

Waldorf School of San Diego
Governance Manual

Spring Revision, 2011

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Revision history

Revision	Date	Description
Spring 2011	May 2011	Initial release of the WSSD Governance Manual

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.

"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 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 and responsive. The potential to achieve this lies in improving and refining our governance for the School that will work for all - children, parents, teachers and staff.

The intention of the WSSD Governance Manual is to provide each working group and committee of the school with a clear mandate identifying the mission, goals, membership, decision making authority and accountability of the group. The intention is also to provide a clear job description for each paid position as well as leadership positions at the school including clearly delineated position duties and procedures, knowledge and skills required, term (if applicable), accountability and reporting procedures where appropriate.

As the needs of the school evolve it will be important 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 annually 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.

In the Introductory Chapter 1 of this manual, we lay out the basic skeletal structure of the school: a Circle of Trustees (Board), which entrusts the daily heartbeat of the school to three Leadership Spheres—themselves harmonized through the work of the Leadership Council. Each of these spheres (and the Circle of Trustees itself) are defined by three major domains (“process areas”), which further delineate the anatomy of the school and that enable us to intentionally structure the work of the school.

In Chapters 2 - 5 we provide detailed descriptions of each sphere, domain, committees, subcommittees and key positions making up the WSSD community.

The organizations are explained in terms of the following information:

- Mission
- Mandate

- Goals
- Membership
- Decision Making Authority
- Accountability

The positions are explained in terms of the following information:

- Mission
- Mandate
- Position Duties & Procedures
- Knowledge & Skills
- Term
- Accountability
- Reporting Procedures (when appropriate)

Also included is a graphical representation for each sphere (Circle of Trustees, the 3 spheres, and the Leadership Council).. The graphic figures, in particular, are designed to show how the particular spheres, domains, committees and subcommittees should share authority, interrelate, and communicate.

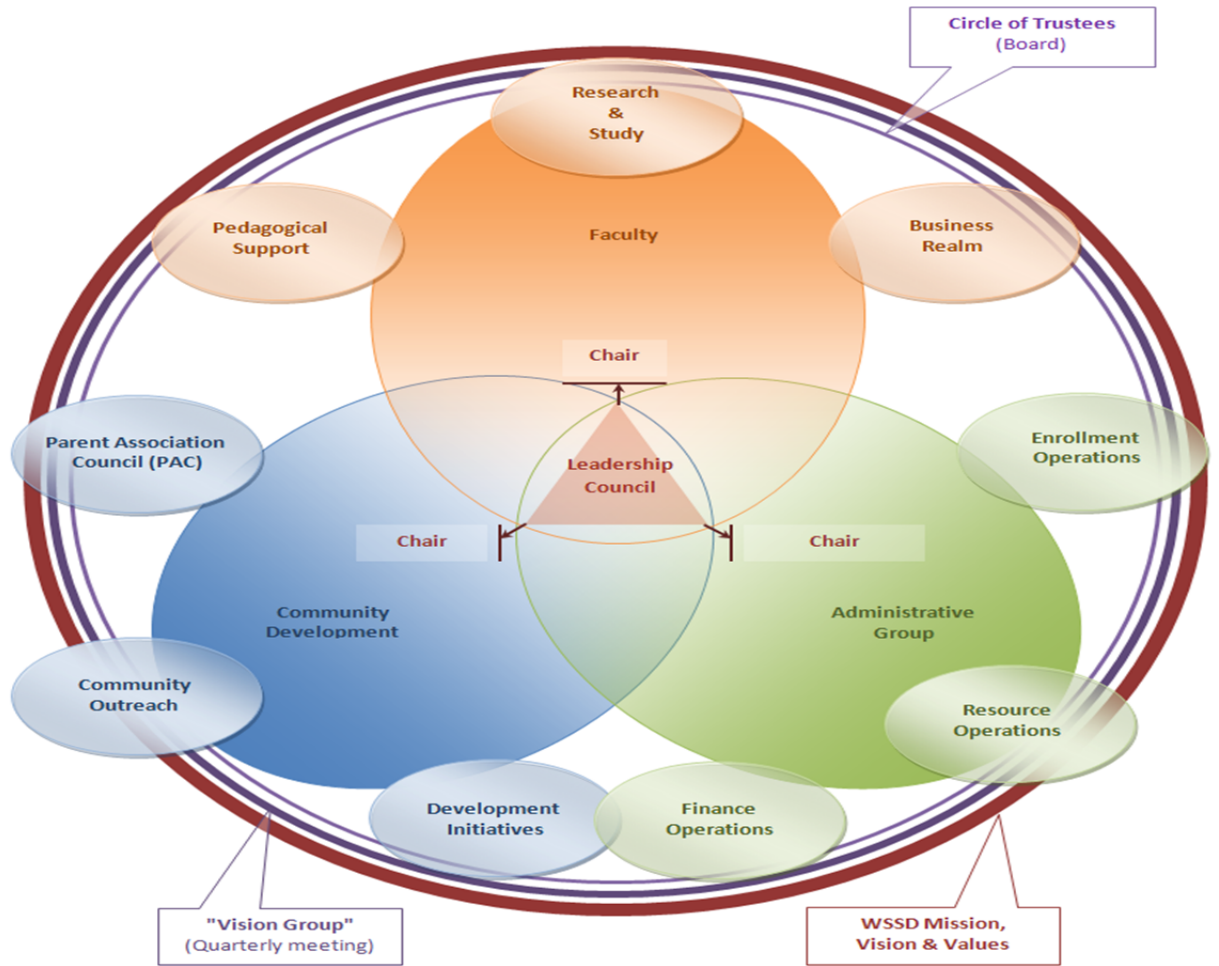
For detailed descriptions of spheres, domains, committee and subcommittees—including procedural tasks to be performed and performance indicators—we refer the reader to the final chapters of this manual, which consists of a “governance manual by sphere.”

The following five sections of this Introduction describe the list of bodies identified as playing leadership roles in the governance of WSSD:

- Board of Trustees
- Leadership Council
- Spheres of leadership
 - Faculty
 - Administration
 - Community Development

The roles and governance structure of these leadership bodies is described below, and is represented graphically as Figure 1.

Figure 1 Graphic Representation of the Three Leadership Spheres



1.1 The Circle of Trustees (Board)

The Corporation itself, as the primary legal or physical body of the school, is entrusted to the Board of Trustees. Drawn from a pool of faculty, parents, staff, and community members, the Board of Trustees serves as a collegial body—a Circle of Trustees—that integrates the mission and goals of all leadership spheres into a common vision and a coherent strategic plan. To ensure that it is operating as a Circle of Trustees, all members and officers of the Board must understand its role as deriving and communicating the “big picture” of the school, establishing the broad structure and communication channels of the school, and stewarding the fiscal and organizational well-being of the school.

The coordinating function of this council can also be understood by stating what its purpose is not: “Its purpose is not to manage the organization, but to account to the public for the organization's performance. Since the Board is not [at the school] everyday (and should not need to be) they need someone to whom they can delegate the authority, responsibility and accountability.... If the volunteer board is to govern successfully and to explore and expand its connections to the wider community, it cannot spend its limited time on arguing over delegation, who has authority for what, or worried about whether the building is safe. [Board members] need to know that the quality of program, legal and financial matters, the stewarding of relationships, and organizational effectiveness are being managed.” (“The Thought of Two Schools,” Bloom, 2007)

In conceptualizing the Board as a Circle of Trustees, we chose to represent its role visually as a circle that encompasses, or provides the boundary for, the other governance structures—thereby conveying the Board as “broad” in scope (see Figure 1). As an analogy, the Board functions in a manner akin to a conductor, serving to harmonize the many orchestral instruments and players that play the daily music of the school, and does so according to the school Mission, Vision and Values (the musical score, if you will). This deliberate understanding led to the decision to envision the Board not as one of the three *spheres* but as a Circle of Trustees whose first responsibility is to carefully and intentionally elicit specific areas of responsibility, roles, and accountability among the three spheres of Leadership: Faculty, Community Development, and the Administrative Committee.

The work of the Board is conducted via the Trustee Committees, as defined in next subsections..

1.1.1 Strategic Plan and Visioning Committee

As implied by the name, 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, the Strategic Plan, and Governance). Put simply, the purpose of the Vision Committee is to ensure better integration across the numerous pockets of activity that define the life of the school.

The Strategic Plan and Visioning Committee includes all members of the Circle of Trustees, plus leaders of all major committees and key subcommittees as defined within this document. The Vision Committee shall minimally meet on a quarterly basis, but can convene more frequently on as needed basis (for example, when issues of major importance to the life of the school arise, such as tuition matters, CUP and campus development, capital campaign, strategic planning, and the like).

The work of the larger Strategic Plan and Visioning Committee shall be orchestrated and organized by the Strategic Plan and Visioning Committee of the Board. This subcommittee of the Vision Committee shall be comprised of Board members assigned to the committee including a faculty member, administrative member, and development/parent association member. This Board committee shall provide for the planning and leadership of the larger Vision Committee.

1.1.2 Governance Committee

The mission of the Governance committee is to provide clear and well defined structure within which all work of the school is to be completed which fosters trust, provides clarity, promotes clear communication and maximizes efficiency and competency in all the working of the school.

This work includes facilitating collaboration between the spheres of the school so there is a clear understanding of delegated authority and responsibility assigned to each sphere, each committee and each individual. It also includes insuring that clear mandates exist for all working committees with clear job descriptions, that align with the individual committee goals as well as assuring that objective standards exist to evaluate the work of the committees to assure continued healthy functioning and accountability.

The Governance committee is also charged with developing and maintaining governance policy for the Board of Trustees recommending appropriate changes 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, to review and assure the health of identified schoolwide committees and assist in recruiting membership where needed. The committee is also responsible for facilitating the annual review of the Board, Board committees, the Administrative Chair and the Director of Development.

This work includes assuring that Board membership is equipped with desirable 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, assuring that clear annual goals for the Administrative Chair and Director of Development are provided to the Board and used to serve as the basis for annual performance review.

1.2 The Leadership Council:

The Mission of the Leadership Council is to timely address the day-to-day decision making needs of the school, as they arise, that require the input from all spheres.

The membership consists of:

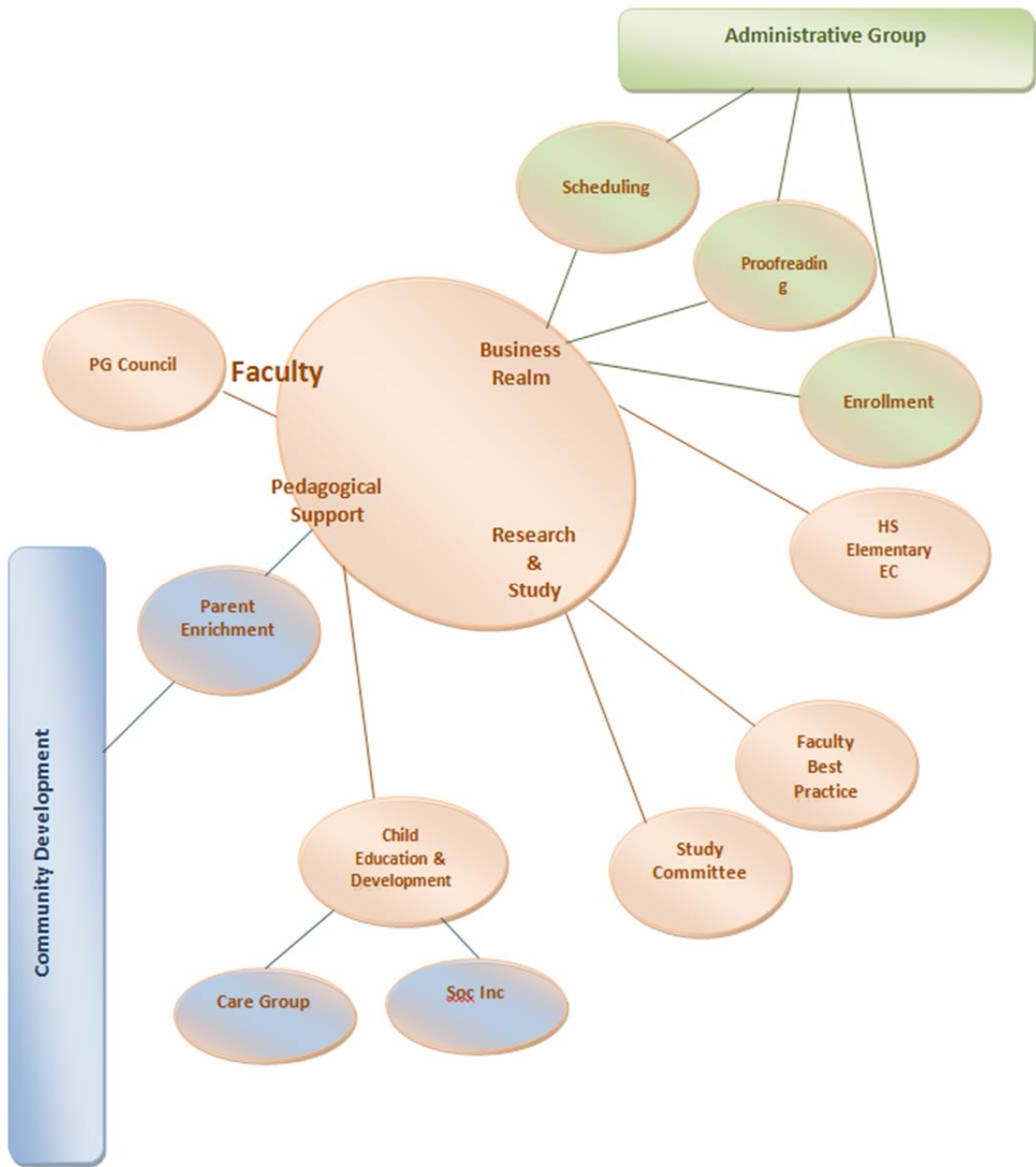
- Faculty Chair
- Administrative Chair
- Community Development Chair (Director of Development)

A primary purpose of the Leadership Council is to serve as a “balancing body,” ensuring harmony between the three spheres in the daily life of the school. As needed, the Leadership Council will communicate to and/or consult with the Chair of the Circle of Trustees and the Chair of the Parent Association Council. In all cases, the Leadership Council will work together collaboratively as defined herein.

The goals of the Leadership Council include:

- Communicate with all school constituencies
- Organize FAB event and agenda; delegate implementation
- Organize Fall/Spring Town Hall events; delegate implementation
- Organize annual welcoming-focused Back To School Night; delegate implementation.
- Conduct 360 performance Reviews for Chairs of spheres, major committees
- Make decisions that require the input of all school spheres
- Oversee personnel issues and parental grievances

2. Mapping the Collegium & Its Relatedness to Other Spheres



1.3 The Faculty

Unique to the governance of Waldorf schools is the intention and practice of involving teachers not only in the classroom, but also in the administration, organization, finances, development, and governance of the school. The Faculty 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 Faculty necessarily connects to the other two spheres and consults with the Circle of Trustees for input on decisions that impact the budget, such as adding, eliminating or changing programs, and hiring and firing faculty.

The Faculty itself reflects a 3-fold order by dividing these responsibilities across three major areas:

- Pedagogical Support
- Research & Study
- Business Realm/Section

1.3.1 Pedagogical Support

The Faculty is responsible for overseeing 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 set and make decisions regarding the pedagogical budget. The Pedagogical Group is dedicated to weekly Anthroposophical study, meditative work and envisioning the future of the faculty and school.
- B. Care Group:** The mission of the Care Group is to facilitate and oversee the Educational Support Program. This group is mandated to support the work of the class and subject teachers by helping to identify educational needs of children, providing resources and referrals to teachers and parents, and holding child and class studies with the Faculty Council.

- C. **Social Inclusion (SI):** Social Inclusion is mandated to develop and monitor a Social Inclusion Program according to 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.

1.3.2 Research and Study

The Faculty strives for excellence in teaching practices, individual personal growth and development, a deeper understanding of child development and academic practices within Anthroposophy and current world trends. The teachers work together to create an integrated approach to the student's learning. The school is committed to a Waldorf trained fulltime faculty. The primary work of this branch of the Faculty is divided into two committees:

- A. **Faculty Council Coordinators:** The mission of this group is to lead Faculty Council meetings with the aim of enriching the school curriculum, enhancing teaching practices of all WSSD teachers, stimulating student learning and deepening Anthroposophical study. The committee will schedule, delegate and/or facilitate discussions, set meeting agenda and lead or delegate activities and study during Faculty Council meetings.
- B. **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.

1.3.3 Business Sections

The Faculty groups itself into three sections: Early Childhood (EC), Grades and High School (HS). Each section is responsible for logistical planning, coordinating and implementing the WSSD curriculum and each section specifically serves the children within its realm. This branch of the faculty features a coordination committee and the three sections:

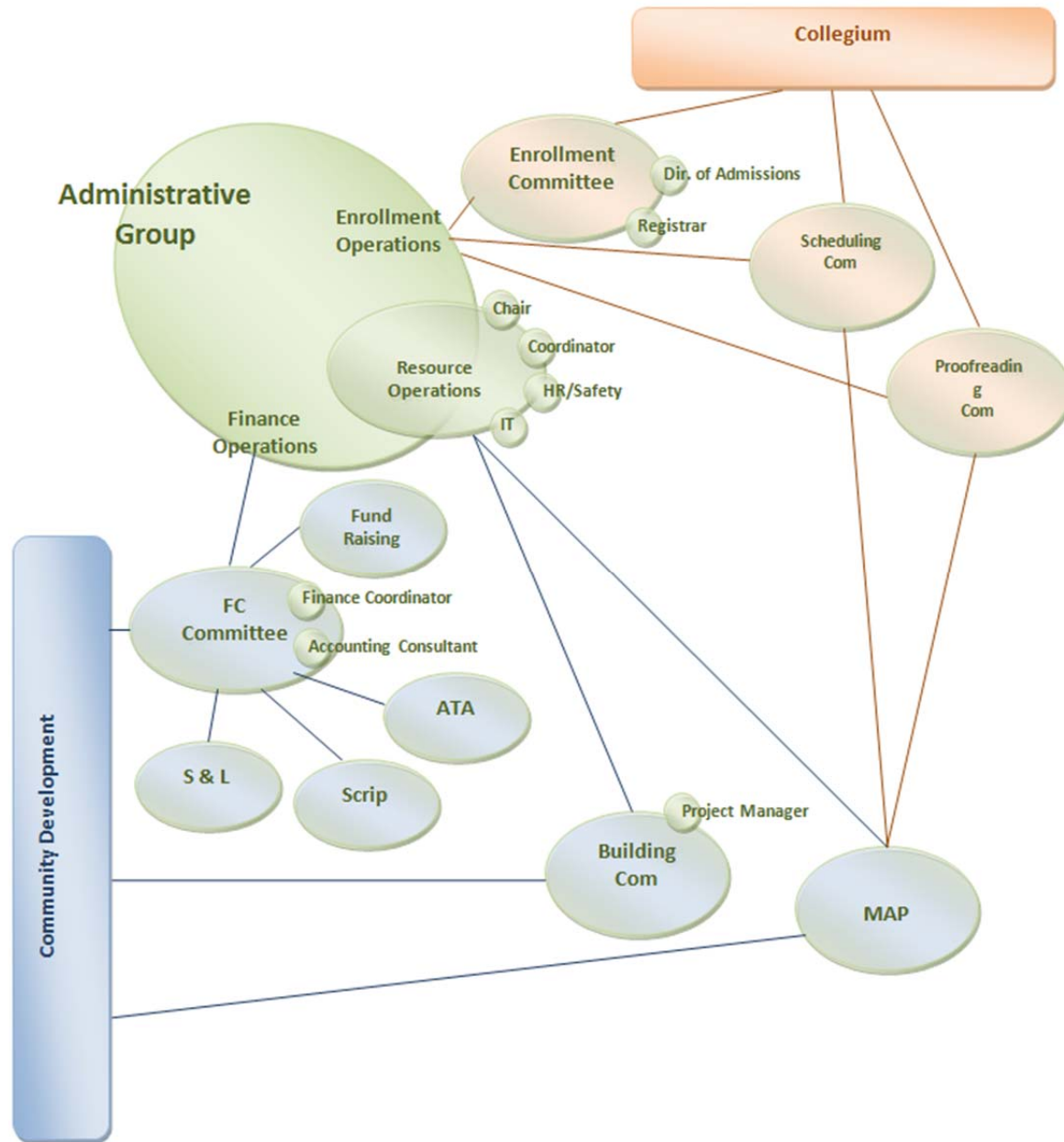
- A. **Sections Coordinating Committee:** The mandate of the committee is to coordinate, schedule and delegate faculty business and related activities and duties between the EC, Grades and HS sections via section chair people.
- B. **Early Childhood (EC):** Parent/Child, Nursery, Kindergarten and EC Aftercare
- C. **Grades:** 1-8 and Aftercare
- D. **High School (HS):** 9-12

1.4 The Administrative Committee

Professional administrative staff provides support and oversight to a wide range of administrative and business/operational tasks. The Administrative Committee carries out a set of well-defined *operations* essential to the healthy functioning of the school. Led by an Administrative Chair, 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. The 3-fold structure of School Administrative Operations reflects three primary areas of school operations:

- Finance Operations
- Marketing & Enrollment Operations
- Resource Operations

3. Mapping the Administrative Group & Its Relatedness to Other Spheres



1.4.1 Finance Operations

Although the Circle of Trustees (Board) maintains ultimate responsibility for the financial accountability of the school, the financial operations are carefully and intentionally embedded in the Administrative sphere. The primary work in support of clear, transparent and accountable financial functioning is carried by way of a three-fold structure:

1.4.1.1 Operational Committees

Finance Committee: In pursuit of its Mission, 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 revenue 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 Administrative Staff

Administrative staff whose job responsibilities support financial operations include the Financial Coordinator and the Accounting Consultant, both of whom perform work overseen by the Administrative Chair.

- The Finance Coordinator accounts for financial transactions, processes accounts receivable, processes accounts payable, processes and oversees subsidiary accounts, compiles reports, and collaborates effectively in shared governance.
- The Accounting Consultant is an outsourced professional whose primary purpose is to provide outside, objective review of the bookkeeping and related financial processes of the school and to hone the overall financial knowledge base and skill sets of Administration staff and Board members. The Accounting Consultant oversees bookkeeping processes and procedures, prepares financial reports, trains WSSD administrative staff and board members, handles ongoing and routine internal audits, and interacts with auditors and tax entities.
- The Administrative Chair'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 Finance Coordinator; handles tax requirements and arranges external audits; helps to oversee the project management consultant (along with the Leadership Council as a whole), especially in terms of tracking costs

associated with building improvements and/or maintaining compliance with the school's Conditional Use Permit (CUP).

Additionally, the work of administrative staff on financial processes overlaps the annual audits of school records by an independent auditor.

1.4.2 Marketing & Enrollment Operations:

To ensure the advantages of a Waldorf School are available to the largest number of children possible, a fully enrolled school is a primary (and ideal) goal for WSSD. The essential tasks that support admissions and enrollment operations have been intentionally expanded to include more than administrative staff alone (who cannot be expected to carry the load of community-wide visibility and full enrollment). For the future, admissions and enrollment processes will be carried by way of a three-fold structure:

1.4.2.1 Committees within this Area

Marketing, Advertising, & Publicity (MAP) Committee:

In pursuit of its Mission, the MAP Committee, which will also be mapped within the Community Development sphere, will play a role in helping 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 skills, and/or design skills. A complete Committee Job Description is included in the Administrative Group Section of this Governance Manual. There are two sub-committees essential to the "communications function" within this sphere:

Proofreading Committee:

This committee proofs all written information that is intended for the WSSD Parent Body and extended community, to ensure that it is grammatically correct, accurate, easy to read and aligned with the school philosophy.

Scheduling Committee:

This committee obtains necessary information from the Collegium, Community Development and Administrative Chair necessary to establish, maintain, and communicate key school schedules. Specific Goals for this subcommittee include:

- ◆ Schedule and update yearly school calendar, weekly yard duties/class schedule, and room assignments
- ◆ Schedule and update weekly yard duties and class schedules
- ◆ Schedule and update room assignments
- ◆ Schedule and update Altadena and Colina campus events
- ◆ Provide schedules to appropriate school bodies
- ◆ Communicate schedules in a timely manner, using multiple modes of communication

Enrollment Committee: This subcommittee supports the planning, implementation and necessary marketing strategy needed to re-enroll a maximum number of existing Waldorf students and to enroll new students, in furtherance of the school goal of a fully enrolled school. Specific Goals for this subcommittee include:

- ◆ Agree on enrollment goals for Early Childhood, Lower School and High School, inclusive of tuition income targets needed to cover respective programs and to achieve a fully enrolled program
- ◆ Share enrollment financial and student count targets with Parent Community at Town Hall Meetings

1.4.2.2 Administrative Staff within this Area

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

- The Director of Admissions creates and manages all scheduled and informal tours and open houses; prepares prospective parent packets; markets 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 reenrollment process.
- The Administrative Chair, in addition to other duties (beyond enrollment operations), manages enrollment carried out by the Admissions Director, registering students carried out by the Registrar, and contributes to the enrollment operations by way of visible, effective leadership within the school community and into the community-at-large.

1.4.3 Resource Operations

Although the Circle of Trustees (Board) assume 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 have been carefully and intentionally embedded in the Administrative sphere, by way of a three-fold structure:

1.4.3.1 Committees

Building Committee: The Mission of the Building Committee is to lead the planning and plotting of action steps (with timeline) essential to ensuring a physical campus that aligns with the school Vision and Strategic Plan. In fulfilling its Mission, the Building Committee creates an overall vision for 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 Director 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.

Campus Development Committee: Do we include or leave to the next revision?

CUP Committee: Do we include or leave to the next revision?

1.4.3.2 Administrative Staff

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

- ♦ The Administrative Coordinator’s primary responsibility is to manage the day-to-day functioning of the school’s administrative office and physical property (facilities) of the school. The Administrative Coordinator manages

daily office operations; communicates (outward) to the school community; receives and routes communications from parents; assists teachers; coordinates facilities and prepares for emergencies; and assists with health matters.

- ♦ The Maintenance Person **Do we include or leave to the next revision?**
- ♦ The Human Resources and Safety Coordinator, in addition to other duties, is responsible for the security procedures to protect students and employees and for the physical property of the school.
- ♦ Designated Project Management Consultant: The Circle of Trustees shall vet and contract with an external consultant to assist in projects where specialized expertise is required and essential to success of a proposed project. Although mapped within the Administrative Group sphere, any and all Project Consultants hired 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.

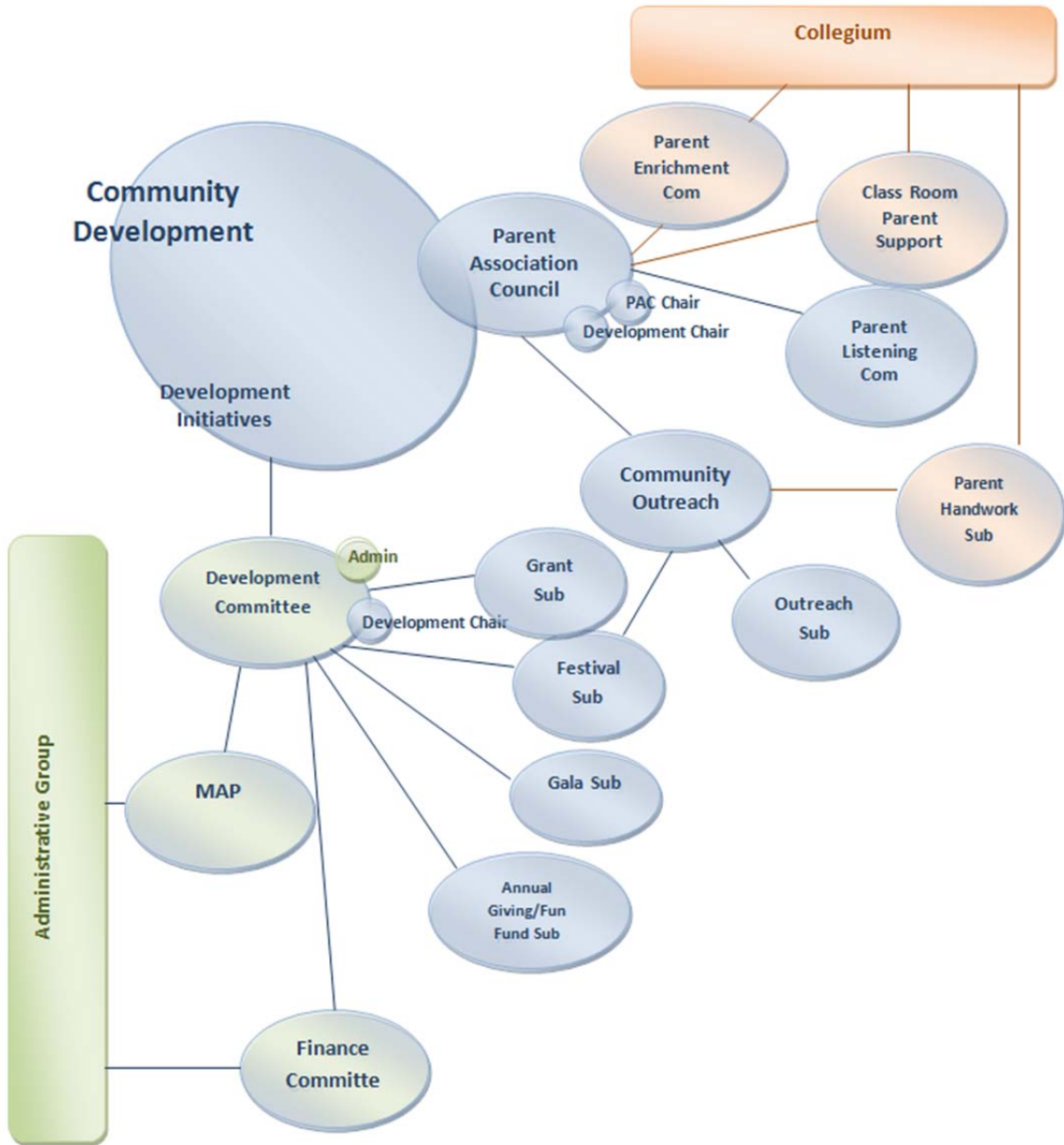
1.5 Community Development

The development of the school as a community requires full-fledged parent participation, as well as intentional efforts to raise funds 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 by considering carefully the committees and subcommittees (including mandate, goals, tasks), it is especially so in this case.

The Community Development consists of all currently enrolled families and serves as a primary vehicle intended to stimulate full parental involvement in the life of WSSD. The Parent Association Chair and the Director of Development provide collaborative and coordinated leadership for this sphere of the school's life, but with areas of responsibility carefully delineated. Additionally, the Parent Association actively supports the work of the Faculty and Administrative Committee 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 Council (PAC)
 - B. Community Outreach
 - C. Development Initiatives
4. Mapping Community Development & Its Relatedness to Other Spheres



1.5.1 Parent Association Council:

Every parent with a child at WSSD is a member of the Parent Association. The Mission of the Parent Association Council (PAC) is to inspire all parents and families of our school community to participate in the life of the school. PAC will provide concrete ways to promote greater understanding and appreciation of Waldorf education, to match parents' interests and skills with appropriate volunteer work (and communicate how essential that work is to the school), and to honor parent/volunteer work in a meaningful way.

The Parent Association President serves as Chair of the Parent Association Council. In order to structure its work, the Parent Association Council relies on three major committees: Parent Enrichment & Education; Classroom Parent Representation and Support, and Parent Listening.

Parent Enrichment & Education Committee: The Mandate of this committee is to provide educational enrichment programs to the greater WSSD community, in order to support and provide school families with greater understanding of Waldorf teaching practices and philosophy. The specific Goals include:

- ♦ Develop and implement ways to help WSSD families better integrate home and school
- ♦ Define the number of guest speakers to recruit to the school each year; provide the required costs to Community Development Chair for inclusion into the following year's operating budget
- ♦ Work with the Scheduling Committee to set dates for the following year's calendar
- ♦ Organize, implement and review all enrichment activities
- ♦ Obtain from PG a recommended list of books to assemble as a lending library for the parent community
- ♦ Provide feedback to Leadership Council on ways to improve Town Hall Meetings and other State of the School Meetings
- ♦ Work with Leadership Council to put a "Back To School Night" or "Open House" in place as a regular recurring event for September, every year; Oversee organizing and implementing the events

- ♦ **Festivals Representative:** This parent serves as a liaison between the classroom parents and the Festivals and Friend Raising Committee Chair. The Festivals Representative attends weekly Festival Planning meetings, solicits classroom parent volunteers to support a particular craft or activity, and communicates regular updates on festival news to classroom parents.

Parent Involvement Committee:

- Do we include or leave to the next revision?

Community communication and outreach committee:

- Do we include or leave to the next revision?

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 (school, and beyond) to Waldorf principles and understandings, and sponsors events that celebrate Waldorf education. The work of the Community Outreach Committee is structured by way of several Subcommittees:.....(update)

Intern & Community Support Program: Do we include or leave to the next revision?

Alumni SubCommittee: This committee is to connect 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.

Outreach SubCommittee: This subcommittee develops cooperative projects within the neighborhood and across greater San Diego County. The goal is to be a contributing partner within our own neighborhood and to be more visible within, and beyond, our borders.

1.5.3 Development Initiatives

Although the Circle of Trustees (Board) maintain ultimate responsibility for the financial accountability of the school, the tasks of fund raising and increasing revenue streams is carefully and intentionally ceded to the Director of Development. Although the Development Director is ultimately accountable, it is clearly understood that development success requires wide-spread community buy-in and collaboration. The primary work of development, then, is also carried by way of a three-fold structure:

Director of Development: A member of the Leadership Council, 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 Administrative Chair.

- The Finance Coordinator provides the Development Director with financial records and reports in formats appropriate to the request (e.g., grant application, potential benefactor, etc.)
- 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 Administrative Chair, in addition to other duties, provides strong, visible leadership that is essential to securing financial giving and to a successful Capital Campaign.

Development Committee: In pursuit of its mission, the Development Committees' 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 development program that increases and broadens the donor base and assures annual revenue from diverse sources. This, in turn, leads to the health and long-term sustainability of the Waldorf School of San Diego. The committee will work closely with the Finance Committee to assure that the budget planning process, the recording of gifts, and the reporting for the annual report are done accurately and efficiently.

The Development Committee includes four critical Subcommittees:

Fun-Fund-Raising SubCommittee: This subcommittee will plan and implement several "fun events" that include a specific fund-raising goal:

- ♦ Cowles Mt. Hike
- ♦ Event # 2
- ♦ Event # 3

Festivals SubCommittee: Waldorf Education has as its foundation a recognition of the whole-ness and connection of human beings with all life. One way in which this connection manifests is through the observance of the changes in the

seasons. Community festivals connect us with traditional cultures the world over who have for centuries marked the turning points of the year, the equinoxes and solstices, with ritual and celebration. These events become opportunities for outward observances of nature's seasonal changes, but they can also become opportunities to learn about one's own inner movement. The purpose of this Subcommittee is to plan a series of festivals for the WSSD community, which might include: [list Festivals the school intent to feature in the foreseeable future.]

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

Annual Gala SubCommittee: The Annual Gala SubCommittees' objective is to help create a successful event that both provide a revenue stream and a fund-raising opportunity. We strive to seek both goods/services and sponsorships that in the end create the opportunity for school to expand the circles of support for the school's financial needs.

What comprises Waldorf School Governance?

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.

To establish the context within which the spheres arise, we begin here with 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. . . . [T]he 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, our 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.

2 Circle of Trustees

2.1 Circle of Trustees

Mission

The Mission of the Circle of Trustees is to manage the finances, legal responsibilities, strategic planning and governance structure of the school to foster an environment equipped to awaken each student's capacity for love of learning, for independent thinking, and for heartfelt service to the world.

Mandate

To delegate the work of the School to the three working spheres through a well defined governance structure while maintaining accountability for the financial and legal well being of the school.

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

Actions:

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 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 version 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)

Stewarding fiscal responsibility to assure the financial health of the school

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

Stewarding legal responsibility in schoolwide 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 skill sets 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 that provides for the transparent reporting of the school's finances

Review the finances of the school on a monthly 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

Membership

The Board shall be comprised of from five to thirteen voting members. Two to 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. Additionally, there shall be non-voting ex-officio members sitting on the Board as prescribed by the Board. 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
 - Functional Responsibilities that always need to filled

- Chair
- Vice Chair
- Secretary
- Treasurer
 - Representation
- Administration
- College of Teachers
- Parent Community
- Development Director

- 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
- At least one year of service on a Board committee or equivalent service to the school
- Ability and commitment to attend meetings on a regular basis

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, the Administrator and the Director of Development on an annual basis

2.2 Chair of Trustees

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 townhall meetings to inform the community about the workings of the school.

Mandate

The Chair serves to ensure that the Circle 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 College of Teachers and the Administration.

1.3 Serves as an institutional signing officer for specified documents

- 1.4 Oversees 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 Oversees 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 circle 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 fund raising
 - 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 Circle 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 accept and use authority, while also being*** (sentence needs to be finished...)
- 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

2.3 Vice Chair, Circle 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 Circle of Trustees (Board) Officers (Chair, Treasurer and Secretary)
 - 1.1 Carries out duties and responsibilities of the Chair of the Circle 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 Circle 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.

- 1.1 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.
- 1.2 Insures that Board Committees are providing quarterly updates to Board (i.e. achievement of annual mandate and any current issues).

- 1.3 Insures that Board Committees are addressing and reporting on new work requests from Board in a timely manner.
 - 1.3.1 Nominating Committee:
 - 1.3.1.1 Providing Board with new Board member candidates as needed to maintain a healthy Board.
 - 1.3.1.2 Conducting and reporting on Exit Interviews for departing Board members
 - 1.3.1.3 Maintaining and reporting on Board member terms
 - 1.3.2 Visioning Committee
 - 1.3.2.1 Adjustments for the school's 5 year Strategic Plan as prompted by financial or legal issues that may arise.
 - 1.3.3 Governance Committee
 - 1.3.3.1 Providing requested governance policy for Board review and vote.
 - 1.3.4 Maintains a strong understanding of the Board's Bylaws, Rules of Order and Governance documents.
 - 1.3.5 Maintains a strong understanding of the School's Governance manual.

2.0 [Set out Tasks related to collecting (week in advance) committee reports]

2.1

- 3.0 Representing the Board within other Spheres
 - 3.1 Participates in FAB meetings; actively advocates enrollment and fund raising
 - 3.2 Should be present at "town hall" meetings and school events if schedule permits

- 4.0 Positioning the School for Fundraising
 - 4.1 Proactively support and participate in fundraising for the school
 - 4.2 When possible, act as an "ambassador" on the schools behalf to entice or solicit donations

- 5.0 Collaborating Effectively in Shared Governance
 - 5.1 Collaborates regularly and effectively with other members of the Board and with the Leadership Council
 - 5.2 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
 - 5.3 Mentors other Board members on processes and procedures related to shared governance
 - 5.4 Works in teams (formal and ad hoc) to design creative solutions to problems
 - 5.5 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 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.”

2.4 Secretary, Circle 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 Administrative Chair regarding the school's regular newsletter. The Secretary shall serve as a voting member of the Board of the Corporation.

Position Duties & Procedures

- 1.0 Serves as a signing authority for the Corporation
 - 1.6 Serves as a principle signator for the Corporation on all legal and/or financial documents.
 - 1.7 Ensures that all legal and/or financial documents of the Corporation are appropriately executed.
 - 1.8 Delegates to School Administrator responsibility to maintain all legal and/or financial documents of the Corporation in the school office.
 - 1.9 Delegates to School Administrator responsibility to archive all current and past legal and/or financial documents of the Corporation in the school office.
 - 1.10 Ensures that all legal and/or financial documents are being archived appropriately by performing an annual inspection with the School Administrator.
- 2.0 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.
- 3.0 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.

4.0 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.

5.0 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)

6.0 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.”

Reporting Procedures

The Secretary of the Corporation meets jointly on at least a quarterly basis to receive constructive feedback from the Board Chair and School Administrator conducive to improving the practices and procedures of this job function.

2.5 Treasurer, Circle 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 Circle of Trustees and made available to the school community; assists in compiling reports; and collaborates in shared governance.

Position Duties & Procedures

Position Summary: The Treasurer chairs 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 Circle of Trustees (as a whole)
 - 1.4
 - 1.5 Actively participates in the follow-up to outstanding issues resulting from FC meetings.
 - 1.6 Ensures that the Finance Committee Chair provides monthly updates to Board.
 - 1.7 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 Administrative Chair, 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

- **[Update to Treasurer; the below is boiler plate.]**
- Extensive operations and financial management experience (GAAP) .Degree (or equivalent) in business/finance/accounting .Experience working in educational settings (preferable)
- Experience working with computerized accounting systems (required)
- Strong computer proficiency and literacy (MS Office, financial accounting software and internet navigation) literacy.
- Experience and demonstrated success with general accounting duties (required).
- Experience working collaboratively and courteously as an effective team member (required)
- 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

How do you know when you have done your work well? What are the “performance attributes” of your work?

Specify.

Reporting Procedures

How often and to whom do you report? To whom should the work of the group, including decisions and recommendations, be communicated?

Need to tease out the relationship, yet boundaries, of Treasurer – Finance Committee – Finance Coordinator – Accounting Consultant

Trustee Committees

2.6 Governance Committee

Mission

The mission of the Governance committee is to provide clear and well defined structure within which all work of the school is to be completed which fosters trust, provides clarity, promotes clear communication and maximizes efficiency and competency in all the working of the school.

Mandate

To develop and maintain a governance document for the working groups of the school that clearly defines authority for decision making, accountability for work delegated, and which provides for clear channels of communication to promote trust, assure competence and maintain transparency in the work of the school.

To develop and maintain governance policy for the Board of Trustees that promotes efficiency, assures fiduciary compliance, and fosters sound decision making to promote trust, assure competence and maintain transparency in the work of the Board.

Goals

- Facilitate collaboration between pillars and clear understanding of delegated authority and responsibility to pillars, committees and individuals
- Promote trust in decision making across pillars
- Insure that clear mandates exists for all working committees with clear job descriptions that align with the individual committee goals
- Verify that objective standards exist to evaluate the work of the committees.

Tasks:

Provide for annual review of schoolwide committee mandates to assure that they clearly define:

The purpose of the committee

The authority of the committee

How the work of the committee is communicated

How the work of the committee is led

How the committee is held accountable to its mandate

How the committee maintains its direction and advances its work

Provide for annual review of job descriptions

Provide recommendations to the Board to address Board governance issues as they arise

Assure that all Board members are provided with the current Bylaws and Rules of Order.

Membership

Suggested Size: 4 to 6 members

Representatives from:

- Board
- Faculty/PG
- Administration
- Community Development (as needed)
- Parent Community

Committee Chair- The committee shall be chaired by a member of the Board. The committee chair shall be accountable for scheduling committee meetings, providing timely committee reports to the Board including providing time estimates to the Board Chair for use of Board meeting time by the committee, and shall be accountable for assuring that the work of the committee is being performed in compliance with the stated mission, mandate, goals and tasks.

Decision Making Authority

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

Accountability

Give every single member of the School community the chance to measure and provide feedback on the Governance of the three pillars of School, by way of an electronic survey.

The Governance committee is accountable to the Board.

The Governance committee reports to the Board every other month, and as otherwise requested by the Board or as need arises.

2.7 Strategic Plan and Visioning Committee

Mission

The mission of the Strategic Plan and Visioning Committee is to generate and maintain on an ongoing basis, 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. For Presentation at the Spring 2011 Town hall Meeting.
- Organizing a bi-annual meeting of key stakeholders (TBD) to provide for the development and 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.
- With community input, develop a Five Year Strategic Plan, inclusive of a supporting budget, for the School.
- Provide for meticulous monitoring of Strategic Plan workflow to assure for proper implementation.
- To provide for a bi-annual review, with key stakeholders, to assure that the school's Strategic Plan is updated for new developments.

Tasks

- Generate A Timeline For The Committee's Work
- Consolidate the WSSD Mission Statement and Core Values of the school
 - Review current WSSD Mission Statement and contrast this with the High School Mission Statement
 - Draft Top Three Mission Statements/Core Values and Present to Board, Faculty and Staff
 - Send Final Draft of WSSD Mission Statement/Core Values To WSSD Community For Feedback
 - Post final version of WSSD Mission Statement/Core Values on WSSD website.
- 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
 - Values Survey That Board Completed Out To Community
 - Tally Values Survey And Use It to Collect Specific Feedback On Needs (admin, community, curriculum)

- Generate a List of Specific Prioritized Goals Obtained From The Needs Assessment
- Create A Process To Keep Vision/Strategic Plan As A Living Document

Membership

Suggested size: 5-7 members

Ensure that membership is representative of K-12

- Board member Chair
- Finance Committee member
- PG member
- Admin member

Committee Chair- The committee shall be chaired by a member of the Board. The committee chair shall be accountable for scheduling committee meetings, providing timely committee reports to the Board including providing time estimates to the Board Chair for use of Board meeting time by the committee, and shall be accountable for assuring that the work of the committee is being performed in compliance with the stated mission, mandate, goals and tasks.

Decision Making Authority

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

Accountability

The Strategic Plan and Visioning Committee is accountable to the Board.

The Strategic Plan and Visioning committee reports to the Board every other month, and as otherwise requested by the Board or as need arises.

2.8 Nominating and Review Committee

Mission

The mission of the Nominating Committee is to maintain healthy Board and Committee membership equipped with skills for competent and collaborative decision making and to provide for the review of the work of the school to maintain accountability and the advancement of the mission, vision and values of the school.

Mandate

- To provide for a process for selection of candidates to fill Board vacancies as they arise.
- To provide for a process of annual performance review of the Board, Board committees, the Administrative Chair, and the Director of Development

Goals

- Timely provide qualified slate of candidates to fill board vacancies as they arise.
- Provide qualified slate of candidates to fill board vacancies as they arise.
- Immediately address any Board member vacancies as they arise.
- Assure Board membership is equipped with desirable skills for effective working.
- Assure Board membership is equipped with members with specialized leadership/financial skills to fill Board officer positions.
- Promote Board self-study and evaluation to foster striving toward better functioning.
- Assure staggered process of turnover to assure continuity while also revitalizing.
- Facilitate process of review of Administrative Chair and Director of Development Tasks.
- Track the term and coming year's intentions for each Board member.
- Provide recommendations for upcoming year's new Board member candidates by April 30.
- Provide perspective Board members with information packet on Board function and governance.
- Assure that clear annual goals for WSSD Administrative Chair and Development Director are provided to the Board and used to serve as the basis for that year's Performance Review.
- Assure annual reviews of the WSSD Administrative Chair and Development Director.
- Provide exit interviews for departing Board members within 60 days of the Board Member's last meeting.

Membership

Suggested Size: 3 to 5 members

Membership to include members familiar with backgrounds and skills of community

- Development Director (as needed)
- PA Chair (as needed)
- Committee Chair- The committee shall be chaired by a member of the Board. The committee chair shall be accountable for scheduling committee meetings, providing timely committee reports to the Board including providing time estimates to the Board Chair for use of Board meeting time by the committee, and shall be accountable for assuring that the work of the committee is being performed in compliance with the stated mission, mandate, goals and tasks.

Decision Making Authority

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

Accountability

The Nominating and Review Committee is accountable to the Board.

Reporting Procedures

The Nominating and Review Committee will report to the Board on an as-needed basis. The Committee will provide a new slate of Board member candidates to the Board in April and assure that the Board can select new candidates by the June Board meeting of the same calendar year. The committee will also assure scheduling of time for Board, committee and leadership review at the end of each year.

3 Leadership Council

Mission

To keep abreast and coordinate efforts of all areas of the school.

To serve as the decision-making body for the school's daily life.

Mandate

To serve as a decision-making body for the day to day operation of the school without policy setting and outside of the curriculum. **To work together as defined in the Governance Manual to implement the mission of the Waldorf School of San Diego**

Goals

- Study/minutes
- Communicate with school bodies
- Share in group reports from each represented area
- Coordinate collaborative meetings between different areas of the school; i.e. FAB event; Fall/Spring Town Hall event; annual welcoming-focused Back to School Night
- Conduct 360 performance Reviews for School Pillar Chairs
- Coordinate annual report
- Will meet on a bimonthly basis
- Generate a list of items weekly of what needs to come to LC

Membership

Development Chair, Admin Chair, **Faculty** Chair

Decision Making Authority

- Secure final decisions that require the input of all school Pillars.
- Decide on Human Resource issues
- Budgetary decisions of \$\$\$\$ or more/FC

Accountability

Good communication between school areas, all well-informed and consulted; feedback surveys from all areas, accountable to board and the three spheres

Reporting Procedures

- Pedagogy, Development, Administration as needed
- Report to board on a monthly basis or as needed

4 Faculty

4.1 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 oversee and support the development of WSSD teachers.
- To set and make decisions regarding the pedagogical budget.
- To oversee the discipline policy.

Responsibilities/Tasks

- Set and oversee pedagogical budget within school budget (with Admin providing financial guidance).
- Determine responsibilities of Faculty members.
- Oversee and support teacher performance and development including hiring and firing of teachers and teaching staff (with Admin providing HR guidance).
- Documenting mentoring, evaluations and goal setting communications with teachers.
- Meet with parents on issues regarding teacher performance.
- Receive regular reports from Sections, PAR, Faculty Council, Care Group and SI.
- Inform Care Group and SI of any teacher issues in order to support the child's classroom experience.
- Make decisions on discipline matters.
- Participate in weekly Anthroposophical study, meditative work, envisioning the

future of the faculty and school.

- To elicit faculty opinion on pertinent matters to fully represent the faculty sphere.

Membership

- Membership to include: full-time teachers of WSSD who are fully trained and committed to working out of Anthroposophy.
- Ideally, membership would include representatives from major faculty committees.
- Faculty members who have completed their Waldorf training and have worked at the school a minimum of two years may request to join PG.
- 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 Council Mission) made for the faculty in the best interest of the school.

Accountability

PG is reviewed annually by Faculty.

Reporting Procedures

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

4.2 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 teacher.
- To help the Education Support teacher 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 MacAllen's Extra Lesson work.
- To plan monthly child study for the faculty meetings.
- 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 assess first grade children for school readiness.
 - To assess 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 MacAllen.
- Members must be able to meet for 1 ½ 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 and curriculum study calendar with PG 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.

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 PG, Faculty, and Social Inclusion in regular weekly faculty meetings or as needed.

4.3 Social Inclusion Committee

Mission

The mission of Social Inclusion 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 Inclusion is mandated to develop and monitor a Social Inclusion 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. SI makes referrals to the Pedagogical Group and Care Group when appropriate. SI supports children, faculty, and parents with social concerns through its meetings, literature and workshops. SI adheres to the Discipline Policy and SI Policy & Procedures.

Goals

- Develop and facilitate the implementation of Social Inclusion 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 SI process and tools via workshops and newsletters.
- Schedule, hold and follow up on SI 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 Inclusion 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

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

Accountability

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

Faculty Committees

4.4 Faculty Council Coordinators

Mission

To lead Faculty Council study sessions with the aim of enriching the school curriculum, enhancing teaching practices of all WSSD faculty, and building a deeper understanding of human development based on Anthroposophy.

Mandate

- Schedule, delegate, and/or facilitate discussions, activities, and study during Faculty Council meetings.
- Make recommendations and elicit faculty input on format and content of meetings. Faculty Council meetings are to focus on professional sharing, study, child study, biography, and business items that require Faculty Council presence.

Goals

- Schedule, distribute agendas, maintain minutes and facilitate discussions and activities.
- Plan meetings to include study of anthroposophy and pedagogy.
- Plan scheduled meetings to encourage faculty sharing of personal and professional research projects, sharing of best classroom practices.
- Study current education practices and world trends and share at Faculty Council meetings.
- Use meetings to incorporate sharing of biographies.
- Plan meetings to incorporate the practice and sharing of artistic work.
- Coordinate with Care Group to facilitate Child and Class studies.
- Facilitate decision making pertinent to Faculty Council.

Membership

Membership consists of three faculty members, when possible: one from each section (High School, Grades, Early Childhood). One member rotates out per year, providing continuity within the group structure.

Decision Making Authority

Decisions are made regarding format, scheduling, content of Faculty Council meetings after consideration of Faculty input and Care Group.

Accountability

- Accountable to Faculty and to PG.
- Measures of success include: Faculty Council meetings will be inspiring, educational, practical and efficient.
- Faculty will be inspired towards further development both professionally and personally.
- Child and class studies will be held throughout the year in a professional manner.
- Faculty will feel supported in their work.

Reporting Procedures

- Minutes will be taken at each meeting and made available to faculty.
- PG may request input annually as faculty responsibilities are determined for a new school year.

4.5 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 that internal faculty practices are equitable and appropriate.
- 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, Development and BOT.
- Review internal practices for faculty and make recommendations to PG (end of the year reports, meeting attendance, hours on campus, etc).
- 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, Subjects, 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.
- BOT on a quarterly basis.

4.6 Sections Coordinating Committee

Mission

To coordinate, facilitate, schedule and delegate faculty business-related activities and duties between the EC, LS and HS Departments.

Mandate

To coordinate, schedule and delegate faculty business related activities and duties between EC, LS and HS departments.

Goals

- Meet monthly to coordinate and discuss business issues and events that affect HS, EC, and Grades.
- Integrate and coordinate the WSSD school curriculum calendar.
- Make recommendations to Faculty Council for topics to be addressed.
- Communicate with PG regularly.
- Represent section concerns to other groups.
- Make recommendations to PG for new programs or expansion of current programs.
- Plan, decide and delegate implementation of school activities that span school departments (i.e. assemblies, supply ordering, and teacher substitution).

Membership

EC, Grades and HS Department Chairs.

Decision Making Authority

As deemed by Sections and PG for smooth functioning of the school programs.

Accountability

Accountable to PG and the perspective sections.

Reporting Procedures

Reports weekly to PG.

5 Administrative Group

Mission

To uphold the overall mission of the school by providing consistent implementation of: Compliance, Process/Procedure; Communications; and Operations

Goals

- Document/track/monitor & evaluate to ensure compliance.
- Create measurable, observable and consistent processes.
- Create communication (how, when, who) plans for all areas
- Be the face for internal and external communications
- Provide smooth, efficient, clear and fiscally responsible operations.
- Make Waldorf Education available to all children in the San Diego area through active engagement with Families of all ethnic, spiritual and socioeconomic backgrounds.
- Practice fiscal responsibility by applying sound principles of professional financial Management and prudent, sustainable use of our resources.
- To seek to fulfill our tasks conscientiously, staying true to our vision and true to the Best within us.
- To honor the contribution of others through gratitude.

What you do – verbs:

Manage IT-Tech Supp.
Counsel/Collaborate w/fin. Com.
Manage Human Resources
(hire, fire, evaluate)
Manage facilities
Accounting & Auditing
Admitting of Students
Coordinate Finance Chair
Outreach & Advertising
Registering Students
Manage health & safety
Nursing
Provide emergency plans &
Procedures

Oversee Snake & Lily Store

Accountability

How do you know when you have done your work well? What are the “performance attributes” of your work?

ADMINISTRATIVE GROUP PILLAR

Additional Positions needed:

Human Resource Manager
Supervisor of Buildings & Grounds
Nurse
Store Manager
Store Assistant
High School Admin Support
Receptionist – Altadena

Committees:

Marketing, Advertising & Outreach
Snake & Lily School Store
Campus Development
Finance
Tuition Assistance
Scrip

5.1 Administrative Chair

Mission

The Administrative Chair’s primary responsibility is to ensure effectiveness by providing leadership for the school’s financial and organizational processes. The Administrative Chair accounts for budgets and strategically plans for the financial health of the school; manages bookkeeping and accounting operations carried out by the Finance Coordinator; 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 and office management/facilities coordination, carried out by the Administrative Coordinator; 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 an Ex-officio (non-voting) Board Member (provides monthly reports on a reporting schedule during board meetings), and Chairs the Finance Committee.

Job Procedures:

7.0 Accounting, Budgeting, and Strategic Planning

- 7.1 Provide Treasurer and Board with timely, accurate financial reports (to include, but not limited to, cash flow, investments, arrears, capital expenses, budgets)
- 7.2 Prepare AWSNA and NYSAIS financial reports
- 7.3 Assist/collaborate with Treasurer in preparing/updating the Cash Flow Spreadsheet
- 7.4 Assist/collaborate with Treasurer in preparing annual budgets and maintaining an ongoing Year-to-Date (Actual/Budgeted) report
- 7.5 Provide YTD budget comparisons as needed for monthly review and assessment.
- 7.6 Establish and maintain capital budget
- 7.7 Improve the operational systems, processes and policies in support of WSSD's mission
- 7.8 Support better management reporting, information flow and management, and improving business processes
- 7.9 Assist in long-term, strategic planning and support initiatives intended to promote operational excellence and effectiveness

8.0 Overseeing Bookkeeping and Accounting Operations performed by Finance Coordinator

- 8.1 Oversee Accounting for Financial Transactions (Finance Coordinator)
- 8.2 Oversee Processing FACTS Payments (Finance Coordinator)
- 8.3 Oversee Compiling Reports (Finance Coordinator)
- 8.4 Oversee Collaborating in Shared Governance (Finance Coordinator)

3.0 Overseeing Human Resource and Safety Operations performed by the HR/Safety Manager

- 3.1 Oversee payroll administration
- 3.2 Oversee hiring / firing processes
- 3.3 Oversee crisis management plan and disaster preparedness protocols
- 3.4 Oversee updates to employee (faculty) handbook
- 3.5 Oversee benefits coordination
- 3.6 Oversee property management

4.0 Oversee Enrollment/Admissions performed by the Admissions Director

- 4.1 Oversee enrollment of all programs: Morning Glory through High School
- 4.2 Oversee scheduled school tours
- 4.3 Oversee marketing and promotions through community outreach

5.0 Oversee Office Managing & Facilities Coordination performed by the Admin. Coordinator

- 5.1 Oversee day-to-day operations of the school
- 5.2 Oversee reception

6.0 Managing Risk, Liability, and Governmental Compliance

- 6.1 Obtain legal advice as needed regarding financial operations and issues
- 6.2 Obtain legal advice as needed regarding liability issues
- 6.3 Maintain accurate records as needed for tax reporting
- 6.4 Maintain current payment of property, sales, and other requisite taxes
- 6.5 File necessary reports as requested by governmental and accrediting agencies

7.0 Handling all Tax Requirements and Arranging External Audits

- 7.1 Prepare and send all internal information and reports required by WSSD's external Tax Preparer
- 7.2 Maintain current knowledge of tax laws (federal, state, local) and ensure WSSD is compliant with the same
- 7.3 Prepare and send all internal information and reports required by WSSD's auditor, for the purpose of external auditing of annual finances
- 7.4 Assist external auditor in communicating the results of audits (frequency as established by Board) to Board, FC, and other constituencies

8.0 Communicating with the Community and External Constituencies

- 8.1 Establish, provide leadership and maintain consistent, ongoing communication with the WSSD Administrative Staff, Board, and WSSD committees
- 8.2 Interact routinely with Parents/Families in a manner that is courteous and accurate, and that maintains confidentiality
- 8.3 Provide financial information and formal reports to Rudolf Steiner Foundation and/or other Financial Institutions
- 8.4 Communicate with the San Diego Community, including the City of San Diego, as essential to furthering the mission of WSSD.
- 8.5 Liaise with Tax accountant
- 8.6 Liaise with Auditors

9.0 Maintaining and Planning/Charting Building Improvements

- 9.1 Collaborate with Building Committee on long-term building projects
- 9.2 Chart specific actions required for project additions/improvements in terms of steps, conditional steps (predecessors), and time (e.g., Gantt chart) using software (e.g., Microsoft Project)
- 9.3 Act as Project Manager for building improvements and/or maintaining compliance with the school's CUP (Conditional Use Permit) project

10.0 Collaborating in Shared Governance

- 10.1 Collaborate regularly and effectively with Administration, Treasurer and Board
- 10.2 Collaborate openly and effectively with other members of the Administrative Team
- 10.3 Mentor other team members on operational processes and procedures
- 10.4 Work in teams (formal and ad hoc) to design creative solutions to problems
- 10.5 Engage in appropriate cross-training with other staff
- 10.6 Communicate in a manner that facilitates openness and trust
- 10.7 Share workload with other team members

Membership

Chartered by Board

Reports to: Board of Trustees

The Director of Administration is an employee of the Board of Directors. The Board of Directors is responsible for hiring and evaluating the Director of Administration.

Minimum Knowledge/Skill Sets:

- Proficient interpersonal and social skills
- Leadership performance and management skills
- Knowledge of general accounting practices and procedures (GAAP)
- Knowledge of a computerized accounting system, including *QuickBooks*
- Computer software skills, including *MS Office*, email, and internet proficiencies
- Principles of financial planning and control
- Principles of financial analysis
- Math/accounting skills and high level of literacy (mathematical, financial and communication)
- Ability to organize and to process information accurately

- Demonstration of an ethical sensibility, including an ability to maintain confidentiality

Additional Knowledge/Skill Sets, Preferred:

- Advanced teamwork and interpersonal skills
- Advanced communication skills
- Advanced decision-making and problem-solving skills
- Advanced planning and organizing skills to achieve end results
- Advanced knowledge of process-improvement and organizational efficiency strategies
- Advanced knowledge of project management processes (including knowledge of, or ability to learn, project management software)

Education/Experience:

Degree (or equivalent) in business/finance/accounting (preferred)

Experience working in educational settings (required)

Experience working with computerized accounting systems (required)

Experience and demonstrated success with general accounting duties (required)

Experience and demonstrated success with organizational effectiveness (required)

Certifications: i.e. CPR First Aid

Classification: Salaried Exempt

Salary Grade:

Payroll Status: 1.00 (FTE)

Work Hours: Regular, as scheduled

TBD

OPERATIONS MANAGER

Performance Appraisal Rubric

1.0 Accounting, Budgeting and Strategic Planning Outcomes

- Prepares reports that provide helpful and comparative financial information, including the use of graphs that help consumers to understand the financial conditions of the school
- the financial reports include narrative descriptions that are clear and conducive to understanding

- an annual survey of Administrator, Board, FC and other relevant constituencies confirms that 95% of evaluators are “satisfied” or “highly satisfied” with the quality of reports provided by the Operations Manager and the quality of interaction (professional and courteous) of the Operations Manager

2.0 Overseeing Bookkeeping & Accounting Operations performed by Finance

Coordinator

- Demonstrates knowledge of each activity performed by the Finance Coordinator as part of the Performance Appraisal process of the FC

3.0 Preparing Payroll and Adhering to Employment Law Requirements

- Payroll processing is accomplished twice monthly, always on-time, with an accuracy of 98% or above
- an annual survey of WSSD employees confirms that 95% of employees or “satisfied” or “highly satisfied” with the quality of payroll processing.
- Develop & Insert Performance Outcome on employment law here

4.0 Allocating Benefits Strategically

- Performance Description/Outcome here
- Performance Description/Outcome here

5.0 Managing Risk, Liability and Governmental Compliance

- Performance Description/Outcome here
- Performance Description/Outcome here

6.0 Handling all Tax Requirements and Arranging External Audits

- Performance Description/Outcome here
- Performance Description/Outcome here

7.0 Communicating with the Community and External Constituencies

- Performance Description/Outcome here
- Performance Description/Outcome here

8.0 Maintaining Facilities and Planning/Charting Building Improvements

- Performance Description/Outcome here
- Performance Description/Outcome he

9.0 Collaborating in Shared Governance

- Performance Description/Outcome here
- Performance Description/Outcome here

5.2 Administrative Coordinator

Mission

Position Summary:

The Administrative Coordinator's primary responsibility is to manage the day-to-day functioning of the school's administrative office and physical property of the school. The Administrative Coordinator, coordinates the facilities operation of the school, receives and directs visitors and employees, handles routine office functioning, and collaborates in shared governance. [LINK TO ADMIN COORDINATOR JOB DESCRIPTION](#)

Goals

Job Procedures:

1. Office Managing

- 1.1 Instructing employees on plant security procedures
 - 1.1.1 Coordinating with security company of employee code status
 - 1.1.2 Training employees on security procedures and distribute keys
- 1.2 Ordering and maintaining school office supplies
- 1.3 Installing and maintaining phone system
- 1.4 Coordinating copy machine lease and maintenance
- 1.5 Maintaining and updating Outlook calendars for main school areas
- 1.6 Maintaining and updating website as necessary in conjunction with volunteer webmaster
- 1.7 Assisting with event preparation as necessary with parent volunteers, faculty, etc.
- 1.8 Preparing task lists for office volunteers/interns

2. Implementing

- 2.1 Typing light correspondence to include student reports for teachers that do not perform this function.
- 2.2 Watering plants, minor office cleaning and arranging of organizational support
- 2.3 Attending and preparing for weekly staff meeting; follow up as necessary
- 2.4 Maintaining and stuffing parent files as necessary
- 2.5 Creating and typing flyers/tickets/programs as necessary for school functions
- 2.6 Assisting faculty with copying, faxing, scanning, e-mailing as necessary
- 2.7 Handling bulk mail postage
- 2.8 Maintaining general office files
- 2.9 Creating/coordinating all community e-mailings and notices to include the weekly newsletter.

3. Receiving

- 3.1 Assisting parents in the office with questions, instructing them in protocols and providing direction for their needs
- 3.2 Answering phones and relaying messages as necessary

- 3.3 Assisting prospective parents with Waldorf school information, occasional tours, answering questions and providing needed materials
- 3.4 Assisting parents, teachers and children with use of copy machine, telephones

4. Facilities Coordinating

- 4.1 Managing, coordinating overseeing janitorial services, Facilities Maintenance Assistant, and facilities work requests.
 - 4.1.1 Analyzing and triaging cleaning issues and work requests from school employees and arrange for repairs, estimates as necessary.
 - 4.1.2 Coordinating and maintaining relations with other companies as needed (pest control, supply companies, janitorial, etc.)
 - 4.1.3 Coordinating solutions/maintenance and new installation as necessary of doors/locks, appliance, electrical, furniture, flooring maintenance, Graffiti removal, pest control, roofing, phone systems, plumbing repairs/estimates, water filters, parking lot, grass/grounds
 - 4.1.4 Working with faculty and board for summer facility work and pre planning
 - 4.1.5 Planning and carrying out summer repair and work
- 4.2 Maintaining, Ordering and keeping up-to-date all Emergency Preparedness supplies/Information.
 - 4.2.1 Emergency Backpacks and Emergency 3 day kits,
 - 4.2.2 Maintaining Emergency Exit Route signs into all classrooms
 - 4.2.3 Coordinating maintenance of fire extinguishers
- 4.3 Liaising with San Diego Police Dept. for school site safety/traffic issues
 - 4.3.1 skateboarding, tagging, and parking and traffic issues

5. Other Administrative Daily Duties

- 5.1 Organizing, cleaning, and maintaining main hallway and bulletin
- 5.2 Assisting with children sent to office for illness, injuries
- 5.3 Informing parent body of contagious/reportable illnesses
- 5.4 Communicating status of sick/injured children to parents
- 5.5 Stocking first aid supplies/recovery room
- 5.6 Assisting Administrator with Fire Drills
- 5.7 Attending Festival Meetings as the Admin Rep for Festival Committee

6. Parking

- 6.1 Assisting parking lot duty M-F mornings or as necessary

7. Collaborating in Shared Governance

- 7.1 Collaborates regularly and effectively with the other members of the Administrative Group.
- 7.2 Collaborates openly as effectively with other members of the Administrative group, including those involved with Development, Registrar, Finance Coordinator, and Admissions.
- 7.3 Mentors other team members on facilities and general processes and procedures.
- 7.4 Works in teams (formal and ad hoc) to design creative solutions to problems.
- 7.5 Engages in appropriate cross-training with other staff.
- 7.6 Communicates in a manner that facilitates openness and trust.

7.7 Shares workloads with other team members.

Membership

Classification: Salaried Exempt

Salary Grade:

Payroll Status: 1.00 (FTE)

Work Hours: Regular, as scheduled

Approval Date

Decision Making Authority

This position works under general guidance and direction of the Administrator

Reports to: Administrative Chair

This position serves as lead worker over other personnel as assigned

5.3 Director of Admissions

Mission

The Director of Admissions primary responsibility is to enroll students from Morning Glory Playgroup through High School and Summer Camp. The Director of Admissions creates and manages all scheduled and informal tours and open houses, creates prospective parent materials and markets and promotes WSSD to the outside community and internally within our existing school community. The Director of Admissions collaborates in shared governance.

Job Procedures

- 1.1. Enrolling Students from Morning Glory Playgroups through High School
 - 1.2. Responding to and following-up with all email and phone call inquiries from prospective parents
 - 1.3. Accepting applications and processing payments from parents.
 - 1.4. Handing application to Registrar for processing.
 - 1.5. Liaising with Registrar and faculty once application has been submitted
 - 1.6. Calling currently enrolled parents to solicit registration in Morning Glory, Summer Camps
 - 1.7. Working with faculty 3x per year to set up the schedule for Morning Glory classes
-
- 2.1. Creating and managing scheduled tour events and open houses.
 - 2.2. Coordinating with teachers on which grades will be included on tour.
 - 2.3. Making confirmation phone calls to tour/open house guests the day before tour/open house.
 - 2.4. Planning and preparing food for tour/open house guests.
 - 2.5. Hanging directional signs, preparing sign-in sheets, setting up sign on table at front door, setting up auditorium, assigning personnel to staff the table
 - 2.6. Meeting and greeting tour/open house guests
 - 2.7. Start tour with welcome address and Waldorf education overview. Introduce first segment of tour and EC teacher. Lead tour through to conclusion.
 - 2.8. Answering final questions
 - 2.9. Introducing parents to Registrar for next steps in enrollment process
 - 2.10. Reviewing sign in sheets, calculate attendance numbers for each program (MG, EC, Elementary, HS)
 - 2.11. Following up emails/phone calls
-
- 3.1. Managing informal tours
 - 3.2. Arranging for meeting with prospective parents who cannot attend a scheduled tour.
 - 3.3. Touring prospective parents around the campus
 - 3.4. Following up with email/phone call
 - 3.5. Accepting applications and processing payment from parents
 - 3.6. Handing application to registrar
 - 3.7. Referring parents to Registrar for next steps in enrollment process
 - 3.8. Researching and creating all print materials for prospective parents (going out via regular and email).

- 3.9. Ensuring that print materials are accurate by updating periodically
- 3.10. Ordering other brochures/booklets such as Waldorf Education, Windows into Waldorf, Learning to Learn.
- 3.11. Working with school store to ensure the availability of books on Recommended Reading List

- 4.1. Promoting WSSD through Community Outreach
- 4.2. Research appropriate venues such as street faires, Earth Day, Envirofest, San Diego State KG
- 4.3. Faire.
- 4.4. Set up and staff booths at these events.)
- 4.5. Co-ordinate data received at outreach events (prospective parent information)
- 4.6. Make follow up calls to parents met at outreach events
- 4.7. Give presentations at community organizations/schools
- 4.8. Visit other independent schools to inform about upper grades programs, and solicit new students
- 4.9. Create and stock an Outreach Suitcase (print materials, student academic and handwork, silks,
- 4.10. business cards, books, etc.) for use at outreach events
- 4.11. Represent Admin at school activities by handing out programs, managing entrance and exits at
- 4.12. assemblies, concerts, meet new families at Festivals, New Parent Orientation etc
- 4.13. Be a visible presence on campus and available for parent questions, as they relate to enrollment/retention

- 5.1. Collaborating in Shared Governance
- 5.2. Collaborates regularly and effectively with the other members of the Administrative Group.
- 5.3. Collaborates openly as effectively with other members of the Administrative group, including those involved with Development, Registrar, Finance Coordinator, and Administrative Coordinator.
- 5.4. Mentors other team members on facilities and general processes and procedures.
- 5.5. Works in teams (formal and adhoc) to design creative solutions to problems.
- 5.6. Engages in appropriate cross-training with other staff.
- 5.7. Communicates in a manner that facilitates openness and trust.
- 5.8. Shares workloads with other team members.

Membership

Reports to: Administrative

Classification: Salaried Exempt

Payroll Status: 1.00 (FTE)

Work Hours: Regular, as scheduled

5.4 Registrar

Goals

Needs new one!

Job Procedural Sentences:

1. Manage application process from submission of application through registration and enrollment (# of applications in 2007=75; 2008=90; 2009=106)
 - 1.1 Instruct applicants about application process and protocols via correspondence and phone contact, responding to all application, registration, and enrollment questions.
 - 1.2 Communicate receipt of application and fee, TA eligibility, age eligibility for requested grade, and other relevant information to applicants via correspondence and/or phone contact.
 - 1.3 Instruct qualified applicants about TA process upon request, mailing them instructions for applying for TA.
 - 1.4 Notify TA committee of all potential TA applicants and their status.
 - 1.5 Data entry includes inputting applicant contact information and application tracking data upon receipt of application (db: family form, application form).
 - 1.6 Regulate compliance with application protocols and timeliness of process via ongoing tracking of tour attendance, receipt of all paperwork, communication with faculty, visitation, registration, and final enrollment.
 - 1.7 Track receipt of application materials and fees, with follow-up correspondence as needed.
 - 1.8 Notify faculty of issues affecting enrollment, applicant intentions, age appropriateness, and other relevant information via memo with attached copy of application to relevant faculty member(s).
 - 1.9 Schedule and coordinate all Early Childhood (EC) interviews
 - 1.10 Closely coordinates with Early Childhood faculty regarding innumerable details and information needed for requests and placement decisions. Summarize and track placement. Placement notification letters after Early Childhood enrollment complete.
 - 1.11 Notify Special Subject teachers of all visitation. Ensure completion of applicant visitation paperwork. Notify Faculty Chair of visitation.
 - 1.12 Track progress of all applications – interviews, visits, acceptance status, and necessary follow-up.
 - 1.13 Mail out teacher recommendation request forms, track receipt, follow-up with 2nd notices and phone requests as needed, and submit to applicant's prospective faculty, and/or Educational Support teacher when necessary.
 - 1.14 Assemble and mail registration packets upon applicant acceptance, or communicate non-acceptance via correspondence, or communicate any additional needed documentation to determine acceptance status.

- 1.15 Regulate compliance with registration protocols, deadlines, completion and submission of all necessary documents with requisite signatures, contract, registration fee, transcript request signature, educational support form, and all early childhood forms (8).
 - 1.16 Data entry upon receipt of registration form includes input of registration tracking information, additional family and student info: medical info, emergency contact info, aftercare pickup info, volunteer info (family form, application form, & campus tracker).
 - 1.17 Communicate via phone or correspondence regarding any missing registration materials or documentation.
 - 1.18 Maintain regular communication of applicant status to teachers throughout application process.
 - 1.19 Maintain regular Communication of applicant status to applicant.
 - 1.20 Manage and maintain grades waitlists and early childhood priority pool list, communicating with faculty and applicants via phone or correspondence, regarding protocols and providing status reports.
 - 1.21 Mail out transcript request, track receipt, and follow-up with 2nd notices and phone requests as needed, submit to teacher for review and follow-up that it is returned to file.
 - 1.22 Manage an extensive checklist of tasks, communications and follow-up necessary for all mid-year enrollees.
 - 1.23 Tabulate application data for inclusion in weekly re-enrollment reports for Faculty meetings, and twice a month for Board.
 - 1.24 Maintain up-to-date application report, showing information regarding status of all applications by class, for frequent on-the-spot faculty member inquiries.
 - 1.25 Ongoing analysis and revision of forms and application process as needed to meet the needs of the school.
2. Coordinate reenrollment process (# reenrollees in 2007=219; 2008=254; 2009=266)
- 2.1 Organize analyze and report administrative input regarding re-enrollment protocol and forms revisions recommendations for Administrator submission to Board. Produce sample reg packet for review and revision.
 - 2.2 Revise and update registration forms and contract as approved and/or directed by Board or PG.
 - 2.3 Query (database) current enrollees, updating database summary reg form for the following year (update queries to clear our previous year).
 - 2.4 Print and collate personalized registration forms.
 - 2.5 Update cover sheet, cover letter (with requisite signatures), two-household family letter.
 - 2.6 Coordinate update and approval of all supplemental forms for packet: cover sheet (Admin), contract, tuition & fee schedule (Finance Comm. & Board), TA

- instructions (TA Committee), extended care form (Ext'd Care Supervisor & Board), Parent association form (PA President), Scrip form (Scrip Coordinator)
- 2.7 Submit for proofing, collate, assemble and distribute finalized registrations packets to parent files on first day of registration period (date to be determined by Board.)
 - 2.8 Track receipt of registrations forms, contracts and fees.
 - 2.9 Maintain ongoing reporting and communication with faculty, Admissions Director, Finance Coordinator, and Board regarding registration status of enrollees.
 - 2.10 Data entry of all updated enrollment information into database (contact info, medical info, emergency contact info, aftercare pickup info, volunteer info).
 - 2.11 Communicate all updated enrollment information (contact info, medical, aftercare, emergency etc.) to relevant parties (teachers, room parents, aftercare, Scrip coordinator, Business manager, Admin, PA)
 - 2.12 Communicate TA requests to TA Committee.
 - 2.13 Communicate EC class requests or special needs to EC Department.
 - 2.14 Audit and regulate compliance with registration process: correspond with or call parents for missing information; notify Admin, faculty, Finance Committee, and Board of late reenrollees and/or attrition.
 - 2.15 Instruct/guide parents in re-enrollment process by responding to re-enrollment related questions or queries from parents.
 - 2.16 Evaluate and forward difficult issues or special requests affecting a family's enrollment status to Administrator for advise.
 - 2.17 Analyze data and produce weekly re-enrollment reports and projections for Faculty meetings, and twice monthly for Board.
 - 2.18 Maintain up-to-date registration reporting, showing information regarding status of all re-enrollees by class, for frequent on-the-spot faculty member inquiries.
 - 2.19 Develop queries to produce lists reflecting updated information received at time of re-enrollment as needed by teachers, TA, Finance Coordinator, Board, Development, Admin, etc.
3. Database and Related School Reports (# families listed in db = 782; approx. 70 fields per family with one child not including associated forms)
 - 3.1 Initial data entry and ongoing updates for all fields including but not limited to: all parent contact information (address, phone, email, FAX), student data (DOB, enrollment dates, class, doctors, dentists, insurance, medical history and allergy info, emergency contacts, extended care pick up), parent employment and volunteer info., etc.
 - 3.2 Communication of all directory updates to relevant school entities needing information (teachers, room parents, committees, Admin, Extended Care)

- 3.3 Communication of all updates to emergency contact and/or medical & allergy information, as well as parent contact revisions to relevant faculty, extended care, and kindergarten emergency kits.
 - 3.4 Design maintenance as required and data updates in all database forms and reports related to tracking, follow-up and reporting for applications and reenrollment.
 - 3.5 Produce monthly Extended Care sign out sheets for grades and Kg (queries by class per release time), and Extended care check-in sheets for grades and Kg by class.
 - 3.6 Produce labels and lists as needed by development.
 - 3.7 Produce lists (from queries), labels and/or reports for special requests as needed by Board, Faculty, Admin, TA, Committees, Extended Care, Finance, PA, Scrip, etc.
 - 3.8 Maintain & update Campus Trakker database for use with student reports production and labels.
 - 3.9 Instruct faculty as needed for student report Campus Trakker internet data entry.
 - 3.10 Manage database conversion from current school database to Campus Trakker, analyzing mechanisms for database linkage or export to currently used reports, OR alternatively redesigning reports.
 - 3.11 Produce the following database reports as needed: Attendance Sheets; Class rosters; Class medical information and allergy information; scrip family lists; parent email lists for general announcements; Private School Affidavit figures; Parent Association volunteer list; Development parent employment list; Board data requests; morning glory mailing lists; summer school mailing list; many additional requests as needed.
 - 3.12 Maintain design and complex organization for high school student reports on Campus Trakker.
 - 3.13 Learn and coordinate high school transcript data entry and reports production.
4. Student files
- 4.1 Organize and maintain all student files. Communicate location and/or organizational changes to Administration and faculty.
 - 4.2 Manage submission, tracking, audit and follow-up related to required Early Childhood licensing forms (5 per student) to include physician signed checkup form, keeping all Early Childhood files up to date for possible licensing audits. Assists with any Early Childhood licensing audits or spot checks.
 - 4.3 Manage submission, tracking, audit and follow-up related to health and medical permission forms requested by Early Childhood teachers (3 per student).
 - 4.4 Manage submission, tracking, audit and follow-up of all student immunization records.

- 4.5 Transcribe individual immunization information to blue Health & Human Services Immunization forms, verify completion or communicate immunizations still needed to family.
 - 4.6 Regulate compliance with County and State immunization requirements for Nursery and Kindergarten aged students via timely follow-up, ensuring PME and/or PBE waiver signatures are obtained when requested.
 - 4.7 Produce reports for government agencies requiring immunization status of all Early Childhood students in the school, divided into Nursery and Kindergarten by age.
 - 4.8 Manage submission, tracking, audit and follow-up of all Grade 1 student Health Forms in compliance with regulations requiring proof of Grade 1 physicals, or obtain signatures for waivers.
 - 4.9 Manage ongoing student filing: all application and reenrollment material, student reports, above mentioned licensing forms, health and immunization forms, extended care updates, directory updates, injury or incident reports, and all correspondence. (Note: contracts are stored with Finance Coordinator.)
 - 4.10 Maintain security and confidentiality of all student files and reports. Incident reports or sensitive material to be kept in file within an envelope marked "confidential". All files to be kept in locked file cabinets.
 - 4.11 Organize and secure all attrition files, alumni files, and withdrawn application files to be stored indefinitely, and maintain retrievability for transcript requests and potential returned enrollments.
5. Clerical
- 5.1 Maintain forms supplies for applications, applicant registrations packets, and re-enrollment packets, kindergarten licensing forms, immunization forms, etc.
 - 5.2 Coordinate exit process, tracking files, and completion of tasks checklist as performed by administrator (exit questionnaires and interviews).
 - 5.3 Support First Grades Assessments with first grade ready lists and interview tracking.
 - 5.4 Respond to transcript requests from other schools for student reports, health & immunization info, and additional requests.
 - 5.5 Assist parents in the office with questions, instructing them in protocols and providing direction for their needs.
 - 5.6 Assist prospective parents with Waldorf school information, occasional tours, answering questions and providing needed materials.
 - 5.7 Assist with children sent to office for illness, injuries, or "time outs".
 - 5.8 Assist parents, teachers, and children with use of copy machine, telephones.
 - 5.9 Software support for Admin and faculty, assisting all with use of computers and printers.
 - 5.10 Continual ongoing phone support.
 - 5.11 Water plants, minor office cleaning and arranging, organizational support.

- 5.12 Staff meeting preparation, attendance, and follow-up.
- 5.13 Supervise office volunteers.
- 5.14 Maintain current DOB sheet for reference when placing prospective families, checking new applications, early childhood placement, etc.

6. Other

6.1 Social Inclusion

- 6.1.1 Attending and participating in weekly meetings providing administrative help.
- 6.1.2 Role playing participation.
- 6.1.3 Editing, analyzing, planning participation.
- 6.1.4 Coordinating with and reporting to Admin.
- 6.1.5 Parent Handbook revisions related to S.I.
- 6.1.6 Office contact for "Friends of S.I."

6.2 Information Technology

- 6.2.1 Analyze, assess and triage all faculty and Admin computer issues/needs (hardware and software).
- 6.2.2 Provide software instruction as needed.
- 6.2.3 Manage local IT Consultant/Systems Administrator for Systems Administration needs.
- 6.2.4 Coordinate with Campus Trakker owner for all Campus Trakker related needs.
- 6.2.5 Mail merge setup for merge letters, envelopes and/or labels.
- 6.2.6 Software support as needed, i.e. Housekeeping tracking form and Gardening tracking form in Excel.
- 6.2.7 Utilize Outlook Calendar, tasks, contacts, email
- 6.2.8 Order software as needed (virus protection; spyware)

- 6.3 Assist with fire drills, monitoring hallways, room checks, help with traffic.
- 6.4 Assist Admin (and faculty) with myriad of issues, working closely with colleagues to prioritize, brainstorm, and problem solve.
- 6.5 Assist with first grade readiness (lists and letters)
- 6.6 Assist with TA tracking (created Excel tracking form)
- 6.7 Track Early Childhood 3-Day, 5-Day, Prog-Day, Ext'd Day.
- 6.8 Attend DANA sharing and learning local Waldorf school protocols in job-alike sessions.
- 6.9 Provide attrition reports as needed.
- 6.10 Produce parent file labels, student file labels.
- 6.11 Additional tasks as needed.

PRODUCT DESCRIPTIONS

1. A functional application process, with clearly communicated, coordinated and regulated administrative and pedagogical protocols and requirements.
2. A functional re-enrollment process, with clearly communicated, coordinated and regulated administrative and pedagogical protocols and requirements.
3. A well maintained functional school database with up-to-date information, data entry (forms) and data retrieval (queries) mechanisms. Current database reports produced and available in a timely manner as needed by Board, Faculty, Admin, Committees, Parent Association, Classes, Scrip, necessarily including enrollment reports, student reports, medical & emergency reports, school directory, extended care check-in and sign-out sheets, attendance sheets & class rosters, email lists, mailing labels, and informational lists as needed.
4. An accessible, organized, auditable, secure and confidential student filing system with up-to-date application and registrations forms, student reports, legally required health and immunization forms, correspondence and other relevant reports; including retrievable attrition files. Reports submitted for immunizations and Grade 1 health reports.
5. A functional office environment with which to carry out job tasks.

Membership

Reports to: Administrator

Classification: Salaried Exempt

Salary Grade:

Payroll Status: 1.00 (FTE)

Work Hours: Regular, as scheduled

5.5 Human Resources Coordinators

Mission

Human Resource/Safety Manager provides WSSD with general oversight and organizational leadership for all staff and faculty recruitment, labor law compliance, staff and faculty training and evaluation activity, payroll preparation and employee benefits administration. Under the direction of the Administrative Chair, this position is responsible for the security procedures to protect students, employees and the physical property of the school. The Human Resource/Safety Manager collaborates in Shared Governance.

Goals

Job Procedures:

1. Human Resourcing
 - 1.1 Overseeing and implementing hiring documentation
 - 1.2 Coordinating fingerprinting appointments for background clearances
 - 1.3 1.3 Verifying legal right to work
- 1.4 Verifying all necessary employee paper work is completed
- 1.5 Preparing employee files
- 1.6 Communicating school policies, procedures, compensation and benefit programs
- 1.7 Handling processing of immigration applications and communications
- 1.8 Preparing letters of hire
- 1.9 Preparing and execute yearly intention letters for all teachers and staff
- 1.10 Arranging for placement of job listings
- 1.11 Coordinating and conducting job interviews
- 1.12 Handling back ground/reference checks
- 1.13 Managing Insurance Packages
- 1.14 Conducting yearly audit on medical insurance program to find lower rate and/or upgrade benefit packages for all eligible employees.
- 1.15 Reviewing all medical insurance billings to ensure accuracy
- 1.16 Remove/add employees on all medical/supplemental insurances
- 1.17 Coordinating yearly enrollment in CA 125 supplemental insurances for all eligible employees.
- 1.18 Conducting yearly employee file audits
- 1.19 Ensuring all employee files are kept in a secure location
- 1.20 Ensuring all employee files contain all required forms and documentation.
- 1.21 Employee Evaluation Assisting
- 1.22 Assisting Administrative Chair with yearly evaluations for all school

employees.

1.23 Assisting Administrative Chair with goal setting for Admin employees the year.

1.24 Writing, updating, implementing Employee/Faculty Handbook

2.0 Preparing Payroll

2.1 Calculating employee wages from contract records or time cards

2.2 Preparing checks for payment of wages (or communicating the same to payroll service), accounting accurately for requisite taxes and deductions.

2.3 Maintaining organized payroll files that include timecards, payroll reports, W2s, deduction requests, etc.

2.4 Posting payroll, taxes, and deductions in *QuickBooks* if outside payroll service is used.

2.5 Communicating with employees as necessary to obtain the most accurate payment for work completed.

2.6 Preparing workers compensation reports as necessary for filing and paying Workers Compensation insurance.

3.0 Implementing safety and security protocol

3.1 Conducting and supervising monthly fire drills and all disaster preparedness programs.

3.2 Writing, implementing and revising crisis management plan.

3.3 Communicating to staff and parents concerning disaster preparedness plans.

3.7 Health and Safety of Students

3.8 Contacting San Diego Police Department to stay up-to-date on all emergency notices.

3.9 Employing disaster plan using "call-em-all" phone systems

4.0 Property Managing

4.1 Managing rental properties

4.2 Liaising with renters for repair issues, lease agreements, and concerns.

4.3 Preparing rental properties and list vacancies as they arise.

5.0 Collaborating in Shared Governance

5.1 Collaborates regularly and effectively with the other members of the Administrative Group.

5.2 Collaborates openly as effectively with other members of the Administrative group, including those involved with Development, Registrar, Finance Coordinator, Administrative Coordinator and Admissions.

5.3 Mentors other team members on facilities and general processes and procedures.

5.4 Works in teams (formal and adhoc) to design creative solutions to problems.

5.5 Engages in appropriate cross-training with other staff.

5.6 Communicates in a manner that facilitates openness and trust.

5.7 Shares workloads with other team members.

Membership

Classification: Salaried Exempt

Salary Grade:

Payroll Status: 1.00 (FTE)

Work Hours: Regular, as scheduled

5.6 Finance Coordinator

Mission

Position Summary: The Finance Coordinator primary responsibility is to provide accurate and timely financial data by handling bookkeeping and related financial functions for the school. The Finance Coordinator accounts for financial transactions, processes accounts receivable, processes accounts payable, processes and oversees subsidiary accounts, compiles reports, and collaborates in shared governance.

Goals

Job Procedures:

1. Accounting for Financial Transactions
 - 1.1. Reconcile Union checking account statements within 5 business days from end of each monthly cycle
 - 1.2. Make bank deposits regularly, defined as within 48 hours of receipt
 - 1.3. Monitors cash flow (revenue/expenses), using the WSSD Cash Flow Spreadsheet, in conjunction with the Operations Manager and WSSD Treasurer
2. Processing Accounts Receivable
 - 2.1. Invoice accounts in Quickbooks for tuition and fees incurred throughout the year in accordance with the signed tuition contract, any other contracts entered into (e.g., Tuition assistance, annual giving, etc.), and any fees (aftercare, etc.).
 - 2.2. Assist families in setting up (or renewing) their monthly tuition/fee deduction service (e.g., FACTS) at the beginning of each fiscal year.
 - 2.3. Adjust and maintain accurate monthly billing of accounts using the tuition deduction service (e.g., FACTS).
 - 2.4. Communicate with families as necessary in an effort to keep as few accounts in arrears as possible.
 - 2.5. Post and deposit accounts receivables in *Quickbooks* on a cyclical basis.
 - 2.6. Receive, post, and deposit accounts receivables (e.g., Parent-tot) not subject to monthly billing service.
3. Processing Accounts Payable
 - 3.1. Receive and verify invoices and requisitions for goods and services
 - 3.2. Verify that transactions comply with financials policies and procedures (invoices and requisitions have been processed through the appropriate authorizing body prior to payment)
 - 3.3. Prepare vendor (including employees reimbursements) checks for payment at least once a week

- 3.4. Ensure that the proper internal account is debited in correspondence with any accounts payable
- 3.5. Maintain accurate recording of vendor payments and applicable information
- 3.6. Communicate with Operations Manager to ensure funds available to cover accounts paid
4. Processing and overseeing of Subsidiary Accounts (Snake & Lily, SCRIP, and Grades Fundraising)
 - 4.1. Receives deposits from subsidiary accounts
 - 4.2. Makes timely deposits of subsidiary income
 - 4.3. Verifies proper internal accounting in *Quickbooks* of income received
 - 4.4. Maintains *Quickbooks* records of accounts payable for subsidiary accounts
 - 4.5. Communicates with subsidiary account facilitators to ensure proper accounting and reporting of income and expenses
 - 4.6. Organizes information necessary to prepare a report for each subsidiary account
5. Compiling Reports
 - 5.1. Compile a report for each subsidiary account on an ongoing (e.g., quarterly) basis
 - 5.2. Compile reports that show cash receipts/expenditures, accounts payable/receivable
 - 5.3. Compile reports, in collaboration with Operations Manager and Treasurer, for communication to Board, requisite committees, and WSSD community
 - 5.4. Pull together all information needed for periodic (and/or year-end) financial audits, in format and timetable established by Operations Manager
6. Collaborating in Shared Governance
 - 6.1. Collaborates regularly and effectively with Operations Manager, Administrator, and Treasurer
 - 6.2. Collaborates openly as effectively with other members of the Administrative Team, including those involved with Development, Registrar and Admissions processes
 - 6.3. Mentors other team members on financial processes and procedures
 - 6.4. Works in teams (formal and ad hoc) to design creative solutions to problems
 - 6.5. Engages in appropriate cross-training with other staff
 - 6.6. Communicates in a manner that facilitates openness and trust
 - 6.7. Shares workloads with other team members

6.8. Xx

Membership

Classification:

Salary Grade:

Payroll Status: 0.75 – 1.0 (FTE)

Work Hours: Regular, as scheduled

Required Knowledge/Skill Sets:

Math/accounting skills and high level of literacy (mathematical and communication)
Computer proficiencies, including *MS Office*, email and navigation of the Internet
Financial Accounting Software proficiency, including *Quickbooks*
Ability to organize and to process information accurately
Ability to communicate and work effectively (and pleasantly) with others
Demonstration of an ethical sensibility, including an ability to maintain confidentiality

Education/Experience:

Degree (or equivalent) in business/finance/accounting (required)
Experience working in educational settings (required)
Experience working with computerized accounting systems (required)
Experience and demonstrated success with general accounting duties (required)
Experience working collaboratively and courteously as an effective team member (required)

Administrative Committees

5.7 Finance Committee

Mission

Guided by the philosophies of Rudolf Steiner and by sound financial policy, to then create and maintain financial stability.

Mandate

TBD

Goals

- To develop and recommend financial policies/actions to board.
- To resolve issues concerning implementation of financial policies.
- To work within parameters of mandate.

Decision Making

TBD

Accountability

TBD

Membership

TBD

5.8 ATA 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 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

5.9 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, magazine and newspapers, 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

5.10 Campus Development Committee

Mission

To plan and be responsible for all tasks and decision making associated with creating a multi-faceted and comprehensive campus redevelopment project within approved financial parameters. **Not responsible for maintaining/improving existing campus.*

Mandate

This committee is explicitly a “future looking” committee, with a long-term horizon (5-10 year master planning), and is not responsible for maintaining or overseeing the current campus plant. 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.

In order to carefully and intentionally vest the new CUP, a subcommittee will be formed by June 1, 2010, the purpose of which is to map out a plan, strategy, and set of cost projections for vesting the permit within the allotted 36 months.

Goals

Goal 1: Develop a “Master Plan” for the Waldorf School of San Diego, which envisions a combination of construction and re-development of the existing campus, to include classrooms, staff and faculty offices, extracurricular spaces, landscaping, and parking.

Goal 2: Gather input essential to developing such a plan from faculty, staff, parents, students, and the community at large. In doing so, realize the Master Plan as the culminating project of the school’s shared vision.

Goal 3: Set about the design and implementation of project with necessary experts, beginning with the school’s own internal resources (parents and employees), and extending to consultants as needed (and upon careful vetting).

Goal 4: Communicate to other WSSD spheres (as documented within this governance manual) on a regular basis, and by way of multiple channels of communication.

Goal 5: Prior to initiating specific work on any phase of the project, secure support and confirm financial allocation as appropriate to WSSD governance.

Decision Making

TBD

Accountability

TBD

Membership

TBD

5.10.1 Vesting CUP Sub-Committee

Mission

As a sub-committee of the Campus Development Committee, this group will plan, timeline, and oversee the most immediate tasks related to the WSSD Conditional Use Permit. To this end, it is essential that every member of this sub-committee understands the Conditional Use Permit, is clear on city expectations as defined therein, and is clear on timing essential to vesting.

Mandate

This committee is explicitly charged with planning and implementation of tasks and challenges related to vesting of the Conditional Use Permit, with a Target Date of no later than September 1, 2012 (i.e., six months in advance of the 36 month requirement). In order to carefully and intentionally vest the new CUP, this group will map out a plan, strategy, and set of cost projections for vesting the permit on or before the Target Date. Additionally, the subcommittee will function as a “resource group” for immediate consequences (e.g., use of existing campus prior to vesting, renting of current facilities, etc.).

Goals

Goal 1: Develop a “Vesting Plan” for the Waldorf School of San Diego, one that sets out the various options for vesting—pulling a building permit, pulling a construction permit, and/or pulling a demolition permit—and the costs associated with each alternative.

Goal 2: Immediately, guide the school in terms of expert direction regarding questions of interim capacity, for example, determining of number of children at the WSSD site without adding parking, and/or other immediate considerations regarding present use of site.

Goal 3: Immediately, guide the school in terms of a plan for returning the church to campus in some capacity and developing a strategy for doing so. For example, if the church agreed to return on a “weekend basis” only, could this be accomplished without CUP amendment? If not, what would be the cost/timeline for amending the CUP to allow the return of the church?

Goal 4: Communicate xxx

Goal 5: Prior to initiating action on vesting of the CUP, secure support and confirm financial allocation as appropriate to WSSD governance.

[following pages will need to be modified to suit the subcommittee]

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Decision Making

TBD

Accountability

TBD

Membership

TBD

5.11 Scrip Committee

Mission

The scrip project generates revenue for the school and 8th grade trip beginning in 2010-2011 without incurring out of pocket expenses for the families.

Mandate

TBD

Goals

- Maximize family participation.
- Communicate effectively with parents.
- Convert from inventory-to order-based program.

Decision Making

TBD

Accountability

TBD

Membership

TBD

5.12 S&L Committee

Mission

Mission Statement: (very rough DRAFT) The Snake and Lily serves the Waldorf School of San Diego for the purposes of: 1) supporting Waldorf education in the home by providing Waldorf inspired school supplies, books, toys, remedies and gifts for sale and 2) generate revenue for the school through direct sales and support of the SCRIP program.

Mandate

TBD

Goals

- Provide merchandise (books, school supplies, toys, etc.) that support the school's curriculum and philosophy.
- Generate revenue for the school.
- Support the SCRIP program.
- Support parent education through co-sponsored presentations, books and other materials.

Decision Making

TBD

Accountability

TBD

Membership

TBD

6 Community Development

6.1 Development Director

Mission

The Development Director's primary responsibility is to increase the school's funding base, in close alignment with the mission and strategic plan of the school. The Development Director oversees annual giving; integrates annual giving with school budgeting and planning; plans the launch of a school Capital Campaign; launches and oversees the Capital Campaign (at the appointed time); oversees grant writing; coordinates with Parent Association Council on major community development events; and collaborates in shared governance.

Goals

Job Procedural Sentences:

- 1.0 Overseeing Annual Giving
 - 1.1 Procure materials and solicit volunteers for AG campaigns
 - 1.2 Ghost write annual appeal letter
 - 1.3 Develop manual and workshops for training all AG volunteers
 - 1.4 Schedule appointments for conversations with donors selected for a personal visit
 - 1.5 Record all gifts received and send prompt (within 3 days) thank you notes
 - 1.6 Send special thank you's to major donors
 - 1.7 Develop additional strategies for recognizing and honoring major donors
 - 1.8 Cultivate relationships with the school's major donors
 - 1.9 Conduct annual Phonathon
- 2.0 Integrating Annual Giving with School Budgeting and Planning
 - 2.1 Set yearly goals and draft corresponding budget
 - 2.2 Coordinate faculty and staff giving through payroll deduction plan
 - 2.3 Solicit in kind gifts for equipment as needed and appropriate
 - 2.4 Communicate dollar goals to Administrative Chair and Financial Coordinator
 - 2.5 Assist in the coordination and production of an Annual Report (fiscal year end)
 - 2.6 Assist in the coordination and production of Annual Budget (new fiscal year)
- 3.0 Planning Launch of Capital Campaign
 - 3.1 Develop plan, with timeline and critical incidents, for launch of capital campaign
 - 3.2 Align AG and CC planning and timelines with Strategic Plan
 - 3.3 Bring integrated package (AG–CC–SP) to Board for review
 - 3.4 Assemble Capital Campaign Committee (CCC)

- 3.5 Develop 3 year Capital Plan budget plan in support of the Capital Campaign
- 4.0 Launching and Overseeing Capital Campaign
 - 4.1 Hire Campaign Consultants with Board approval
 - 4.2 Launch Feasibility Study
 - 4.3 Manage day to day Campaign activities and volunteers
 - 4.4 Solicit Leadership Donors to the campaign
 - 4.5 Train volunteers for Campaign conversations
 - 4.6 Schedule volunteers for conversations and follow up
- 5.0 Overseeing Grant Writing
 - 5.1 Coordinate work load of Grant personnel
 - 5.2 Conduct meetings with Grant chair and necessary participants
 - 5.3 Set priorities for grant application areas of support
 - 5.4 Go to necessary meetings held by grantors re grant proposals
 - 5.5 Review all grant applications and ensure all supporting documentation is complete
 - 5.6 Coordinate with PG funding priorities for the year
- 6.0 Coordinating with Parent Association Council on Major Community Development Events
 - 6.1 Assist PAC committee volunteers in meeting defined goals of the Harvest Faire
 - 6.1-a Attend weekly meetings and offer support as needed
 - 6.1-b Ensure there are enough volunteers with skills
 - 6.1-c Intervene as necessary when troubleshooting is needed
 - 6.1-d Organize volunteers to coordinate a raffle (aligned with event)
 - 6.2 Assist PAC committee volunteers in meeting defined goals of the annual
 - 6.2-a Gather next year's committee volunteers 10 months in advance of event
 - 6.2-b Ensure strong leadership, with goals in hand, 9 months in advance of event
 - 6.2-c Assist in securing attractive venue, confirmed 6 months in advance of event
 - 6.2-d Attend all committee meetings and send out necessary correspondence
 - 6.2-e Coordinate with PG needs for Global Auction Items
 - 6.2-f Create necessary appeal letters and corresponding support materials
 - 6.2-g Organize the production and mailing of invitations
 - 6.2-h Coordinate offerings by parent community and gather them for the catalog
 - 6.2-i Create budget and communicate with Administrative Chair & Finance Coordinator, for budget monitoring and timely payment of bills

6.2-j Follow up with winning bidders on details of the securing of their items

6.2-k Send thank you notes and recognize sponsors publicly (latter, as appropriate)

6.3 Volunteer Integration Program

6.3-a Link with the VIP volunteer and PA to ensure parent volunteers are matched with appropriate opportunity

6.3-b Help coordinate speakers for high school with high school administrator and PA

6.3-c Serve on Volunteer Integration Committee

6.3-d Liaison to faculty regarding new opportunities or concerns

7.0 Collaborating in Shared Governance

7.1 Collaborates regularly and effectively with all committees that overlap the goals and purposes of development: Development Committee, Annual Giving Committee, Gala Committee, and Alumni Committee

7.2 Collaborates openly and effectively with other members of the Administrative Team, including those involved with Administrative and Financial operations

7.3 Mentors other team members on processes and procedures essential to outreach

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

7.5 Engages in appropriate cross-training with other staff

7.6 Communicates in a manner that facilitates openness and trust

7.7 Shares workloads with other team members

7.8 Participates effected in Board, Faculty, Administrative, FAB, Festival, Town Hall, Governance and Nominating Committee meetings

Reporting Procedures

Reports to: Board

Fund Raising Committees

6.2 Annual Giving Committee

Mission

The mission of the Annual Giving Committee, a core group of volunteers trained to have conversations with various constituents of the school population to share the importance of, and seek support for the school's programs and faculty.

Mandate

The mandate of the AG Committee is to ensure that families are aware of the need to fundraise and to have them participate at the appropriate "stretch" levels.

Goals

- To develop Annual Giving appeal letter to community
- To undertake training on having development conversations
- To participate in the development conversations both in person and at the phonathon
- Help with year end appeal

Decision Making

Development Director, Annual Giving Chair, Development Committee(??)

Accountability

Development Director

Membership

??

6.3 Capitol Campaign Committee

Mission

The mission of the Capitol Campaign Committee is to ensure that the school can successfully undertake a capitol 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 form the case for support and to make solicitation visits on behalf of the campaign, which ultimately translates into fundraising for the identified needs.

Goals

- To develop the case for support with Consultants and Development Director
- To undertake training on having capitol campaign conversations (asks)
- To work at great lengths to ensure the fundraising goal for the campaign is met
- To help decide who the leadership for the campaign will be
- To work with consulting firm on all of the above

Decision Making

Development Director, PG and Board

Accountability

Development Director

Membership

??

6.4 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. Grants provide educational support for the students, mentoring for faculty and equipment needed.

Mandate

The committee is responsible for matching grant opportunities for the school with the appropriate foundations. This could also include some research.

Goals

- To develop the case for support with Consultants and Development Director
- To raise non-tuition dollars to support operations
- To secure funds from state title grants and private foundations
- To find new foundations in support of Waldorf Education

Decision Making

Development Director and Grants Coordinator

Accountability

Development Director

Membership

Grants Coordinator..?

6.5 Parent Association

Mission

The mission of Parent Association is to inspire our school community through a greater understanding and appreciation of Waldorf education, engage the will of participation utilizing their collective and individual strengths, channel this involvement to meet the needs of our school, and return this gift with genuine appreciation.

Mandate

The Parent Association sets the goals and strategies needed to implement the sub-committee work for the year which supports the Community Development goals.

Parent Association President serves as Chair of Parent Association and works together with the Development Director to support the Community Development goals. The PA President may be nominated by PA and/or Nominating Committee and is approved by the Development Director.

This position is a one year term and includes a subsequent year of support to the next PA president.

Goals

- Set PA goals for the year
- Recruit volunteers for PA and its various sub-committees
- Maintain PA structure with regular monthly meetings, class representatives and reports at class parent meetings
- Support, assist, direct and oversee respective committee work
- Work with Development Director to support Community Development events
- Host scheduled PA events
- Assist Leadership Council school events as needed
- Express gratitude to parent volunteers as well as faculty and staff
- Annually strategize/plan the work for the year in line with committee mandates and review at year-end

The work of Parent Association is carried in the following three-fold structure:

1. Parent Enrichment and Education Committee
2. Parent Involvement Committee
3. Parent Communication Committee

Membership

PA President, PA representatives from each class, Faculty Member, Development Director, HS Parent Circle Chair, PA sub-committee chairs

Parent Association Committees

6.6 Parent Involvement Committee

Mission

The mission of this committee is to cultivate a culture of participation; so that each individual's strengths and skills are reflected in the WSSD community, through parental involvement.

Mandate

Through clear communication and appropriate organizational structures; we will match our parent's strengths, skills and interests to meet our school volunteer needs.

Goals

- Develop a volunteer pool which can be matched to meaningful opportunities of need
- Identify individual and collective skills and strengths within our community and connect these individuals with direction and referrals to appropriate committees/projects
- Establish a committee which functions exclusively to communicate and advertise committee purposes, meetings, needs and events
- Provide a volunteer tracking system for WSSD
- Year end review and Welcome each new family with a buddy family in our school so they have a starting point socially for the family and child (parent association)
- Design a better New Parent Orientation (needs input from enrollment/admin/faculty and can be executed with parent association support)
- Integrate the family into the class family (teacher/class community driven)
- Follow up from Development Director

Welcoming & Gratitude Committee: This committee is to ensure that new (and potential) families are welcomed at WSSD and to cultivate a culture of gratitude at the school. The specific Goals include:

- ♦ Develop and oversee a “Buddy Family” system
- ♦ Help with New Family Orientations and follow-up
- ♦ Write notes and develop other avenues by which to thank volunteers, staff, and teachers for wonderful work on behalf of the school

Decision Making

Development Director, Parent Association Chair, Parent Involvement Committee Chair

Accountability

Development Director

Membership

PA President, PA representatives from each class, Faculty Member, Development Director, HS Parent Circle Chair, PA sub-committee chairs

6.7 Parent Enrichment & Education Committee

Mission

The mission of this committee is to provide education/enrichment opportunities to the greater WSSD community to support and provide our families with a greater understanding of Waldorf teaching practices and philosophies.

Mandate

This committee will ensure that there is a variety of educational speakers and parent forums researched, scheduled, advertised and hosted 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 the number of speakers/events per year
- ♦ Work with the scheduling committee to set dates in the master school calendar
- ♦ Advertise and host the current year Parent Enrichment and Education forums
- ♦ Provide Development Director with any speaker budget requests to include in the following year's operating budget
- ♦ Review at year end

Decision Making

Parent Association Chair, Parent Enrichment and Education Committee Chair.

Accountability

Development Director. Leadership Council

Membership

??

6.8 Parent Communication Committee

Mission

It is the mission of this committee to be developing the best ways to improve communication with the parent community.

Mandate

Parent Association facilitates a two-way communication between parents and school committees and/or Leadership Council as a means to express parent concerns, suggestions, offers to volunteer; as well as, the school to communicate areas of need.

Goals

- Develop and implement ways to ensure input from the parent body
- Provide each class with regular and uniform updates on PA meetings, PA work, event reminders, committee needs and Community Development updates at parent meetings
- PA representatives need to remind their respective classes that they are the link to school committees and Leadership Council
- PA representatives need to remind their parents of involvement opportunities and the tremendous gift this is to our school
- PA representatives need to bring the gratitude of the school back to our class room parents for all that they do for our school

Decision Making

Parent Association Chair, Parent Communications Committee Chair

Accountability

Development Director, Leadership Council

Membership

??

6.9 Committee Development Council (???)

Mission

To inspire our community to grow and develop a continued commitment to the highest ideals of Waldorf education and thereby invite and engage the contributions of the whole community to support and ensure the vitality of a healthy school.

Goals

- Provide clear organization and opportunities for all parents to be actively involved
- Reports to Leadership Council and communicates the needs and concerns of their respective committees/subcommittees
- Support, assist, direct and oversee the efforts of their respective committees/subcommittees
- Annually strategize/ plan the work for the year in line with committee mandates and review this work at year end

Notes

Parent Association Council, Community Outreach Group and Development comprise Community Development Council.

6.10 Community Building Events (???)

Mission

Through community building events we are cultivating a flourishing social culture of participation and a sense of belonging which will bring our children, faculty, administration, staff parents and extended community friends together.

Goals

- Annually schedule and identify the year's festivals/events
- Plan and execute Harvest Faire, May Faire, Grandparent's Day (major events)
- Plan and execute additional community gatherings
- Year end review and analysis

7 Reference Documents
