KHALSA MONTESSORI ELEMENTARY SCHOOL

III. SUCCESSION PLAN

A. SUCCESSION PLAN FOR CHARTER HOLDER

It is the responsibility of the KMES School Director to continually evaluate and recruit potential future School Board members. The Director assesses potential members from several pools of candidates based on the area of the school community that they are to represent.

Teacher representatives are selected from the pool of long term lead teachers. These candidates are regularly demonstrating their dedication to the educational philosophy and mission of KMES through their long term classroom commitment and their work on the KMES Site Council.

Parent representatives are selected from parents who have had students at the school for several years and will continue to have children at the school for the next three or more years. They are selected for evaluation based on their demonstrated understanding and agreement with the educational philosophy of KMES, their dedication to sustaining the long term goals and mission of KMES, and the skills and expertise that they can offer to the KMES Board and the school. Recommendations regarding good candidates may come from the KMES Site Council, administration staff or other Board members. Those parents actively involved in the KMS PTO are a source of potential Board members.

Administration representatives are selected from members of the KMES Education Administration. This includes but is not limited to the Primary School Director, the Admissions Director, the Education Director, the Special Education Director and any Director-in-Training. The KMES Director is always on the KMES Board and is the President of the Board unless the Board votes not to have the KMES Director as President by a 2/3 vote.

Community Representatives are chosen from community members who have demonstrated their support for KMES and who have expertise that is a benefit to the KMES Board and the school. Community members regularly come from former school parents who no longer have students at the school but who wish to continue to support the future of the school. They often are former KMES Board Parent Representatives.

Currently KMES is preparing for a gradual transition of school leadership due to the planned retirement of the KMES long time Director and the current KMES Education Director. The KMES Director and administration team has, after consultation with others throughout the planning stage of this process, determined that the best path for a seamless leadership transition at KMES, that would maintain the long term quality and

culture of the school, is leadership that comes from within the school team of dedicated educators.

With our Education Administrative team fully in place, we have selected members of this team to lead the school in the future. This is the model that will continue to be used at KMES in the future. A Director-In-Training was selected this year after the former teacher and current member of the Education Administration spent the year becoming acquainted with administrative aspects of the school. This Director-in-Training will work with the current Director for the next two years until his retirement to assure a smooth transition. After the retirement of the Director, the former Director will work as a KMES consultant, available when needed, for the following 3-5 years. This is the model of gradual transition that KMES plans for all administrative leadership roles. This transition of training followed by consulting is also being enacted regarding our Education Director position and classroom Lead teacher positions being vacated by teachers moving into these administrative roles.

B. SUCCESSION PLAN FOR INSTRUCTIONAL LEADERSHIP TEAM

KMES has in place a very successful succession plan for the school's instructional leadership. Potential lead teachers are initially hired as classroom assistants. These assistants are often hired from a pool of KMES substitute teachers who have demonstrated interest in and understanding of the Montessori philosophy. Once hired as assistant teachers, these candidates must demonstrate their understanding and dedicating to the Montessori method and the Khalsa Montessori educational philosophy and procedures, and they must demonstrate their capacity for a future lead teacher position. This is generally determined after one to three years as a classroom assistant. KMES then, if the teacher makes a long term commitment to the school, supports this teacher in taking Montessori teacher training. Once the teacher has taken teacher training courses, this lead teacher-in-training continues to be mentored by one of our experienced master teachers. The teacher–in-training ideally remains, after training, first as an assistant for several years, then as a co-teacher, and then as the classroom lead teacher. Over half of our current lead teachers have followed this successful mentoring process.

Lead teachers at KMES, after 5-10 years of teaching experience may become "Mentoring Teachers" assisting our new teachers as they make the transition from assistant to lead teacher. The KMES Mentoring Teachers are then candidates for other school educational administrative roles: Education Director, Special Education Director, and Director. Appropriate administrative personnel and personnel-in-training are sent to professional development workshops and/or Arizona Department of Education workshops and trainings. As mentioned previously, the future School Director is a former teacher who made this transition. The roles of Education Director and Special Education Director are also filled by former Mentoring Teachers.

By hiring staff within Khalsa, the KMES administration sets a high standard for performance for all personnel. Additional responsibilities are given to employees only after they have demonstrated continued success at meeting the standards set by the administration with their current responsibilities. When hiring staff from outside of Khalsa, the new staff member is first put into a position where he/she is mentored by an experienced KMES staff member. This continues until the new employee has demonstrated his/her ability and readiness to perform at a KMES standard independently.

KMES has had a group of dedicated teachers and administrators who have been motivated by the goal of developing quality Montessori education and working together as a team to support the healthy and successful development of every KMES student. KMES teachers and staff are motivated by being empowered to take personal ownership of their area of responsibility. Teacher transitions from assistant teacher to lead teacher to mentoring teacher to education administration results in the employee receiving increases in salary and benefits.

KMES has supported ongoing teacher development by setting aside funds for Montessori teacher training and education courses for continuing lead teachers. The KMES PTO has also supported teacher development by giving each classroom funds raised by PTO events for the use by the teacher for teacher development or classroom improvement. The KMES Education Administration also coordinates regular in-house teacher training facilitated by the KMES Education Director, the KMES Special Education Director, or a teacher who has taken an educational course or seminar of interest to all teachers.