

September 2018 Revision

Waldorf School of San Diego
Governance Manual

WSSD Mission:

To awaken each student's capacity for love of learning, for independent thinking, and for heartfelt service to the world.

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Revision history

Revision	Date	Description
Spring 2011	June 2011	Initial release of the WSSD Governance Manual
Spring 2012	April 2012	Updated version
Spring 2013		Updated version
July-September 2018	September 2018	Revisions for Accreditation

WSSD Mission:

To awaken each student's capacity for love of learning, for independent thinking, and for heartfelt service to the world.

Guiding Principles

- An understanding of human development, as elaborated by Rudolf Steiner through Anthroposophy, is the foundation of our work. The pace, priorities and practices of our full curriculum, from early childhood through High School, grow out of this foundation.
- We strive to have our student population reflect the cultural diversity of the greater San Diego community.
- We are a community of students, parents, teachers and staff committed to the principles of social inclusion and environmental stewardship.
- We support and guide every student towards higher learning through curriculum that integrates science, mathematics, humanities, and the arts.

"Our highest endeavor must be to develop free human beings, who are able of themselves to impart purpose and meaning to their lives."

Rudolf Steiner

What Compromises Waldorf School Governance

The Governance Document provides the framework for which the Waldorf School of San Diego (WSSD) will be both organized and managed. This document is intended to be an “operating manual” for WSSD. It serves as the authoritative guide to the roles, responsibilities and procedures of the major bodies of the school. As is often pointed out in Waldorf literature, there is no one way to govern a Waldorf school, nor even is a particular school’s governance necessarily constant over time. Schools, like any organism, grow and change. The school operates under the legal authority of the articles of incorporation and by-laws of the Association for Waldorf Education in San Diego.

Introduction

In order to accomplish its mission and continue to fulfill its goals, the Waldorf School of San Diego (WSSD) will operate in a manner that is professional, efficient, transparent, student centered, and responsive. The potential to achieve this lies in improving and refining our governance for the School that will work for all - children, teachers and staff, parents and volunteers.

In general practice, Waldorf Schools are independent, or “self-administered,” according to the recommendations of Rudolf Steiner. Waldorf schools do not rely on a traditional, hierarchical governing structure. Instead, inter-related bodies (or “spheres of leadership”) share the work of administering and governing the school.

The context within which the spheres arise, is explained in an extended quote from the AWSNA Publication, Administrative Explorations (Robert Schiappacasse, 2000):

“Rudolf Steiner indicated the new direction that we must take to create a healthy Waldorf culture early in the century in his writings on the threefold social organism.

He outlined how human society and organizations need to seek a threefold organization, which lives archetypally in the human form and physiognomy. . . . Like the threefold human body, our schools are healthy when a dynamic balance can be maintained between each of the three realms (cultural,

economic and rights). . .

When one pillar in our school is weak, or dominates the others the school is weakened. . . . [The more these three spheres can be empowered with explicit leadership, competency, and clear expectations and communication procedures, the more support each area can give to the others and the less likely will be the tendency to polarization. . . . We need to consciously cultivate pedagogical leadership, administrative leadership, and Parent/Board leadership by identifying individuals based on competence, and giving them clear mandates and job descriptions on behalf of those they serve.

This threefold sociological theory suggests that by increasing the independence of society's three primary realms in such a way that those three realms can mutually correct each other is an ongoing process. The movement aims for democracy in political life, freedom in cultural life, and uncoerced cooperation in economic life."

Within this context, the school's challenge is to understand the clear boundaries of (and responsibilities for) the work, and to ensure that work carried out by one sphere is clearly integrated with—yet not dominant over—the work of other spheres or the work of the school as a whole. Put another way, the challenge is one of intentional integration.

To facilitate this integration, the WSSD Governance Manual provides clear mandates and job descriptions for each individual leadership role at the school, clearly delineated position duties and procedures, knowledge and skills required, term (if applicable), accountability and reporting procedures where appropriate. In addition, the Governance Manual clarifies each working group and committee of the school, describing their mission and mandate, while laying out the goals, membership, decision making authority and accountability of the group.

As the needs of the school evolve it is paramount to review and adjust the mandates and job descriptions to assure that the best suited individuals and groups have clear authority and responsibility to address these changing needs. The following mandates are intended to be living documents to be reviewed regularly to assure that they continue to best meet the needs of the school. The Governance Committee of the Board of Trustees is charged with facilitating this annual review and providing updated revisions of the WSSD Governance Manual, as well as the communication of such changes to all parties.

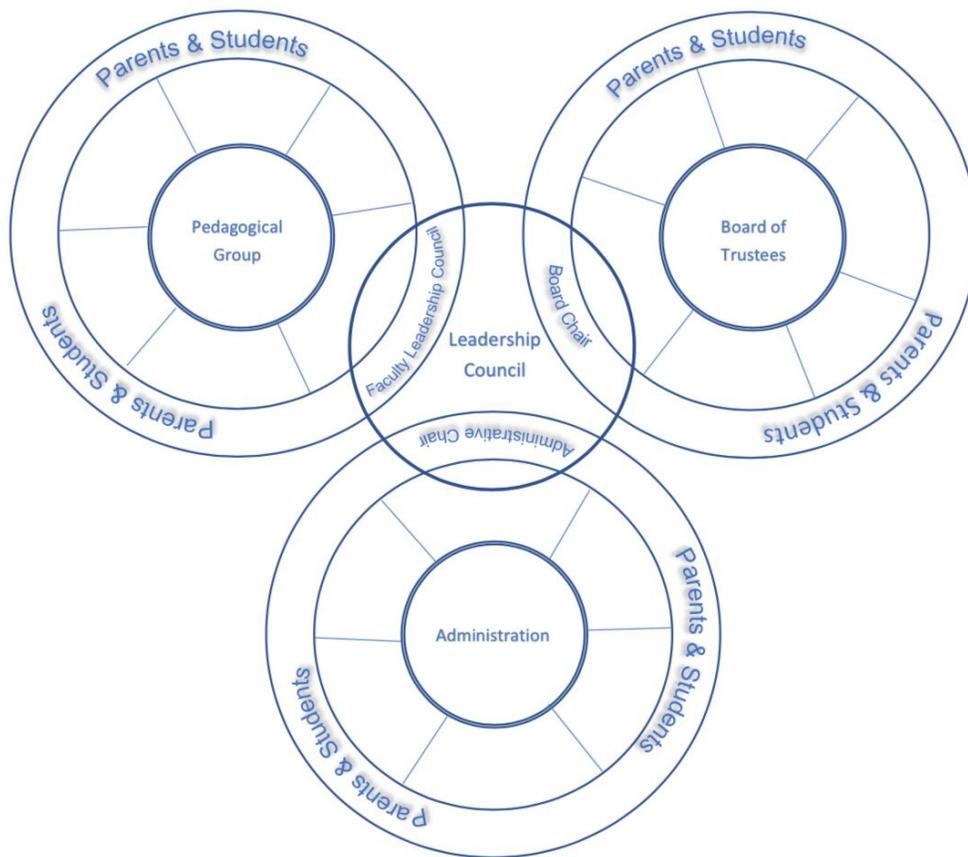
Governance Manual Structure

In the first introductory chapter of this manual, highlights the basic skeletal structure of the school: a Board of Trustees (Circle of Trustees), which entrusts the daily heartbeat of the school to the three Leadership Spheres—which are harmonized through the work of the Leadership Council. Each of these leadership bodies are defined by major domains ("process areas"), which further delineate the anatomy of the school, that

intentionally structure the work of the school.

The WSSD Governance Manual catalogs each working group and committee of the school, defining the mandate of each and identifying the membership, decision-making authority and accountability of each. A clear job description for each paid position, as well as each leadership position, is kept on file in the school's administrative offices and is available for viewing upon request. Each job description delineates the position duties and responsibilities, knowledge and skills required, term of service (if applicable), accountability and reporting procedures, where appropriate.

Chapter 1 of the Governance Manual lays out the basic skeletal structure of the school (figure 1):



The Waldorf School of San Diego is a self-administered, collaboratively led institution. Its leadership is divided into three groups that assume responsibility for integrated, yet distinct, areas of school governance. The three key leadership bodies are the Faculty Leadership Council (FLC), the Board of Trustees, and the Administration.

The Faculty is responsible for the CULTURAL realm of the school. It guides the pedagogy and actualizes the mission of the school through teaching, curriculum development, teacher selection, evaluation, mentoring, professional development and student admission. The Faculty Leadership Council oversees and guides the operation of their respective sections and holds the Administration and Board responsible for their respective spheres and duties.

The Board of Trustees is responsible for the ECONOMIC realm of the school. The Board care takes the Vision and Mission of the school and holds the Faculty Leadership Council and the Administration Director responsible for accomplishing the mission. The Board is also responsible for the financial and legal health of the school as well as the strategic planning, governance, budget approval and risk management for the school.

The Administration is responsible for the RIGHTS realm of the school. Administration is responsible for managing the non-pedagogical operations of the school. The Administration holds the Faculty Leadership Council and the Board responsible for their respective spheres and duties. They are tasked with the implementation of policies and procedures established via governance processes defined herein.

Chapters 2 - 5 of the Governance Manual provide detailed descriptions of each sphere, domain, committee, subcommittee and key position of the WSSD community.

The committee organizations are explained in terms of:

- Mandate– Membership– Decision-Making Authority– Accountability

The key positions are explained in terms of

- Mandate-Duties/Procedures– Knowledge/Skills– Term– Accountability– Reporting Procedures

Chapter 1 - School Pillars

This chapter describes the 3 main pillars of the school and the leadership roles in each pillar:

- ❖ **Rights Sphere:**
 - Administration
- ❖ **Economic Sphere**
 - Board of Trustees
- ❖ **Cultural Sphere**
 - Faculty

1.1 The Board of Trustees (The Economic Sphere)

The Waldorf School of San Diego is a non-profit public benefit corporation organized under the Nonprofit Corporation Law of the state of California for charitable purposes.

The Board is the unified governing body of the school and is legally responsible for its lawful operation, financial health, governance and strategic direction. While it has the long term goals of the school at heart, it also exercises oversight of the internal structure and management of the school and delegates day-to-day management of the school to the Leadership Council (LC). The Board is comprised of a pool drawn from faculty, parents, staff, and community members.

It is important to point out that the By-Laws of the Corporation specifically exclude from the power of the Board and reserve to the faculty of the school all matters pertaining to the educational program of the school including, but not restricted to the formation of the curriculum.

The work of the Board is further carried out by the following three subcommittees of the Board:

1.1.1 Strategic Plan and Visioning Committee

The mission of Strategic Plan and Visioning Committee is to ensure that all work of the school, regardless of the sphere in which it is situated, proceeds in careful alignment with the WSSD Vision (construed to include Mission, Values, and Governance). To accomplish this, the Committee will maintain a five year rolling strategic plan that is aligned with the mission, values and governance of the school.

This Committee shall be comprised of Board member(s) and a parent association member. This Board Committee shall work in conjunction with the Leadership Council who will be responsible for the regular monitoring of the progress of specific tasks as set forth in the Strategic Plan timeline.

The scope of work of the Committee includes oversight and monitoring of the Strategic Plan work flow to assure timely implementation. It also includes assuring that the needs identified in the Plan are appropriately addressed in the budgetary process. Finally, the committee is to facilitate a regular review of the Strategic Plan by convening a meeting of all members of the Board, plus applicable leaders of major committees and subcommittees to review, monitor and update the five year plan.

1.1.2 Governance Committee

The mission of the Governance Committee is to provide a well defined structure within which all work of the school is to be completed and which will foster trust, provide clarity, promote clear communication and maximize efficiencies.

This scope of work includes facilitating collaboration between the spheres of the school with clearly delegated authority and responsibility assigned to each sphere, each committee and each individual. The Governance Committee will further ensure that all working committees are charged with clear mandates and task descriptions, and that objective standards are in place to evaluate the work of the committees.

The Governance Committee is also charged with developing and maintaining governance policy for the Board of Trustees - the Board Policy Manual (BPM), and recommending appropriate revisions to the Bylaws and Rules of Order as need arises.

1.1.3 Nominating and Review Committee

The mission of the Nominating and Review Committee is to maintain the membership of the Board at appropriate levels, and to monitor membership levels of school-wide committees. The committee is also responsible for facilitating the annual review of the Board, Board committees, and the Administrator.

This scope of work includes ensuring that Board membership has appropriate skills for effective working, providing for filling of Board vacancies by identifying members of the community with desired skills and willingness to commit to the work of the Board, and assuring that clear annual goals for the Administrator are articulated and used as the basis for annual performance review.

1.1.4 Diversity/Equity and Inclusion Committee

(Mandate TBD)

1.2 The Leadership Council:

The mission of the Leadership Council is to address the day-to-day decision making needs of the school that require timely input from all spheres.

The membership consists of:

- Faculty Leadership Circle representative
- Administrator
- Board of Trustees representative

The Leadership Council serves as a “balancing body,” ensuring harmony among the three spheres in the daily life of the school, and communicate to and/or consult with the Chair of the Parent Association Council. In conjunction with the Strategic Plan and Visioning Committee the Leadership Council is also responsible for monitoring progress of the Strategic Plan work delegated to the various spheres of the school as well as communicating its execution. Overall, the Leadership Council will work to continually improve school-wide governance.

The goals of the Leadership Council include:

- Fluent and frequent communication with all school constituencies
- Organize FAB event and agenda; delegate implementation
- Organize Fall/Spring Town Hall events; delegate implementation
- Organize annual Back to School Night; delegate implementation.
- Conduct performance Reviews for Chairs of spheres and major committees when are standards of performance are in place
- Make decisions that require the input of all school spheres
- Oversee management of personnel issues and parental grievances
- Assure delegation and monitoring of Strategic Plan work
- Assure annual review and communication of Governance Manual

1.3 The Faculty (The Cultural Sphere)

Unique to the governance of Waldorf schools is the practice of involving teachers in the administration, organization, finances, development, and overall governance of the school. The Faculty Leadership Circle serves as a decision-making Committee providing oversight of the school's curriculum development, pedagogical policy, program administration, faculty hiring and dismissal, professional development, and student admissions. The Faculty connects to the other two leadership spheres and consults with the Board of Trustees for input on decisions that impact the budget, present legal ramifications, and all items articulated in the school's strategic plan .

1.3.1 Pedagogical Support

The Faculty is responsible for the day to day activities of the classrooms, presenting curriculum and working directly with the children and parents. Teachers work together to create an integrated approach for each student's learning and development, and strive to maintain a healthy environment for all students, faculty, staff and the school community. The primary work of this branch of the faculty is allocated across three committees:

- A. **Pedagogical Group (PG):** Pedagogical Group is mandated to make decisions that uphold the health and well-being of the faculty and school community. The task of this group is to design, implement and refine the WSSD curriculum program according to the Anthroposophical indications of Rudolf Steiner, to oversee and support the development of WSSD teachers, and to develop the pedagogical budget. The Pedagogical Group is dedicated to weekly Anthroposophical study, and envisioning the future of the faculty and school. It serves as a decision making Committee by providing oversight to the school's curriculum development, pedagogical policy, program administration, faculty hiring and dismissal, professional development, and student admissions. The PG connects to the other two leadership spheres and consults with the Board of Trustees for input on decisions that impact the budget.
- B. **Faculty Leadership Council (FLC)** Faculty Leadership Council includes the Early Childhood Chair, Grades Chair, High School Chair, and the Pedagogical Chair. This group is mandated to support the faculty in their sections and to meet regularly to discuss section business. Pedagogical decisions in this group will be finalized in PG in order to include a full school perspective. (See Chair job descriptions for further detail.) Members of this group are involved in the Leadership Council of the School.
- C. **Care Group:** The mission of the Care group is to facilitate and oversee the Education Support Program and support the well being of the students and the school as a whole.

This group is mandated to support the work of the class and subject teachers by helping to identify educational needs of children, developing support plans for students, providing resources and referrals to teachers and parents, and holding child and class studies with the Faculty. It is also a goal of this group to enrich faculty work in studies by building a deeper understanding of human development based on Anthroposophy.

- D. **Social Health (SH):** Social Health Group is mandated to develop and monitor a Social Health Program in accordance with the principles of Kim John Payne, Waldorf Pedagogy, and WSSD’s overall vision. The mission of this group is to support children, faculty and parents in building and maintaining healthy social relationships, to create a safe environment to work through conflict and to promote compassion for each other.
- E. **Professional Accreditation and Representation (PAR)**
This group’s mission is to uphold WSSD’s academic excellence and professional standing in the community through proper accreditation, professional practices and representation on Regional and National Associations.

1.4 The Administration (The Rights Sphere)

Professional administrative staff provides support and oversight to a wide range of administrative and business/operational tasks. The Administration carries out a set of well-defined *operations* essential to the healthy functioning of the school. Led by an Administrator, the particular role of this pillar is to carry out the decisions and standing policies of the school, as established via governance processes defined herein—essential to serving the needs of the faculty, parents, and students.

- Finance & Legal
- Admissions & Enrollment
- Safety, Human Resources & Legal Compliance
- Marketing, Advertising, & Publicity

1.4.1 Finance

Although the Circle of Trustees (Board) maintains ultimate responsibility for the overall fiscal health of the school, financial operations are embedded in the Administrative sphere.

1.4.1.1 Finance Committee

The Finance Committee recommends general financial policies, procedures and actions to the Board; schedules for and prepares the annual budget; reviews and

recommends a comprehensive tuition and fee structure; develops and refines processes for handling of family accounts; identifies financial needs and opportunities for the school; researches and recommends an equitable salary and benefits structure; and collaborates effectively with other persons and committees across the school by way of shared governance. A complete Committee Mandate is included in the Administrative Group Section of this Governance Manual.

1.4.1.2 Finance Administrative Staff

The Business Office Manager' work is overseen by the Administrator.

- The Business Office Manager accounts for financial transactions, processes accounts receivable, processes accounts payable, processes and oversees subsidiary accounts, compiles reports, and collaborates effectively in shared governance.

- The Administrator's duties within the financial operational area accounts for budgets; strategically plans for the financial health of the school; manages bookkeeping and accounting operations carried out by the Business Office Manager; handles tax requirements and arranges external audits; helps to oversee the project management consultant (along with the Leadership Council as a whole),What does this mean? especially in terms of tracking costs associated with building improvements and/or maintaining compliance with the school's Conditional Use Permit (CUP).

1.4.2 Admission & Enrollment Operations

To ensure the advantages of a Waldorf education are available to the largest number of children possible, a fully enrolled school is a primary goal for WSSD. Since administrative staff alone cannot carry the load of community-wide visibility and full enrollment. The essential tasks that support admissions and enrollment operations have been intentionally expanded to include the following committees:

1.4.2.1 Marketing & Enrollment Committees

Marketing, Advertising, & Publicity (MAP) Committee:

The MAP Committee, will work to make the Waldorf School of San Diego more visible across San Diego and Southern California. The MAP committee will include a Webmaster, plus additional volunteers with marketing, advertising, computer and/or design skills. A complete Committee Job Description is included in the Administrative Group Section of this Governance Manual.

1.4.2.2 Admissions and Enrollment Administrative Staff

Administrative staff whose job responsibilities support enrollment operations include the Admissions Director and the school Registrar, both of whom perform work overseen by the Administrator.

- The Director of Admissions creates and manages all scheduled and informal tours and open houses; prepares prospective parent packets; markets in conjunction with the MAP committee and promotes WSSD externally to the community-at-large and internally within our school community.
- The Registrar, among other duties, manages the application process from submission of application through registration and enrollment, and coordinates the re enrollment process.
- The Administrator, in addition to duties beyond enrollment operations, oversees enrollment carried out by the Admissions Director and registration of students carried out by the Registrar.

1.4.3 Resource Operations

Although the Circle of Trustees (Board) holds ultimate responsibility for a physical plant of sufficient size and configuration to support the school Mission and Vision, the operations involved in building and maintaining suitable facilities are embedded in the Administrative sphere:

1.4.3.1 Resource Operation Committees

Building Committee: The mission of the Building Committee is to plan action necessary and plot the timeline essential to ensuring a physical campus that aligns with the school Vision and Strategic Plan. The Building Committee creates a future campus plan (“Master Plan”) in consultation with and based on the needs of the school community; develops long term timelines (Gantt charts) to assist with the planning, preparation, budgeting, and implementation of the Master Plan; collaborates closely with the Development and Finance Committee to assure alignment of campus plans with available resources; recommends and helps to oversee permitting processes essential to the development of campus structures; and communicates carefully and intentionally with the school community.

1.4.3.2 Administrative Staff

Administrative staff whose job responsibilities support resource operations include the Administrator, the Facilities Manager, and the Human Resources & Safety Committee, all of whom perform work overseen by the Administrator. Additionally, the work of administrative staff on resource processes overlaps the work of certain Community Development committees (e.g., gardening).

- The Communications Coordinator primary responsibility is to work hand and hand with the school's administrative office and physical property (facilities) of the school. The Communications Coordinator checks in with the daily office operations; communicates to the school community; receives and routes communications from parents; assists teachers; coordinates facilities and prepares for emergencies.
- The Facilities Manager is responsible for upkeep of campus facilities and grounds, performing projects and repairs as necessary. Works directly with Administrator to oversee major projects and keep them on task.
- Designated Project Management Consultant: The Circle of Trustees shall vet and contract with an external consultant to assist in projects where specialized expertise is essential to success of a proposed project. Although mapped within the Administrative Group sphere, all Project Consultants shall be overseen by the Leadership Council, and communication regarding outsourced projects will be frequent, open, and transparent so that the Leadership Council, the Circle of Trustees, and the entire school community (as appropriate) is kept apprised of progress.

1.5 Community Development

The Development of the school as a community requires full parent participation, as well as fundraising in support of that development. The development of the community includes, but is in no way limited to, financial initiatives. Thus, although it is important to understand the governance structure of each sphere, it is especially so in this case.

Community Development works to stimulate full parental involvement in the life of WSSD. The Parent Association President and the Director of Development provide collaborative leadership for this sphere of the school's life. Additionally, the Parent Association actively supports the work of the Faculty and Administration on behalf of our children, actively contributes to the intellectual, physical and social climate of the school community, and engages in fund raising activities on behalf of the school.

The 3-fold structure of Community Development reflects the integral role that parents play in the life of the school:

- A. Parent Association (PA)
 - B. Community Outreach
 - C. Development Initiatives
4. **Mapping Community Development & Its Relatedness to Other Spheres**

1.5.1 Parent Association:

Every parent with a child at WSSD is a member of the Parent Association. The Parent Association (PA) mandate is to provide opportunities for all parents and families of WSSD to participate in the life of the school. PA provides events to promote a greater understanding and appreciation of Waldorf education and offers appropriate volunteer work.

Parent Association has two main functions: to work as a collaborator between Parent, Faculty and Administration and the Parent Enrichment Program.

Parent Enrichment Programs Committee: The mandate of this committee is to provide enrichment programs to support Waldorf teaching practices and philosophy. The few specific goals include:

- Develop and implement ways to help WSSD families better integrate home and school
- Work with Leadership Council in organizing and implementing the events such as Welcome Back Tea, Back to School Night and Town Hall Meetings
- Providing a monthly "*Conversations with the Leadership Council*" meeting.

1.5.2 Community Outreach:

The Community Outreach Committee seeks to ensure that new and potential families are welcomed to the Waldorf School, works to connect the broader community) to Waldorf principles and understandings, and sponsors events that celebrate Waldorf education. The work of the Community Outreach Committee is divided among several Subcommittees:

Festivals SubCommittee: Waldorf Education cultivates a conscious relationship to the quality of time. A strong rhythm in life helps establish this subtle awareness of time's essence. Marking the quality of the year through seasonal festivals and rituals is one very important way a healthy rhythm is established. Many festivals throughout the year are celebrated by students and teachers and by the entire community. The purpose of this subcommittee is to plan the

Winter Faire for the WSSD community. These day-long events are fundraising celebrations that also serve as outreach and fundraising venues.

Parent Handwork Committee: This committee produces toys, dolls, t-shirts, and other items to sell in the Snake & Lily, to sell at festivals and galas, and to use as prizes at festivals and galas.

Alumni SubCommittee: This committee connects WSSD with students and families who have left the school. This committee will build an alumni database, communicate intentionally with former students and families, host special events for alumni, or recognize alumni at major WSSD events; and communicate alumni news back to the current WSSD community.

1.5.3 Development Initiatives

Although the Circle of Trustees (Board) maintain ultimate responsibility for the financial accountability of the school, the tasks of fundraising and increasing revenue streams is assigned to the Director of Development. Although the Development Director is ultimately accountable, development success requires widespread community buy-in and collaboration. The primary work of development is carried by a three-fold structure:

Director of Development: A member of the Administrative team, the Development Director chairs the school's Development Committee; oversees annual giving; integrates annual giving with school budgeting and planning; plans the launch of a Capital Campaign; launches and oversees the Capital Campaign; oversees grant writing; and coordinates with Parent Association Council on major community development events. A full job description, with performance indicators, is included in the Community Development section of this manual.

Administrative Staff: Administrative staff whose job responsibilities support development initiatives include the Financial Coordinator, the Grant Specialist, and the Administrator.

- The Business Office Manager provides the Development Director with financial records and reports in formats appropriate to the request (e.g., grant application, potential benefactor, etc.) The Business Office works collaboratively with the Development Director to set annual fundraising goals based on budget work. All development financials are managed by the Business Office.
- The Grant Specialist identifies potential grant opportunities for WSSD and then works collaboratively to apply for grants in support of the school's mission.
- The Administrator, in addition to other duties, provides strong, visible leadership to the Development Director that is essential to securing financial giving and to a successful Capital Campaign.

Development Committee: In pursuit of its mission, the Development Committee objective is to (provide oversight) and assist the Development Director and development staff in planning the school's fundraising efforts. The Development Committee works to develop a well-balanced program that increases and broadens the donor base and assures annual revenue from diverse sources. The Committee will work closely with the Finance Committee to ensure that the budget planning process, the recording of gifts, and the development information for the annual report are done accurate and efficient.

The Development Committee includes critical Subcommittees:

Grants Committee: The Grant committee helps to identify needs of the school and ideas for possible grant initiatives. They will also assist the grant writer with research and follow-up.

Annual Giving Committee: The Annual Giving committee supports initiatives to engage parents and other community members to participate in annual giving efforts. They work with room parents to communicate efforts and track and share annual giving results.

Capital Campaign Committee: The Capital Campaign Committee works with the Development Director to assist in the solicitation of large scale funding. They help keep the community engaged in the master plan and assist with the search of exterior financial supporters.

Chapter 2 Board of Trustees

Economic Sphere

2.0 Board of Trustees

Mission

The Mission of the Board of Trustees is to ensure the long term viability of the school as well as manage the finances, legal responsibilities, strategic planning and governance structure of the school to foster an environment which upholds the school's mission, vision and values.

Mandate

To ensure the appropriate organizational and governance structure is in place that allows the school to accomplish its mission.

To ensure the school is in compliance with all legal requirements and/or obligations.

To support a long term perspective on the livelihood of the school through strategic planning and sustainable development guided by the tenets of Waldorf education and the mission, vision and values of the school.

Goals

Account to the public for the corporation's performance to maintain transparency in the work of the Board.

Integrate the mission and goals of the school throughout the spheres of the school to assure unity in purpose (Strategic Plan and Visioning Committee)

Organize and facilitate the strategic planning of the school to assure schoolwide orchestrated movement toward the mission and goals of the school (Strategic Planning and Visioning Committee)

Enlivening and unify the vision of the school by regularly soliciting input from all community members and by communicating the vision of the school to all community members so that it is carried by all (Strategic Planning and Visioning Committee)

Establishing the broad structure of responsibility and communication of the school to provide clarity in decision making authority and trust in decision making (Governance Committee)

Steward the fiscal responsibility to assure the financial health of the school

Steward organizational well-being to cultivate healthy relationships throughout the community

Steward the legal responsibility in school-wide decision making to assure the presence of sound legal consideration in decision making

Delegate/distribute authority, responsibility, and accountability of the corporation to assure that the right people/committees with the appropriate skills are making decisions that can be trusted and implemented (Governance Committee)

Review and monitor the management of delegated responsibility to assure accountability in performance of the work of the school (Nominating and Review Committee)

Tasks:

Assure the passage of (and ratify) a fiscally responsible annual budget which considers the mission, vision and values of the school

Assure that an annual audit is performed providing for the transparent reporting of the school's finances

Review the finances of the school on a regular basis to address any financial issues or concerns as they arise

Monitor and assure accountability regarding work delegated to the working spheres of the school

Make policy decisions where necessary to provide clarity and parameters for decision making in delegated work.

Make decisions regarding the finances and legal issues related to the school as they arise

Assure that the tasks assigned to the Strategic Plan and Visioning Committee, the Governance Committee and the Nominating and Review Committee of the Board as set forth in their mandates are carried out

Gather data from all stakeholder groups on an annual basis to determine if the school is meeting its objectives and accomplishing its mission.

Membership

The Board shall be comprised of no fewer than five and no more than 13 voting members. At least three of the Board positions are reserved for faculty members. All members of the Leadership Council have voting positions on the board. Voting Board members other than those holding faculty or leadership positions on the Board shall not hold paid positions with the school. There shall be at least one faculty member chosen by the faculty on the Board at all times. There shall also be on the Board at least two parents of currently enrolled students. The other trustees may be chosen from the community at large.

Skills Needed

- Ability to think conceptually with a long term perspective
- Ability to welcome a diversity of opinions
- Ability to abide by group decision
- Ability to speak on behalf of ownership rather than from their own or from some splinter group's perspective
- Ability to place organizational accountability above personal gratification
- Ability to carry task of assuring performance at arm's length
- Knowledge of Waldorf education and its underlying philosophy
- Proven commitment to the school
- Commitment to spiritual development
- Willingness and ability to accept the responsibilities of a Board member and to adhere to the Trustee's pledge
- Familiarity with and commitment to the vision, mission and by-laws of the school
- Demonstrated leadership qualities
- Willingness to accept the financial oversight responsibilities associated with the school
- Willingness to contribute experience, expertise and skills identified as needed for functioning of the board
- Willingness to cultivate philanthropic support of the school
- Willingness to uphold the confidentiality statement and practices of the Board
- Ability to work cooperatively with respect and an attitude of partnership/collaboration
- Understanding of and support of Waldorf pedagogy and its spiritual nature
- Ability and commitment to attend meetings on a regular basis

Functional Responsibilities that always need to filled

Chair
Vice Chair
Secretary
Treasurer

Representation

Administration
Pedagogical Group
Parent Community

Decision Making Authority

The Board has the authority to make the decisions of the Corporation. The Board has intentionally assigned specific areas of decision making to the various spheres of the school so that that these decisions are made by those best versed to make such decisions.

Accountability

The Board alone is accountable to the College of Teachers, the Administration and the Parent body to conduct the fiscal and legal business of the school and to ensure the short and long term advancement of the mission of the school. The Board shall report to all working spheres of the school and to the community on non-confidential financial matters and matters of planning and policy making as appropriate.

In addition, the Board conducts an annual review of the members of the Board and the performance of the Board Committees and the Administrator on a regular basis.

Reporting Procedures

The minutes of the monthly Board meetings are made available to the community upon ratification. The meetings of the Board are open to the Community. The Board also assures the issuance of an annual report to the community and strives for bi-annual schoolwide meetings to inform the community about the workings of the school.

2.1 Board Chair

Mandate

The Chair serves to ensure that the Board of Trustees and its members are aware of the school's mission, vision and values and that they fulfill their governance responsibilities; comply with applicable laws and bylaws; conduct board business effectively and efficiently; and is accountable for their performance and that of the School's Administrator and Development Director. To this end, and in accordance with the Bylaws, the Chair sets the annual Board meeting schedule, prepares the agenda, presides over all Board meetings, is encouraged to propose policies and practices, assures that Nominating Committee leads the board evaluation process, submits various reports to the board, to the community and to other "stakeholders"; can propose the creation of committees; and performs other duties as the need arises and/or as defined in the bylaws.

Position Duties & Procedures

1.0 Complying with Legal and Corporate Mandate

- 1.1 Complies with applicable laws and bylaws
- 1.2 Ensures the creation of needed policies to uphold the mission of the school and its future development, consistent with laws/bylaws
 - 1.2.1 Conduct quarterly board discussion to ensure that policies focused on the long-term financial health of the school are in place with respect to operating budget, tuition adjustment and remission, contracts, shortfalls, surpluses, and contingencies.
 - 1.2.2 Ensures that the school's annual budget is ratified in a timely manner and with clear priorities from the Leaders of the various spheres of the school.
 - 1.2.3 Insures that the school is meeting or exceeding compliance with the relevant accreditation requirements (i.e. WECAN, ASWNA and WASC).
 - 1.2.4 Insures that the school has the appropriate legal policies and procedures in place to protect the school from liability.
 - 1.2.5 Insures that all permanent and part time positions at the school have been approved by the Board in partnership with the Pedagogical Group and the Administration.
- 1.3 Serves as an institutional signing officer for specified documents
- 1.4 Oversee delegation of roles and responsibilities essential to fulfilling the School's Mission by way of three leadership spheres (Administration, Faculty and Community Development), as defined by the Governance Manual
- 1.5 Ensures and adheres to a system of accountability across the structure of shared governance.
- 1.6 Participates, as needed, in meetings of the Leadership Council, in order to address legal, financial or mission-related matters.

- 2.0 Overseeing the Board Work and Presiding over Board Meetings
 - 2.1 Prepares the annual Board meeting schedule (monthly meetings), and insures a reasonable reporting frequency for updates from the school's Administration, College of Teachers, Development, Parent Association and school committees.
 - 2.2 Prepares and circulates the agendas for all Board meetings
 - 2.3 Chairs meetings according to accepted rules of order
 - 2.3.1 Encourages all members to participate in discussion
 - 2.3.2 Encourages all members and participants to comply with Rules of Order.
 - 2.3.3 Promotes arriving at decisions in an orderly, timely and democratic manner
 - 2.4 Votes on items requiring a formal vote, consistent with the Bylaws
 - 2.5 Oversee assignment of Board work and responsibilities to other Board members, consistent with Board member skills, interest and time availability.
 - 2.6 Communicates regularly with the Chairs of the Board Committees
 - 2.6.1 Governance Group
 - 2.6.2 Nominating and Performance Review Group
 - 2.6.3 Visioning Group
 - 2.7 Fosters initiatives for board education, training and development
 - 3.0 Aligning Strategic Work of the Board with the School's Operating Processes
 - 3.1 Establishes consistent communication with the Leadership Council, within the bounds of the Board as a "broad, strategic vision" entity.
 - 3.2 Defines with the Board of trustees what educational needs are to be met, for whom and at what cost to assure advancement of Vision, Mission and Values.
 - 3.3 Ensures that the school has a clear statement of its Vision, Mission, and Values and that the Vision Committee is providing for a regularly updated living strategic plan to inform annual operating objectives.
 - 4.0 Assures completion of annual performance reviews
 - 4.1 Assures that Nominating Committee conducts an annual Board evaluation process and circulates resulting documentation as appropriate.
 - 4.2 Conducts the annual performance review of the School's Development Director in order to provide constructive feedback to the Development Director and to adjust his/her duties and compensation.
 - 4.3 In partnership with the Faculty Chair, conducts the annual performance review of the School's Administrator in order to provide constructive feedback to the Development Director and to adjust his/her duties and compensation.
 - 5.0 Relating to the Community
-

- 5.1 Ensures that the annual report is distributed in a timely manner.
- 5.2 Ensures with the aid of the Board Secretary that the Board provides quarterly work summaries to the school community and that these Board summaries are archived in the school's main office and on the school's website.
- 5.3 Participates in FAB meetings
- 5.4 Actively advocates enrollment and fundraising
- 5.5 Should be present at "town hall" meetings and school events if schedule permits
- 6.0 Positioning the School for Fundraising
 - 6.1 Proactively supports and participates in fundraising for the school
 - 6.2 When possible, act as an "ambassador" on the school's behalf to entice or solicit donations
 - 6.3 Fosters a healthy, creative and fun climate with the Board of Trustees towards development and fundraising
- 7.0 Collaborating Effectively in Shared Governance
 - 7.1 Collaborates regularly and effectively with other members of the Board and with the Leadership Council
 - 7.2 Collaborates openly and effectively with members of the faculty, with the Administrative Team, with the Community Development Team, and with committee chairs—without intruding into the work delegated to those spheres and committees
 - 7.3 Mentors other Board members on processes and procedures related to shared governance
 - 7.4 Works in teams (formal and ad hoc) to design creative solutions to problems
 - 7.5 Communicates in a manner that facilitates openness and trust

Knowledge & Skills

- Has knowledge of the principles of Waldorf education and its underlying philosophy
- Visionary thinker who can see alternate futures, able to see what might be and take joy in creating the future
- Conceptual thinker who can see the full impact of various approaches and is able to remain flexible
- Ability to connect with and represent the "moral ownership" of the school rather than the constituency from which it came
- Morally courageous and able to raise uncomfortable issues
- Able to work in a group and willing to work personally to see that the group is effective
- Able to let others lead
- Serve as a board member for a minimum of six months

Additional Knowledge/Skill Sets, Preferred:

- Excellent teamwork and interpersonal skills
- Excellent communication skills
- Operations and financial management experience (preferred)

Term

The Chair serves for a term of two years. Each term begins on August 1st and extends through July 31st. Selection occurs in the first week of June for the term to begin on August 1st. One individual may serve as Chair for a period not to exceed two additional terms at one year each.

Accountability

The chair is accountable to the school community (owners) and the board. The performance is monitored through the annual “Board Evaluation Process.”

Reporting Procedures

To be completed.

2.2 Vice Chair, Board of Trustees

Mandate

The Vice-Chair collaborates closely and intentionally with the Circle of Trustees Chair and other Board officers, to ensure that the Circle of Trustees and its members are aware of the schools mission, vision and values and that they fulfill their governance responsibilities; complies with applicable laws and bylaws; conducts board business effectively and efficiently; and is accountable for his or her performance. To this end, and in accordance with the Bylaws, the Vice-Chair requests and receives regularly scheduled Board committee reports, presides over Board meetings in the absence (or at the bequest of) the Chair, records the Board meeting minutes in the absence (or at the bequest of) the Secretary, monitors the work of the Board's committees (Nominating, Visioning and Governance), is encouraged to propose policies and practices, participates in the board evaluation process, and performs other duties as the need arises and/or as defined in the bylaws.

Position Duties & Procedures

- 1.0 Collaborating with the Board of Trustees (Board) Officers (Chair, Treasurer and Secretary)
 - 1.1 Carries out duties and responsibilities of the Chair of the Board of Trustees, in the absence or disability of the Chair, or if and when the Chair position is (temporarily) vacant.
 - 1.2 Carries out the duties and responsibilities of the Secretary of Trustees, in the absence or disability of the Secretary, or if and when the Chair position is (temporarily) vacant.
 - 1.3 Serves as an institutional signing officer for specified documents as empowered to do so by Chair and Board of Trustees (as a whole)
 - 1.4 Fosters initiatives for board education, training and development
 - 1.5 Votes on items requiring a formal vote, consistent with the Bylaws.
 - 1.6 Monitors the Work of Board Committees (Nominating, Visioning and Governance) Communicates regularly with the Chairs of the Board's Committees (Nominating, Visioning and Governance) to provide support and to insure that the Board's Committees are adhering to their mandate and achieving their annual goals in a timely manner.
 - 1.7 Insures that Board Committees are providing quarterly updates to Board (i.e. achievement of annual mandate and any current issues).
 - 1.8 Insures that Board Committees are addressing and reporting on new work requests from Board in a timely manner.
 - 1.8.1 Nominating Committee:

- 1.8.1.1 Providing Board with new Board member candidates as needed to maintain a healthy Board.
 - 1.8.1.2 Conducting and reporting on Exit Interviews for departing Board members
 - 1.8.1.3 Maintaining and reporting on Board member terms
 - 1.8.2 Visioning Committee
 - 1.8.2.1 Adjustments for the school’s 5 year Strategic Plan as prompted by financial or legal issues that may arise.
 - 1.8.3 Governance Committee
 - 1.8.3.1 Providing requested governance policy for Board review and vote.
 - 1.8.4 Maintains a strong understanding of the Board’s Bylaws, Rules of Order and Governance documents.
 - 1.8.5 Maintains a strong understanding of the School’s Governance manual.
- 2.0 Representing the Board within other Spheres
 - 2.1 Participates in FAB meetings; actively advocates enrollment and fund raising
 - 2.2 Should be present at “town hall” meetings and school events if schedule permits
- 3.0 Positioning the School for Fundraising
 - 3.1 Proactively support and participate in fundraising for the school
 - 3.2 When possible, act as an “ambassador” on the schools behalf to entice or solicit donations
- 4.0 Collaborating Effectively in Shared Governance
 - 4.1 Collaborates regularly and effectively with other members of the Board and with the Leadership Council
 - 4.2 Collaborates openly and effectively with members of the faculty, with the Administrative Team, with the Community Development Team, and with committee chairs—without intruding into the work delegated to those spheres and committees
 - 4.3 Mentors other Board members on processes and procedures related to shared governance
 - 4.4 Works in teams (formal and ad hoc) to design creative solutions to problems
 - 4.5 Communicates in a manner that facilitates openness and trust

Knowledge & Skills

- Has knowledge of the principles of Waldorf education and its underlying philosophy

- Visionary thinker who can see alternate futures, able to see what might be and take joy in creating the future
- Conceptual thinker who can see the full impact of various approaches and is able to remain flexible
- Ability to connect with and represent the “moral ownership” of the school rather than the constituency from which it came
- Morally courageous and able to raise uncomfortable issues
- Able to work in a group and willing to work personally to see that the group is effective
- Able to accept and use authority, while also being
- Able to let others lead
- Experience as a board member for a minimum of six month

Additional Knowledge/Skill Sets, Preferred:

- Excellent teamwork and interpersonal skills
- Excellent communication skills
- Operations and financial management experience (preferred)

Term

The Vice Chair serves for a term of two years. Each term begins on August 1st and extends through July 31st. Selection occurs in the first week of June for the term to begin on August 1st. One individual may serve as Chair for a period not to exceed two additional terms at one year each.

Accountability

The vice chair is accountable to the school community (owners) and the board. The performance is monitored through the annual “Board Evaluation Process.”

2.3 Secretary, Board of Trustees

Mandate

The Secretary is responsible for ensuring that accurate and sufficient documentation exists to meet legal requirements, and to enable authorized persons to determine when, how, and by whom the board's business was conducted. The Secretary shall serve as one of the signing officers for certain documents. In this capacity, the Secretary may be authorized or required to sign or countersign cheques, correspondence, applications, reports, contracts or other documents on behalf of organization.○

The Secretary shall assist with Board meeting agenda planning, prepare and record the minutes for all meetings of the Board and ensure that the approved versions of Board meeting minutes are archived at the School office and that all Open Session minutes are also archived on the school website. The Secretary shall assist the Board Chair with the preparation of quarterly summaries to the school wide community and shall provide annual feedback to the Administrator regarding the school's regular newsletter. The Secretary shall serve as a voting member of the Board of the Corporation.

Position Duties & Procedures

1. Serves as a signing authority for the Corporation
 - 1.1. Serves as a principle signator for the Corporation on all legal and/or financial documents.
 - 1.2. Ensures that all legal and/or financial documents of the Corporation are appropriately executed.
 - 1.3. Delegates to School Administrator responsibility to maintain all legal and/or financial documents of the Corporation in the school office.
 - 1.4. Delegates to School Administrator responsibility to archive all current and past legal and/or financial documents of the Corporation in the school office.
 - 1.5. Ensures that all legal and/or financial documents are being archived appropriately by performing an annual inspection with the School Administrator.
2. Taking Notes (set out specific structure & attributes most conducive to Board effectiveness)
 - 2.1. Maintains and updates an effective template for Board Meeting Agendas and Minutes
 - 2.2. Records meeting minutes for all Board Meetings of the Corporation.
 - 2.3. Complies with Corporation bylaws regarding what information is recorded in the meeting minutes.
3. Creates Historical Record of the Board Work
 - 3.1. Circulates draft versions of meeting minutes of the Corporation to all Board members and necessary reviewers of meeting minutes.
 - 3.2. Incorporates agreed changes to draft versions of meeting minutes of the Corporation, as guided by the bylaws of the Board.
 - 3.3. Ensures that the Board approves final versions for all meeting minutes of the Corporation in a timely manner.
4. Tracking Action Items and Ensuring Follow-up

- 4.1. Assigns Action Items with delivery dates for all Action Items recorded in the Board meeting minutes.
 - 4.2. Includes a list of current Action Items in all final versions of Board meeting minutes.
 - 4.3. Monitors the status of open Action Items that are derived from meetings of the Board.
 - 4.4. Requests written and/or verbal updates on the status of Action Items and includes such updates in the Board meeting minutes.
5. Relating to the Community
- 5.1. Works closely with Board Chair to draft quarterly Board summaries and circulates to all Board members for feedback.
 - 5.2. Works closely with Board Chair to provide quarterly summaries of Board work to the entire school community (email and website posting).
 - 5.3. Provides annual feedback to the School Administrator regarding the frequency and format and availability of the school newsletter.
 - 5.4. Reviews the frequency and manner with which the Board communicates with the school wide community.
 - 5.5. Able to serve as recorder at all school meetings (i.e. Town Hall and Strategic Planning)
6. Collaborating Effectively in Shared Governance
- 6.1. Collaborates regularly and effectively with other members of the Board and with the Leadership Council
 - 6.2. Collaborates openly and effectively with members of the faculty, with the Administrative Team, with the Community Development Team, and with committee chairs—without intruding into the work delegated to those spheres and committees
 - 6.3. Mentors other Board members on processes and procedures related to shared governance
 - 6.4. Works in teams (formal and ad hoc) to design creative solutions to problems
 - 6.5. Communicates in a manner that facilitates openness and trust

Knowledge & Skills

- Excellent writing skills
- Experience with email and Microsoft Office software.
- Excellent organizational skills.
- Excellent teamwork and interpersonal skills
- Excellent communication skills

Term

The Secretary serves for a term of two years. Each term begins on August 1st and extends through July 31st. Selection occurs in the first week of June for the term to begin on August 1st. One individual may serve as Chair for a period not to exceed two additional terms at one year each.

Accountability

The secretary is accountable to the school community (owners) and the board. The performance is monitored through the annual “Board Evaluation Process.”

2.4 Treasurer, Board of Trustees

Mandate

The Treasurer shall serve as a member of the school’s Finance Committee and as a signing authority for the Corporation. The Treasurer shall: request regular updates from the school’s Finance Committee and Finance Coordinator regarding the status of the school’s loans, acquisitions, and implementation of financial policies and procedures; understand and be able to communicate the school’s financial accounting and processes to the Board and the school community; assist in preparing the school’s annual budget; ensure that an annual audit of the schools financial records takes place and that the findings are provided to the Board of Trustees and made available to the school community; assists in compiling reports; and collaborates in shared governance.

Position Duties & Procedures

The Treasurer serves on the school’s Finance Committee; oversees loans, acquisitions, and implementation of financial policies and procedures; understands and communicates the school’s financial accounting and processes; assists in preparing the school’s annual budget; reviews and presents results of the school’s annual audits; assists in compiling financial reports; and collaborates in shared governance.

1.0 Serves on the School’s Finance Committee

- 1.1 Maintains a strong collaborative relationship with the school's Finance Committee Chair and Finance Coordinator.
 - 1.2 Ensures a smooth transition of the Finance Committee Chair leadership: Carries out the duties and responsibilities of the Finance Committee Chair, in the absence or disability of the Chair, or if and when the Chair position is (temporarily) vacant.
 - 1.3 Serves as an institutional signing officer for specified documents as empowered to do so by Chair and Board of Trustees (as a whole)
 - 1.4 Actively participates in the follow-up to outstanding issues resulting from FC meetings.
 - 1.5 Ensures that the Finance Committee Chair provides monthly updates to Board.
 - 1.6 Provide the Finance Committee with monthly updates regarding financially related Board requests, discussions and strategic planning.↵
- 2.0 Ensures that the school's Finance Coordinator and Finance Committee are actively overseeing Loans and Acquisitions, and are implementing the school's Financial Policies and Procedures in an appropriate manner (i.e. GAAP).
- 2.1 Maintains a strong understanding of the school's current business processes and financial policies.
 - 2.2 Utilizes best financial practices to make recommendations to the Board and to the school's Finance Coordinator and Finance Committee for improving current financial policies and procedures.
 - 2.3 Monitors and makes recommendations to the Board regarding the financial health of the school.
 - 2.4 Obtains training/awareness of financial management practices conducted in financially sound Waldorf schools and shares these "Waldorf Best Practices" with Board, Finance Committee and the Finance Coordinator.↵
- 3.0 Assists in Preparing the School's Annual Budget
- 3.1 Works with the Finance Coordinator, Finance Committee Chair and appropriate school leadership to ensure timely budget preparation in accordance with proposed budget timeline
 - 3.2 Maintains a full understanding of the budget detail
 - 3.3 Receives updates with regard to budget tracking from the school's Finance Committee Chair, Finance Coordinator and external bookkeeper.
 - 3.4 Supports Finance Coordinator and Finance Committee Chair, as needed, with presenting the school's annual budget to the Board.↵
- 4.0 Reviewing and Presenting Results of the School's Annual Audits
- 4.1 Meets with school Auditor and the School's Finance Coordinator and Finance Committee Chair to review results of Annual Audit.
 - 4.2 Supports Finance Coordinator and Finance Committee Chair, as needed, with presenting the key findings of the school's annual audit to the Board.

4.3 Ensures that the key findings of the school's annual audit are made available to the school community. ↵

5.0 Assists in Compiling Financial Reports

5.1 Identifies reports required for tracking the financial health of the school

5.2 Ensures that required reports from Finance Coordinator, external bookkeeper and Finance Committee Chair are provided to Board in a timely manner. ↵

6.0 Collaborating in Shared Governance

6.1 Collaborates regularly and effectively with Administrator and PG

6.2 Collaborates openly as effectively with other members of the Administrative Team, including those involved with Development, Registrar and Admissions processes

6.3 Works in teams (formal and ad hoc) to design creative solutions to problems

6.4 Communicates in a manner that facilitates openness and trust

Knowledge & Skills

- Extensive operations and financial management experience (GAAP).
- Degree (or equivalent) in business/finance/accounting.
- Experience working in educational settings
- Experience working with computerized accounting systems
- Strong computer proficiency and literacy (MS Office, financial accounting software and internet navigation) literacy.
- Experience and demonstrated success with general accounting duties.
- Experience working collaboratively and courteously as an effective team member
- Ability to organize, process and communicate financial information accurately and clearly.
- Ability to communicate and work effectively with others
- Demonstration of an ethical sensibility, including an ability to maintain confidentiality

Term

The Treasurer serves for a term of two years. Each term begins on August 1st and extends through July 31st. Selection occurs in the first week of June for the term to begin on August 1st. One individual may serve as Treasurer for a period not to exceed two additional terms at one year each.

Accountability

The Treasurer is accountable to the school community (owners) and the board. The performance is monitored through the annual “Board Evaluation Process.”

2.5 Governance Committee

Mission

To provide a clear and well defined structure for all work of the school to operate within to foster trust, provide clarity, promotes clear communication and maximize efficiency and competency.

Mandate

To develop and maintain a “living” governance document for all working groups of the school which clearly defines authority for decision making and accountability for work delegated. To provide governance policies for the Board of Trustees that promotes efficiency, assures fiduciary compliance, and fosters sound decision making while maintaining transparency in the work of the Board.

Goals

- Facilitate annual distribution of the Governance document to each working group for corrections and goal updates.
- Insure that clear mandates exist for all working committees with clear committee goals
- Verify goals yearly for each committee and update governance document as needed.

Membership

The committee shall be chaired by a board member and shall include a faculty member.

Decision Making Authority

The Governance committee is a recommending body and has no decision making authority.

Accountability

The committee chair shall be accountable for scheduling committee meetings, and for assuring that the work of the committee is being performed in compliance with the stated mission, mandate, and goals.

Reporting Procedures

The committee chair is responsible to report to the board, the Friday before each board meeting using the template provided by the board.

2.6 Strategic Plan and Visioning Committee

Mission

To generate and maintain on an ongoing, a Five Year Strategic Plan that is aligned with the mission, vision and values of the school.

Mandate

Generation of a Five Year Strategic Plan, inclusive of a Financial Component.

Conduct a bi-annual meeting of key stakeholders (TBD) to provide insight for updating of the school's Strategic Plan.

Goals

- Assure that the school's Mission, Core Values and Vision are known by all community members of the school.
- Provide for meticulous monitoring of Strategic Plan workflow to assure for proper implementation.

- Consolidate the WSSD Mission Statement and Core Values of the school
- Define a mechanism to cultivate awareness of the Mission and Core Values into every corner of the school
- Perform needs assessment that is guided by the school's Mission Statement and Core Values
- Create a process to keep Vision/Strategic plan as a living document

Membership

Suggested size: 5-7 members

The committee shall be chaired by a member of the Board and ensure membership is representative of K-12 and include: Finance Committee member, PG member and Admin member

Decision Making Authority

The Strategic Plan and Visioning Committee is a recommending body and have no decision-making authority.

Accountability

The committee chair shall be accountable for scheduling committee meetings, providing timely committee reports to the Board, and shall be accountable for ensuring that the work of the committee is being performed in compliance with the stated mission, mandate, and goals.

Reporting Procedures

The committee chair is responsible to report to the board, the Friday before each board meeting using the template provided by the board.

2.7 Nominating and Review Committee

Mission

To maintain healthy Board and Board Committee membership equipped with skills for competent and collaborative decision making and future strategic planning.

Mandate

To provide a selection of skilled candidates for Board vacancies as they arise.
To provide annual performance reviews of the Board, Board committees, and the Leadership Council.

Goals

- Assure membership is a minimum of 5 and a maximum of 13 voting members, with 2-3 of the positions filled with faculty members.
- Facilitate annual review of Leadership Council, Board, and board committees at the end of each year
- Keep up to date records of membership terms and board intentions.
- Provide tracking for Board member candidates to board on a regular basis.
- Collect Leadership Council's annual goals in September of each year.
- Provided Leadership Council's goals to the Board for year-end performance review of Leadership Council.
- Conduct exit interviews for departing Board members within 60 days of leaving and report findings to the board in a written format.

Membership

The committee shall be chaired by a member of the Board and membership to include persons familiar with backgrounds and skills of community.

Suggested Size: 3 to 5 members

Decision Making Authority

The Nominating and Review Committee serves as a recommending body with no decision-making authority.

Accountability

The Nominating and Review Committee will report to the Board on an as-needed basis.

2.8 Equity and Inclusion Committee

Mission

NEEDS TO BE ADDED.

Mandate

NEEDS TO BE ADDED.

Goals

NEEDS TO BE ADDED.

Membership

NEEDS TO BE ADDED.

Decision Making Authority

NEEDS TO BE ADDED.

Accountability

NEEDS TO BE ADDED.

Reporting Procedures

NEEDS TO BE ADDED.

Chapter 3 Leadership Council

Mission

The mission of the Leadership Council is to address, in a timely manner, the day to day cross-sphere decision--making needs of the school and to facilitate and assure effective cross-sphere communication.

Mandate

To serve as a cross-sphere decision-making body for the day-to-day operations of the school.

To administer day-to-day school operations in conjunction with the three spheres and the board.

To monitor (in conjunction with the Strategic Plan and Visioning Committee) progress on the Strategic Plan work delegated to the various spheres of the school.

To facilitate, in conjunction with the Governance Committee, the annual review of the Governance Manual. To consider and implement changes to the document that serve the better functioning of the school.

Goals

- Facilitate school wide communication on relevant topics as they arise
- Share and address problems as they arise
- Coordinate collaborative meetings between different areas of the school
 - For example: FAB event; Fall/Spring Town Hall event; annual welcoming-focused Back to School Night
- Conduct 360 performance Reviews for School Pillars and Chairs
- Coordinate annual report
- Meet on a weekly basis
- Generate a list of items weekly of what needs to come to LC
- Assure delegation and monitoring of Strategic Plan work

- Assure annual review and updating of Governance Manual by each sphere of the school

Membership

Board President, Admin Chair, Pedagogical Chair (with Board Chair and Parent Association Representative invited as needed)

Decision Making Authority

- Secure make decision for the school involving all three pillars
- Decide on Human Resource issues
- Emergency budgetary decisions of \$2500 or less/FC

Accountability

Each member is accountable to the sphere of the school they represent and to the Board.

Reporting Procedures

- Pedagogy, Development, Administration as needed
- Report to board on a monthly basis or as needed
- Minutes outlining decisions to be provided to the Board

Chapter 4 Faculty Cultural Sphere

4.1 Director of Pedagogy (*ON HOLD*)

Mandate

The Director of Pedagogy supports the pedagogical health of the school through working with all sections: in the classroom, with parents and in various community meetings.

Position Duties

- Member of the Pedagogical Group
- Member of PAR???
- Oversees development and adherence to pedagogical curriculum in collaboration with PG
- Oversees outside mentoring and evaluation for all EC,GS,HS faculty positions with section chair support
- Provides on-campus mentoring school wide as needed
- Supports section chairs with substitutions as needed
- Oversees Professional Development action plans and ensures they are followed thru in a timely manner with the support of section chairs
- Oversees disbursement of Professional Development funds
- Attends Care Group and Social Health Committees as needed
- Ensures student reports are appropriate and timely
- Oversees Parent Enrichment Programs and on campus study group
- Supports accreditation and research efforts
- WISC Liaison
- Full Circle Meeting Coordinator

Committee Responsibilities

- Member of Pedagogical Group
- Member of Leadership Council
- Member of PAR

Knowledge & Skills

- Undergraduate degree from accredited college or university
- Certificate from Waldorf teaching institution.
- Active interest and study in Anthroposophy.
- Ability to work with and mentor colleagues, staff, parents
- Faculty member for minimum of five years
- Excellent organizational skills
- Excellent communication skills

Term

The Director of Pedagogy position is reviewed annually by PG.

Decision Making Authority

The Director of Pedagogy is mandated by PG to work with teachers and make decisions that provide a healthy classroom environment.

Authority/Reporting Procedure

4.2 Pedagogical Chair

Mandate

The Pedagogical Chair leads the pedagogical group in its work to uphold the spiritual vision of the school. This position is responsible for seeing that school issues are handled in a timely fashion using the procedures in place to involve faculty, PG, BOT, or administration, as required.

Job Description

- Active interest and study in Anthroposophy.
- Organize and facilitate study for the Pedagogical group
- Support the work of three sections: EC, HS, Grades

- Set agenda for Pedagogical group meeting
- Member of the Leadership Council
- Communicate in a manner that facilitates openness and trust
- Oversight of ESLRS and Best Practices
- Coordinate with Teacher Search of New Teacher hire
- Communicate in a manner that facilitates openness and trust
- Member of Leadership Council
- Report to BOT when necessary

Knowledge & Skills

- Active interest and study in Anthroposophy.
- Ability to work with colleague, staff, parents, and mentor
- Lower School Faculty member for minimum of five years
- Background knowledge of issues and concerns of three sections: EC, HS, Grades
- Excellent organizational skills.
- Excellent communication skills.
- Undergraduate degree from a college or university
- Waldorf diploma or certificate from AWSNA teaching institution

Term

The term for this position is a minimum of one year. PG members determine which of its members should serve as the chair. PG reviews the PG Chair annually for consideration of continuing in the role the following year.

Decision Making Authority

The Pedagogical Chair is a participant in all decisions made at the Leadership Council meetings that may affect early childhood, grades, and high school departments.

Reporting Procedures

The Pedagogical Chair is accountable to the Pedagogical Group and LC.

4.3 Grades School (GS) Chair

Mandate

The Grades School Chair coordinates the overall operation of the Grades section with the support of the Grades Second Chair and the Pedagogical Group. The Grades Chair serves as the point person for Grades matters and as the section representative for decisions and communications as needed. The Grades chair is responsible for carrying school issues as agenda items to section meetings, PG, Board, Administration, or Leadership Chairs as required.

Job Description

- Active interest and study in Anthroposophy.
- Member of PG & FLC
- Works directly with students in addition to their chair work as determined by PG
- Has a decreased workload to allow time to complete chair tasks.
- Collaborate with 2nd Chair to determine delineation of work, to include:
 - Oversee and support all communication between Grades colleagues and staff, faculty and parents, and faculty and other community members.
 - Ensure that conflict involving Grades faculty or staff are directed to the appropriate leadership body for successful resolution. Communicate business matters to all Grades faculty/staff in a manner that facilitates openness and trust
 - Ensure positive, timely communication with other committees and sections
 - Oversee delegation of Grades responsibilities, Grades calendar of events, and class schedules
 - Ensure professional development mentoring, support and evaluations for Grades teachers are conducted and followed up in a timely manner in conjunction with the Pedagogical Group.
 - Ensure parent/teacher conferences and meetings are held and assist where needed
 - Ensure that Grades staff and part time teachers have appropriate training, mentoring, and evaluation.
- Oversee staff schedules and approve timecards.
- Work with section agenda setter to set agendas and ensure minutes and attendance of meetings are recorded
- Coordinate Grades substitution, track sick days/time off and submit to HR.
- Support Teacher Search for Grades faculty and staff positions
- Coordinate and oversee new teacher/staff orientation
- Oversee Grades budget and identify future budgetary goals and projects.

- Support the Grades marketing and recruitment efforts, as carried out by members of Administration and the MAP committee.

Knowledge & Skills

- Grades School faculty member for minimum of five years, teaching in Waldorf classrooms, and a minimum of three years teaching in Grades at WSSD.
- Is in good standing professionally with PG
- Excellent organizational skills.
- Excellent teamwork and interpersonal skills
- Excellent communication skills
- Completed Waldorf training thru an AWSNA associated program

Term

The term for this position is a minimum of three years. Grades section recommends which of its members should serve as the chair; the Pedagogical Group approves. Grades section reviews the Grades Chair annually and shares the review with PG for consideration of continuing in the role the following year. PG makes the final decision.

Decision Making Authority

- The Decisions regarding agenda setting, guest speakers to meeting, and meeting arrangements.
- Decisions to take further action on agenda items that may require pedagogical, administrative or development input.
- Any decisions related to the responsibilities under “ Job Description.”

Reporting Procedures

The Grades chair is accountable to the Pedagogical Group and to the members of the Grades faculty. Reports to LC and BOT when necessary or needed. Weekly reports are made to PG and LC.

4.4 Grades School (GS) Second Chair

Mandate

The Grades School 2nd Chair supports the work of the Grades chair in coordinating the overall operation of Grades section.

- Works directly with students in addition to their chair work as determined by PG with input from the Grades faculty.
- Has a decreased workload to allow time to complete chair tasks.
- Collaborate with Grades Chair to determine delineation of Grades Chair/Grades 2nd Chair work to include:
 - Oversee and support all communication between Grades colleagues and staff, faculty and parents, and faculty and other community members. Ensure that conflict involving Grades faculty or staff are successfully resolved
 - Communicate business matters to all lower school faculty/staff in a manner that facilitates openness and trust
 - Ensure positive, timely communication with other committees and sections
 - Assist Grades Chair to oversee delegation of Grades responsibilities, and Grades calendar of events, and class schedule
 - Assist in ensuring professional development mentoring, support, and evaluations for Grades teachers are conducted and followed up in a timely manner in conjunction with Pedagogical Director.
 - Assist in ensuring parent /teacher conferences and meetings are held and assist where needed
 - Assist Grades Chair in overseeing Grades part time teachers and staff and help coordinate schedules.
 - Assist in coordination of Grades substitution, track sick days/time off and submit to HR
 - Support Grades faculty and staff search in conjunction with Teacher Search
 - Support the Coordination e of new teacher/staff orientation

Knowledge and Skills

Grades School faculty member for minimum of five years including teaching in Waldorf classrooms, and a minimum of three years teaching in Grades at WSSD.

- Is in good standing professionally with PG
- Excellent organizational skills.
- Excellent teamwork and interpersonal skills

- Excellent communication skills
- Member of PG
- Completed Waldorf training through an AWSNA associated program

Term

- The term for this position is a minimum of one year. Grades section faculty members recommend which of its members should serve as the Grades 2nd chair and the Pedagogical Group approves.
- Grades section reviews the Grades 2nd Chair annually and shares the review with PG for consideration of continuing in the role the following year. PG makes final decision.

Decision Making

- In collaboration with the Grades Chair to further action on agenda items

4.5 Early Childhood (EC) Chair

Mandate

The Early Childhood Chair coordinates the overall operation of the EC section. The EC Chair serves as the point person for early childhood matters and as the section representative for decisions and communications as needed. The EC chair is responsible for carrying primary school issues as agenda items to section meetings, PG, Board, Administration, Development, or Leadership Chairs as required. The EC Chair also functions as the Community Care Licensed Director of the Early Childhood program.

Job Description

- Ensure state licensing compliance for EC program, interface with licensing agents, assist registrar and HR in maintaining student and employee records.
- Works directly with students in addition to their chair work as determined by PG with input from the EC faculty.

- Has a decreased workload to allow time to complete chair tasks.
- Member of PG
- Oversee and support all communication between EC colleagues and staff, faculty and parents, and faculty and other community members. Ensure that conflict involving Early childhood faculty or staff are successfully resolved.
- Communicate business matters to all EC faculty/staff in a manner that facilitates openness and trust.
- Ensure positive, timely communication with other committees and sections
- To elicit faculty opinion on pertinent matters to represent the full EC perspective.
- Oversee delegation of EC responsibilities, EC calendar of events, and class schedules
- Ensure professional development mentoring, support and evaluations for EC teachers are conducted and followed up in a timely manner in conjunction with Pedagogical Director.
- Ensure parent /teacher conferences and meetings are held and assist where needed
- Oversee EC staff, coordinate staff schedules, approve timecards, set agendas for EC All Staff meetings.
- Work with section agenda setter to set agendas, ensure minutes and attendance of meetings are recorded
- Coordinate EC substitution, track sick days/time off and submit to HR
- Oversee EC faculty and staff search in conjunction with Teacher Search
- Coordinate and oversee new teacher/staff orientation
- Oversee and support the non-pedagogical workings of the early childhood including registrar, accreditation and administrative tasks.
- Support the early childhood marketing and recruitment efforts, as carried out by members of Administration and the MAP committee
- Oversee EC budget, monitor spending of allocated resources and identify future budgetary goals and projects.

Knowledge & Skills

- EC faculty member for minimum of five years teaching in Waldorf classrooms and a minimum of three years teaching in EC at WSSD.
- Is in good standing professionally with PG
- Excellent organizational skills.
- Excellent teamwork and interpersonal skills
- Excellent communication skills
- Member of PG
- Completed Waldorf training thru an AWSNA associated program

Term

The term for this position is a minimum of three years. EC section faculty members recommends which of its members should serve as the chair; the Pedagogical Group approves. LS section reviews the LS Chair annually and shares the review with PG for consideration of continuing in the role the following year. PG makes final decision.

Decision Making Authority

- Decisions to meet with other sections as needed.
- Decisions to take further action on agenda items that may require pedagogical, administrative or development input.
- Independent decision making on behalf of EC and the Pedagogical Group is granted to this person when decision making must be done immediately for safety issues.

Reporting Procedures

The EC Chair is accountable to the Pedagogical Group and EC faculty members. Weekly reports are made to PG / LC from EC section and to EC section from PG/LC. Reports to BOT and other committees and individuals as needed.

4.6 High School Chair

Mandate

The High School Chair coordinates the overall operation of the High School. This person leads the high school together with his/her peer group: the full-time, trained members of the high school faculty, who are known as the Lead High School Faculty Members. The High School Chair serves as the public face of the high school whenever individual representation or decision making is required. This person is responsible for carrying primary school issues as agenda items to either section meetings or to the PG, Board, Administration, Development, or Leadership Chairs as required.

Job Description

- Member of PG and FLC
- Works directly with students in addition to their chair work as determined by PG with input from the HS faculty.
- * Has a decreased workload to allow time to complete chair tasks.
- Oversee and support all communication between HS colleagues and staff, faculty and parents, and faculty and other community members. Ensure that conflict involving HS faculty or staff are successfully resolved.
- Communicate business matters to all HS faculty/staff in a manner that facilitates openness and trust.

- Ensure positive, timely communication with other committees and sections
- To elicit faculty opinion on pertinent matters to represent the full HS perspective.
- Oversee delegation of HS responsibilities, and HS calendar of events, and class schedules
 - Ensure professional development mentoring, support and evaluations for HS teachers are conducted and followed up in a timely manner in conjunction with Pedagogical Director.
 - Ensure parent /teacher conferences and meetings are held and assist where needed
 - Oversee HS part time faculty and staff, coordinate schedules, approve timecards, set agendas for HS All Staff meetings..
 - Work with section agenda setter to set agendas, ensure minutes and attendance of meetings are recorded
 - Coordinate HS substitution, track sick days/time off and submit to HR
 - Oversee HS faculty and staff search in conjunction with Teacher Search
 - Coordinate and oversee new teacher/staff orientation
 - Oversee and support the non-pedagogical workings of the early childhood including registrar, accreditation and administrative tasks.
 - Support the early childhood marketing and recruitment efforts, as carried out by members of Administration and the MAP committee
 - Oversee HS budget, and monitor spending of allocated resources and identify future budgetary goals and projects.

Knowledge & Skills

- High School faculty member for minimum of five years teaching in Waldorf classrooms and a minimum of three years teaching in HS at WSSD.
- Is in good standing professionally with PG
- Excellent organizational skills.
- Excellent teamwork and interpersonal skills
- Excellent communication skills
- Member of PG
- Completed Waldorf training thru an AWSNA associated program

Term

The term for this position is a minimum of three years. HS section faculty members recommends which of its members should serve as the chair; the Pedagogical Group

approves. LS section reviews the LS Chair annually and shares the review with PG for consideration of continuing in the role the following year. PG makes final decision.

Decision Making Authority

- Decisions to meet with other sections as needed.
- Decisions to take further action on agenda items that may require pedagogical, administrative or development input.
- Independent decision making on behalf of the high school and the Pedagogical Group is granted to this person when decision making must be done immediately for safety issues.

Reporting Procedures

The high school chair is accountable to the Pedagogical Group and the lead high school faculty members. The HS Chair is accountable to the Pedagogical Group and HS faculty members. Weekly reports are made to PG / LC from HS section and to HS section from PG/LC. Reports to COT and other committees and individuals as needed.

4.7 Pedagogical Group (PG)

Mission

- To ensure that all children who attend WSSD receive a quality Waldorf Education.
- To support the personal and professional development of teachers so that they may reach their highest goals.
- To serve the greater WSSD community and its future development.

Mandate

- To uphold the spiritual and Anthroposophical study and vision of the school.
- To make decisions for the faculty that uphold the health and well being of the faculty and school community.
- To design, implement and refine the WSSD curriculum program and support the professional development of WSSD teachers, according to the Anthroposophical indications of Rudolf Steiner.
- To set and make decisions regarding the pedagogical budget.
- In the rare occasion that PG feels a decision is called for that is in the best interest of the school but contrary to the governance manual, PG may override the manual only after consulting with LC and BOT, and HR.

Responsibilities/Tasks

- Participate in weekly Anthroposophical study, meditative work, envisioning the future of the faculty and school.
- Set and oversee pedagogical budget within school budget (with Admin providing financial guidance).
- Determine responsibilities of Faculty members.
- Make decisions regarding appointments of EC, LS, LS 2nd, HS Chair positions and workload
- Oversee and support teacher performance and development including hiring and firing of teachers and teaching staff (with Admin providing HR guidance).
- Provide documenting, mentoring, evaluating and goal setting communications with teachers.
- Receive regular reports from Sections, PAR, Care Group and SH.
- Support FLC in conjunction with Care Group and SH in order to support the child's classroom experience.
- Support and collaborate with FLC to make decisions on discipline matters.
- To elicit faculty opinion on pertinent matters to represent the faculty sphere fully.

Membership

- Membership to include: full-time teachers of WSSD who have completed at least one year as a full time faculty member and are in "Good Standing."
- Ideally, membership would include representatives from major faculty committees.
- PG may invite faculty members to join.
- Representatives need to be dedicated to Anthroposophical study and to the holding of the larger WSSD community.
- Representatives are obligated to hold matters in confidence; they must be able to work from a group perspective and not from personal interests.
- There is an annual recommitment.
- The first year of membership is considered a "listening year" for new members.

Decision Making Authority

High level decision-making for the Faculty Pillar (i.e. those decisions that directly impact PG Mission) made for the faculty in the best interest of the school.

PG is self-regulating. Its objectives and effectiveness are reviewed annually by Full Faculty.

Reporting Procedures

PG reports to Faculty, to appropriate committees and to Leadership Council on all updates and decisions.

4.8 Faculty Leadership Circle (FLC)

Mandate

- The Faculty Leadership Circle oversees and guides the operation of their respective sections: Early Childhood, Grades, and High School.
- This group meets on a weekly basis, before the PG meeting.
- This group is responsible for carrying school issues as agenda items to either section meetings and/or to PG and LC.

Membership

- Membership to include: full-time teachers of WSSD who have an undergraduate degree and a Waldorf teaching certificate.
- Representatives need to be dedicated to Anthroposophical study and to the holding of the larger WSSD community.
- Representatives are obligated to hold matters in confidence; they must be able to work from a group perspective and not from personal interests.
- There is a three-five year commitment

Decision Making Authority

- Decisions to meet with other sections as needed.
- Decisions to take further action on agenda items that may require pedagogical, administrative or development input.
- Independent decision making on behalf of the three sections of the school and the Pedagogical Group is granted to this group when decision making must be done immediately for safety issues.

Accountability

- FLC is accountable to the Pedagogical Group
- FLC is accountable to LC

Reporting Procedures

FLC reports to section meetings, to PG, LC, and to the Board and Administration as necessary.

4.9 Care Group

Mission

The mission of the Care group is to facilitate and oversee the Education Support Program, and support the well being of the students and the school as a whole.

Mandate

- To meet weekly to review the work of the Education Support program.
- To help develop a support plan for identified children.
- To compile a list from faculty of children in need of educational support outside or within the classroom setting.
- To support the work of the class and subject teachers with referral sources, peer observation and/or child study as required.
- To act as a resource for all faculty and staff in the area of education support, based on the foundation of Audrey McAllen's Extra Lesson work.
- To identify community professionals in a referral list for parents and faculty and to develop relationships with community health professionals to further the goals and efforts of the Education Support Program.

Goals

- To use an understanding of Waldorf pedagogy, extra lesson principles, and facilitation skills to guide child study at faculty meetings.
- Enrich faculty work in studies by building a deeper understanding of human development based on Anthroposophy.
- Through the work of a trained Education Support teacher and active Care Group, children are assessed for learning challenges and obstacles.
- Through the work of a trained Education Support teacher and active Care Group, children are referred to appropriate activities and classes where their needs are met.
- Through the work of a trained Education Support teacher, classroom instruction can be supplemented with effective remedial, movement and tutoring services.
- To refer students to appropriate outside professionals for further evaluation and services.
- To screen first grade children for school readiness.
- To screen second grade children for possible learning obstacles or barriers to their learning.

Membership

- Membership consists of representatives of faculty and other teaching or healthcare professionals that are dedicated to the understanding of the development and care of the human being, based on the foundation of Anthroposophy, including but not limited to the work of Audrey McAllen.
- Members must be able to meet for 1 -1½ hours every week during the school year.

Decision Making Authority

- Care Group has authority to make decisions regarding meetings with children, faculty and parents.
- Care Group sets the child study calendar with section chair approval.
- Care Group receives concerns from faculty, parents, children, and follows up with appropriate strategies, meetings, and referrals.
- Care Group makes recommendation to PG, Faculty, Social Inclusion, and Parents regarding the health of the students.
- Care Group coordinates, collects, and reviews Modification Forms for grades students
- Care Group works with Title 1 Coordinator to arrange for tutoring of students that qualify for this program.

Accountability

Care Group is accountable to PG in terms of regular meetings, documentation of Care plans for children, and child studies at faculty meetings.

Reporting Procedures

Care Group reports to Faculty in regular weekly faculty meetings or as needed.

4.10 Social Health Group

Mission

The mission of Social Health Group is to support the children, faculty and parents in

building and maintaining healthy relationships, to create a safe environment to work through conflict and to promote compassion for each other.

Mandate

Social Health is mandated to develop and monitor a Social Health Program according to the principles of Kim John Payne, Waldorf Pedagogy, and WSSD's overall vision, mission and values. SI identifies social inclusion challenges and develops and implements strategies to nurture mutual respect, safety, and inclusion. SHG makes referrals to the Pedagogical Group and Care Group when appropriate. SHG supports children, faculty, and parents with social concerns through its meetings, literature and workshops. SI adheres to the Discipline Policy and SHGI Policy & Procedures.

Goals

- Develop and facilitate the implementation of Social Health practices developed by Kim John Payne.
- Incorporate these practices into school policy.
- Train and support students to perform SAC (Student Action Committee) functions.
- Support teachers with training and literature.
- Support children with individual and group meetings.
- Support parents by increasing awareness of SHG process and tools via workshops and newsletters.
- Schedule, hold and follow up on SHG meetings to support "no blame" communication and change.
- Provide regular updates to the Pedagogical Group, Faculty, Board of Trustees and Care Group, as appropriate.
- Make referrals to PG and Care Group as needed.
- Review Code of Conduct each year with students, parents, and faculty.

Membership

- Membership consists of representatives of teachers, parents and administrative staff who have an understanding of the Social Health process and support its implementation within our community.
- Parents must have a background in a social work, psychology, or other helping profession.
- As facilitators, members must be available during the school day and must be able to maintain confidentiality and objectivity.
- Members must be able to meet for 1 ½ hours every week during the school year,

and for two hours once a month.

Decision Making Authority

- SHG has authority to make decisions regarding SI meetings with children, faculty and parents in consultation with the class teacher.
- SHG sets calendar and tasks with PG approval.
- SHG can consult with Kim John Payne within set budget.
- SHG receives concerns from faculty, parents, children, and follows up with appropriate strategies, meetings, and referrals.
- SHG makes recommendation to PG, Faculty, and Parent Association regarding the social health of the WSSD community.
- SHG can solicit feedback from any area of the school community.

Accountability

SHG is accountable to PG in the following success measures:

Conflicts are resolved in a timely and satisfactory manner as per the current policies and procedures.

Children feel safe to tell teachers and parents of any issues they are encountering.

The faculty utilizes SI for support with social inclusion issues.

Trained facilitators are utilized to hold social inclusion “action” meetings.

The School and its community provide a safe and healthy environment for learning and social development.

Reporting Procedures

- Social Health reports to PG, Faculty, and Care Group in regular weekly faculty meetings or as needed.
- Social Health reports to BOT quarterly, or as requested.

4.11 Professional Accreditation and Representation (PAR)

Mission

To uphold WSSD's academic excellence and professional standing in the community through proper accreditation, professional practices and representation at regional and national organizations.

Mandate

- To oversee, achieve and maintain WECAN, WASC and AWSNA accreditation.
- To ensure proper faculty representation and communication with greater Waldorf and Anthroposophical regional and national organizations.

Goals

- Set timelines and objectives for accreditation.
- Obtain proper documentation from faculty and other spheres for accreditation.
- Document practices and outcomes of accreditation materials (AWSNA and WASC and WECAN).
- Report and update to PG, Faculty, Administration, and COT.
- Research and share other schools' practices.
- Determine what outside organizations would be appropriate for WSSD representation and make recommendations to PG.
- Share collected information with Faculty via written or other format.

Membership

Membership to include representatives from High School, Grades, Early Childhood, and Administration.

Decision Making Authority

- Set timelines and deadlines for accreditation.
- Schedule accreditation visits with consideration to our calendar.
- Recommend practices for internal improvements.
- Research other schools' methods and practices.

Accountability

PAR is accountable to PG and measures its success with:

- Meeting deadlines with accreditation process;
- Acquisition and maintaining accreditation status;
- Improved internal practices;
- Representation and sharing of information from outside organizations.

Reporting Procedures

PAR reports regularly to:

- Faculty, PG and Administration on a monthly basis or as needed.
- BOT on a quarterly basis.

Chapter 5 Administration Rights Sphere

Mission

To Maintain a financially healthy organization with strong policy and processes in place while supporting the continued growth and well-being of our Waldorf school community.

Mandate

The responsibility of the Administration is to work with the Board, College, Faculty, Parent Association and Students by carrying out the policies and procedures of the school and the task necessary to support the business operations of the school.

Goals

- Establish and carry out departmental or organizational goals, policies and procedures
- Direct and oversee an organization's financial and budgetary activities
- Manage general activities related to services
- Innovate by applying new technologies, processes and business strategies
- Consult with other faculty, staff and board members about operations
- Negotiate or approve contracts and agreements
- Manage Human Resource operations
- Analyze financial statements, sales reports and other performance indicators
- Identify places to cut costs and to improve performance, policies and programs

5.1 Administrator

Mission

The mission of the Administrator is to ensure consistent monitoring and implementation of the school's organizational policies and procedures while upholding the overall mission of the school.

Mandate

The Administrator's mandate is to ensure effective operation of the school by providing leadership for the implementation of the school's financial and organizational processes. The Administrator accounts for budgets and strategic plans for the financial health of the school; manages bookkeeping and accounting operations carried out by the Business Office Manager; manages HR/Safety management carried out by the HR/Safety Manager, enrollment carried out by the Admissions Director, registering students, carried out by the Registrar, Facilities coordination, carried out by the Facilities Manager and manage consistent, timely, and accurate communication carried out by the Communications Coordinator, and Outreach and Fundraising carried out by the Director of Development; manages risk and liability; handles tax requirements and arranges external audits; communicates with the community and external constituencies; acts as project manager of building improvements and/or maintaining compliance with the school's Conditional Use Permit (CUP) and collaborates in shared governance of the school. Attends Board meetings as voting Board Member (provides monthly reports on a reporting schedule during board meetings.)

Goals

- Oversee day-to-day accounting and budgeting operations of the school to ensure financial health of the school on an annual basis.
- Oversee day-to-day management of business processes to ensure effective operation of the school
- Oversee and provide leadership to administrative staff to ensure successful completion of their individual goals
- Oversee record-keeping and reporting to ensure legal compliance with tax, audit, and liability requirements.
- Oversee legal compliance through HR policies and procedures
- Oversee effective engagement with school community and external constituencies by providing consistent, timely, and accurate communication as applicable
- Oversee community relations and fundraising through Development efforts
- Collects and reports to board on all administrative committees

Decision Making

The Administrator is responsible for the day-to-day operations of the school, to include business processes, financial management, staff management, human resources management, facilities management and external communication. The Administrator collaborates in shared governance.

Accountability

The Administrator is accountable to the Board.

Reporting Procedures

The Administrator is responsible to report to the board monthly. All reports shall include updates on all committees that fall in the Administrative Pillar of the school

5.2 Communications Coordinator

Mission

The mission of the Communications Coordinator is to streamline all internal and external communication. They also oversee both the internal and external calendars to ensure information consistency.

Mandate

The Communications Coordinator mandate is to manage the day-to-day flow of the school's communication. The Communications Coordinator is responsible for coordinating all school communication, consistency in event dates and details, managing outgoing marketing messages via social media as well as manage updates and upkeep of our website.

Goals

- Market and Communicate PEPs
- Market and Communicate all school events
- Publish and post all sport schedule schedules and promote community support
- Market and Communicate all special guest and speakers
- Manage all school communications
- Oversee website updates
- Work in collaboration with the calendar committee chair to ensure consistency of event dates
- Measure and report on the effectiveness of communications activities
- Monitor the company's social media and online presence
- Recommend techniques to improve public image
- Make sure that all promotional and marketing materials meet the brand identity strategy
- Support Administrator communication to community
- Support internal communicate among all realms

Decision Making

The Communication Coordinator is responsible for helping to create promotional materials, contribute to the development of school websites, organize meetings and presentations, collaborate with school leadership to deliver our school message to the community and manage both internal and external calendar communication.

Accountability

The Communications Coordinator is accountable to the Administrator.

Reporting Procedures

The Communications Coordinator reports to the Administrator.

5.3 Director of Admissions

Mission

The mission of the Director of Admissions is to ensure that the school meets its annual enrollment goals.

Mandate

The Director of Admissions' mandate is to facilitate the enrollment of students from Morning Glory Playgroup through High School and Summer Camp. The Director of Admissions is responsible for creating and managing all scheduled and informal tours and open houses, creating prospective parent materials and marketing and promoting WSSD to other schools as well as the outside community and internally within our existing school community.

Goals

- Facilitate efficient and successful end-to-end enrollment process for all students into all school classes and programs, including summer camps, Morning Glory, Early Childhood, Grades and High School.
- Create, manage and conduct both informal and formal school tours and open houses that provide attendees with comprehensive positive overview of school and that provide prospective families with all information necessary to make informed decision with respect to Waldorf Education and if desired, to complete enrollment process.
- Facilitate, manage and conduct successful promotion of WSSD through community outreach, including maintaining a visible role on campus for WSSD community to address enrollment and retention issues, actively work with other school communities to develop feeder relationships, and actively representing the school via promotional/informational participation in greater San Diego community events.

Decision Making

The Director of Admissions is responsible for making decision with respect the enrollment process in accordance with school policy and under the general guidance of the Administrator. The Director of Admissions collaborates in shared governance.

Accountability

The Director of Admissions is accountable to the Administrator.

Reporting Procedures

The Director of Admissions reports to the Administrator.

5.4 Registrar

Mission

The mission of the Registrar is to ensure that the school is supported in its efforts to meet its annual enrollment goals. This support includes processing all registration documents, following up on all necessary medical records required, gathering records from prior schools as needed. Staying up to date on all legal requirements associated with school enrollment, support college efforts by managing the transcript process and course description updates, and support the administrative side of all student accommodations.

Mandate

The Registrar's mandate is to register students from Morning Glory Playgroup through High School and Summer Camp. The Registrar is responsible for facilitating the complete application or registration process for new or re enrolling families, in coordination with faculty and the Tuition Assistance (TA) Committee. The Registrar also supports the college application processes by providing all necessary documents.

Goals

- Support efforts to reach annual enrollment goals by guiding new families of applicants through complete application and registration process, from initial application submission through acceptance to final registration/enrollment.

- Coordinate efficient, successful end-to-end re enrollment process from packet creation to enrollment reporting in support of annual enrollment goals.
- Maintain up-to-date database to ensure timely and efficient production of required student-related paperwork and student reporting; maintain up-to-date student files.
- Support office administration, including effective support to faculty, volunteers, parents and prospective families with respect to ensuring efficient operations.

Decision Making Authority

The Registrar is responsible for making decision with respect the application and re enrollment process in accordance with school policy and under the general guidance of the Administrator. The Registrar collaborates in shared governance.

Accountability

The Registrar is accountable to the Administrator.

Reporting Procedures

The Registrar reports to the Administrator.

5.5 Business Office Manager

Mission

The mission of the Business Office Manager is to ensure up-to-date financial bookkeeping.

Mandate

The Business Office Manager’s mandate is to provide the Administrator with accurate and timely financial data by handling bookkeeping and related financial functions for the school. The Business Office Manager is responsible for accounting for financial transactions, processing accounts receivable, processing accounts payable, processing and overseeing subsidiary accounts, and compiling applicable reports.

Goals

- Provide timely, accurate management of financial transaction accounting to ensure effective monitoring of WSSD Cash Flow Spreadsheet, in conjunction with the Facilities Manager and WSSD Treasurer
- Execute timely, accurate processing of accounts receivable
- Execute timely, accurate processing of accounts payable

- Provide timely, effective assistance and communication with families with respect to monthly tuition deduction service and account status in an effort to keep as few accounts in arrears as possible.
- Provide timely and accurate processing and oversight of subsidiary accounts (Snake & Lily, SCRIP, and Grades Fundraising)
- Compile accurate, effective financial reports in support of Administrator and Treasurer, for communication to Board, requisite committees, and WSSD community
- Provide effective, timely support for periodic (and/or year-end) financial audits

Decision Making

The Business Office Manager is responsible for making decisions with respect the execution of financial accounting in accordance with school policy and under the general guidance of the Administrator. The Business Office Manager collaborates in shared governance.

Accountability

The Business Office Manager is accountable to the Administrator.

The Business Office Manager reports to the Administrator.

5.6 Facilities Manager

Mission

To support the school by enhancing the quality of physical facilities through planning, designing, engineering, constructing, and maintain in a responsive, service oriented, effective, and environmentally-conscious manner.

Mandate

The Facilities Manager's mandate is to provide the Administrator with support of maintaining both campuses. The Facilities Manager is responsible for maintenance, facilities upgrades and improvements, equipment upkeep, IT support, grounds maintenance, project management, facilities budget management, campus safety equipment.

Goals

- Overseeing and agreeing contracts and providers for services including security, parking, cleaning, technology and so on
- Supervising multi-disciplinary teams of staff including cleaning, maintenance, grounds and security

- Ensuring that basic facilities, such as water and heating, are well-maintained
- Managing budgets and ensuring cost-effectiveness
- Allocating and managing space between buildings
- Ensuring that facilities meet government regulations and environmental, health and security standards
- Advising businesses on increasing energy efficiency and cost-effectiveness
- Overseeing building projects, renovations or refurbishments
- Drafting reports and making written recommendations

Decision Making

The Facilities Manager is responsible for making decisions with respect to the facility, grounds, service contracts and business equipment. The Facilities Manager collaborates in shared governance.

Accountability

The Facilities Manager is accountable to the Administrator.

Reporting Procedures

The Facilities Manager reports to the Administrator.

5.7 Administrative Committees

5.7.1 Finance Committee

Mission

The mission of the Finance Committee is to support and safeguard the school's financial integrity and viability, and to improve the school's financial position through the collaborative efforts of its members, always guided by the philosophies of Rudolf Steiner and consistent with sound financial practices.

Mandate

The mandate of the Finance Committee is to regularly review the school's financial reports, to assist and advise school leadership by reporting business concerns, to develop proposals to address and remedy financial concerns, to study and report on the financial implications of pending leadership decisions, and to formulate recommendations on specific matters as requested by leadership. It assists the school's leaders as needed but does not manage day-to-day finances. The committee has limited decision-making authority as specified below.

Goals

- **Financial Policy.** The Committee shall prepare policy recommendations for Board approval. The Committee shall not make policy decisions, and it must abide by the policy decisions of the Board.
- **Tuition Arrears.** The Committee shall review the accounts of students that are in arrears and approve implementation of collection policy steps.
- **Tuition Adjustment.** The Committee shall review and recommend changes to the Tuition Adjustment program which shall be forwarded to the Tuition Adjustment Committee for consideration.
- **Budget Formulation and Management.** The Committee shall create, implement and monitor a timeline for the budget process including setting deadlines for receiving information and budgetary requests from applicable parties. The Committee shall provide the Board with a budget proposal for the Board to review revise as necessary and ratify.
- **Financing Opportunities/Needs.** The Committee shall research and provide recommendations to the Board regarding financing opportunities and the needs of the Corporation including but not limited to bonding, line of credit, loans, refinancing and endowments.
- **Employee Benefits.** The Committee shall research, review and provide recommendations to the Board regarding employee benefits, retirement plan options, and tuition remission policies.
- **Salary Structure.** The Committee shall research, review, and provide recommendations to the Board regarding equitable salary structure guidelines for the faculty, staff and administration.
- **Financial Operations.** The Committee shall oversee and make recommendations regarding ongoing financial operations and procedures

Membership

Membership shall include the Board Treasurer, Administrator, Business Manager and a faculty representative from the Early Childhood, Grades and High School sections. Membership of the Development Officer is encouraged but not mandatory. Members of the community are welcome and encouraged to participate to promote greater transparency within the wider school community. Community parent members may be excluded from specific payroll discussions as determined by the Treasurer and Administrator.

The Chair must be a non-employee and will preside over meetings. The Chair will schedule meetings, set the agenda and publish meeting minutes. The Board Treasurer may also serve as the Committee Chair, if needed.

Decision Making

Financial Policies and Budget. The Committee may approve exceptions to financial policies and budget if the total dollar value of a proposed exception is under \$1,000.00.

Tuition Arrearages. The Committee shall have the authority to determine action to be taken on accounts that are in arrears for less than \$5,000.00, provided that the Administrator is in accord with the Committee decisions on these accounts.

Tuition Adjustment The Committee shall act as a support for the Registrar and the Tuition Adjustment Committee in administering the Tuition Adjustment program.

Financial Operations All decision making as authorized herein must be consistent with generally accepted accounting practices.

Quorum Any authorized decisions shall be made by a majority vote with at least one-half of the Committee participating and such votes shall occur at regularly scheduled meetings.

Conflict of Interest Committee members shall be subject to the same conflict of interest standards as provided for in the Bylaws.

Accountability

The Committee has no decision-making authority except as specifically indicated above. The recommendations of the Committee will be communicated to the Board each month by the Treasurer. The Treasurer will ensure that Committee minutes will be entered into the Board's shared folder.

Reporting Procedures

The Board Treasurer will report to the Board monthly.

5.7.2 Tuition Assistance Committee

Mission

To fulfill the mission of WSSD in making Waldorf education accessible to all children and families who value it regardless of financial ability.

Mandate

TBD

Goals

To develop a viable business model for ATA to start with the High School. The ATA committee is currently developing their governance template.

- To best support the destiny meeting of the child and teacher.
- To understand and practice Steiner's motto of the social ethic.
- To incorporate verse in conversations with families.
- To support a socio-economically diverse community.
- To fulfill our spiritual and social potential through full enrollment and financial strength.

Decision Making

TBD

Accountability

TBD

Membership

TBD

5.7.3 MAP Committee

Mission

Mission Statement: to ensure every family in the greater San Diego area understands the value and importance of Waldorf Education; to increase visibility of The Waldorf School of San Diego and its educational mission; to offer opportunities to tour our school so parents can see for themselves the value of Waldorf education. We do this via marketing and outreach such as a personalized website, social media, street fairs, environmental events, speaking opportunities, etc.

Mandate

TBD

Goals

- To staff the committee with committed, qualified individuals with a passion for creativity and a “thinking outside the box” approach, especially those with expertise in marketing, graphics, outreach, etc.
- To broaden our “outreach” and education of parents within our own school (to ensure their child’s continuation from Pre-K through Grade 12).
- To maximize our own website with constantly updated information, tour schedules, interactive links to Waldorf related sites such as www.whywaldorfworks.org, Social inclusion sites, WISC, etc.
- To consistently research and review available advertising, marketing and outreach opportunities.
- To foster alliances with other Waldorf Schools and Waldorf related organizations (WISC) in So. Cal. So in order to maximize/combine our advertising budgets and increase impact.

Decision Making

TBD

Accountability

TBD

Membership

TBD

5.7.4 Building Committee

Mission

The mission of the Building Committee is to collaborate with school leadership to provide an optimal setting for the Waldorf curriculum by realizing the Altadena Campus Master Plan and the Colina Redesign Plan, working with financial resources as approved by the Leadership Council and the Board.

Mandate

This committee is explicitly a “future looking” committee, with a long-term horizon for master planning (5 to 10 years), as well as a committee that addresses current and ongoing campus needs. Constituted in 2010, its work should be focused on how to take the original vision for a K-12 school (including architectural drawings) and: 1) align that vision with financial realities of the school; 2) develop a “phased schedule” for implementing (over 10 years or longer, depending upon growth and financial resources); and 3) monitor and work within the requirements of the schools new Conditional Use Permit.

Goals

Goal 1: To secure City of San Diego approval for the revised lower school Master Plan (Substantial Conformance Review phase).

Goal 2: To work with the school’s architectural firm on schematic design and planning for realization of Phase I, the Early Childhood Village.

Goal 3: To safeguard the integrity of the Altadena Master Plan and the Colina Redesign Plan by coordination and oversight of ongoing campus improvements.

Goal 4: To isolate and protect ongoing school operations from planned construction activities.

Goal 5: To develop a plan for the mitigation and correction of ADA deficiencies at both campuses.

Goal 6: To assist administration in identifying and resolving building safety issues.

Goal 7: To communicate as appropriate to keep all constituencies informed – faculty, staff and the parent community.

Decision Making

Committee decisions are subject to the approval of the Administrator, PG and/or the Board, as appropriate. Committee proposals and recommendations that have pedagogical impact must be submitted to PG for consideration. Proposed Committee actions involving financial resources beyond the Administrator’s scope of authority must be submitted to the Board.

Accountability

Decisions, proposals and recommendations of the Committee will be communicated to PG and/or the Board by the Administrator or the Committee Chair.

Membership

Committee membership shall include the Administrator, Development Officer, Facilities Manager, and a faculty representative from the Early Childhood, Grades and High School sections. Members of the community are welcome and encouraged to participate.

The Chair will schedule meetings, set the agenda, preside over meetings and publish meeting minutes. The Chair will distribute minutes to PG and to the Board President for posting in the Board's shared folder.

Chapter 6 Community Development

6.1 Development Director - Currently Vacant, being carried by Administration

Mission

The Development Director's mission is to increase the school's funding base while developing community and parent body relationships.

Mandate

The Development Director's mandate is to provide opportunities for the school community and the community at large to learn more about Waldorf Education, with the aim of increasing WSSD's friends and funding base. The DD is responsible for extended parent education, seasonal festivals, volunteer opportunities, annual giving campaigns, grants, and welcoming new community members.

Goals

- Oversee a successful Annual Giving campaign – from budgeting to completion of monetary goal set
- Oversee and the Festivals Chair to ensure successful Winter Faire
- Oversee and motivate the Gala Chair to ensure a successful event
- Oversee the Grants Chair to ensure that grants WSSD qualifies for are applied for and tracked
- Oversee the Chair of the Welcoming committee
- Oversee the feasibility of a Capital Campaign and its potential launch
- Oversee Parent Education programs and planning
- Support Parent Association Chair

Decision Making

The Development Director is responsible for making decisions regarding the annual giving budget yearly, as well as the budget for all grants applied for and all events held under the community umbrella (Festivals, Gala).

Accountability

The Development Director is accountable to the Administrator and the Board.

Reporting Procedures

The Development Director is responsible for reporting to the board on a monthly basis. All reports will include updates on all committees that fall in the Community Development Pillar of the school.

6.2 Development Initiatives

6.2.1 Annual Giving Committee

Mission

The mission of the Annual Giving Committee, a group of volunteers trained by the Development Director is to have conversations with various constituents of the school population regarding the importance of, and seeking support for, the school’s Annual Giving Campaign.

Mandate

The mandate of the Annual Giving Committee is to ensure that families are aware of the need to fundraise and to engage them in participating at the appropriate “stretch” levels.

Goals

- Develop Annual Giving appeal letter addressed to community
- Chair and/or Development Director to train volunteers in having development conversations
- Participate in development conversations both in person during the phonathon
- Help with year-end appeal

Membership

Membership on the Annual Giving Committee is open to community members, who should contact the Development Director if interested.

Decision Making

The Development Director must approve all decisions regarding this committee.

Accountability

Committee members are accountable to the Development Director and the Annual Giving Committee chair.

Reporting Procedures

The Director of Development will include updates on this committee in his or her monthly report to Board.

6.2.2 Gala Committee

Mission

The mission of the Gala Committee is to create a successful event that provides both a revenue stream and a friend-raising opportunity.

Mandate

The Mandate of the Gala Committee is to plan and execute a successful event that meets or exceeds its goals, and to seek goods, services, and sponsorships that create the opportunity for WSSD to expand its circles of financial support.

Goals

- Organize an event from start to finish in support of building the community and raising money
- Expand WSSD awareness into the broader community
- Connect parents from various classes
- Provide volunteer opportunities for the WSSD parent community

Membership

Membership on the Gala Committee is open to community members, who should contact the Development Director if interested.

Decision Making

The Gala Committee chair will form the decision making body, along with the committee.

Accountability

The Gala Committee chair is accountable to the Development Director.

Reporting Procedures

The Gala Committee chair reports to the Development Director, who in turn reports to the board monthly with Gala updates.

6.2.3 Grants Committee

Mission

The mission of the Grants Committee is to secure additional, non-tuition, funding for the school from both title funding and private foundations to further the mission of WSSD.

Mandate

The Grants committee is responsible for identifying appropriate grant opportunities for the school.

Goals

- Develop the case for support with Consultants and the Development Director
- Raise non-tuition dollars to support operations
- Secure funds from state title grants and private foundations
- Find new foundations to support Waldorf Education and WSSD

Membership

Development Director and Grants Coordinator

Decision Making

Development Director and Grants Coordinator

Accountability

The Grants Coordinator is accountable for providing well written proposals in a timely manner to the Development Director. for providing the Development Director with required information

Reporting Procedures

The Development Director reports monthly to the board regarding timelines for any upcoming grant opportunities and the status of any pending grants.

6.2.4 Capital Campaign Committee

Mission

The mission of the Capital Campaign Committee is to ensure that the school can successfully undertake a capital campaign, thereby furthering its mission. It will not identify the specific projects for the campaign, but rather implement the strategy needed to successfully fulfill what has already been identified as the school's top priorities from the strategic plan (Spring 2011).

Mandate

The mandate of the Capitol Campaign Committee is to help build the case for support and to make solicitation visits on behalf of the campaign, which ultimately translates into fundraising for identified needs.

Goals

- Develop the case for support with Consultants and Development Director
- The Committee Chair is responsible to provide training to committee on capitol campaign conversations ("asks")
- Work to ensure the fundraising goal for the campaign is met
- Help decide who the campaign's leader will be
- Work with a consulting firm on all of the above

Membership

Development Director and a group of volunteers with experience in the area of fundraising.

Decision Making

Development Director, Leadership, and Board

Accountability

The Capital Campaign Committee is accountable to the Development Director

Reporting Procedures

Each month of the campaign the Development Director will include information on the campaign in a board report.

6.2.5 Parent Enrichment & Education Committee

Mission

The mission of the Parent Enrichment & Education Committee is to provide education and enrichment opportunities to the greater WSSD community in support of a greater understanding of Waldorf teaching practices and philosophies.

Mandate

The mandate of the Parent Enrichment & Education Committee is to provide a variety of educational speakers and parent forums, scheduled throughout the school year.

Goals

- Work with faculty and parents to identify areas of interest and recommendations
- Research speakers to match these areas of interest
- Define with Development Director the number of events per year including but not limited to: Back to School Event, Town Hall Meetings, Grandparents Day, St John's Bonfire
- Work with the Scheduling Committee to set dates in the master school calendar
- Host the year's Parent Enrichment and Education forums
- Provide the MAP(Marketing, Advertising & Publicity)Committee with the events calendar for advertising
- Confirm speaker fees with the Development Director

Decision Making

Parent Enrichment & Education Committee

Accountability

The Parent Enrichment & Education Committee Chair is accountable to the Development Director and meets as needed with Development Director.

Membership

Membership on the Parent Enrichment & Education Committee is open to community members, who should contact the Development Director if interested.

Reporting Procedure

The Development Director will include updates from this committee in the board reports.

6.2.6 Festival Committee

Mission

The mission of the Festival Committee is to cultivate, , through community building events to, a flourishing social culture of participation and a sense of belonging that brings our children, faculty, administration, parents and extended community friends together.

Mandate

The mandate of the Festival Committee is to provide a Harvest Festival and a May Faire to build community around the philosophy of WSSD

Goals

- Plan and execute the Harvest Faire
- Plan and execute May Fair

Membership

Membership on Festival Committee is open to community members, who should contact the Development Director if interested.

Decision Making

Festival Committee, Festival Committee chair, and Development Director

Accountability

The Festival Committee chair is accountable to the Development Director

Reporting Procedures

The Development Director will provide monthly reports to the board.

6.2.7 Welcoming Committee

Mission

The Welcoming Committee mission is to welcome new families to WSSD with open arms and warm hearts.

Mandate

The Welcoming Committee mandate is to provide new families with friendly support and information on where to get their questions answered, and to make sure new families feel part of the overall community.

Goals

- To provide a buddy for all new families – someone from the class they are going into
- Personal invitation to events – through the buddy system
- Suggest or arrange playdates for the new families with class they are entering

Membership

Membership on the Welcoming Committee is open to community members, who should contact the Development Director if interested.

Decision Making

The Festival Committee chair and the Development Director

Accountability

The Festival Committee chair is accountable to the Development Director

Reporting Procedures

The Development Director will provide monthly reports to the board.