

Collegium and College of Teachers

ROLES AND RESPONSIBILITIES

The Collegium and the College of Teachers together share responsibility for ensuring the pedagogical and spiritual mission of the school.

The Collegium. The Collegium is an advisory and limited-governance body comprised of experienced and dedicated coworkers sharing pedagogical leadership with the College of Teachers. The Collegium might be compared to partners, stakeholders, tenured faculty, or employee-owners in other contexts.

The College of Teachers. The College of Teachers is a smaller, representative body, incorporating members of the larger Collegium. The “College” is one of two primary decision-making bodies in the school’s organizational structure. Along with the Board of Trustees, which is responsible for the school’s legal and financial affairs, the College of Teachers is responsible for pedagogical affairs, including decisions related to teaching and learning, curriculum, programming, educational spaces, mentoring and evaluation, etc. The College is also responsible for the hiring and dismissal of teachers. The College might be compared to a principal or faculty leadership council in another educational context.

Each school year the Collegium forms (appoints) from its ranks a College of Teachers, and mandates (empowers) the College to govern the school’s educational programs, including organizing and mandating committees, sub-committees, and task forces. By virtue of their roles and responsibilities within the school, the school’s Administrative Director and Faculty Chair are standing members of both the Collegium and College.

The Collegium provides guidance to the College each year on direction, priorities, and goals. The College organizes their work with respect to the direction and priorities laid out by the Collegium, and, in collaboration with administrative leaders (Administrative Director and Faculty Chair) and the Board of Trustees, manages day-to-day pedagogical operations including, but not limited to, hiring and dismissing teachers, distributing resources, organizing professional development, finalizing school/class schedules, and so on.

In addition to forming and mandating the College of Teachers each year, the Collegium provides input and affirmation on MAJOR pedagogical changes--strategic changes related to the overall mission or direction of the school. As part of their ongoing governance duties, the College is responsible for organizing and facilitating processes for gathering input and affirmation from the Collegium on proposed major changes (detailed further in the *Collegium duties* section). Major pedagogical changes include, but are not limited to, significant programmatic changes, amendments to the school’s governance structure, major physical changes to the building or grounds, etc. Decisions related to the College’s ongoing mandated duties, such as overseeing teacher changes or the yearly allotment of development resources, for example, do NOT constitute major changes. In addition to major proposed changes, the College may submit any topic to the Collegium for which they seek more input. The Collegium and College facilitators work together to identify topics requiring Collegium input and affirmation as they arise.

The College provides regular reports to the Collegium detailing their ongoing work and progress on yearly priorities and goals. The College and its mandated committees, such as Festival, Teacher Development, and Three Streams (Care, Social Health, and Discipline), also provide the Collegium with more detailed, formal, year-end reports, which include self assessments by each mandated group.

MEMBERSHIP

Membership on the Collegium is open to all eligible employees. All eligible teachers and staff members are expected to join the Collegium and attend its fall meeting. Once a coworker self-identifies and begins attending meetings, they are considered a Collegium member until such time as they leave the school, their membership status changes (i.e. they are put on a probationary plan), or they step off the Collegium voluntarily. Members wishing to step off the Collegium should inform the Collegium Facilitator, who will then remove them from future communications and inform the other members. The Collegium Facilitator will keep a running list of all Collegium members and their contact information so as to distribute pertinent information and organize meetings. Members are expected to do their utmost best to attend all meetings and to provide reasonable excuses in the event they have to miss a meeting. Members missing meetings are still responsible for reading all preparatory materials and meeting notes. Participation on the Collegium is held as a serious and important responsibility, and coworkers meeting the membership criteria are expected to join the Collegium and attend and participate in Collegium meetings.

The criteria for membership on the College and/or the Collegium are the same. All Collegium members are eligible for membership on the College of Teachers. Collegium membership criteria is intended to convey (1) a welcoming and inclusive gesture, and (2) a clear and conscientious path to membership. The first four criteria regard experience, professional standing, and service, and the remaining criteria regard inner disposition. Membership criteria for the Collegium includes:

- *Years of employment.* Members will have worked in the school for at least 2 years.
- *Regular review.* Members will work in positions subject to formal or informal review processes (see *Review* section). Teachers and staff working in positions not subject to formal or informal review may request membership based on their unique circumstances (see *Petition for membership* section).
- *Tenured standing.* Members will be in tenured standing in terms of their work performance and professionalism (see *Tenure* section).
- *Service.* Members serve the greater work of the school in some ongoing manner. Service may include activities such as attending meetings, serving on committees, or performing extra duties on behalf of the school.
- *Commitment.* Members are committed to the ongoing mission of the school and of Waldorf education.
- *Confidentiality.* Members are committed to confidentiality with respect to both professional and personal matters (see *Confidentiality* section).
- *Cooperation.* Members are open and committed to working in a cooperative, consensus decision-making governance model.

- *Open-mindedness.* Members are open and committed to not only scientific, but spiritual (intuitive) and artistic insights as well.
- *Critical self-reflection.* Members consider themselves to be on a path of inner development, and they understand their work on behalf of the school to be part of their inner work.

Petition for membership. Coworkers not meeting all the above membership requirements may request Collegium membership based on their unique circumstances. Requests for Collegium membership are fielded by the College as part of their ongoing responsibilities. A coworker wishing to join the Collegium, and not meeting all the above criteria, may submit a request in writing to the College facilitator indicating their desire to participate on the Collegium and detailing their special circumstances. Alternatively, they may request a conversation with the College about membership. The College will inform the Collegium of petitions granted or denied as part of their ongoing reporting duties, leaving out any personal or confidential information.

Standing members. The school's Administrative Director and Faculty Chair are standing members of the Collegium and College by virtue of their specific job descriptions, and their roles and responsibilities within the school. Although the Administrative Director and Faculty Chair are standing members, they are considered equal stakeholders in decision-making processes. Moreover, they are naturally bound by the same criteria regarding their inner disposition and inner development work as any other Collegium or College member.

Review. All lead teachers are subject to regular, formal peer and/or independent evaluations. Teaching assistants work under the direct supervision of lead teachers, which, for the purposes of Collegium membership, is considered a form of informal review. Administrative staff work under the direct supervision of the Administrative Director and have regular check-ins and periodic reviews. The Board of Trustees and the College of Teachers are responsible for the review of the Administrative Director. The College of Teachers is responsible for the review of the Faculty Chair.

Tenure. An employee in tenured standing is defined as one who is not subject to any new teacher/employee, probationary, or performance improvement plans. The school encourages employees subject to one or more of such plans to focus their time and energy on the priorities of their individual plans.

Confidentiality. Professional confidentiality is critical, not only with regard to HR data such as health-related information, but in situations involving workplace investigations, performance improvement plans, or other disciplinary actions. Personal confidentiality includes the agreement that members will not share personal information spoken in confidence within the circle with others outside the circle. When confidential issues relate to student or community safety, proper measures will be taken in accordance with school policy, or state and federal law, including informing the Board Chair, legal advisors, the police, or child protection agencies.

COLLEGIUM DUTIES AND MEETINGS

The Collegium is an advisory and limited-governance body comprised of experienced and dedicated coworkers, sharing pedagogical leadership with the College of Teachers.

The Collegium has two main duties:

- The Collegium forms (appoints) from its ranks and mandates (empowers) a College of Teachers each school year. (Each year, the College is comprised of continuing members from the previous College, returning former-College members, and new College members. The selection process is detailed in *The process for forming a College of Teachers section.*)

- The Collegium provides input and affirmation on major pedagogical changes. Additionally, the Collegium maintains and facilitates an appeal process with regard to certain matters brought before the College. (detailed in the *Appeals Processes* section).

The Collegium convenes three times per year and for special meetings as needed. The three main Collegium meetings are open to coworker observers. Special meetings may be open or closed to coworker observers depending on the meeting content and the need for confidentiality.

Fall Meeting. The fall meeting is convened early in the school year, preferably before school begins. The main task of the Collegium in their fall meeting is forming and mandating a College of Teachers to manage the school's pedagogical operations for the current school year (a description of the College selection process follows). The Collegium further appoints a Collegium facilitator—who does not serve on the College—to lead Collegium meetings (a description of the Collegium facilitator appointment process follows). The Collegium facilitator organizes and schedules Collegium meetings and sets Collegium agendas. In addition to the ongoing process of providing input and affirmation on proposed major changes (a description of the affirmation process follows), the Collegium reviews and discusses goals and priorities for the upcoming school year. The discussion includes an exploration of how these goals and priorities may inform the yearly work of the College and its committees, subcommittees, and task forces. Although the winter meeting is largely given to enlivening work, the fall and summer Collegium meetings should also include enlivening elements, including study.

The Winter Meeting. Time is given at the winter/mid-year Collegium meeting to check in on stated goals and priorities, review and consider the annual work of the College and its committees at the school year's midpoint, and seek input/affirmation on proposed changes as needed. However, the main task of the mid-year meeting is meditative and contemplative in nature. The mid-year Collegium meeting is an opportunity for the Collegium and College members to participate in shared study, reflection, and visioning in service of enhancing the joint work of the College and the Collegium.

The Summer Meeting. The summer meeting features formal reports from the College and College-mandated committees for the just-completed school year. The College and its main mandated committees—Teacher Development, Festival, Three Streams (Care, Social Health, and Discipline), and other committees as needed—present written and oral reports to the Collegium detailing their work over the past year. These reports include synopses of committee work with respect to goals and priorities, and self-assessments including commendations and recommendations. Collegium members have the opportunity to ask questions of each group and provide feedback. Another task at the summer meeting is the review of past goals and priorities, as well as the envisioning/brainstorming of desired future goals and priorities for the coming school year. Additionally, members of the Collegium and College are invited to reflect on future service on the College and/or its mandated committees for the approaching school year.

Special meetings. Special meetings of the Collegium are convened as needed to provide input and/or affirmation on pressing and proposed major pedagogical changes, or to conduct appeal hearings (as defined in the *Appeals Processes* section).

The process for forming a College of Teachers and selecting the Collegium Facilitator(s). The College of Teachers is formed, and the Collegium Facilitator(s) (who do not serve on the College) are elected, at the fall Collegium meeting through a process of building consensus.* Consensus is achieved through a series of “go-arounds” of the whole Collegium, in which each Collegium member has an opportunity to speak. In the first go-around, each Collegium member states their willingness and ability to serve on the College and/or serve as Collegium Facilitator for the coming school year. The current (outgoing) Collegium facilitator displays running lists of prospective names. In successive go-arounds, Collegium members are further able to add or withdraw their own names from the running lists, or

nominate others. Nominated individuals are given the opportunity to add their names to the College or Collegium Facilitator lists, or decline nomination.

Collegium facilitator duties include:

- The Collegium facilitator, along with College facilitators, organizes and schedules Collegium meetings and sets Collegium agendas.
- The Collegium facilitator organizes and facilitates the process for forming a new College of Teachers.
- The Collegium facilitator, along with the College, organizes and helps facilitate the Collegium review and affirmation process.
- The Collegium facilitator is responsible for communicating regularly with the Collegium, including sending agenda previews, relevant reading materials, and meeting notes.
- The Collegium facilitator convenes an appeals team in the event of an appeal to the Collegium.

Traditional considerations and criteria for an optimal College composition include:

- *Size.* Too large a group makes discussion and participation difficult; too small a group has fewer hands for the work of the College, a more limited range of perspectives, and less representation of different areas in the school. Traditionally College membership numbers 7-10 individuals (including the Administrative Director and Faculty Chair).
- *Experience vs. new perspectives.* Traditionally the College seeks a balance between the continuity of members with years of experience and newer members.
- *Representation of different areas.* Although the College is not a “representative” body in the strictest sense of the word, traditionally the College has sought a balance in its membership between coworkers working in different areas of the school. Different areas include class teachers (EC and grades), subject teachers, and administration.
- *Areas of expertise.* A functional College traditionally encompasses members with varied skill sets, including expertise in different content areas (pedagogy, administration, building and grounds, etc.), and administrative skills such as writing, communicating, and organizing.
- *Practicality vs. visioning.* The College relies on its membership to be willing to grapple with questions both mundane and philosophical. College members can ideally wrestle equally well with pesky particulars as well as broad-based philosophical and spiritual questions.
- *A commitment to healthy collaboration.* College members are required to work out of respect for one another (and all community members) and to take interest in opinions and viewpoints other than their own. College members are tasked with listening (both to others and their own inner wisdom) in order to collaborate to reach the best possible outcomes in service to the school as a whole.

In successive go-arounds, Collegium members are given the opportunity to comment on the lists of names in terms of their overall composition. The go-around process continues until there is general agreement on the size and composition of the College and the list of possible Collegium Facilitators. When general agreement is reached, the possible Collegium Facilitators step outside and agree among themselves which 1 or 2 individuals will facilitate the Collegium for the coming year.

After the Collegium Facilitator(s) have been named, the Collegium is given further input as to the composition of the College. When consensus has been reached, a Collegium member moves to “form” the College. After the motion is seconded by another Collegium member, the members of the prospective College step out of the room, and the remaining Collegium members officially appoint the new College by consensus.* If after the proposed College steps out, concerns are raised within the Collegium about a member or members of the proposed College such that consensus cannot be reached, the proposed College members are brought back in the room for conversation about the concerns, and the go-around process continues until such concerns are resolved. The proposed College steps out again, and the remaining Collegium members officially appoint the new College by consensus.*

The process for reviewing and affirming major changes. The Collegium must review and affirm major pedagogical decisions including but not limited to significant programmatic changes, amendments to the school’s governance structure, major physical changes to the building or grounds, etc. Major pedagogical decisions are affirmed by the Collegium by consensus.* In order for the affirmation process to work successfully, the College must involve the Collegium early and often in different phases of the decision-making process. This involvement includes full and frequent communication and, where necessary, the scheduling of special Collegium meetings. Phases of the decision-making process often include strategic planning and envisioning, introduction, information-gathering, discussion and debate, and decision. The College of Teachers, as part of its ongoing duties, is responsible for organizing the affirmation process. The Collegium facilitator works with the College facilitator to set Collegium meeting times, distribute materials, and organize agendas and activities. Collegium members in turn are responsible for attending meetings, reading preparatory materials, asking questions, providing input, and taking an active part in all aspects of the affirmation process. If the process has been followed faithfully, a motion for decision in a proposed change is not so much a call for endorsement or approval, but for an affirmation that consensus on the nature of the proposed changes has been reached. In a properly functioning review and affirmation process, consensus to move forward should have been achieved at each significant step in the process, and in all but the most grave cases, any misgivings or dissent should have been noted and addressed in earlier phases of the decision-making process. The affirmation process ensures the involvement of the school’s major employee stakeholders (embodied in the Collegium) in pedagogical decisions affecting the overall mission or direction of the school.

COLLEGE OF TEACHERS DUTIES AND MEETINGS

The College of Teachers, along with the Board of Trustees, is one of two primary decision-making bodies in the school. While the Board is primarily responsible for the school’s legal and financial affairs, the College is responsible for the school’s pedagogical affairs, including educational decisions related to teaching and learning, curriculum, programming, educational spaces, mentoring and evaluation, etc. Through activities such as dialogue, collaboration, and strategic planning, the College works with the Board of Trustees, the school’s Administrative and Faculty Chairs (who are standing members of the College), and the Collegium, to ensure the school’s pedagogical and spiritual mission.

The College is a smaller, representative body, incorporating members of the larger Collegium (an advisory and limited-governance body comprised of experienced and dedicated coworkers). Membership criteria for the College and Collegium are the same, and are detailed in the *Membership* section. The Collegium appoints and mandates a College of Teachers each school year in a selection process described

in the *Collegium duties and meetings* section. Through a process of consensus,* the College in turn appoints an individual or several individuals to facilitate the College. The College facilitator works with the school's Administrative Director and Faculty Chair to set College agendas, plan activities, set meeting times, and communicate with the broader community, including the Board of Directors and the Collegium.

College duties include:

- The College furthers the educational and social mission of the school and cares for the well-being of all students.
- The College carries and supports the spiritual foundation of the work of the school through study: within the College, with the coworkers, and with the community.
- The College oversees and organizes school curriculum, pedagogy, and programs.
- The College hires and dismisses faculty according to established procedures.
- The College reviews, assesses, and evaluates faculty, supporting faculty work and development through mentoring and other professional development activities.
- The College supports and oversees the work of College committees (Teacher Development, Festival, Three Streams, etc.)
- The College, in collaboration with the Board and Administration, participates in the annual budget planning process, especially as it relates to programs.
- The College, in collaboration with the Board and Collegium, participates in the strategic planning process.
- The College, in collaboration with bodies including the Board, administration, and other groups, plans all-school events, such as all-school meetings and in-services.
- The College works to resolve parent concerns and community-wide issues.

The College of Teachers meets weekly and as needed. College meetings consist of study, meditative work, and discussion and deliberation. Meetings are closed. However, individuals are invited to meet with the College to discuss specific issues or concerns. College decisions are made through a process of building consensus.* The College of Teachers strives to maintain transparency of process and confidentiality of content.

Communication. The College provides regular updates on their work to the Board of Trustees, the Collegium, and the coworkers. In addition, the College communicates regularly with parents and community members through the school's newsletter, special emails and posts, phone calls, and formal and informal meetings.

APPEAL PROCESSES

As part of their yearly governance duties and responsibilities, both the College of Teachers and Collegium maintain and facilitate clearly articulated and transparent appeal processes—procedures by which one coworker or group of coworkers may appeal a decision of the College or one of its mandated committees, or, in the event of a matter of grave concern (defined in the *Collegium facilitated appeals* section), (1) appeal a College decision to the Collegium, or (2) dispute the College’s fulfillment of its mandate.

College facilitated appeals. Appeals heard by the College include those related to decisions made in the course of its day-to-day governance of the school's educational programs. Appeals heard by the College may regard the allotment of development funds or other resources, the yearly schedule, space use concerns, mentorship and evaluation (including probationary plans), the hiring and dismissal of teachers, etc.

The College appeals process. An individual or group wishing to appeal a College decision submits an appeal in writing to the College facilitator. The College facilitator copies the Collegium facilitator on any appeals. The College facilitator works with the appellant(s) and the College to set up a hearing. At the hearing, the appellant(s) are given the opportunity to make statements, discuss their reasons for disagreeing with the College decision, and share any new information they feel is pertinent to their appeal. The appellant(s) and the College have an opportunity to ask clarifying questions of one another. In a separate meeting, the College decides whether to maintain, revoke, or amend their original decision. As part of their ongoing reporting responsibilities to the Collegium, the College provides overviews of any appeals heard, leaving out any specific information deemed confidential.

Collegium facilitated appeals. Appeals heard by the Collegium are 1) in response to credible evidence of significant error, violation of process, or malfeasance in College-facilitated appeal processes, or 2) in response to questions from the Collegium itself regarding the College's proper fulfillment of its mandate. Appeals heard by the Collegium regard MAJOR, systemic governance concerns only. Major governance concerns may include those regarding adherence to school governance norms, conflicts of interest, and the misuse of authority, etc.

The Collegium appeals process. An individual coworker or group wishing to further appeal a decision in a College-facilitated appeals process—or a member or members of the Collegium wishing to question the College's proper fulfillment of its mandate--submits an appeal in writing to the Collegium facilitator. Appeals to the Collegium must meet certain criteria—they must involve a MAJOR governance concern. Typically, the Collegium will only initiate an appeals process in the event of major or highly injurious errors, violations of process, or malfeasance. Upon receiving an appeal, the Collegium facilitator assembles an investigative team (appeals team) comprised of 3-5 impartial members of the Collegium, Board of Trustees, and members of various school committees as needed, such as the personnel or human resources committees. Both the College and appellant(s) are given an opportunity to weigh in on the make-up of the investigative team, and every reasonable attempt is made to form an objective, unbiased appeals team. If the appeals team deems the appeal does not rise to the level of a major or highly injurious error, violation of process, or malfeasance, it may choose to not hear the appeal further. If the team finds the appeal does meet the strict criteria for Collegium appeals, the team conducts an investigation and makes a formal recommendation to the Collegium, leaving out any information deemed confidential. Recommendations made to the Collegium might include maintaining College decisions, revoking College decisions, making further recommendations to the College, or reforming the College. College members then step out of the Collegium meeting while the Collegium makes a consensual decision regarding the recommendations of the appeals team.

*THE CONSENSUS DECISION-MAKING PROCESS

School governing bodies, including the school's two main decision-making bodies--the Board of Trustees and College of Teachers, as well as the Collegium, and the College and Board's mandated committees, subcommittees, and task forces--all utilize a consensus model of decision-making. In the consensus process, decisions are affirmed only when all members of the respective decision-making body endorse and support the decision. Decisions are motioned with a call for a "show of thumbs." Supporters display their vote with a "thumb up," "thumb sideways," or "thumb down" gesture. Members endorse a motion for decision with a "thumb up" gesture. A "thumb sideways" gesture indicates that the member is abstaining from voting. A "thumb down" gesture blocks a motion. In the consensus process, using a "thumb down" gesture to actively block a motion is EXTREMELY rare. In practice, a "thumb down" gesture is not so much a block as an indication that something was amiss in the process leading up to a decision. A "thumb down" often simply indicates the decision-making process is moving too fast. An actual "thumb down," or blocking position, is used only in the rarest and gravest situations. An alternate, third gesture, is the "thumb sideways." A thumb to the side means a member is stepping aside and removing themselves from the decision-making process. Reasons for stepping aside include feeling a personal conflict of interest (see *Conflict of interest* section), a feeling of not having participated in the process fully (like missing meetings leading up to the decision), or a feeling of wanting to express disagreement or ambivalence about a decision without standing in the way of what would otherwise be a group consensus. However, although a "thumb sideways" gesture indicates the member cannot endorse a decision for any number of personal reasons, it does NOT mean the member will not abide by the decision. While someone voting "thumb sideways" may disagree with a particular decision, they may not ethically work to undermine the decision. As part of the consensus process, members voting "thumb sideways" are still responsible for upholding group decisions.

Consensus decision-making is often cumbersome and time-consuming. Depending on the significance or magnitude of a particular decision, the process may involve a series of separate meetings or phases, including strategic planning and envisioning, introduction, information-gathering and study, discussion and debate, and decision. The consensus process is greatly aided when agendas and meeting facilitators clearly define the nature and parameters of each phase in the decision-making process. For example, in an envisioning or brainstorming phase, group members are discouraged from digressing into discussion and debate of each idea put forward. Later, after ideas have been prioritized through a similar consensual process, and after introduction and information-gathering phases have been completed, individuals will be given time for discussion and debate.

Just because groups work through a consensus decision-making process, does not mean every decision requires consensus. Respective groups, committees, etc, may mandate individuals within the group to manage particular tasks. It is paramount to the overall functionality of groups working through consensus that they regularly revisit and discuss their respective roles within the group, as well as their shared agreements.

Traditional roles group members share include:

- *Time keeper.* This group member is charged with keeping a close watch on agenda times, and informing the group when it has gone over time for a particular item. (A group might then choose to go over time on a particular agenda item, but only after brief discussion and consensus.)
- *Process observer.* This group member is charged with observing process, and calling a time-out when they feel an agreed-to process is not being followed. A common example of process

malfunction is when an agenda item has been brought for introduction and clarifying questions, but quickly digresses into discussion and the sharing of different opinions. A process keeper might note the digression. (A group might then choose to move into discussion mode, but only after brief discussion and consensus.) Another important charge of the process observer is identifying possible conflicts of interest.

- *Keeper of the heart.* This group member is charged with ensuring all group members feel respected, honored, and heard. The heart-keeper may call a time-out to the meeting if they sense a member is emotionally upset, if they feel members are being treated unfairly, or if they have the impression the conversation is too emotionally charged to be effective. (In general, when the keeper of the heart calls a time-out, the normal meeting agenda is suspended while members try to talk through any conflicts.)

Traditional group agreements in the consensus decision-making model include:

- Group members will honor the agenda.
- Members will listen carefully to all speakers.
- Members will focus on issues, not people.
- Members will be recognized before speaking.
- Members will monitor their own speaking time to give others a chance to speak.
- Members will avoid side conversations.

Conflict of interest. Interested group members have a responsibility to disclose any personal conflicts of interest, actual or potential, to the members of their respective groups. Conflicts may include decisions in which the member has a direct or indirect financial interest. They may also involve pedagogical decisions. These may include decisions that impact the member directly, such as in the cases of performance evaluations or job descriptions, or indirectly, such as in decisions impacting family members (spouses, siblings, children), as well as close personal friends. In cases where individuals do not recognize and/or disclose their own potential conflicts of interest up front, other group members are responsible for initiating conversations about possible conflicts. In particular, as part of their particular facilitation role, the process observer is charged with identifying *possible* or *perceived* conflicts of interest.

A potential conflict of interest does not automatically mean a group member must step aside from a particular discussion or decision. In many cases interested group members will automatically recuse themselves. However, in cases where interested group members do not choose voluntarily to recuse themselves from a discussion or decision, they will step out of the meeting while remaining members discuss the possible conflict. If, through a process of building consensus,* the group determines a conflict of interest exists, the interested member will be asked to step aside from conflicted discussions and decisions.

Quorum. Significant group decisions require a quorum of over 50% of members of respective groups. For example, in a group numbering 12, a quorum would be achieved at 7 members. Of course major pedagogical decisions (as defined in *The process for reviewing and affirming major changes*

section) require a quorum. But decisions of any weight or precedent also require a quorum. Examples would include the Teacher Development Committee deciding to put a teacher on an improvement plan, or the Festival Committee recommending significant changes to a festival. Neither of these examples rise to the level of a major pedagogical change. However, neither are they normal day-to-day management functions of the respective groups. Group facilitators, with the input of group members, will determine if decisions are of such significance as to require a quorum.

--Approved 5/31/18