

Article 10: Collaboration and Shared Leadership

10-1 The District and the Association agree that student achievement is improved when instruction is delivered in an organizational culture that is committed to principles of collaboration and shared leadership. Collaborative decision-making shares responsibility for needed changes and accountability for results. True collaboration means being open to suggestions, constructive feedback, and ideas from all team members, even if it means adjusting practices. In a shared leadership setting, within mutual trust and respect, participants should be able to speak freely, regardless of title or positional power.

10-2 A culture of collaboration, partnership, and shared leadership will reflect the following:

- A. A shared commitment to student achievement that is accomplished through mutual trust, respect and accountability;
- B. Administration and staff collaborating to achieve the vision, mission, values, beliefs and goals of the District and school;
- C. Opportunities for staff to participate in systemic school change efforts, including Unified Improvement Plans (UIP) and turnaround plans;
- D. Meaningful and authentic opportunities for educators to use leadership skills both within the building and the District;
- E. Frequent, meaningful, and proactive discussions between administration and staff; and
- F. An opportunity to celebrate successes.

10-3 The District and the Association acknowledge that staff and administration are mutually accountable to each other and that creating an effective culture of collaboration and shared leadership is an essential part of this Agreement. The District and the Association acknowledge that structures adopted for collaboration and shared leadership are not as important as the commitment to a collaborative culture and shared leadership. Administrators and staff, as a whole, are accountable for establishing a learning community conducive to the best teaching practices and success for every student. They have a responsibility for managing time and creating opportunities that allow for collaborative problem solving. Collaborative structures will be created for

educators who work outside a school setting such as nurses, TOSAs, and itinerant staff.

10-4 District and JCEA Collaboration and Partnership

10-4-1 The Superintendent and/or designees will meet at least monthly with JCEA leaders and representatives to work collaboratively on District-wide problems and initiatives and to discuss upcoming decision points, new initiatives, strategic directions, and opportunities for partnership. Communication about such discussions will be created jointly. They will work collaboratively on District-wide problems and initiatives. Any topic that impacts educators in Jeffco may be discussed.

10-4-2 The District and JCEA will maintain a central-level Collaborative Working Group ("CWG"), which will meet monthly to focus on (1) communication, (2) addressing mutual issues, (3) identifying opportunities for joint problem-solving, and (4) generally improving the workplace. These meetings will include the Executive Director of Employee Relations and other central administrators as needed, including, but not limited to the Chief Human Resources Officer, the Chief Academic Officer, and the Chief of Schools, as well as the JCEA President and their designees. To encourage frank and open discussion, the CWG will have no authority to change, delete, or modify any of the terms of this Agreement or to settle grievances arising under this Agreement. CWG meetings and discussions will not be publicized except for those recommendations that have been mutually agreed upon. The CWG may use outside resources and services, such as the Federal Mediation and Conciliation Services, to develop processes and structures.

10-5 Curricular Materials and Resources Review Committee

10-5-1 The Curricular Materials and Resources Review Committee will support student learning and academic rigor by ensuring that instructional resources are aligned to Colorado Academic Standards (CAS) and Jeffco curriculum. The committee will review proposed resources and may issue majority and minority reports with its final recommendation, as appropriate, consistent with Board Policies GP-07 and IJ. This committee will meet at least once annually by the end of October to review data to inform decision-making regarding all current and potential curricular materials and resources.

10-5-2 The committee will include up to 20 members, with a balance of district content specialists, licensed educators, students, and community representatives. To the extent practicable, the committee shall include:

- One community member appointed by each member of the Board of Education;

- 2 student members nominated by school principals and selected by the Chief Academic Officer (CAO) or their designee;

- At least half of the members will be licensed educators and/or instructional coaches with demonstrated expertise in the subject area. At least five educators, appointed by JCEA, will be from different articulation areas and/or levels.

- District content specialist(s) and/or TOSA coordinator(s) selected by the CAO or their designee;

- Committee will be co-facilitated by a JCEA educator and a district appointee.

10-5-2-1 All recommendations by the CMRRC will be made by consensus. If consensus cannot be reached, the committee will discuss proposed resources again, specifically focusing on the issues that prevented opposing members from recommending a resource for approval, and conduct a revote. This revote does not need to reach consensus, but does need to gain the support of 75% or more of the members of the committee.

10-5-3 Final approval of all instructional resources lies with the Board of Education. The review process shall include:

- Evaluation of instructional materials through the Curricular Materials and Resources Review Committee, as defined in Policy GP-07;

- A cross-departmental review of student data security, public comment, and other relevant factors as defined by the district;

- Consideration of instructional materials used in Advanced Placement (AP) and International Baccalaureate (IB) courses, which may be selected from College Board and IB Organization recommended lists.

10-6 School-Based Collaboration and Shared Leadership

10-6-1 Shared Leadership teams collaboratively support the important work of the school and contribute to student learning and success. Shared Leadership Teams may utilize the school's student data (including student perception data, behavior data, and academic data), the UIP, the District Strategic plan, and family and educator survey data to inform the teams' work and decisions. The Shared Leadership Teams will consist of an Academic Leadership Team (ALT), and Operations Leadership Team (OLT), and a Proactive Behavior and Safety Team (PBST). These teams will include the following processes for effectiveness:

- A. Meeting at least monthly
- B. Choosing a meeting facilitator and other roles
- C. Having and following norms
- D. Having an agenda and outcomes set ahead of meeting time
- E. Giving all members of the committee the ability to add to the agenda
- F. Note-taking process
- G. Procedures to gather feedback from stakeholders to inform agenda items and discussion
- H. Communication of decisions to stakeholders and entire staff to ensure transparency
- I. Clear implementation plan aligned to best practices

10-6-2 Types of decision making will include command decisions which are made by administration and appropriately communicated to the staff; consultative decisions which will be ultimately decided by administration after consultation with stakeholders, the staff and at times families and students; consensus decisions which are made with an entire committee, or at times the entire staff. When consensus cannot be reached, at the very least, a majority of the committee or staff will be in agreement. Decisions will be communicated to all staff with applicable background information as appropriate. Individuals and departments with educators directly impacted by a decision will be invited to participate when those decisions are being discussed and made.

10-6-3 At least annually the school's educators and administrative team will meet to review their collaborative processes and will discuss and establish which decisions will fall into the categories above. Decisions which are by law or contract assigned to administration will automatically be considered 'command'. These include, but are not limited to, employee discipline and evaluation, some aspects of student

discipline, and actions taken in an emergency. The following 'consultative' decisions included but are not limited to final hiring decisions after the input of a hiring committee and displacement decision after utilizing a collaboratively made rubric.

10-7 Each school will have an Operational Leadership Team (OLT) consisting of the principal and a minimum of three teachers who represent a cross-section of grade levels, various departments including AMP and electives, and where possible special education providers. Schools will determine membership numbers and constituency groups through a collaborative process. Representatives will be selected by a staff voting process.

10-7-1 Decision-Making: the principal will partner with a facilitator to lead the Operations Leadership Team (OLT) collaboratively, working towards achieving the school's mission, vision, and values. The team will utilize consensus and consultative decision-making as determined in this article with the goal of continuous improvement resulting in student achievement and academic excellence.

10-7-2 The OLT will meet at least monthly, and their responsibilities will include the operational running of a building in areas such as:

- A. School-based calendars, school schedules, scheduling models and staff utilization that affect the whole school;
- B. School resource allocation and budget, as well as staffing priorities;
- C. Local school expectations for grading and reporting, family communication and other tasks that affect student learning;
- D. Hiring practices for licensed professional in line with District HR practices and Article 12;
- E. Class configuration and size.

10-8 Each school will also have an Academic Leadership Team (ALT) consisting of the Principal, the Instructional Coach, the Digital Teacher Librarian, and optionally a counselor or other mental health provider. In addition, a minimum of three classroom teachers who represent a cross-section of grade levels, various departments including AMP and elective, and where possible, special education providers. Schools will determine membership numbers and constituency groups through a collaborative process. A school may determine that the members of the ALT and the OLT are the same individuals thus combining into one committee. Representatives will be selected by a staff voting process.

10-8-1 Decision-making: The principal will partner with a facilitator to lead the ALT collaboratively, working to achieve the school's mission, vision and values, and align to the District's strategic plan with the goal of continuous improvement resulting in student achievement and academic excellence.

10-8-2 The ALT will meet at least monthly, and their responsibilities will include the instructional and student focus of a building such as:

- A. Building implementation of District curriculum, necessary assessments, and any building norms for instructional practices;
- B. Topics and schedule of professional learning;
- C. Method and schedule for analysis of student performance data to be used to improve student performance;
- D. Expectations and responsibilities for grade level, content, and other school teams, such as PLCs;
- E. Identification of students for school-wide interventions and types of interventions to be used for groups of students (i.e., a robust MTSS process);
- F. The balance between professional autonomy and continuous school improvements (e.g., the school UIP focus areas and District expectations)

10-9 Each school will have a Proactive Behavior Safety Team (PBST) consisting of a building administrator, at least one mental health professional such as a counselor, social worker, psychologist, or SEL, and a minimum of three teachers who represent a cross-section of grade levels, various departments including AMP and electives, and where possible special education providers. Schools will determine membership numbers and constituency groups through a collaborative process. Representatives will be selected by a staff voting process.

10-9-1 Decision Making: A building administrator will partner with a facilitator to lead the PBST collaboratively, working to create student behavioral strategies that are aligned with District structures and systems.

10-9-2 The PBST will meet at least monthly, and their responsibilities will include creating student behavior management systems including response protocols for student and staff safety such as:

- A. School-wide and class-wide behavior management systems that are aligned with District structures and systems;
- B. Evidence-based systemic behavior management supports including grade-level expectations and responsibilities, and student intervention strategies;

- C. Provide a professional learning in proactive school-wide and class-wide behavior systems for all staff (e.g., teachers, paras, etc.);
- D. Schedule for implementation and analysis of student social, emotional, and behavioral performance data to be used to improve student performance (e.g., SSIS SEL);
- E. Identification of students for school-side interventions and types of interventions to be used for groups of students (i.e. robust, data-based Tier 2 and 3 support process).

10-10 The District and the Association agree that school teams should work together to determine the details of how their collaborative process will work in their school within the parameters in this article. Sub-committees may be established on an ad hoc or ongoing basis to address designated topics.

10-11 The OLT, ALT, and PBST will annually review their processes and final decisions in terms of effectiveness.

10-12 District departments/divisions/teams outside of the school setting will have collaborative processes with educators, as defined in Article 1-1, within those departments/divisions/teams for gathering input, problem solving, addressing challenges, and informing decision-making. Such departments, divisions, and teams will utilize the collaborative framework and processes described above for schools and school teams, with structures adapted to their size, function, and operational needs. Collaborative structures will include a transparent process for selecting and including educator representation. Representatives can be selected by election, volunteer participation, or another mutually agreed upon method

10-12-1 The team/s will review, discuss, and provide input and/or recommendations on matters within their scope of work and will collaborate with administration in alignment with the decision-making framework that identifies whether decisions are command, consultative, or consensus in nature. Scope of work may include but is not limited to:

1. Scheduling and staff utilization for members of the department/team.
2. The annual department budgeting process.
3. Topics, feedback, and schedule of professional learning provided and received by ~~for~~ licensed staff within the department.
4. Annual staff perception surveys for the department.
5. The frequency of collaborative team meetings.

6. Suggesting sub-committees which may be established on an ad hoc or ongoing basis to address designated topics relevant to the department team.
7. A review of the collaborative team's effectiveness (10-11).

The matters listed above will foster a culture of collaboration, partnership, and shared leadership. Final decisions will be made in accordance with the decision-making framework, management rights, contractual obligations, and applicable law, with the District assuming accountability for said decisions.

10-13 Schools or individual staff members may request professional learning around shared leadership from the District and/or JCEA if needed. JCEA and the District will collaboratively develop training that can be delivered jointly or by either party.