

Rudolf Steiner School of Ann Arbor
Pedagogical Governance Model 2020-2021
Approved by the College of Teachers – May 28, 2020
Approved by the Board of Trustees – June 3, 2020

Purpose Statement: The purpose of this governance model is to clearly define the governance structure of RSSAA for 2020-2021.

Governance Overview:

Administrative Staff: At RSSAA, supervision and accountability of administrative staff is done through the School Administrator and Level Coordinators. The School Administrator is accountable to the Board of Trustees.

Teaching Staff: The supervision and accountability of teaching staff is done through the College of Teachers. The College delegates this work to Carrying Groups of three people for each level of the school, as outlined below. Carrying Groups for each Level of the school (Early Childhood, Lower School, High School) work out of recognition of the role of full-time teachers in decision making and the life of the school. Carrying Groups are responsible for managing the following processes with support from HUB:

- Crisis management, accidents, and safety issues
- Teacher recruitment and hiring (part-time and full-time), Class Teacher looping, managing Support and Improvement Plans, resignations, and separations
- Student admissions, suspension, probation, and dismissals.

Acting on behalf of the faculty, the Carrying Groups will seek meaningful input from full-time faculty and involve full-time faculty in decision making at a level which varies for each type of process and each individual case, depending on the sensitivity of the issue.

Carrying Groups and HUB for 2020-21 Carrying Group membership will be determined on a yearly basis. In general, these will consist of three people, including the Coordinator, Faculty Chair, and School Administrator. If one person is serving in two of these roles, a third full-time teacher will become a member of the Carrying Group for the appropriate level of the school.

2020-21 Carrying Groups will be:

- a. EC – Abby Kurlfink (Coordinator), Anne Birney (Early Childhood Faculty Chair), Sian Owen-Cruise (School Administrator).
- b. LS – Peggy Wilson (Coordinator), Tara McKnight (Lower School Faculty Chair), Sian Owen-Cruise (School Administrator).

- c. HS – Laura Shope, Heather Lomason and Ann Brennan (HS Coordinating Team), Gary Banks (High School Faculty Chair), Siân Owen-Cruise (School Administrator).

For 2019-20 HUB will consist of the following members:

- Sian Owen-Cruise, School Administrator
- Paul Trombley, College Chair
- Abby Kurlfink, EC Coordinator
- Anne Birney, EC Faculty Chair
- Peggy Wilson, LS Coordinator
- Tara McKnight, LS Faculty Chair
- Gary Banks, HS Faculty Chair
- Heather Lomason, HS Adminstrative Coordinator

Oversight by a Review Team: Prior to implementing major decisions, the Carrying Group will meet with a Review Team, which will be defined in 2020-21 as the College Chair and a Coordinator who is not directly involved in the process. They will ensure that the school's policies and procedures have been followed using the process checklists for major decisions, which include:

- Full-time hiring
- Separation of full-time employees
- Student separations

Evaluation of Carrying Groups and Governance Structure: Evaluation, review and improvement of the Governance Model of the school will take place each spring. From May 1 to June 20 the school will be in a Continuous Improvement period during which the following will happen:

- Processes from the current school year (hiring, separations, etc.) will be reviewed for how they went and whether there are needed changes to the Governance Model to more successfully manage the work of the school.
- The College and Board will discuss the Governance Model and identify any changes needed
- The College will review Committee Mandates and Leadership and approve for the coming year
- The Board will review Board Committee Mandates and Leadership and approve for the coming year
- Any policy changes made during the current school year will be integrated into the Governance Model
- The goal will be to approve the Governance Model for the coming school year by June 20, the end of school meetings. If this is not possible the Governance Model will need to be approved in the August meetings.

If during the school year any employee or community member feels that a process was mismanaged, they should speak to the School Administrator and/or College Chair, who will

implement a conflict resolution process. They will bring the concern back to the appropriate Carrying Group, HUB, and/or the College of Teachers for discussion and evaluation until the conflict is resolved. Learning from this review will be incorporated during the Continuous Improvement period

Decision Making: The school values consensus decision making and has outlined this process in detail. In general, hiring, separation, and student decisions will be made by consensus of a small group, as specified below.

Committees: The Rudolf Steiner School of Ann Arbor conducts work, both pedagogical and administrative, through a committee structure. All fulltime faculty and staff participate in at least one committee, usually two, each year. The Committees are originated by the area of the school where the work is needed and overseen by the originating body.

The Committees for the 2020 - 21 School Year are:

Board Committees:

- Finance Committee
- Development Committee
- Executive Committee
- Personnel Committee – co-held with the College
- Diversity, Equity and Inclusion Committee – co-held with the College

College Committees:

- Curriculum Support Committee
- Faculty Evaluation Team
- Faculty Development Committee
- Festivals Committee
- Pedagogical Integration Team
- Personnel Committee – co-held with the Board
- Diversity, Equity and Inclusion Committee – co-held with the Board

Early Childhood Committees:

Lower School Committees:

- Student Social Action Committee
- Care Circle
- LS Safety Committee
- LS Building Committee

High School Committees:

- HS Safety Committee
- HS Building Committee

Administrative Committees:

- Outreach and Enrollment
- Admissions
- Marketing

A new committee can be originated by the area responsible for the work when a clear need is seen for a new working group. When forming a new committee, the group originating it should be conscious of whether there is sufficient staffing for the committee and should create a mandate for the committee that is supported by the membership of the originating group (College members for College Committees for example).

A committee can be ended with the following process

- a. The originating body discusses the committee that suggests that it may no longer be meeting a school need, or that it is unsustainable in some way
- b. A meeting is held between the originating body and the full membership of the committee to discuss whether the committee has reached the end of its purpose, of the best way to continue to achieve the work the committee was carrying, and whether some other structure is the best way to meet the school's needs
- c. The goal is for the originating body and the committee members to come to consensus about the future of the committee. However, if there is not agreement the committee can be ended by the consensus of the originating body alone.
- d. A committee that is created for a limited purpose (Strategic Planning for instance) can be created for a specific period of time and be dissolved when the work is complete without the need for this process.

I. PRACTICES and PROCEDURES – HIRING PART-TIME FACULTY

Part-time teachers for lead positions will be hired under the full-time guidelines. Primary responsibility for hiring all other part-time faculty will rest with the level Faculty Chair and Coordinator. The Faculty Chair and Coordinator will create the job description, manage the job posting and applicant pool, conduct interviews and model teaching, and make a final hiring decision. They will seek input from full-time faculty if determined appropriate.

II. PRACTICES and PROCEDURES – HIRING FULL-TIME FACULTY

Decisions Regarding Class Teacher Looping

1. The success of the Class Teacher model depends on mutual support between teachers. Successful decisions around Class Teachers depend on working together as a faculty to continually assess the needs of each class and group of parents, and each Class Teacher.
2. The Class Teacher Model is used to support Class Teachers through transitions at the end of 5th and 8th grades. The Class Teacher Model applies to teachers in good standing with no unresolved SIPs. All matters of teacher support and separation should be handled under the support and separation of employment processes. The assumption for each Class Teacher transition will be that the teacher will be continuing.

3. When a Class Teacher meets a transition point identified in the Class Teacher model (currently 4th and 7th grades leading to decisions after 5th and 8th grades), the Class Teacher Looping Model (below) will be used to facilitate the looping process.

4. Class Teacher Looping Model

The success of the Class Teacher depends on mutual support between teachers. Successful decisions around Class Teachers depend on working together as a faculty to continually assess the needs of each class and group of parents, and each Class Teacher.

Annually the Carrying Group at each level of the school will meet with all full-time teachers to discuss the current school year and the individual teacher's plans and aspirations for the coming year(s).

The Class Teacher Looping Model is used to support Class Teachers through transitions at the end of 5th and 8th grades. The Class Teacher Looping Model applies to teachers in good standing with no unresolved Support and Improvement Plans. The assumption for each Class Teacher looping transition will be that the teacher will be continuing, and the process outlined in this document will be used to support all teachers in good standing at the end of 4th and 7th grade.

Process to be followed:

- A. By the spring of 4th or 7th grade the Lower School Carrying Group will meet with the Class Teacher to discuss his or her future plans, including which, if any, class or classes they are interested in leading after completing their 5th or 8th grade year. No commitments are expected either way during this conversation, but it should be the start of an open and clear process.
- B. In September of the 5th or 8th grade year the Carrying Group will have a second meeting with the individual teacher and, if they are still interested in looping into another classroom in the following fall, will arrange for the Class Teacher to observe the children and talk with the current teacher(s) of each class.
- C. After this period of observation and reflection, the Class Teacher will have a period of time to speak with colleagues and to reflect and is then asked to write a letter of intent to the College of Teachers, submitted through the Carrying Group. This letter should be shared with the College as soon as the transitioning teacher is confident of the route they wish to take, but at the latest it must come to the Carrying Group by the Monday after the end of the

Winter Break. The Carrying Group will then share the content with the College.

D. After the letters are received and the Carrying Group has had conversation with the involved teachers, if it is clear that the decisions that need to be made are not within the classic Teacher Looping Model then the Carrying Group will inform the College and ask them for approval to move forward in one of two ways:

- a. The College can approve the Carrying Group working to make the best decisions possible and to move forward without additional College review
- b. The College can ask the Carrying Group to return to the College for a review cycle (as in a fulltime hire process) before the Teacher Looping Model decisions are finalized.

Example of situations that might meet this requirement include when a class teacher in another grade has shared an intention to leave the school (meaning that there are more than the two regular potential openings), or when a class teacher has requested a move to a position other than the two traditionally available positions.

E. If the teacher chooses to loop and continue on with the school the process will continue as below (step G). However, if the teacher has decided to step back from class teaching in some way (applying for a different position in the school, moving to part time work, retiring, resigning, etc.) the Carrying Group will work with the teacher to communicate with the College, promptly inform the school community, and start the search for a teacher for the open position.

F. If the teacher is choosing to take a year's break (in the absence of a school sabbatical policy) before continuing on with a class, the College, with the support of the Carrying Group, will take up the discussion of how the teacher will re-enter the rotation of class teachers and will work to provide as much certainty as reasonable for the teacher. The College may be unable to guarantee a position for the teacher, but everyone should be clear about what the teacher has been assured of.

G. If the teacher chooses to loop and continue on with the school the Carrying Group will then meet with the teacher to hear their intention and to ask questions that arise. The Carrying Group will decide which class the teacher will lead, taking into consideration the needs of the school. This decision will be made by the Carrying Group using the consensus model outlined in the

College Manual. Ideally, decisions about Class Teachers for the following school year will be made by January 15. As soon as the Carrying Group has made these decisions they will be shared with the College and the College will meet with the teachers to hear of their intentions, talk through their new commitments, and provide care and support for the transition.

- H. Once a decision is made about the class that the looping Class Teacher will be taking in the following school year the Carrying Group will coordinate the communication to other colleagues, the upcoming class parents, and the community as a whole. In addition, the Carrying Group will work with the FDC to ensure that mentoring and support is in place for the looping teacher.

Applications for Open Positions by Current Employees

1. A current employee may express interest in applying for a full-time opening by speaking to members of the appropriate Carrying Team.
2. A current full-time employee or a part-time employee working with a class in question (e.g. a class assistant) may declare interest in a position before it is posted. In that case the Carrying Group will consider their application, using the Hiring Team process in an expedited manner before posting the position.
3. If a current employee declares their interest in a position after it is posted, then they will go through the hiring process as will all other candidates.

Process for Hiring Full-Time Faculty

1. The Carrying Group for each Level will propose a job description and process for each particular opening and will propose a Hiring Team for each job opening or group of openings. Hiring Team members will include the Carrying Group and other full-time teachers, including College members and long-time teachers in the school as much as possible. The Faculty Chair for each Level will bring the recommendation for the Hiring Team composition to the Faculty Meeting for approval on a regular meeting agenda. At this meeting, the broader full-time faculty may have a conversation about the job descriptions and necessary skills and qualifications, and if appropriate together create the final job description and the Hiring Team membership. If the position includes teaching at more than one level of the school the Hiring Team would be strengthened by the inclusion of one member from the level that the teacher will be less active in. This is a recommendation about the make-up of the Hiring Team not a requirement.
2. If a teacher leaves mid-year, it is recognized that there will often be an immediate need to fill a position, especially for a Class Teacher. The Carrying Group is authorized to find

a temporary substitution solution for a period of weeks or a few months. However, a long-term or replacement teacher will be determined through the full-time hiring process as with other full-time hires.

3. The Hiring Team will operate under the RSSAA confidential consensus decision making process. All Hiring Team members will sign the Hiring Team Agreement and work within the guidelines presented in that agreement.
4. Members of the Carrying Group will work together to determine meeting times and to determine the appropriate personnel (usually the Coordinator) to perform the following steps in the hiring process:
 - a. Posting job openings on the appropriate websites (RSSAA website, <http://jobs.waldorftoday.com/>, etc.).
 - b. Gathering and reviewing applications.
 - c. Checking references.
 - d. Communicating with applicants.
 - e. Vetting the applicant pool, sorting into the more viable and least viable candidates.
 - f. Communicating with and thanking applicants who are not qualified.
5. Preliminary interviews:
 - a. The Hiring Team will decide if preliminary interviews are appropriate – they are not a necessary part of the process.
 - b. The Hiring Team will decide on verbal and written questions to be addressed to the candidate in advance of the preliminary interviews.
 - c. Preliminary (screening) interviews (possibly on Skype with distant candidates) will be organized and conducted by Hiring Team members.
 - d. If preliminary interviews are conducted the Hiring Team will decide which candidates to proceed with for model teaching and in-person interviews.
6. Formal interviews:
 - a. The Carrying Group will organize interviews and take on such tasks as setting dates of interviews, arranging travel and housing, setting up model teaching, and setting up opportunities for candidates to speak with the teachers in whose classes they will be teaching. The Carrying Group may set up an event so every full-time teacher within that Level of the school can meet the candidate. This is recommended if the candidate is not already part of our school community.
 - b. The Hiring Team will decide on verbal and written questions to be addressed to the candidate in advance of the formal interviews.

- c. Hiring Team members will attend model teaching and interviews. The Carrying Group will establish regular meeting times for the Hiring Team to work towards a consensus recommendation as candidates are interviewed.

7. Making a recommendation

- a. When the formal interviews have been completed, the Hiring Team will meet one or more times to share feedback and discuss which candidate seems best suited for the position and the school.
- b. Ideally, the candidate who is about to be recommended will have a meeting with the College of Teachers. The purpose of the meeting will be for the College to get to know the candidate through a biographical introduction and questions, and for the candidate to get to know more about the school. In some cases, for instance if a candidate is from out of town, the College meeting may occur before the Hiring Team has come to a recommendation if they feel this is a strong candidate.
- c. The College of Teachers will have an opportunity to offer feedback about the candidate. After a visit by a candidate the College members will go around to share feedback and input.
- d. After a visit to the campus by a candidate, other employees who have had contact with the candidate will have an opportunity to give written or verbal feedback about the candidate to the Carrying Group which will be shared with the Hiring Team if deemed appropriate by the Carrying Group.
- e. The Hiring Team will come to a recommendation using the consensus model outlined in the College of Teachers Manual.

8. Making a decision

- a. The Carrying Group is the decision-making group in full-time teacher hiring. After the Hiring Team makes a recommendation, the Carrying Group will meet to confirm the decision by consensus.
- b. If the Carrying Group agrees to move forward with the hiring recommendation, they will meet with a Review Team to review the process.
- c. If the Carrying Group, after reviewing the Hiring Team's recommendation, has strong reason not to follow the recommendation of the committee (for instance, some confidential information is uncovered in references, a background check, or other extenuating circumstances are learned that cannot be shared with the full Hiring Team), they are given the authority to not follow the recommendation. However, before any further decision is made (for instance, to hire another applicant in the pool), the Carrying Group will reconvene the Hiring Team, inform them of their decision, and embark on a new consensus process to decide the next steps as outlined in Step 6 above. If the Hiring Team

is not in agreement to proceed with any remaining candidates, then the hiring process may be opened again, and a new job posting made. Alternatively, if the position is not critical and can go unfilled, the Carrying Group may decide not to fill the position at that time. The Review Team will be apprised of these developments and ensure that the school's policies and procedures have been followed at all steps, and the College will be kept informed.

9. The School Administrator and Business manager will calculate salary and benefits and prepare the offer packet. The School Administrator will be the primary communicator around salary and benefits.
10. The Carrying Group will communicate the job offer. The offer around salary and benefits will be communicated by the School Administrator. Any discussion about salary and benefits will be conducted by the School Administrator.
11. Once a job offer has been formally accepted, communications around the announcements of the new teacher will be managed by the Carrying Group.
12. Once a job offer has been formally accepted, the Hiring Team will meet one final time and make a recommendation to the Faculty Development Committee about appropriate support and mentoring. This is an opportunity for any areas where support would be useful that have been identified in the hiring process to be shared with FDC before they arrange mentoring. The Carrying Group will meet with the new hire to communicate about their recommendation to FDC regarding mentoring needs for the coming year. If the Hiring Team did not identify any areas where this would be helpful, then no recommendation needs to be made. Either way, FDC is still free to choose a mentor and to use the information offered by the Hiring Team as FDC chooses.
13. The Hiring Team for that particular job will be dissolved after the hiring process is complete.

III. PRACTICES and PROCEDURES – Support and Improvement Plans

1. The Faculty Development Committee (FDC) and Curriculum Support Committee (CSC) in the Lower School exist to provide mentoring and curriculum support to teachers. The Faculty Evaluation Team (FET) exists to perform regular evaluations of all teaching employees. In HR processes, it is critical that these committees are functioning optimally. The Pedagogical Integration Team (PIT) helps to coordinate these committee's activities and integrate them in a meaningful way.

2. The school recognizes that teaching in a Steiner School is a complex and nuanced task that takes many years to master. The school makes every effort to support new teachers and to address performance issues through mentoring, curriculum support, and evaluation and to separate the processes of mentoring and evaluation.
3. When concern about teacher performance rises to a level that cannot be addressed through the FET, FDC, and CSC work, or the Carrying Group becomes aware of a significant concern, the appropriate Carrying Group will develop a Support and Improvement Plan (SIP). In some cases, when an employee works in more than one Level (for example LS and HS), the Review Team will work with the Carrying Groups to help determine which Carrying Group will handle the SIP. Carrying Groups are responsible for implementing all SIPs.
4. A SIP will be written by the Carrying Group plus at least one experienced full-time teacher chosen by FET who has completed an FET evaluation of the teacher in question. If the concerns are not classroom related, then the FET member can be eliminated. The SIP will be created in discussion and collaboration with the teacher in question and may include the teacher's mentor if the teacher or Carrying Group feel this would be supportive. A SIP will include the following:
 - a. A clear statement of the concerns and challenges the teacher is facing.
 - b. A set of expectations the teacher is asked to meet to improve the situation.
 - c. A support plan that may include: mentoring, curriculum support, extra lesson support, or appropriate other support (*e.g.* counseling, a brief leave of absence, etc.).
 - d. A clear timeline for the school and teacher to implement the requested changes and receive additional feedback, support, and evaluation, and for the SIP to reach closure. The timeline will vary for different cases but must be sufficient for development and growth. A SIP will generally last from two to eight weeks.
 - e. The SIP will be signed by the teacher and Carrying Group and becomes part of the teacher's employment record.
5. After the SIP has been agreed on and prior to implementation, the Carrying Group will meet with the Review Team who will ensure that all policies and procedures have been followed. The Carrying Group will work with the Review Team to determine a communication plan, if appropriate. This will include informing the College of Teachers that a SIP has been implemented, and may include, with the teacher's involvement and agreement, informing other colleagues and parents if it would be appropriate to coordinate support or reassure them about known concerns.

6. Evaluation of the employee's progress will involve the FET for classroom issues. The FET will select an experienced evaluator and will meet with them to ensure a useful and objective evaluation, which will be completed and then shared with the Carrying Group. At the end of the agreed timeline, progress on the SIP will be reviewed. If the teacher and the school fulfill the commitments of the SIP, then the SIP will be closed. Upon closing, a summary which is agreed on and signed by the teacher and Carrying Group, will be placed in the employee's file. If the SIP cannot be closed because the teacher has not met the conditions of the SIP, then the Carrying Group will consider the next best steps, which could include redesigning the SIP or moving towards separation of employment. If the SIP cannot be closed because of some unusual situation within the school, then the teacher will be supported in moving forward and the time limit expectations be adjusted to allow the closing of the SIP

IV. PRACTICES and PROCEDURES – Resignation and Separation of Employment for Full-Time Employees

1. Separation of employment may be triggered by a number of circumstances outlined in the Employee Manual, including:
 - a. When a teacher or other employee violates the Code of Conduct.
 - b. For budgetary reasons.
 - c. For failure to successfully bring closure to a SIP.
 - d. Resignation.
2. When an employee wishes to resign or transition from full to part time, they should communicate with the Carrying Group who will work with them to manage the process and communication.
3. In the case that an employee is unable to meet the agreements in a SIP, the Carrying Group will convene to make a decision about separation. Decisions will be made by consensus of the Carrying Group as outlined in the College of Teachers Manual. Any decisions will be reviewed by the Review Team prior to implementation.
4. The Carrying Group then communicates with the employee and manages the exit and communication strategy throughout the community, with the support of the Review Team. The College of Teachers will be informed about separation decisions before the community at large.
5. Policy for Separation from a Full-Time Employee due to a Budget Constraint:
Note: This policy is to be used when a cut to a full-time faculty or staff is necessary because of limited budget resources. This is not a policy for separation due to cause.

- a. HUB is responsible for identifying when a situation that necessitates the use of this policy is occurring. HUB should bring the information to the College and include the following:
 - i. Detailed explanation of the issue resulting in the budget challenge (could be lack of enrollment in a program, shortfall in tuition money, change in programmatic focus that leads to reallocation of funds, a pandemic, etc.)
 - ii. Recommendation of which area of the school and group of teachers or staff the cut should be made in. Following is a list of example scenarios leading to staffing cuts in particular levels of the school, though by no means does this list anticipate all possibilities:

1. Low EC enrollment leading to long-term reduction in number of EC classes, and reduction in EC teachers or administrator.
2. Low LS enrollment leading to reduction of full-time special subject teachers or administrator.
3. Low LS enrollment in particular classes leading to combining grades into a multi-age class with only one Class Teacher.
4. Low HS enrollment or program reorientation leading to reduction of high school full-time faculty or administrator.

- iii. Recommendation of which Carrying Group is responsible for making the final decision on who is to be separated from, and any possible temporary replacement of a regular Carrying Group Member for the purposes of this process. (see details below).

Note: The process should be initiated by HUB in a timely manner, but also when the enrollment/financial picture is clear for the coming year. For changes based on enrollment it is likely that this process will be initiated at the end of April.

- b. The College will then discuss the need for the separation from a full-time staff member and either approve the proposal as brought by HUB, amend the proposal, or find an alternative way of meeting the budget concern (one that meets Finance Committee and Board approval). Once the College has approved the separation from a full-time employee the School Administrator will inform the Board Executive Committee that this process is underway.
- c. The responsible Carrying Group will be identified by the College as part of the approval of the need for a separation process.

- i. If the cut is from a specific level of the school, then the Carrying Group for that level will be responsible for the final decision.
 - ii. If a member of the Carrying Group is in the potential pool of teachers eligible to be cut, then as part of the HUB recommendation for College approval an alternative person will be named to the Carrying Group solely for the purpose of making this decision. The replacement individual will come from the same type of employment category (for instance a teacher replaces a teacher, and an administrator an administrator). Following are some example scenarios:
 - 1. Early Childhood: If the group of teachers out of which staffing changes need to be made is a Faculty Chair, then either the LS or HS faculty chair will serve as the third member of the decision-making group.
 - 2. Lower School: If the group of teachers out of which staffing changes need to be made is a Faculty Chair, then either the EC or HS faculty chair will serve as the third member of the decision-making group.
 - 3. High School: If the group of teachers out of which staffing changes need to be made is a Faculty Chair, then either the EC or LS faculty chair will serve as the third member of the decision-making group.
 - 4. Administration: If the cut might be made from administration and the group of individuals that may be cut includes the Level Coordinator, then a Coordinator from another level of the school will be chosen to be the alternate member of the decision group.
 - iii. If the staffing cut must be made from multiple areas of the school at the same time, the final recommendations should be coordinated between the two responsible Carrying Groups.
 - iv. If a staffing cut is likely to involve a faculty member who works in multiple levels of the school (for instance, Lower School and High School), the group making the decision should include at least one Faculty Chair or Coordinator from each level, plus the School Administrator.
- d. The Criteria for making the decision:
- i. The fit of the individual employee's capacities, skills, training and abilities for the needs of the school is the primary criteria.
 - ii. Longevity of the individual employee's tenure with the school may be used as a secondary criterion, with recent hires being more likely to be separated from

- iii. Performance is not a selection criterion for this process. Any separation for cause should be completed under that process, and this is not a way to remove someone because of performance issues.
- e. Individuals who are interested in volunteering for the separation should have a private conversation with the appropriate Carrying Group and not have any conversation about their interest in stepping forward outside of that group. This is important as although volunteers can be helpful in this type of situation sometimes a potential volunteer is unaware of how dependent the school is on specific skills or capacities.
- f. The College will be informed of the Carrying Group decision within three weeks of starting the process with the College Approval – this will mean that the process does not drag on for individuals and cause more damage to the school than necessary.
- g. Once an individual is identified and informed that they will not be offered a full-time contract, or that an offered contract is being rescinded, for the coming year the following will be offered:
 - i. Continued Faculty Tuition Remission for two years after the separation for any children enrolled in the school using the same Tuition Remission process as in effect during the school years this applies to.
 - ii. Two months' salary as separation, paid on July 1, as the fulltime position ends
 - iii. Any appropriate fully budgeted part-time employment that does not require that another part-time employee be separated from
 - iv. Right of first refusal if the position they were holding is reinstated within two calendar years

V. PRACTICES and PROCEDURES – Student Acceptance, Probation and Dismissal

1. Admissions decisions are made differently at each level of the school. In EC the Coordinator and Admissions Team make admissions decisions in collaboration with the EC teachers and the children are placed in their specific classes later in the process. In the Lower School, admissions decisions are made by the Coordinator, Class Teacher and Special Subjects teachers and the Student Support Coordinator, when needed. In the High School, the Faculty Chair, Coordinator, and at least two full-time teachers are involved in interviews and decisions, and other full-time faculty may be given the opportunity for input. For potential First Grade students the Grade One Admission Policy clarifies our approach to the optimum age for First Grade.

2. The school recognizes that children face many challenges, and that most issues can be resolved through conversation and management between parents and teachers. However, when a child is not able to meet expectations around behavior and/or academic performance, additional steps will be taken.
 - a. In the Lower School and Early Childhood, the Carrying Group and Class Teacher will create a Support Circle to support the process. The Support Circle will consist of the Class Teacher, relevant Special Subjects Teachers, at least one member of the Carrying Group, and the Care Coordinating Group, with frequent communication with and involvement of the parents.
 - b. The Support Circle will form a support plan with clear steps, goals, expectations, communication plan, timeline for completion, and team-member responsible for follow-through and completion of tasks. The Support Circle will meet regularly (usually weekly).
 - c. The Carrying Group will be kept apprised of the support plan and monitor progress. If a support plan cannot be resolved successfully, then the Carrying Group and Class Teacher will make decisions about the next steps.
 - d. In the High School, the behavioral or academic probation process will be instigated by the Carrying Group. In the event that a support plan involved probation, at the end of a probationary period, all probationary documents will be placed in a student's file.
3. When an issue cannot be resolved through a Support Circle support plan or probationary process, or if a student commits a violation that would lead to immediate dismissal as outlined in the Student Handbook, the Carrying Group will make decisions around probation and dismissal. In the EC and LS, the Carrying Group will always include the Class Teacher. The way to proceed will be determined by the level of confidentiality and the time sensitive nature of the general situation or particular incident. Depending on the nature of the incident, the student may be suspended until an appropriate course of action can be determined.
4. At a minimum at the HS, the Carrying Group and two High School Full-time Faculty members will be involved in making decisions around student dismissal. In the Lower School, the Carrying Group and Class Teacher make a decision based on the consensus process outlined in the College of Teachers Manual.
5. Prior to implementation of a student dismissal, the Carrying Group will meet with a Review Team which will review the process and communication strategy.

6. The Carrying Group and Class Teacher will then communicate with the family and manage the exit and communication strategy, with the support of a Review Team. The College of Teachers will be informed about student dismissal decisions significantly before the community at large is.