

8-19-10

**COLLABORATIVE COMPACT
CLIMATE ISSUES IN SCHOOL SYSTEM
August 2010**

Preamble: In order to better ensure a positive workplace, to promote a vibrant learning environment, and to further student achievement, the parties (Montgomery County Public Schools [MCPS], Montgomery County Association of Administrators and Principals [MCAAP], Montgomery County Education Association [MCEA], and Service Employees International Union Local 500 [SEIU Local 500]) enter into this Collaborative Compact. The parties to this Compact are committed to creating and maintaining a respectful and productive MCPS workplace at all work sites.

Statement of Purpose: The purpose of this Compact is to set forth those behaviors that we expect of ourselves and each other in workplace interactions and at all MCPS work sites, regardless of whether those sites are determined to have climate issues as further defined below. Adherence to the standards set forth in this Compact is expected of all stakeholders and representatives, whether site-based or otherwise, who work at or with sites. We agree to work together collaboratively, expeditiously, and deliberatively to effectively address climate issues in MCPS sites and to abide by the following behaviors and procedures/processes.

Definitions within Compact: As used in this Compact, the terms below are defined as follows:

Collaborative Management Coordinating Committee (CMCC): a group composed of representatives from the unions and various MCPS offices. The purpose of the CMCC is to coordinate and oversee all collaborative and conflict management processes across MCPS.

Consistent Leadership: an administrator who has been in a site for at least one full calendar year.

Employees: any individual working for MCPS.

Focus Group: a group of stakeholders convened for a specific task to gather data or discuss an issue. It is anticipated that focus groups will be facilitated wherever possible.

Stakeholder: any MCPS employee or union representative within the MCPS system.

Union representative: any individual working for or on behalf of MCEA, SEIU Local 500, or MCAAP in the MCPS system.

Expected Elements of Behavior: The following elements of behavior are expected of all stakeholders and representatives working at or with MCPS. We agree to do the following:

1. Recognize that all stakeholders have ownership, stewardship, and responsibility for creating a positive climate and resolving climate issues.
2. Adhere to the expected behaviors set forth in the Organizational Culture of Respect Compact.
3. Assure that the actions of all stakeholders and representatives foster trust, openness/transparency, positive relationships, open communication, collaboration/teamwork, positive morale, and effective conflict management and dispute resolution.
4. Encourage all stakeholders to take ownership and responsibility to raise their concerns and to engage in honest, direct, and effective communication.
5. Encourage, honor, and respect multiple viewpoints with no negative consequences.
6. Assume good intentions of other stakeholders.
7. Communicate with all stakeholders through multiple mediums in a timely manner.
8. Involve all stakeholders in the decision-making process appropriate to the scope of authority within the individual site.
9. Handle issues, problems, and/or disputes face-to-face through dialogue at the lowest level possible, using expected behaviors and agreed-upon processes and procedures as set forth in this Compact.
10. With regard to leadership at individual sites:
 - a) Hold meetings at the beginning of each school year with the administrator, elected faculty representative (EFR), and elected supporting services representative (ESR) at sites that have them.
 - b) Develop leadership team meeting agendas jointly with input from all staff.
 - c) Ensure the use of facilitative leadership skills at all meetings.
 - d) Ensure that leadership teams develop, in an open and transparent manner and in conjunction with all stakeholders, a process to share, review, and analyze the results of the climate survey.
 - e) Ensure that the leadership team develops a plan to address issues identified in climate surveys or any other surveys or forms of feedback.
11. With regard to Central Services resources:
 - a) Provide facilitative leadership training on an ongoing basis.
 - b) Provide professional development and training.
12. With regard to employees or union representatives working at or with sites:
 - a) Union representatives visiting a school or other MCPS site will sign in, state the purpose of the business as union business related to the bargaining agreements, and state the location of the building where they will be. Except as previously approved by the CMCC, visits with school or work site staff will be without interruption of the work of unit members. When the visit is concluded, the union representative will sign out prior to leaving the building. If the visit is during the school day or normal work day at a site, the union representative will sign in and sign out in the main

office, and the principal will be the primary contact. If the visit is after the school day or normal work day, the building services assistant manager will be the contact person and the union representatives must sign in and sign out of the school or work site with the assistant manager.

Definition of Site with a Pervasive and Persistent Climate Issue: To be defined as a site with a pervasive and persistent climate issue, four of the following characteristics must be present—

1. lack of trust among stakeholders at the site;
2. lack of openness and/or transparency among stakeholders at the site;
3. poor relationships among stakeholders at the site;
4. poor communication among stakeholders at the site;
5. low levels of collaboration and/or teamwork among stakeholders at the site;
6. low level of morale stemming from the environment at the individual site; and/or
7. ineffective conflict management and/or dispute resolution among stakeholders at the site.

“Pervasive” is defined as widespread. This means that the climate issue is impacting a large number of staff members throughout the site. “Persistent” is defined as continuing and ongoing over a prolonged period of time. This means the climate issue has existed over the course of more than one year where there has been consistent and ongoing leadership.

Criteria and Data Points: Criteria and data points for determining whether a site has a climate issue include but are not limited to—

1. lack of trust
 - already existing data
 - results gathered from focus groups
 - results from climate surveys
 - results from staff surveys
2. lack of openness and/or transparency
 - all of data points in #1
 - established and articulated decision-making processes
 - established agenda-setting process for leadership team meetings
 - use of EFR, ESR, and principal self-assessment
3. poor relationships
 - all of data points in #1
 - consistency of leadership
4. poor communication
 - all of data points in #1
 - established infrastructure for communication and sharing of information
 - quality and frequency of communication among unions, principals, and community superintendents
5. low levels of collaboration and/or teamwork
 - all of data points in #1

- frequency and facilitative/inclusive nature of leadership team meetings
 - results of leadership team self-assessment and collaboration
 - representativeness of leadership team
6. low levels of morale
 - all of data points in #1
 - patterns of staff attendance
 - high staff turnover in relation to comparable sites
 7. ineffective conflict management and/or dispute resolution
 - high frequency of unresolved disputes
 - persistence of unresolved disputes over a prolonged period of time
 - lack of durable and/or sustainable resolutions

Procedures and Processes: Once a group of stakeholders has suggested that an individual site has a climate issue, the procedures and processes set forth in the diagnostic and intervention processes will be followed by all stakeholders and representatives who work at or with that site. The Procedures and Processes Action Plans and Toolbox Items set forth below will take into account the urgency of the climate issue and the need for both short term and longer term intervention and assistance. In addition, it is the intent of the parties that the Procedures and Processes Action Plans and Toolbox Items described below be used proactively where appropriate prior to an issue being raised by a group of stakeholders.

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; and
8. development of next steps in order to ensure sustainability.

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

1. Professional Learning Community Institute (PLCI)
2. School 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 (Office of Shared Accountability)
12. Leadership Development Team
13. Number of administrators who have taken A or B evaluator training (SEIU Local 500)

The CMCC shall be responsible for reviewing these Procedures and Processes Action Plans and Toolbox Items on an annual basis to determine their effectiveness and impact.

Accountability: Adherence to these elements of behavior and compliance with these procedures and processes are expected of all stakeholders and representatives working at or with sites. These behaviors and procedures/processes will be enforced as follows:

1. Failure of site-based employees to adhere to these behaviors or comply with these processes/procedures shall be taken into account in evaluating performance under the Professional Growth System, particularly with regard to the standards of leadership, collaboration, and professionalism.
2. Failure of Central Services employees to adhere to these behaviors or comply with these procedures/processes shall be taken into account in evaluating performance under the Professional Growth System, particularly with regard to the standards of leadership, professionalism, and collaboration.
3. Failure of union representatives to adhere to these behaviors or comply with these procedures/processes shall be addressed with the union's leadership which shall have responsibility for ensuring its organizational compliance to these behaviors and procedures/processes and to the Organizational Culture of Respect Compact.

Agreed To By:

MCPS	<u>Larry G Bowers</u>	Date: <u>10/25/10</u>
MCAAP	<u>Robert K. K.</u>	Date: <u>10/25/10</u>
MCEA	<u>[Signature]</u>	Date: <u>10/25/10</u>
SEIU Local 500	<u>Michelle Cutler</u>	Date: <u>10/25/10</u>