staff if need be. Being that the Principal is a mandate, she reports to the Board of Education. It will all go through the board of education whether or not they will understand the situation or not.

My second restraining force would be the lack of support from staff and school personnel. Of course the teachers would not support this because this can get them terminated or in trouble. Lastly, would be the lack of motivation, time, and location. Students aren't always motivated to come to sessions. Our biggest issue is "the best time," many students also feel threatened from teachers, that if they leave they are going to be marked absent or miss out on a

lot of work, which makes the student unwilling to come for session. As stated previously *Columbus High School* is a large school however there aren't many available classrooms. It becomes hard to have session when you have to find a time a teacher will let a student out and then also find a good time to find a suitable location. Also, the lack of having a location being that there are not many places to see students for a session. Interns do not have their own office or an office to see students in private. This is important because many students want to utilize services but would like to speak privately and securely. Many students have met me in make shift places in the school because they don't want other students to think they have problems however they enjoy coming to sessions.

Organizational Change Goal

There are many different organized changes that can occur to alleviate this situation. One basic idea that myself and the other interns have developed, so everyone has a better understanding of our presence and things we are trying to accomplish, is developing a meeting and introducing ourselves and what our purpose is at Columbus High School. One of the complaints that teachers made in their meeting was that they would like notification ahead of time, when we are going to retrieve a student. So the interns sat down with our supervisor and decided to come up with a daily/weekly schedule of what student we are going to see and at what period.

The pros and cons of that idea was if a student is not in class and we wanted to see them, and another student instead could be seen in their place we

would be going off our schedule. However my supervisor stated that nothing ever goes according to plan and that it would just be good to give them an idea of what our plans are. Our last idea, was to have a discussion with the principal, and ask her to talk with some of the teachers who have been, making complaints and inform them to try to be a little more professional about turning down our attempts of taking students out of class and also, informing them that we are interns and we need to provide services. An email was sent to the principal, Shadia Alvarez. The email addressed issues regarding the many teachers whom have complained about students being pulled from their classes and the hard time they are giving the interns and actual social workers whom have mandates.

Facilitating and Critical actors

The principal would be the enforcer in my change, facilitating actor. She would be the one who pulls the meeting together or sends emails out to the staff and teachers. The social worker would be another facilitating actor who would bring the issue to the principal so that she can become aware, that this is a reoccurring issue as a social worker and for the interns. The people who would not be so open to this change and most likely have little to no change would be the people who were listed as restraining forces (teachers, the Board of Education). They both are focused primarily on the content and material needed for students to learn and pass test to meet operational numbers.

Step-by-Step plan

My step-by-step plan to creating this organizational change at the school would consist of these following steps:

1. Having a meeting with my fellow interns and developing a plan that we feel would be sufficient enough to work. I feel the most effective one would be as a group goes to the Principal since she is the one social workers report to and has advocated for us in the past. (Only three interns as Social Work Interns)
2. Presenting the issue and ideas to my supervisor, whom obviously is the social worker and seeing what his thoughts are and if he has any further ideas that he feels can help us to be professional, presentable, stern and convincing.
3. Emailing the principal briefly stating that we have some concerns about things going on with some of the staff. Also stating interns and the social worker are unable to fulfill their learning experience and be able to retrieve mandated students. Finally, asking if she would like to set up a meeting to further discuss these matters in detail.
4. When she is available we would present facts and experiences that we've all encountered with some of the teachers,
 - a. If she says she does not have time we will try to briefly sum up our concerns in an email
5. After she asks what we would like to be done, we will state our different options, such as holding a meeting with the teachers and other staff, or something as simple as sending out a mass email.

Brittney Collins

6. After all those steps are done we would listen to her suggestions and hopefully she will support us and we will make change!
7. Requesting that my supervisor and principle talk about the importance of Social Workers to meet with students. Professional Training Day.



COLLEGIATE INSTITUTE FOR MATH & SCIENCE

Shadia Alvarez, Principal (I.A.)

Vincent Rodriguez, A.P.

Mindy Zinn, A.P.

School # 11 x 288

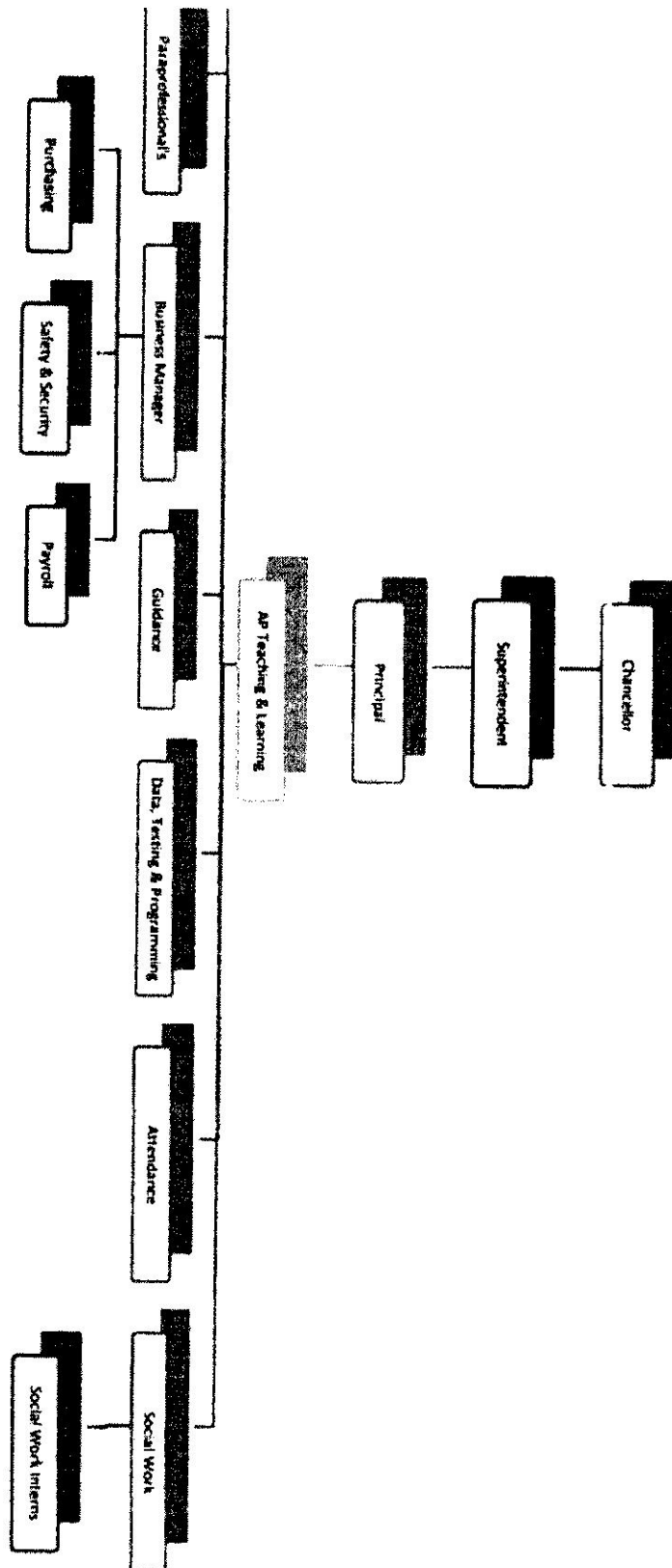
Table of Organization Revised

Last	First	Position	Phone	Room
Alvarez	Shadia	Principal	3432	321
Altman	Alexandra	Social Worker	3427	421
Barr	Michael	Teacher - Science		
Bavellio	Debbie	Supply Secretary	3414	321
Brown	Steve	Teacher - Sp. Ed.		
Capellan	Angel	Teacher - Spanish		
Cohen	Steve	Teacher - Social Studies		
Colon	Lulu	Teacher - Sp. Ed.		
Colon	Michele	Computer Tech	3507	426
Costore	Jamie	Teacher - English		
Cunningham	Rose	Teacher - Social Studies		
Estevez	Gilda	Teacher - Sp. Ed.		
Feliciano	Jason	Guidance	3422	435
Griffin	Dave	Teacher - Science		
Hennings	Henry	Security		
Hesse	John	Teacher - English		
Hogg	Richard	Guidance	3433	335
Jarrett	Teresa	Teacher - Math		
Johnson	Vernon	Sp. Ed.		
King	Brenda	Paraprofessional		
Konack	Robert	Programming	3487	321
Ledesma	Yamile	Data & Testing Coordinator	3539	321
Lerman	Alicia	Teacher - English		
Lugo	Wanda	Payroll Secretary	3430	436
Matus	Seth	Teacher - Social Studies		
Manetakis	Janet	Attendance	3406	430
Mario	Jose	Security		
Martinez	Jasmine	Teacher - Spanish		
Maysky	Angel	Teacher - Science		
Melendez	Zulma	Budget Manager	3635	321
Manford	Theresa	Attendance	3494	430
Ottis	Emanuel	Security		
Pestry	Michaela	Teacher - Math		
Quinn	Greg	Teacher - Social Worker	3508	421
Ramirez	Yomar	Teacher - Spanish		
Rittle	Eve	Principal's Secretary	3631	321
Rodriguez	Vincent	Assistant Principal	3407	435
Ross	Barbara	Guidance	3594	321
Santlaga	Emanuel	Security		
Singel	Eileen	Teacher - Social Studies		
Smith	Yvonne	Paraprofessional		
Suero	Abdias	Physical Ed.		
Titus	Ruth	Teacher - Science		
Torrente	Yvonne	ESL		
Van Voorhis	Gregory	English		
Wasserman	Eileen	Teacher - Math		
Zinn	Mindy	Assistant Principal	3405	336
Zurita	Jessica	Paraprofessional		
Custodian	Office	Facilities	1430	143
Library	School	Learning Media Room	3616	
Nurse	Office	Health & Emergencies	1012	101
School Safety Agents	Desk	Building Security	1273	Main

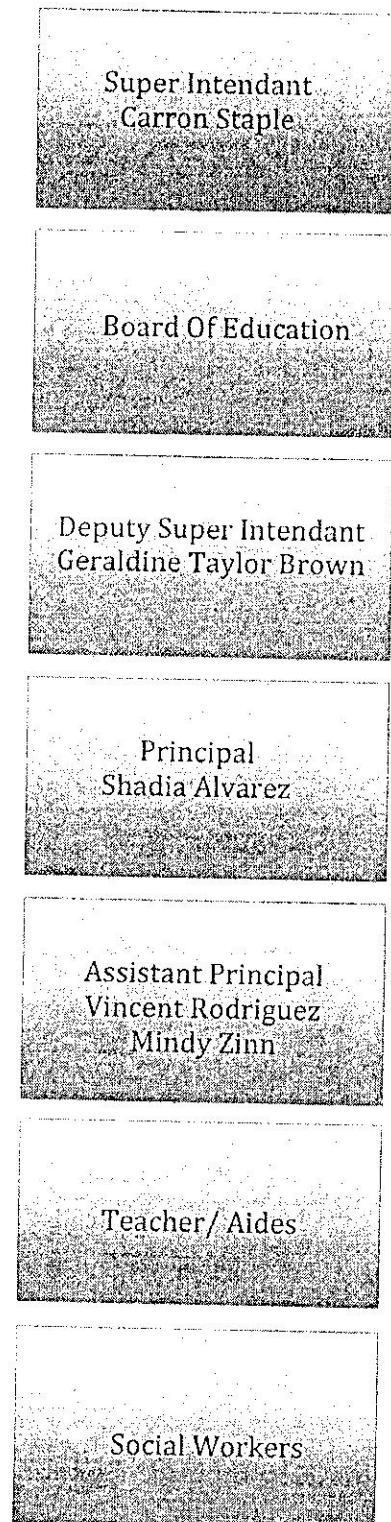
"Creative Independent Motivated Scholars"

925 Astor Avenue
Bronx, NY 10469

TEL: (718) 944-3635
FAX: (718) 652-3525



Organizational Chart





Executive Director



Associa: Executive Director



Chief Financial Officer



Program Director

Human Resources



Director of Sports, Fitness, and Aquatics



Assistant Director of Sports, Fitness, and Aquatics

1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025, 2026, 2027, 2028, 2029, 2030, 2031, 2032, 2033, 2034, 2035, 2036, 2037, 2038, 2039, 2040, 2041, 2042, 2043, 2044, 2045, 2046, 2047, 2048, 2049, 2050, 2051, 2052, 2053, 2054, 2055, 2056, 2057, 2058, 2059, 2060, 2061, 2062, 2063, 2064, 2065, 2066, 2067, 2068, 2069, 2070, 2071, 2072, 2073, 2074, 2075, 2076, 2077, 2078, 2079, 2080, 2081, 2082, 2083, 2084, 2085, 2086, 2087, 2088, 2089, 2090, 2091, 2092, 2093, 2094, 2095, 2096, 2097, 2098, 2099, 2100, 2101, 2102, 2103, 2104, 2105, 2106, 2107, 2108, 2109, 2110, 2111, 2112, 2113, 2114, 2115, 2116, 2117, 2118, 2119, 2120, 2121, 2122, 2123, 2124, 2125, 2126, 2127, 2128, 2129, 2130, 2131, 2132, 2133, 2134, 2135, 2136, 2137, 2138, 2139, 2140, 2141, 2142, 2143, 2144, 2145, 2146, 2147, 2148, 2149, 2150, 2151, 2152, 2153, 2154, 2155, 2156, 2157, 2158, 2159, 2160, 2161, 2162, 2163, 2164, 2165, 2166, 2167, 2168, 2169, 2170, 2171, 2172, 2173, 2174, 2175, 2176, 2177, 2178, 2179, 2180, 2181, 2182, 2183, 2184, 2185, 2186, 2187, 2188, 2189, 2190, 2191, 2192, 2193, 2194, 2195, 2196, 2197, 2198, 2199, 2200, 2201, 2202, 2203, 2204, 2205, 2206, 2207, 2208, 2209, 2210, 2211, 2212, 2213, 2214, 2215, 2216, 2217, 2218, 2219, 2220, 2221, 2222, 2223, 2224, 2225, 2226, 2227, 2228, 2229, 2230, 2231, 2232, 2233, 2234, 2235, 2236, 2237, 2238, 2239, 2240, 2241, 2242, 2243, 2244, 2245, 2246, 2247, 2248, 2249, 2250, 2251, 2252, 2253, 2254, 2255, 2256, 2257, 2258, 2259, 2260, 2261, 2262, 2263, 2264, 2265, 2266, 2267, 2268, 2269, 2270, 2271, 2272, 2273, 2274, 2275, 2276, 2277, 2278, 2279, 2280, 2281, 2282, 2283, 2284, 2285, 2286, 2287, 2288, 2289, 2290, 2291, 2292, 2293, 2294, 2295, 2296, 2297, 2298, 2299, 2300, 2301, 2302, 2303, 2304, 2305, 2306, 2307, 2308, 2309, 2310, 2311, 2312, 2313, 2314, 2315, 2316, 2317, 2318, 2319, 2320, 2321, 2322, 2323, 2324, 2325, 2326, 2327, 2328, 2329, 2330, 2331, 2332, 2333, 2334, 2335, 2336, 2337, 2338, 2339, 2340, 2341, 2342, 2343, 2344, 2345, 2346, 2347, 2348, 2349, 2350, 2351, 2352, 2353, 2354, 2355, 2356, 2357, 2358, 2359, 2360, 2361, 2362, 2363, 2364, 2365, 2366, 2367, 2368, 2369, 2370, 2371, 2372, 2373, 2374, 2375, 2376, 2377, 2378, 2379, 2380, 2381, 2382, 2383, 2384, 2385, 2386, 2387, 2388, 2389, 2390, 2391, 2392, 2393, 2394, 2395, 2396, 2397, 2398, 2399, 2400, 2401, 2402, 2403, 2404, 2405, 2406, 2407, 2408, 2409, 2410, 2411, 2412, 2413, 2414, 2415, 2416, 2417, 2418, 2419, 2420, 2421, 2422, 2423, 2424, 2425, 2426, 2427, 2428, 2429, 2430, 2431, 2432, 2433, 2434, 2435, 2436, 2437, 2438, 2439, 2440, 2441, 2442, 2443, 2444, 2445, 2446, 2447, 2448, 2449, 2450, 2451, 2452, 2453, 2454, 2455, 2456, 2457, 2458, 2459, 2460, 2461, 2462, 2463, 2464, 2465, 2466, 2467, 2468, 2469, 2470, 2471, 2472, 2473, 2474, 2475, 2476, 2477, 2478, 2479, 2480, 2481, 2482, 2483, 2484, 2485, 2486, 2487, 2488, 2489, 2490, 2491, 2492, 2493, 2494, 2495, 2496, 2497, 2498, 2499, 2500, 2501, 2502, 2503, 2504, 2505, 2506, 2507, 2508, 2509, 2510, 2511, 2512, 2513, 2514, 2515, 2516, 2517, 2518, 2519, 2520, 2521, 2522, 2523, 2524, 2525, 2526, 2527, 2528, 2529, 2530, 2531, 2532, 2533, 2534, 2535, 2536, 2537, 2538, 2539, 2540, 2541, 2542, 2543, 2544, 2545, 2546, 2547, 2548, 2549, 2550, 2551, 2552, 2553, 2554, 2555, 2556, 2557, 2558, 2559, 2560, 2561, 2562, 2563, 2564, 2565, 2566, 2567, 2568, 2569, 2570, 2571, 2572, 2573, 2574, 2575, 2576, 2577, 2578, 2579, 2580, 2581, 2582, 2583, 2584, 2585, 2586, 2587, 2588, 2589, 2590, 2591, 2592, 2593, 2594, 2595, 2596, 2597, 2598, 2599, 2600, 2601, 2602, 2603, 2604, 2605, 2606, 2607, 2608, 2609, 2610, 2611, 2612, 2613, 2614, 2615, 2616, 2617, 2618, 2619, 2620, 2621, 2622, 2623, 2624, 2625, 2626, 2627, 2628, 2629, 2630, 2631, 2632, 2633, 2634, 2635, 2636, 2637, 2638, 2639, 2640, 2641, 2642, 2643, 2644, 2645, 2646, 2647, 2648, 2649, 2650, 2651, 2652, 2653, 2654, 2655, 2656, 2657, 2658, 2659, 2660, 2661, 2662, 2663, 2664, 2665, 2666, 2667, 2668, 2669, 2670, 2671, 2672, 2673, 2674, 2675, 2676, 2677, 2678, 2679, 26



Early Childhood Director



Assistant E ly Childhood Director



After School Program Director & Summer Camp Director



Assistant Director Afterschool



Prevention, Outreach and Community Engagement



Prevention Program and Mental Health Services Director



Director Programs for People With Disabilities



Prevention Program, Program Facilitator



Arts



Music Director



Registration, Marketing and Outreach



Director of Registration & Customer Service



Registration and Marketing Coordinator



Adult Day Care



Director of Social Adult Day Care Program





Assistant Controller



Bookkeeper/AP



Facilities Manager



Office Manager