

Climate Compact Frequently Asked Questions (FAQ)

1. How do we know if climate is an area of concern for a school?

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

- A. lack of trust among stakeholders at the site
- B. lack of openness and/or transparency among stakeholders at the site
- C. poor relationships among stakeholders at the site
- D. poor communication among stakeholders at the site
- E. low levels of collaboration and/or teamwork among stakeholders at the site
- F. low level of morale stemming from the environment at the individual site
- G. 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 site 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:

- a. lack of trust
 - already existing data
 - results gathered from focus groups
 - results from climate surveys
 - results from staff surveys
- b. lack of openness and/or transparency
 - all of data points in A
 - established and articulated decision-making processes
 - established agenda-setting process for leadership team meetings
 - use of EFR, elected SEIU representative (ESR) and principal self-assessment
- c. poor relationships
 - all of data points in A
 - consistency of leadership
- d. poor communication
 - all of data points in A
 - established infrastructure for communication and sharing of information
 - quality and frequency of communication among unions, principals, community superintendents/directors of school performance
- e. low levels of collaboration and/or teamwork
 - all of data points in A
 - frequency and facilitative/inclusive nature of leadership team meetings
 - results of leadership team self-assessment and collaboration
 - representativeness of leadership team
- f. low levels of morale
 - all of data points in A
 - patterns of staff attendance
 - high staff turnover in relation to comparable sites
- g. 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

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2. Are there going to be supports for newly elected EFRs and ESRs?

Yes. Elected Faculty Representatives (EFRs) will receive training from MCEA, while Elected SEIU Representatives (ESRs) will receive training from SEIU. Principals currently have training in administrator Professional Learning Communities (PLCs) held by MCAAP.

3. What do you do when your school is in need of support?

The recommended process for schools should start with the principal, EFR, and ESR presenting the Climate Compact to the school leadership team (SLT). The SLT should then develop a plan to address the concerns, with input from all constituents, within the school community. This is consistent with the desire to resolve issues at the school level.

The rules of engagement, which are defined in the Expected Elements of Behavior section of the Climate Compact, are the behaviors expected of all stakeholders. As you engage in this challenging, but rewarding work to create a healthy climate it is the expectation that all members of the school community will adhere to processes and elements of behavior agreed upon at the school site level. Please refer to page 2 of the Collaborative Climate Compact to review the behaviors that will frame the desired outcomes of this reflective work.

If issues continue to arise after repeated attempts to work at a local school level, then it is recommended that the principal, EFR, and ESR agree to contact their union or office of school performance to request support for advancing the work of a healthy school climate and culture. The contacted office will review the referral and based on the confirmation of work attempted at the site level will inform the Collaborative Management Coordinating Committee (CMCC) of the issue. Then a member of the CMCC will be in contact with the school community to follow up with the principal, EFR and ESR.

4. What is the Collaborative Management Coordinating Committee (CMCC)?

The Collaborative Management Coordinating Committee also known as the CMCC is a committee developed to help schools create and sustain systems and processes at the local school level to cultivate and maintain positive school culture, leading to conditions that positively impact learning and achievement for all.

Given the sheer size of our school system, the CMCC does not have the capacity to intervene in local school and work sites as its primary work. Rather, this committee will create processes in which all three unions and the district will work collaboratively and cooperatively with schools to establish systems that build positive school culture.

The members of the CMCC consist of representatives from:

- The Department of Family and Community Partnerships
- The Employee Assistance Program
- The Leadership Team Development Unit (PLCI, Leadership Team Support)
- The Department of Instructional Leadership Support
- The Department of Association Relations
- The Office of School Performance
- And is coordinated by the union vice presidents of MCEA, MCAAP, and SEIU Local 500