

# MCPS School Climate Compact

*Please sit together as a school*

# Overview of today's meeting

- Why have we given this work so much attention?
- What is the purpose of the compact?
- What are the expected elements of behavior in schools and among staff?
- What processes and structures have been put into place to support schools with climate issues?
- Q & A



# The Why

- Climate impacts learning
- Climate is everyone's responsibility
- We live in stressful times
- People make the difference
- Relationships matter

# Who Developed This Compact?

- Deputy Superintendent
- Chief Operating Officer
- OSP/Community Supts
- MCAAP Leadership & Staff
- SEIU Leadership & Staff
- MCEA Leadership & Staff

# Reflection/Questions

Please take a moment to write on  
your index card any questions you  
have at this point

# The 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.

# The Purpose

- 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.



# The Purpose

- 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.

# Reflection

- What is the connection between this work (school climate compact) and the Compact of Respect?

# Expected Behaviors

- ! = We're doing OK
- ✓ = We're struggling with this
- ? = I still have questions

# Reflect/Write

- Discuss on differing perspectives and how you might use these behaviors to help at your school
- Then, write any questions you have on index cards

# Persistent & Pervasive Climate Issues

To be defined as a site with a pervasive and persistent climate issue, four of the following characteristics must be present—

- lack of trust among stakeholders at the site
- lack of openness and/or transparency among stakeholders at the site
- poor relationships among stakeholders at the site
- poor communication among stakeholders at the site among stakeholders at the site

# Persistent & Pervasive Climate Issues

To be defined as a site with a pervasive and persistent climate issue, four of the following characteristics must be present—

- low levels of collaboration and/or teamwork among stakeholders at the site
- low level of morale stemming from the environment at the individual site
- 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.

# Toolbox Items

- Professional Learning Community Institute (PLCI)
- School Leadership Teams Institute (SLTI)
- Employee Assistance Program (EAP)
- Alternative Dispute Resolution (ADR)
- Outside mediation services
- Outside facilitation services



# Toolbox Items

- Study Circles
- Interest-Based Bargaining (IBB)
- Diversity Training Team
- Leadership Development Team
- Staff development specialist (SDS) and staff development teacher (SDT)

# The Compact

- Take a few moments to quietly browse the compact
- We'll answer questions from the cards in a few minutes