

June 2023 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.

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
Fall 2018	August 2019	Director of Pedagogy (RD)
Fall 2019	September 2019	EID Mandate Redefine Leadership Structure Care Group Mandate
Spring 2021	January 2021 May 2021 June 2021	EID Mandate board approved Revised version proposed Revised version approved per board vote
Fall 2022	October 2022	Revised version of EID mandate was approved per board vote
Spring 2023	February 2023 February 2023 June 2023	Revised version of Cultural Pillar, PG membership proposed but not yet voted by the board or edited into the document Revised version of TA mandate was approved per board vote Revised version of Cultural Pillar with Faculty definition proposed

	June 2023	Revised version of Cultural Pillar with Faculty definition approved per board vote and edited into the document
	June 2023	EID revised mandate edited into the document

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.

Waldorf Education enlivens the physical, emotional, intellectual, social, artistic and spiritual capacities of the human being as the individual moves through the various phases of this life.

We foster development so that throughout life individuals are motivated to serve humanity with strength of will, depth of feeling, clarity of thought, and the ability to work with others.

Our educational program is developed out of the understanding that core components of the educational program include the student-teacher relationship, the artistic approach, working from experience to concept, working from whole to parts, use of rhythm and repetition, and observation as the foundation for assessment.

We support freedom in teaching within the context of the school's shared agreements.

The conscious development of human relationships fosters individual and community health.

Spiritual development in support of professional growth is an ongoing activity for the Faculty Staff and Board.

Collaboration and shared responsibility provide the foundations of school leadership and governance.

"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

1.0 Introduction

The Governance Document provides the framework for which the Waldorf School of San Diego (WSSD) will be both organized and managed. It serves as a 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.

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 Pillars of Leadership) share the work of administering and governing the school.

The context within which the Pillars 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 Pillars 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 and responsibilities for the work, and to ensure that work carried out by one pillar is clearly integrated with—yet not dominant over—the work of other Pillars 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 for relevant school groups, committees and governing bodies' accountability and reporting procedures.

The Governance Committee of the Board of Trustees is charged with facilitating an annual review of this Manual and providing updated revisions, as well as the communication of such changes to all parties, to ensure that the Manual continues to meet the needs of the school.

In order for this document to take effect, the Board must adopt it. The Board alone has the authority to amend the Governance Document.

The school operates under the legal authority of the bylaws of the Association for Waldorf Education in San Diego, which does business as Waldorf School of San Diego. To the extent anything contained herein conflicts with the bylaws, the bylaws shall govern.

WSSD 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 Pedagogical Group, the Board of Trustees, and the Administration.

The Pedagogical Group 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 Pedagogical Group oversees and guides the operation of their respective sphere and holds the Administration and Board responsible for their respective Pillars and duties.

The Board of Trustees is responsible for the ECONOMIC realm of the school. The Board maintains the vision and mission of the school and holds the Pedagogical Group-and the Administration Director responsible for accomplishing the mission. The Board is also responsible for the financial health and legal compliance 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. The Administration is responsible for managing the non-pedagogical operations of the school. The Administration holds the Pedagogical Group and the Board responsible for their respective Pillars and duties. They are tasked with the implementation of policies and procedures established via governance processes defined herein.

2.0 Economic Realm

2.1 Board of Trustees

The mission of the Board of Trustees (Board) is to ensure the long-term viability of the school and foster an environment that upholds the school's mission, vision, and values by overseeing the school's finances, legal responsibilities, strategic planning, and governance.

Mandate

The Board has the authority to make the decisions of the school. The Board must exercise this authority to:

- Ensure the appropriate organizational and governance structure is in place to allow the school to accomplish its mission.
- Ensure the school is in compliance with all legal requirements and obligations.
- Support a long-term perspective through strategic planning and sustainable development.
- Comply with the requirements of the Board Policy Manual.

Responsibilities

- Demonstrate accountability to the school community, including transparency in the work and performance of the school, and trust and clarity in decision-making processes.
- Organize and facilitate annual strategic planning to ensure progress toward the mission and goals of the school.
- Communicate with the school community regarding the status, mission, and goals of the school, including receiving and responding to input from community members through methods such as town halls, community meetings, and school surveys.
- Delegate authority, responsibility, and accountability of the school to ensure that its members and committees are making decisions that can be trusted and implemented.
- Monitor and ensure that Board Committees are completing their work in accordance with their mandates.
- Meet regularly and publish minutes of its meetings.
- Oversee and ensure the financial health of the school, including:
 - Ensure annual audit is competently performed and shared with the community.
 - Review school finances on a quarterly basis.
 - Review, revise, and ratify the annual budget that supports the mission, vision, and values of the school.
- Oversee and ensure that the school is in compliance with legal obligations, including:

- Make decisions regarding any legal issues that arise.
- Consult with outside counsel as necessary.
- Monitor and review the performance of delegated authorities as defined in the board policy handbook.
- Monitor and ensure accountability regarding work delegated to other pillars of the school through annual progress reports and evaluation.
 - Conduct annual review of the Administrator (non-interested board members only).
 - Work with Pedagogical Group to conduct annual review of the Director of Pedagogy (non-interested board members only).
 - Engage in an annual self-evaluation.

Membership

The Board shall be comprised of no fewer than five and no more than 14 voting members. Three of the Board positions are reserved for Faculty members. Voting Board members other than those holding Faculty 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. Please see corporation bylaws for more details.

The Administrator and Pedagogical Director may participate in board meetings, bringing important insight and information, but do not vote.

Accountability

The Board is accountable to the Faculty, 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 Vision and Mission of the school. The Board shall regularly report to the school community on non-confidential financial matters and matters of planning and policy making as appropriate.

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 a written annual report to the community (including financial health and strategic goals) and strives for bi-annual schoolwide meetings to inform the community about the workings of the school and shall hold town hall meetings with the community as necessary.

The Board must maintain officers, President, Vice President, Secretary, Treasurer, as defined in the Board Policy Manual.

2.2 Standing Board Committees

The following committees shall be regular, standing committees that support the Board in its work. The Board shall ensure by October of each year that the membership of each committee is filled by at least one Board member and an appropriate number of community members to satisfy the committee's mandate.

Standing Board Committees do not have independent decision-making authority, except as outlined below, but are charged with making recommendations to the Board for actions as necessary.

Standing Board Committees are expected to maintain regular minutes of meetings.

In addition to these Standing Committees, the Board may form *ad hoc* committees as necessary to fulfill its Mandate.

2.2.1 Governance Committee

The mission of the Governance Committee is to help provide a clear and well-defined structure for all school operations in order to foster trust, provide clarity, promote clear communication and maximize efficiency and competency.

Mandate

The Governance Committee's mandate is to develop and maintain governance documents for the Realms of the school, help identify skilled candidates for the Board and Committees, and review functioning of various governance bodies to ensure best practices and efficiency.

Responsibilities

The Governance Committee's responsibilities include:

- Make recommendations on governance and school policy documents on an as needed basis.
- Recommend best practices and procedures for accountability and compliance in school governance.
- Meet with the Leadership Council and the Board at the beginning of the school year to review the Committee's mandate and set priorities for the school year. Meet again before the end of the year to review progress on priorities.
- Keep up to date records of membership terms.
- Keep Standing Board Committee rosters.
- 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 Board member and shall be open to Faculty, Administration, and the Parent Community.

Accountability

The Committee Chair shall be accountable for scheduling committee meetings, producing and maintaining minutes, assuring that the work of the committee is being performed in compliance with the stated mission, mandate, and work. The chair will report to the Board on a monthly basis.

2.2.2 Equity, Inclusion, and Diversity Committee

The mission of the Equity, Inclusion, and Diversity Committee (EID) is to support students, parents, caregivers, families, faculty, staff, administration, board of trustees, and all members of our community in building a practice of inclusivity and belonging. EID is our community's resource to engage, build and advocate for equity, inclusion and diversity.

The committee aspires to imbue our whole organization with the principles of equity, inclusion and diversity and uplift and center EID in all realms.

Mandate

The Equity, Inclusion and Diversity Committee is mandated to support the realms of Rudolf Steiner's Threefold Social Model (Faculty, Administration, Board), our wider school community, our curriculum, and WSSD's overall vision to design and implement action plans in equity and belonging.

EID identifies challenges, helps develop strategies for inclusion and supports opportunities to expand curricular materials which recognize and consider intersections of identity. Identities include, but are not limited to: ethnicities, racial identities, nationalities, languages, socio-economic backgrounds, gender identities, sexual orientation, learning differences, life experiences, religions, and belief systems.

Responsibilities

The EID committee responsibilities are to:

- Advocate for training and education to build our faculty's capacity to present multiple sides of history. This includes curricula and classroom celebrations which highlight time and place, to reflect temporality and local demographics.
- Advocate for students, parents and employees.
- Research our community's experience of equity and inclusion.
- Support the faculty in growing our practice of inviting community members to share their cultural traditions.
- Work with the festival representative(s) and/or committee and parents to ensure celebrations support desired goals of the school and in consultation with other realms, as appropriate.
- Offer quarterly open sessions to the community in collaboration with the Parent Association (PA) to further our understanding of equity, inclusion and belonging.
- Offer an open session in the first 20 minutes of every EID meeting, for employees to bring concerns, questions or topics of discussion.
- Attend quarterly meetings with the Leadership Council (LC).
- Receive queries, concerns and grievances from faculty, caregivers/parents, administration, board, and staff, and follow up with appropriate strategies, meetings and referrals.
- Set a calendar of tasks such as FABS with LC approval.
- Make recommendations to PG, faculty, administration, Parent Association (PA) and the Board regarding EID work in the WSSD community.
- Solicit feedback from any area of the school community, with the caveat that young students will not be surveyed.

Membership

- Membership consists of two tracks. One that is WSSD employee based which is open to all employees, and another that is parent/caregiver/community based which is open to all community members.
- As advocates, members must be available for meetings for the duration of a school year and must be able to maintain confidentiality and objectivity under the guidance of the EID norms.
- Co-chairs must meet twice a month. Members must be available to meet once a month with additional tasks throughout the month.
- The committee will choose its own chair or co-chairs on an annual basis.

Co-Chairs

The committee co-chairs shall be accountable for:

- Scheduling committee meetings and meetings with LC.
- Producing and maintaining minutes (kept in the EID Google classroom & drive).
- Assuring that the work of the committee is being performed in compliance with the stated mission, mandate, and work.
- One of the members will report to the board when called to do so.

Accountability

EID is accountable to the Board, with the following success measures:

- Students, parents and caregivers feel safe reporting EID-related issues to the committee through the grievance process and receive a response in a timely manner.
- School employees feel safe reporting EID-related issues to the committee through the grievance process and receive a response in a timely manner.
- Conflicts or concerns are addressed in a timely manner.
- Faculty, Staff, Administration, and Board utilizes EID for support with equity related issues.
- EID provides research and training support for school employees and parents and caregivers.

2.2.3 Finance Committee

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, consistent with sound financial practices.

Mandate

The mandate of the Finance Committee is to regularly review the school's financial reports and records, to assist and advise school leadership by reporting financial 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.

Responsibilities

The Finance Committee's responsibilities include:

- Prepare policy recommendations for Board approval. The committee shall not make policy decisions, and it must abide by the policy decisions of the Board.

- Review the accounts of students that are in arrears and approve implementation of collection policy steps.
- Review and recommend changes to the Tuition Adjustment Program which shall be forwarded to the Tuition Adjustment Committee and the BOT for consideration.
- Create, implement and monitor a timeline for the budget process including setting deadlines for receiving information and budgetary requests from applicable parties.
- Provide recommendations on the hiring of tax professionals
- Provide recommendations on the hiring of auditor
- Collaborate with financial operation protocol implementation
- Assist with financial contracts as needed
- Provide the Board with a budget proposal for the Board to review and revise as necessary and ratify.
- Research and provide recommendations to the Board regarding financing opportunities and the needs of the school including but not limited to bonding, line of credit, loans, refinancing and endowments.
- Research, review and provide recommendations to the Board regarding employee benefits, retirement plan options, and tuition remission policies.
- Research, review, and provide recommendations to the Board regarding equitable salary structure guidelines for the faculty, staff and administration.
- Oversee and make recommendations regarding ongoing financial operations and procedures.

Membership

The Finance Committee shall be chaired by the Board Treasurer or, if necessary, another board member. Committee members shall include the Administrator and Business Manager, and is open to Faculty, Administration, and the Parent Community. Committee members shall be subject to the same conflict of interest standards as provided for in the bylaws.

Decision Making Authority

The Finance Committee has no decision-making authority except as specifically indicated below. The Committee is authorized to take the following actions without prior Board approval:

- Approve exceptions to financial policies and the budget that are under \$1,000.
- Determine what action should be taken with respect to student accounts that are \$5,000 or less in arrears, so long as the Administrator is in agreement.
- Any authorized decisions shall be made by a majority vote with at least one-half of the Committee participating.

Accountability

The Committee Chair shall be accountable for scheduling committee meetings, producing and maintaining minutes, assuring that the work of the committee is being performed in compliance with the stated mission, mandate, and work. The chair will report to the Board on a monthly basis and will provide all meeting minutes to the Board.

2.2.4 Tuition Adjustment Committee

The mission of the Tuition Adjustment Committee (TA) is to advocate for a thriving Waldorf Community by supporting local families with a demonstrable financial need in experiencing the richness of a Waldorf education by thoughtfully granting appropriate financial adjustment to tuition contracts.

Mandate

The Tuition Adjustment Committee is mandated to determine an appropriate level of financial contribution a family can make to the school by addressing the unique financial situations of families seeking an adjustment to full tuition. TA quantifies the financial contribution by integrating the family's financial information and relevant non-financial information. The result supports full enrollment, maximizes a diverse student population which enhances the educational experience for all students, and generates revenue to support the school.

Membership

- The TA Committee is a Board of Trustees (i.e., Board) mandated committee that ideally consists of 6 members.

- Members consist of community volunteers and a representative of the Board, and is staffed by the TA Liaison and the Business Manager.
- The members' roles within the Committee will share diverse perspectives and expertise including pedagogical, anthroposophical, healthy financial acumen, diversity and institutional knowledge.
- Members of the Committee will be selected based on the role or "voice" that needs to be filled within the TA Committee to ensure broad representation. Existing members of the TA Committee can submit a nomination. Upon full consensus, the TA Liaison will reach out to the individual to formally invite them to join.
- A term is 3 years, and members are asked to serve a full term.
- Members cannot serve more than one consecutive term.

Responsibilities

Process and award TA in a manner consistent with the mandate and values of WSSD

Accountability

The Committee Chair shall be accountable for scheduling committee meetings, producing and maintaining minutes, assuring that the work of the committee is being performed in compliance with the stated mission, mandate, and work. The chair will report to the Board on a monthly basis and will provide all meeting minutes to the Board.

3.0 Community Development

The mission of Community Development is to foster relationships between the school and its larger community; to develop the internal school community of students, parents, faculty, staff, and alumni by providing opportunities for learning about and participating more deeply in Waldorf education; and to ensure the long-term financial stability of the school through fundraising efforts.

Community Development is responsible for working with all Realms of the school to create a welcoming and inclusive community at the school.

3.1 Development Director

The Development Director's (DD) mission is to increase the school's funding base while developing community and parent body relationships. The Director of Development will design and implement a fund development strategy to provide for the short- and long-term needs of the organization. The DD will identify opportunities for donors to create meaning in their lives by connecting to our mission and will identify, engage, cultivate, solicit, and steward current and prospective individuals, corporations, and foundations.

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. In addition to the focus on fundraising, the DD will coordinate with development committees that are responsible for extended parent education, seasonal festivals, volunteer opportunities, annual giving campaigns, grants, and welcoming new community members.

Responsibilities:

- Invest time in understanding the culture of Waldorf School.
- Work with the Administrator and Board of Directors to determine the funding priorities of the organization.
- Create a three-year funding strategic plan that is diverse and set goals that will include short- and long-term goals. This will include a capital campaign for the growth of the school. Create a budget according to these goals.
- Maintain a database, such as Salesforce, of current and potential donors including corporations, foundations, and individuals. Generate dashboard reports.
- Identify and cultivate donor relationships that include opportunities for the Administrator, board members, and other staff to engage with donors.
- Produce relevant and informative fundraising literature for distribution to targeted donors and the public.
- Research potential sources of, and apply for, private grants and government funding.
- Ensure reconciliation of donation financial reports and proper use of donor restricted funds.
- Evaluate fundraising events for maximum benefit to the organization and attendees.
- Demonstrate experience in creating and influencing marketing, including social media.

Supervisory Responsibilities:

- Oversee the fund development volunteers, office and staff, including the standing committees laid out below.

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 Board and Administrator. 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.

3.2 Standing Development Committees

The following committees shall be regular, standing committees that support the work of development. The Director of Development shall ensure by October of each year that the membership of each committee is appropriately staffed in order for the committee to fulfill its mandate.

Standing committees are expected to maintain regular minutes of meetings.

Standing committees are recommending bodies only, with no decision making authority except as outlined specifically below.

In addition to these standing committees, the Director of Development may form *ad hoc* groups as necessary to fulfill its Mandates

3.2.1 Development Committee

The mission of the Development Committee is to assist with providing 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. This includes seasonal festivals, volunteer opportunities, annual giving campaigns, grant writing, welcoming new community members and wider community outreach.

Membership

Membership on the Annual Giving Committee is open to all community members and shall be chaired by the DD

Decision Making

This group is a recommending body only. The Development Director must approve all decisions recommended by the committee.

Accountability

The Chair will schedule meetings, set the agenda, preside over meetings and publish meeting minutes. The Development Director will include updates on this committee in monthly Board reports.

3.2.2 Development Events Committee

The mission of the Development Events Committee is to support successful community events in support of the development mission. It includes two subcommittees which oversee the Gala and Festivals.

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.

Responsibilities

- Plan, organize and produce an event from start to finish in support of building the community and raising money.
- Work within the Development Director's desired budget to identify the location and secure appropriate vendors and entertainment.
- Expand WSSD awareness into the broader community.
- Connect parents from various classes.
- Provide volunteer opportunities for the WSSD parent community.
- Support, encourage and coordinate donation efforts within and from outside of the school community for the auction portion of the event, if an auction is utilized as a fund raising method.
- Support the Development Director's efforts to secure monetary and product sponsorships for the Gala.

Membership

Membership on the Gala Committee is open to all community members.

Decision Making

This group is a recommending body only. The Development Director must approve all decisions recommended by the committee.

Accountability

The Chair will schedule meetings, set the agenda, preside over meetings and publish meeting minutes. The Development Director will include updates on this committee in monthly Board reports.

3.2.7 Festival Committee

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

Mandate

The Festival Committee shall collaborate with other realms of the school in carrying out a Winter Faire, May Faire, and other festivals on an as needed basis with the goal of building community.

Responsibilities

- Plan and execute the Winter Faire.
- Plan and execute May Faire.
- Plan and execute other festivals on an as-needed basis.

Decision Making

This group is a recommending body only. The Development Director must approve all decisions recommended by the committee.

Accountability

The Chair will schedule meetings, set the agenda, preside over meetings and publish meeting minutes. The Development Director will include updates on this committee in monthly Board reports.

3.2.5 Parent Association

The Parent Association is a community building organization and serves as the vehicle for full parental involvement in the life of the School. Its purpose is to welcome parents into the Waldorf School of San Diego's community and to help foster successful parent involvement. The Parent Association helps facilitate socially inclusive relationships through shared conversations, events, consensus-based decisions and a community-building orientation. The Parent Association strongly believes in the unifying power of dialogue and community, and is guided by WSSD's adult code of conduct.

Mandate

The Parent Association's mandate is to build community, provide a way for parents to be involved in the life of the school and its community, and inform parents about the goals and methods of the Waldorf curriculum.

Responsibilities

The Parent Association is tasked with the objectives of building community and facilitating communication within the parent community. These objectives encompass the following:

- Welcome parents into the community and foster successful parent involvement.
- Facilitate socially inclusive relationships through shared conversations, events, and consensus-based decision-making.
- Support parents getting to know other parents within the community.
- Provide opportunities to learn more about what is happening in the community.
- Encourage and organize parent volunteers.
- Support the planning and implementation of festivals and activities throughout the year.
- Provide an opportunity for parents to engage in study regarding Waldorf education and anthroposophy.
- Be a source of information for parents about the school's governance structure and the proper channels of communication regarding school issues.

Membership

All parents or guardians of enrolled students are members of the Parent Association. The Parent Association shall choose its own chair. If more than one parent comes forward to chair, co-chairs are desirable. To support the flow of communication, every class in the school should have a minimum of one, and ideally two, Parent Representatives that are active attendees of the Parent Association meetings.

Decision Making

The Parent Association is a recommending body only.

Accountability

The Parent Association shall provide minutes of their monthly meetings to the parent community and the Leadership Council. The Parent Association Chair will report to the Development Director and to the Board on a monthly basis.

The role of the Chair is to set the agenda for each Parent Association meeting, ensure that minutes are taken of each meeting, and ensure that the agenda and minutes are published in a timely manner to parents.

3.2.6 Parent Enrichment & Education Committee

As a subcommittee of the Parent Association, 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.

Responsibilities

- Work with Faculty and Parents to identify areas of interest and recommendations.
- Research speakers to match these areas of interest.
- Define with the 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 Communications Coordinator with the events calendar for advertising.
- Confirm speaker fees with the Development Director.

Membership

As a subcommittee of the Parent Association, membership on the Parent Enrichment & Education Committee is open to all community members.

Accountability

The Parent Enrichment & Education Committee Chair is accountable to the Parent Association Chair, Development Director, and Pedagogical Director. The Parent Association Chair will include updates from this committee in the board reports.

4.0 Cultural Pillar - Faculty

4.1 Pedagogical Group

The mission of the Pedagogical Group is 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 and 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.

Responsibilities

The responsibilities of the Pedagogical Group include the following:

- Provide leadership to fulfill the Mission of the school.
- Responsible for the Pedagogical life of the school.
- Set and oversee pedagogical budget within the school budget (with Admin providing financial guidance).
- Determine responsibilities of Faculty members.
- Oversee and support teacher performance and development .
- Provide documentation, mentoring, evaluation, and goal setting communications with teachers.
- Receive regular reports from Sections, Care Group and Social Health Group
- Support Faculty Leadership Circle (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.
- Elicit Faculty opinion on pertinent matters to represent the faculty pillar fully.
- Ensure robust and appropriate festival life in conjunction with the Parent Association.

Membership

Membership on PG shall adhere to the following guidelines:

- 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 PG shall have a minimum of six members.
- PG shall elect a chair who will be responsible for establishing meeting agendas, following up on action items, and assisting the group with other tasks on an as needed basis.
- PG shall employ a note taker to assist with recording meeting minutes.
- The Administrator sits on PG to provide HR support for faculty hires (and when necessary fires), evaluations, performance improvement plans, and pedagogical decisions within the school’s HR policies.
- PG works within a consensus process. When decisions are not in the administrative realm, the Administrator stands aside.
- Administrators need to understand the substance of Waldorf Education and its foundations in anthroposophy. Joining PG enables the Administrator to understand and support educational decisions.

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.
- Make decisions regarding appointments of Early Childhood (EC), Lower School (LS), Lower School 2nd, High School (HS) Chair positions and workload.
- Hiring and firing of teachers and teaching staff (with Administration providing HR guidance).
- Evaluate the Waldorf curriculum and make changes as appropriate PG objectives and effectiveness are reviewed annually by full faculty.

Accountability

PG reports to Faculty, to appropriate committees and to Leadership Council on all updates and decisions. The committee chair shall be accountable for scheduling committee meetings, producing and maintaining minutes, assuring that the work of the committee is being performed in compliance with the stated mission, mandate, and work.

4.2 Director of Pedagogy

The Director of Pedagogy (DoP) supports the Pedagogical Group in its work to uphold the spiritual health and pedagogical vision of the school. The DoP is responsible for seeing that school issues are handled in a timely fashion using the procedures in place to involve faculty, the PG, the Board or Administration, as required. The DoP oversees and is responsible for matters that directly relate to the faculty, classroom, and the teaching of the students, including pedagogy, curriculum development and selection, mentoring and evaluation of teachers. The Director of Pedagogy position is reviewed annually by PG and the Board.

The Director of Pedagogy is mandated by PG to work with teachers and to cultivate a healthy classroom environment. The DoP is a participant in all decisions made at the Leadership Council meetings that may affect Early Childhood, Grades, and High School sections.

Position Duties

- Member of Leadership Council.
- Member of the Board of Trustees (non-voting).
- Oversees development and adherence to pedagogical curriculum in collaboration with PG.
- Organizes and facilitates study for PG.
- Supports the work of Early Childhood, Grades, and High School.
- Coordinates with Faculty Leadership Circle in the oversight of expected student learning results and accreditation work.
- Oversees teacher search committee for new teacher hires.
- Oversees professional development action plans and ensures they are followed through in a timely manner with the support of section chairs.
- Oversees disbursement of professional development funds.
- Ensures student reports are appropriate and timely.
- Oversees Parent Enrichment Programs and on campus study group.
- Supports accreditation and research efforts.
- Serves as WISC Liaison.
- Prioritizes agenda for PG Meeting in collaboration with the PG Chair.
- Supports and attends CARE, Social Health Group (SHG) , and Equity, Inclusion, and Diversity Committee (EID) meetings as needed.
- Attends meetings of the Parent Association as needed.

Accountability

The DoP reports to and is accountable to PG and Board through periodic and annual review.

4.3 Section Chairs (Early Childhood, Grades, High School)

Each Chair coordinates the overall operation of their respective section with the support of the PG. The Chair serves as the point person for their section matters and as the section representative for decisions and communications as needed. The Chair is responsible for carrying school issues as agenda items to section meetings, PG, Board, Administration, or Leadership Chairs as required. The Chair ensures that conflicts involving faculty or staff are directed to the appropriate leadership body for successful resolution. The Chair also coordinates with the Director of Pedagogy to ensure that staff and part time teachers have appropriate training, mentoring, and evaluation.

Decision Making Authority

- 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 Board input.
- Independent decision making on behalf of the section and the PG is granted to this person when decision making must be done immediately for safety issues.

Accountability

Each Chair is accountable to the Pedagogical Group and to the members of the Grades faculty. Chairs will report to LC and Board when necessary or needed. Weekly reports are made to PG and Faculty Leadership Council.

4.4 Faculty Leadership Circle

The mission of the Faculty Leadership Circle (FLC) is to oversee and guide the operation of their respective sections: Early Childhood, Grades, and High School.

Responsibilities

- FLC meets on a weekly basis
- FLC is responsible for carrying school issues as agenda items to either section meetings and/or to LC.

Membership

- Membership to include the Chairs of Early Childhood, Grades, and High School.

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 PG and to LC. Chairs will report to section meetings, to PG, LC, and to the Board and Administration as necessary.

4.5 Standing Pedagogical Groups

The following groups shall be regular, Standing Groups that support PG in its work. The Chair of PG shall ensure by October of each year that the membership of each Group is appropriately staffed in order for the Group to fulfill its mandate.

Standing Groups are expected to maintain regular minutes of meetings.

In addition to these Standing Groups, PG may form *ad hoc* groups as necessary to fulfill its Mandate.

4.5.1 Care Group

Care Group meets on a regular basis to review and implement education support programs and identify students who may need additional support. Care Group also acts as a resource for other faculty and staff with respect to educational support.

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 or other pedagogical sources as needed.
- 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.

Responsibilities

The Care group uses an understanding of Waldorf pedagogy, extra lesson principles, and facilitation skills to guide child study at Faculty meetings. Responsibilities of the group include:

- 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 faculty representatives from each part of the school, in addition to other teaching or healthcare professionals that are dedicated to the understanding of the development and care of the human being.

Decision Making Authority

- Care Group has authority to make decisions regarding meetings with Children, Faculty and Parents.
- The Care Group may allocate its given budget in alignment with its mission and mandate.
- Care Group sets the child study calendar with Section Chair approval.
- Care Group receives concerns from Faculty, Parents, and Children, then follows up with appropriate strategies, meetings, and referrals.
- Care Group makes recommendations 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. Care Group reports to Faculty in regular weekly Faculty meetings or as needed. The committee chair shall be accountable for scheduling committee meetings, producing and maintaining minutes, assuring that the work of the committee is being performed in compliance with the stated mission, mandate, and work. The chair will report to PG on an as needed basis.

4.5.2 Social Health Group

The mission of Social Health Group (SHG) 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

The Social Health Group is mandated to develop and monitor a Social Health Program according to the principles of Waldorf Pedagogy, and WSSD's overall Vision, Mission and Values. SHG 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. SHG adheres to the Discipline Policy and SHG Policy & Procedures.

Group Responsibilities

- Develop and facilitate the implementation of Social Health practices developed by Kim John Payne and other relevant sources.
- 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 PG , Faculty, Board 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. Participating parents must have a background in 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 meetings with Children, Faculty and Parents in consultation with the class teacher.
- SHG sets a calendar and tasks with PG approval.
- SHG may allocate its given budget in alignment with its mission and mandate.
- SHG can consult with Kim John Payne and other relevant experts as needed and within budget constraints.
- SHG receives concerns from Children, Faculty and Parents, and follows up with appropriate strategies, meetings, and referrals.
- SHG makes recommendations to PG, Faculty, and Parent Association regarding the social health of the WSSD 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 SHG 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.
- The Social Health Group reports to PG, Faculty, and Care Group in regular weekly Faculty meetings or as needed.
- Social Health Group reports to the Board quarterly, or as requested.

The committee chair shall be accountable for scheduling committee meetings, producing and maintaining minutes, assuring that the work of the committee is being performed in compliance with the stated Mission, Mandate, and Work. The chair will report to the Board on a monthly basis and will provide all meeting minutes to the Board.

4.5.3 Professional Accreditation and Representation Group

The mission of the Professional Accreditation and Representation Group (PAR) is 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

The mandate of the PAR includes the following:

- To support accreditation efforts
- 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.

Responsibilities

- Set timelines and objectives for accreditation.
- Obtain proper documentation from Faculty and other Pillars for accreditation.
- Document practices and outcomes of accreditation materials (AWSNA and WASC and WECAN).
- Report and update to PG, Faculty, Administration.
- 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.

PAR reports regularly to:

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

4.6 Faculty

The mission of the Faculty is to support the vision of Waldorf education as indicated by Rudolf Steiner and is responsible for the education of the students by directly interacting with them.

Mandate

- To uphold the spiritual and anthroposophical study and vision of the school.
- To make recommendations to uphold the well-being of the students, faculty, and school community.
- To design, implement and refine the WSSD curriculum in accordance with the anthroposophical indications of Rudolf Steiner and with the Pedagogical Group's (PG) recommendations.

Responsibilities

- Faculty bears responsibility for ensuring/supporting adequate communication with parents regarding curriculum content and purpose, student progress and concerns, study materials, events, etc., relating to Waldorf education.
- The Faculty meets together with their *section chairs* regularly to discuss and deliberate on student concerns and the progress of the children, to enhance collegial relationships, and to further professional development.
- The Faculty selects a Faculty chair and/or co-chair, who sets the meeting agenda with input from the Faculty and PG, and organizes monthly *full circle* meetings. These meetings shall have time allotted specifically for Faculty only.
- The Faculty chooses at least one representative to the Board.

Membership

Members include all teachers who interact with the students directly at WSSD in full-time, part-time, salaried, hourly, exempt, or nonexempt capacity.

Decision Making Authority

- Agenda setting, guest speakers, and meeting arrangements.
- Taking further action on agenda items that may require pedagogical, administrative, or Board input.

Accountability

- The Faculty is accountable to the PG
- PG is reviewed annually by the Faculty

5.0 Rights Pillar - Administration

The mission of the Administration is to maintain a financially healthy organization with strong policy and processes in place to support the continued growth and well-being of our school and community.

The Administration is responsible for working with the Board, PG, Faculty, Parent Association and Students to carry out the policies and procedures of the school and the tasks necessary to support the business operations of the school.

Responsibilities

- Establish and carry out departmental or organizational goals, policies and procedures
- Direct and oversee the school's financial and budgetary activities
- Engage in effective marketing practices
- 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

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. The Administrator is responsible for the day-to-day operations of the school, and collaborates in shared governance. The Administrator oversees and is responsible to ensure effective operation of the school by providing leadership for the implementation of the school's financial and organizational processes.

The Administrator is responsible for the following areas, including supervision of the employees who work in these areas: business office and operations, Human Resources, safety management, enrollment, student registration, facilities, communications, development, and risk and liability.

The Administrator serves as a member of the Board (non-voting), Leadership Council, Pedagogical Group, the Finance Committee, Building Committee, Marketing Committee, and the Professional Accreditation and Representation (PAR) Committee.

Position Responsibilities

General Duties

- Embody, manifest and advocate the mission, vision and policies of WSSD.
- Represent the Board of Trustees and WSSD in its relations with the Pedagogical Group, faculty, staff, parents, students, alumni, donors and community.
- Supervise and ensure the financial health of the school.
- Implement proper Human Resources policies for the school.
- Work collaboratively with the Board, its President, and its committees in carrying out established school policies; review those policies and make recommendations for changes.
- Attend Board meetings, prepare reports, and keep the Board informed on all aspects of the school.
- Maintain a physical presence before and after school with the parents and students; attend school festivals and events.
- Supervise the marketing and outreach efforts of the school.

Administrative Day-to-Day Operations

- Supervise all administrative staff members and all non-pedagogical day-to-day operations of the school, in collaboration with the Pedagogical Director as appropriate.
- Manage, direct and coordinate the administrative staff to ensure adequate goals are set and achieved in a healthy, collaborative environment.
- Ensure and implement proper Human Resources policies and procedures.
- Oversee all capital projects and manage long range planning in conjunction with WSSD constituencies.
- Supervise school store staff
- Review, revise and ensure compliance with job descriptions and performance reviews for the administrative staff.

- Work with the PG, Board, faculty, and staff to ensure that goals and projects from the school-wide action plan are forwarded and fulfilled.
- Maintain compliance with our outside accrediting agencies, AWSNA and WASC.
- Ensure alignment between administrative goals/tasks and program goals/needs as well as ensuring alignment with the overall strategic goals of WSSD.

Legal Policies

- Implement Board policies, including regulatory and policy compliance, and review of WSSD liability.
- Oversee all aspects of operational compliance with local and state agencies.
- Collaborates with others on the resolution of issues that arise among students, teachers and parents.

Budget and Finance

- Supervise the Business Manager in the preparation and execution of annual and three-year budgets.
- Monitor the income, expenditures, tuition assistance, collections and cash flow and ensure the maintenance of appropriate financial records.
- Approve vendors, outside contractors, purchase orders, cash expenditures, and expense reimbursements.
- Oversee the Employee Benefit Plan.
- Work collaboratively with the BOT to ensure timely and effective decisions and communication to the community regarding budgeting, tuition, tuition assistance and other financial matters.

Development

- Collaborate with the BOT in the supervision of the Director of Development and development efforts (including grant writing, fundraising campaigns and events) to cultivate and effect generous support of WSSD.

Operations and Facilities

- Supervise the Director of Facilities/Operations to ensure the physical facilities are safely and adequately maintained.

Admissions/Enrollment

- Supervise the Director of Admissions in determining programs for the recruitment of students, including marketing and outreach, information dissemination, applicant processing and decisions.
- Supervise the Registrar with respect to enrollment matters.

Human Resources

- Oversee the recruitment, selection, hiring, on-boarding, training, evaluation and dismissal of all administrative staff.
- Maintain effective practices for all Human Resources processes for staff and the faculty
- Ensure the proper maintenance of all personnel files.
- Oversee the development and execution of employment policies and procedures, including annual performance reviews for administrative staff and updates of the Employee Handbook.

Communications

- Work with the appropriate constituents to:
 - Ensure consistency and accuracy of external and internal school communications.
 - Implement, coordinate and review communication guidelines, grievance policy, agreements, and conflict resolution policies and procedures for the school.
- Supervise the updating of the Parent Handbook.
- Ensure timely and effective communication with neighbors of the school, community organizations, authorities, etc to maintain our outside relationships and legal standing.
- Work with the Pedagogical Director to communicate with the WSSD community regarding policies and school-wide decisions and plans.

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. 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.

The Administrator is reviewed annually by the Board (non-interested members).

The administrator shall employ support in the area of enrollment, registration, communication, admissions, finance, and facilities, in a fashion appropriate to supporting the schools mandate and completing the duties of the administrative realm.

5.7 Standing Administrative Committees

The following committees shall be regular, standing committees that support the Administrative Realm in its work. The Administrator shall ensure by October of each year that the membership of each committee is appropriately staffed in order for the group to fulfill its mandate.

Standing committees are expected to maintain regular minutes of meetings.

Standing committees are recommending bodies only, with no decision making authority except as outlined specifically below.

In addition to these standing committees, the Administrative Realm may form *ad hoc* groups as necessary to fulfill its Mandates

5.7.1 Marketing Committee

The mission of the marketing committee is 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

The Marketing Committee is responsible for supporting the process of conveying the vision of Waldorf education to prospective members of the community to facilitate a healthy, fully enrolled school. The committee collaborates on marketing strategies to bring new families into the community and retain current families. Through the work of this committee, the tenets of Waldorf Education can become more widespread throughout the San Diego area.

Responsibilities

- To broaden WSSD's "outreach" and education of parents within our own school (to ensure their child's continuation from Pre-K through Grade 12).
- To maximize the school website, with constantly updated information, tour schedules, interactive links to Waldorf related sites such as www.whywaldorffworks.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.
- The Marketing Committee Works in partnership with relevant marketing-related staff to contribute to the school's annual operational plan.

Membership

The committee shall be staffed as needed to fulfill its mandate and is open to parents, teachers and administrative staff with relevant experience in "thinking outside the box" and with expertise in marketing, graphics, outreach, etc.

Accountability

The Committee Chair shall ensure that the committee works within the confines of the marketing budget set at the beginning of each school year in collaboration with the Administration. The Chair shall be accountable for scheduling committee meetings, producing and maintaining minutes, assuring that the work of the committee is being performed in compliance with the stated mission, mandate, and work. The chair will report to the board on a monthly basis and will provide all meeting minutes to the board.

5.7.2 Building Committee

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) and 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.

Responsibilities

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

- To work with the school's architectural firm on schematic design and planning for realization of Phase I, the Early Childhood Village.
- To safeguard the integrity of the Altadena Master Plan and the Colina Redesign Plan by coordination and oversight of ongoing campus improvements.
- To isolate and protect ongoing school operations from planned construction activities.
- To develop a plan for the mitigation and correction of ADA deficiencies at both campuses.
- To assist administration in identifying and resolving building safety issues.
- 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.

Membership

Committee membership shall include the Administrator, Development Director , 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.

Accountability

The Chair shall be accountable for scheduling committee meetings, producing and maintaining minutes, assuring that the work of the committee is being performed in compliance with the stated mission, mandate, and work. The chair will report to the board on a monthly basis and will provide all meeting minutes to the board. Proposals and recommendations of the Committee will be communicated to PG and/or the Board by the Administrator or the Committee Chair on an as needed basis.

6.0 Leadership Council

The mission of the Leadership Council (LC) is to address, in a timely manner, the day-to-day cross-pillar decision-making needs of the school and to facilitate and assure effective communication across the economic, cultural, and rights realms.

Mandate

To serve as an integrated decision-making body for the day-to-day operations of the school and to administer daily school operations in conjunction with the three realms.

Responsibilities

- Facilitate school-wide communication on relevant topics as they arise.
- Address and resolve problems in a timely manner.
- Coordinate collaborative meetings between different areas of the school.

- For example: FAB event; Fall/Spring Town Hall event; annual welcoming-focused back to school events.

Membership

The Membership of the Leadership Council shall include a Board Representative elected by Board, the Administrator, and the Pedagogical Director. An additional faculty member representative chosen by PG may also sit on LC at request.

Decision Making Authority

- Make decisions for the school involving all three pillars
- Decide on Human Resource issues
- Emergency budgetary decisions of \$2500 or less
- Has authority to engage in initial problem-solving /crisis management as needed

Accountability

LC is accountable to Faculty, Staff, the Community, and the Board.

LC shall be accountable for producing and maintaining minutes, assuring that the work of the committee is being performed in compliance with the stated mission, mandate, and designated duties. LC will report to the Board on a monthly basis and will provide all meeting minutes to the Board. LC shall report to the Pedagogical Group, Administrative Team, and at Faculty Administration Board Meetings as needed.