

WALDORF EDUCATIONAL ASSOCIATION OF NORTH CAROLINA

# Governance Document

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Emerson Waldorf School

**Chapel Hill, NC**

**2009-2010**

## MISSION STATEMENT

*adopted March 2009*

Emerson Waldorf School provides an integrated Waldorf curriculum and environment, which encourage and promote independent thinking and social responsibility, as well as academic and artistic excellence. The unique gifts and contributions of each child are honored through a developmentally appropriate awakening of thinking, feeling and willing. Further, the Emerson Waldorf School understands children as beings of body, soul, and spirit, and guides them to develop compassion and reverence for themselves and the world community.

## INTRODUCTION

*updated September 2009*

### **Organizing Principles**

#### THREEFOLD ORDERING OF GOVERNANCE IN THE SCHOOL

Rudolf Steiner envisioned a society organized as a “threefold social organism”. He proposed three domains of human social activity which should be kept independent and autonomous: economic, legal, and cultural. Steiner gradually saw that this idea was not to be realized in society at large and asked that the Waldorf schools take it up. From the transcription of a Waldorf School faculty meeting held February 5, 1924, Rudolf Steiner stated:

“We shall be working in a basically realistic way if [we] begin aiming towards the threefold social order. We must let the rest of the world go its own way, since they deliberately choose not [to follow the threefold order]. We shall work towards the threefold social order...”

In the Emerson Waldorf School, therefore:

- ***The economic realm*** relates to how human needs are met. It is organized and carried out in the spirit of ***brotherhood***.
- ***The legal realm*** is called the “rights” or “equality” domain. Its role is to establish and enforce policies to which each member of our community is ***equally accountable***.
- ***The cultural realm*** is about the cultivation and recognition of human capacities.

Our Board of Directors has ultimate legal and financial accountability for all activities at the school. The board does not carry out specific work, but mandates these groups as follows:

- The Board allows the school administration to be fully responsible for the legal realm. This mandate is given through the job description of the Director of Administration.
- The College of Teachers is given responsibility for the cultural domain. Within the context of our school, this makes the College responsible for all things pedagogical and spiritual.
- Aspects of the economic or brotherhood sphere are currently shared by the administration, College and Board.

### **College of Teachers**

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 College of Teachers, a subset of the Faculty, provides oversight to the school's curriculum development, pedagogical policy, program administration, faculty hiring & dismissal, professional development, and student admissions. The College of Teachers is the decision-making body in these areas. College must ask the Board for input on decisions that impact the budget, such as adding, eliminating or changing programs, and hiring and firing faculty.

### **Board of Directors**

The practice of incorporating parents as Directors in U.S. Waldorf schools, in non-pedagogical areas, has evolved as a legal and practical necessity in founding, funding, implementing, and governing a Waldorf school. Directors have brought a considerable range of skills to the task of funding, building and operating Waldorf Schools. The Board of Directors is responsible for the legal and financial well being of the school. This body has the long term goals of the school at heart and works to secure the school as an entity within the legal and financial realm of the broader community and state. It may be composed

of parents, Faculty, and members of the greater community.

## **Administration**

Professional administrative staff brings support and oversight to a wide range of administrative and business matters. The Administration carries out the necessary day-to-day business activities of coordinating and operating an organization. The Administration is led by the Director of Administration. It carries out the decisions and standing policies of the Board and College of Teachers and strives to serve the needs of the Faculty, parents, and students. The main administrative functions, each of which reports to the Director of Administration directly, include: Development, Marketing & Public Relations, Finance, Enrollment, Student Records, Facilities Management, and Reception.

## **Committees**

The College of Teachers and Board of Directors are further linked through committees. Members of the College or Faculty serve on many committees.

- Board committees are accountable only to the Board of Directors, though members of the College may serve on them.
- College committees are accountable only to the College of Teachers, though they may make recommendations to the Board.
- Administrative committees serve the functions of administration and may have Board and College members as well as members from the general community.
- Joint Committees are accountable to each pillar that charters them, must have members from all chartering pillars, and must report to all pillars before decisions are reached.

## **Other Groups Important to Governance**

### **Administrative Support Team (AST)**

The Administrative Team consists of the Board President, the College Chair, and the Director of Administration. It meets every other week to decide matters of operation that require input from all spheres. It facilitates implementation of policies created and overseen by the Board and College, coordinates among the Board, College and Administration, protects the objectivity and focus of the Administration, and carries the operational overview of the school. The AST is not a policy making group, but may propose policies. The College Chair and Board President work with the Director of Administration to create administration goals for the year, monitor the progress toward the goals throughout the year, and performs an evaluation of the Director of Administration. The AST will make a recommendation to the Board of Directors regarding contract changes for the Director of

Administration in the coming school year at its April meeting of the full Board.

### **Faculty**

The faculty is responsible for overseeing the day to day activities of the classrooms, for presenting the curriculum, festivals, and for working directly with the children and parents. The class teachers and special subject teachers work together to create an integrated approach to the students' learning. The school is committed to having a fully Waldorf-trained fulltime faculty.

### **Parent Organization**

The Parent Organization, a community building organization, serves as the vehicle for full parental involvement in the life of the school community. The PO actively supports the work of the Board, College, Administration and Faculty on behalf of the students, and contributes to the intellectual, physical and social climate of the school community. To this end the PO shall:

- Invigorate and organize volunteer efforts by parents in such a way that nourishes, respects and protects the volunteers.
- Work with the faculty to provide educational opportunities for parents that deepen their understanding and appreciation of Waldorf education.
- Provide a forum for parents to communicate and discuss issues of concern.
- Serve as an advisory group to the Board and College, expressing to them the ideas and concerns of the parent body.
- Coordinates the nominations process for the Parent Representative to the Board.

Each year, the specific endeavors of the organization are identified and generated by parents. All EWS parents are members of the Parent Organization.

### **Accountabilities Among Pillars/Balancing Decisions**

Each of the Pillars, The Board, the College and the Administration, shall strive to cultivate respectful attitudes and appropriate skills of partnership/collaboration. The Board and College are accountable to each other for fulfillment of their missions within the guidelines of their by-laws and mandates. If these bodies fail to reach agreement, either body can request a "third meeting" (as in consensus models of operation) within 7 days of this request being expressed. If no mutually acceptable agreement is reached, a mediator/consultant shall be secured and said mediation shall occur within 30 days. Said mediator/consultant shall have an understanding of Waldorf pedagogy and the operations of a Waldorf school and shall be chosen by agreement between the Director of Administration, the Board President and the College Chair.

If either the Board or the College loses confidence in the other's ability to perform its function, it may request a reforming of that body. To pass such a request requires that the College achieve consensus on

the issue or that the Board pass the request by a vote of three-fourths of the membership. The current, but reforming, body would then need to form a nominating committee to provide a slate of new nominees. The new slate would then need to be agreed upon by both the current College and the current Board.

The Administration is likewise accountable to both the College and the Board for the fulfillment of its mission. If either group loses confidence in the ability of the Administration to satisfactorily perform its function, they can call for a joint meeting of the Board and College to establish oversight measures for reviewing and evaluating the performance of the administration.

Ultimate responsibility for the financial stability and legal well-being of the school, by law, lies with the Board of Directors. Input on financial and legal matters from the College of Teachers and Administration must be received in a timely manner in order to allow the Board to execute its responsibilities.

## FACULTY: ROLES AND RESPONSIBILITIES

### REPUBLICAN GOVERNANCE AMONG THE FACULTY

“We will organize the school not bureaucratically, but collegially, and will administer it in a republican way. In a true teachers’ republic we will not have the comfort of receiving directions from the Board of Education. Rather, we must bring to our work that which gives each of us the possibility and the full responsibility for what we have to do. Each one of us must be completely responsible.”

Rudolf Steiner, *The Foundations of Human Experience*

“The teacher must be a person of initiative in everything he/she does, great and small.”

Rudolf Steiner, *Practical Advice for Teachers*

Our school is not run by a governmental Board of Education, but is set up rather as a non-profit organization run by a Board of Directors. That board hands over all pedagogical leadership to the College of Teachers. Without all pedagogical decisions and leadership under the direction of the College of Teachers, the school would no longer be a Waldorf school (see pp. 3-4), which would be in direct opposition to the bylaws of the Waldorf Educational Association of North Carolina.

Each teacher is responsible for taking the initiative to be fully involved in running the pedagogical aspects of the school. Each teacher must be active, awake and consciously involved in pursuing the pedagogical direction set by the College of Teachers.

#### Separation of Pedagogical Leadership from Operations

The focus of the College is pedagogical policy setting and long term strategy, working in harmony with the rights and brotherhood spheres of our organization.

Working with a model of shared discernment and consensus, the College of Teachers makes pedagogical decisions out of its shared study of the growing child. Operations are left to individuals and committees, or to our school administration. Because the College is able to successfully entrust the operational implementation of its policies to others, significant time is freed in the College meetings to allow further study and attention to the spiritual impulses of the school, allowing the College to become the etheric heart that supports the development of those young people in the school's care.

Significant work is done outside of College meeting times in order to prepare agenda items fully before being brought to the College. Items often need to be prepared through research, consultation or other work, and this is done by committees or individuals prior to the full College meeting. Items may likewise be sent back for additional work if new questions arise during College meetings. The College's time is not spent on detail work.

Operations that do not directly relate to delivering the Waldorf curriculum are the responsibility of the school administration, in accordance with our threefold ordering of the school. Once the College sets such operational policies the school administration enforces them. This includes but is not limited to:

- Writing up incidents of non-compliance with a school policy.
- Writing up absences from Faculty meetings for the personnel files, referring repeated absences to the Professional Development Committee. (The faculty meeting scribe keeps attendance.)
- Maintaining school timetable and room/resource allocations.
- Calendar and planning and notification of upcoming events to responsible individuals.
- Handling leave requests.
- Maintaining substitution schedules and implementing substitution procedure; maintaining substitutes' "pull files" with activities for emergency teacher absences.
- Accounting of teacher workloads and flexible scheduling requests.
- Coordinating orientation and ongoing check in with new teachers during the first year.
- Helping the community understand and follow our school policies (like those for proposals, communication, photography, attendance, etc.).
- Coordinating communications: school newsletter, faculty memos, maintaining e-mail lists for classes, faculty and whole community, distributing communications from outside the school to the appropriate individuals or groups.

## ORGANIZATION OF FACULTY WORKING GROUPS

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### OVERVIEW

The Board of Directors of the Emerson Waldorf School delegates all pedagogical decision making to the faculty. The Board entrusts the College to carry out the mission of the school, and to work in full consultation and cooperation with the Board and administration. The College of Teachers is the leadership group for pedagogy. It carries responsibility for the major pedagogical decisions that will have long term implications for the school.

The College of Teachers has an obligation to make decisions in a way that is transparent to the Board of Directors; the Board does not make any pedagogical decisions except to approve any requests for increases in the pedagogical budget due to program expansion or other needs.

The weekly general faculty meeting focuses on teacher development. In addition to sharing of all school business and reports from committees, the meetings allow for continued teacher training, information sharing and artistic work and study.

The full faculty is broken down into sections which meet at least weekly. Minor decisions are often made in section meetings (grade school, high school, early childhood, and special subjects).

The faculty is also broken down into faculty committees, with representatives from various sections. These committees have specific mandates and attend to specific types of work.

## THE COLLEGE OF TEACHERS

Is really the living place for inquiry, study and research. The College of Teachers becomes, in effect, a central organ whence the whole life-blood of the practical teaching flows, just as human blood flows to the heart and out of it again. It is a concentrated system of soul-spiritual forces in the Waldorf School.

*A Modern Art of Education, Rudolf Steiner, Lecture 12*

The College of Teachers focuses on the overall well-being of the school, working to realize a simple yet comprehensive vision: for the Emerson Waldorf School to be an excellent Waldorf school and for our school community to continually and collaboratively work out of anthroposophy to advance the inspiration of Waldorf education.

College meetings are the spiritual center for the school, and they allow teachers to deeply study the large and important questions that arise in the interest of best meeting the evolving needs of the children and families in our school: issues such as pedagogy, programs, teaching, child development, educational leadership, and best practices. By asking and exploring such questions in an objective way, the College builds conversations that allow for true inspiration to enter our work.

The College of Teachers follows the consensus model of decision making. It makes decisions collaboratively and does not vote, but rather seeks to find unity among members. Sometimes the College must labor with an issue and individual members must transform their own personal opinions in favor of unity. This model requires self initiative of the members, as well as the courage to trust the wisdom of the group.

The College is the leadership body in these areas but is not the implementation group. Implementation is done by a committee, a section or an individual, each with a clear mandate from the College. The College of Teachers makes broad operational decisions:

- The wellbeing of our Waldorf school; creating the spiritual chalice for the being of the school to manifest
- Ensuring that the school operates in a moral way
- Approval for changes in pedagogy or major programming changes
- Professional development, including teacher evaluations and professional problem intervention
- Hiring & Firing of faculty
- Analysis of school effectiveness
- Oversight of the budget in the pedagogical area

## LEADERSHIP GROUP

The Leadership Group is the first line for managing day-to-day faculty business. The Leadership Group is made up of the section chairpersons, the College Chair and the Director of Administration. Business is funneled to this group from the faculty or from the community at large. The Leadership Group sends business items to section or committee as appropriate, and tracks business items to ensure that they come onto the faculty meeting agenda for reporting. The group is empowered to make decisions and act within any existing policy. Larger policy questions are routed to the College of Teachers if related directly to pedagogy, or to the appropriate sphere if unrelated to pedagogy. The Leadership Group manages the daily operations of the school in a collective manner, and reports on their work in a regular way to those whom they serve.

## STANDING FACULTY COMMITTEES

*(See appendix 5 for mandates)*

- *Professional Development Committee*: committed to the ongoing improvement of every teacher
- *Student Development Committee*: committed to ensuring that every student is progressing to the best of his or her ability
- *Curriculum Committee*: ensures that all school programming and its implementation meets the mission of a Waldorf school, and that the curriculum has clearly defined learning expectations for all students (*i.e.* skills checklists)
- *Student Life Committee*: ensures that each student experiences a supportive community of learners every day
- *Festivals and Events*: develops the school's festival life and ensures that all school events are

planned far in advance

## SECTIONALS

- peer pedagogical support
- sectional event coordination
- mini class conferences (with section members)
- full class conference (after school, with all specialists)
- creating proposals using the full policy drafting process (see appendix 1)
- Student concerns
  - disciplinary action for students that have not responded to normal classroom management
  - intervention for students of academic concern who have not responded to normal academic guidance

## QUARTET: FACULTY MEETING PLANNING COMMITTEE

The Quartet serves the full faculty by planning and facilitating the weekly faculty meetings. The responsibilities of the four members are: facilitator, process person, time keeper and scribe. This group coordinates the pedagogical portion of the meeting and ensures that there is a rhythm to each week, and that ample time is shared between study, child studies, artistic work and other teacher development activities. The group only facilitates and does not direct the content of faculty meetings, but rather serves the faculty by creating and implementing agenda items requested by the faculty.

The quartet is responsible for ensuring that the monthly business meetings include reports from all standing committees and sections, and ensures that the full faculty meeting accepts those groups' reports into the minutes.



## FACULTY MEETING

The real purpose of the Teachers' Meetings is to study the human being, so that a real knowledge of the human is continually flowing through the school. The whole school is the concern of the teachers in their meetings, and all else that is needed will follow of itself. The essential thing is that in the Teachers' Meetings there is study, steady, continual study.

Rudolf Steiner, *The Kingdom of Childhood* Lecture 7

The full faculty meets weekly. The meetings are arranged to realize Rudolf Steiner's intention that the faculty study, although time is also allotted for "all else that is needed", as Steiner referred to faculty business.

The first hour of faculty meetings is dedicated to committee work. The five standing faculty committees meet weekly during this hour to work on projects.

The second hour is dedicated to whole faculty pedagogical study: child study, pedagogical work, festival studies, etc. The faculty takes time during the second hour for important connecting moments such as children of note, care spot, appreciations, etc.

In order to ensure communication among committees and sections, and to ensure accountability of these groups to the whole faculty, one meeting of each month is dedicated to reading reports from

standing committees and sections. These reports are submitted electronically to be compiled by the administrative specialist. The business meeting takes the full two hours of the faculty meeting time, and takes place on the fourth week on the month. (Committees do not meet that week.) All reports from sections and committees are due by the Friday before the week of the full faculty business meeting (third Friday).

## APPENDICES

### APPENDIX 1: FULL FACULTY COLLABORATIVE PROCESS

The Leadership Group routes business to a working body. Work can go to sectionals or a standing faculty committee. Alternately, a small *ad hoc* working group may be formed, or an individual may carry out the work.

The full faculty process requires:

- **NOTIFY**- a general invitation to the community for input from any interested party.
- **CONSULT**- actively seek input from any parties the work might directly affect. The school administration must be informed of work as well, in order to ensure that no relevant spheres are overlooked in the consultation phase.
- **REVISE**- a draft of the proposal after it has been reviewed by the full faculty and input has been received.
- **ACT** within powers of mandate **OR OFFER** fully shaped proposal to College for approval
- **RECORD** the results of the work in the committee minutes as well as the appropriate policy book or decision record
- **INFORM** the community of the results

## APPENDIX 2: JOB DESCRIPTIONS

### *SECTIONAL CHAIR*

- Working member of the Leadership Group
- Responsible for a weekly agenda
- Ensuring that sectional minutes are recorded
- Responsible for sectional minutes, made available to the entire faculty via faculty website
- Generating the written monthly report to the full faculty
- Responding on behalf of colleagues to urgent/time sensitive matters (usually through the Leadership Group)
- Representative for the section, as appropriate (“point person”)
- Schedules and coordinates evaluations for part time employees in the section.

### *COLLEGE CHAIR*

- Creates a College Agenda. Ideological agenda items are set by the whole group. Posts agenda to College website.
- Ensures that meetings are facilitated well.
- Ensures that minutes are recorded for College Meetings and posted to College website.
- Responsible for the monthly written report to the full faculty.
- Ultimately responsible for PDC work:
  - Ensures that all teachers are reviewed on an appropriate schedule and according to the school's Professional Development Plan.
  - Ensures that all teachers are presenting pedagogy appropriate to a Waldorf school.
  - Ensures that teachers use appropriate evaluation measures (skills checklists, tests, etc.), and ensures that data are collected and collated for analysis by the College.
  - Ensures that teachers communicate with parents regarding student progress on a regular basis, and that students have accurate, timely feedback on their own progress.
  - Manages measures to ensure that classes are on level, and that individual students are progressing.
  - Manages measures to ensure that teachers use appropriate syllabi (as needed), grading rubrics, skills checklists (expectations of learning) and that evaluations are used fairly and appropriately.
- Serves as possible facilitator for difficult communications, as prescribed in the school. Communication Process policy.
- Serves as communication point person for issues related to teacher, student of pedagogical issues.

**APPENDIX 3: MEETINGS**

- College of Teachers meets weekly, with additional meetings scheduled if needed.
- Faculty meeting is weekly.
- Sectional meetings are scheduled during the school day, at least once a week. Additional meetings may take place after school.
- Faculty work groups (sectionals or committees) ***will not be able to finish all necessary work in the allotted times.*** Work groups may assign tasks to individuals or schedule ***extra meetings*** during planning periods, after school on Monday, Tuesday or Friday, in the evenings or on weekends.

## APPENDIX 4: STANDING FACULTY COMMITTEES

All full-time faculty members serve only on one of the five faculty committee, which meet weekly.

### *PROFESSIONAL DEVELOPMENT COMMITTEE*

- *Makes no final decisions, carefully prepared proposals to be given final approval by College*
  - Oversees evaluation, mentoring and remediation of teachers, according to the Comprehensive Professional Development Plan.
  - Creates a master schedule for rotating professional reviews for each teacher, ensuring that each teacher is evaluated according to the schedule laid out in the Professional Development Plan
  - Responds to requests from College to work with specific teacher concerns
  - Creates priorities based on results of professional reviews for distributing funds for professional development activities.
  - Plans appropriate in-service trainings.

### *STUDENT DEVELOPMENT COMMITTEE*

- *Makes no final decisions, carefully prepared reports or proposals to be given final approval by College*
  - Provides a comprehensive system for assessing student progress based on clearly defined student results for learning at each grade level (set by Curriculum Committee)
  - Regularly analyzes assessment data for making

- decisions for continuous improvement of teaching and learning processes
- Regularly assesses instructional and organizational effectiveness and uses the results to improve teaching and learning
- Works with administration to maintain a secure, accurate, and complete student record system in accordance with state and federal regulations

## *CURRICULUM COMMITTEE*

- *Makes no final decisions, carefully prepared reports or proposals to be given final approval by College*
  - Ensures that the curriculum and its implementation are in line with the school's mission, and ensures that any new programs also meet that mission
  - Ensures that there are clear expected outcomes of learning for each grade level and subject (skills checklists)
  - Assures that the curriculum is designed to graduate seniors with all of the necessary qualities, knowledge and skills to be successful after high school
  - Researches best practices for Waldorf schools as well as relevant data and research in mainstream education when making curriculum, instructional, and organizational decisions
  - Provides for alignment between and among all levels of the school (clear tracking of all subjects, or an integrated "vertical curriculum")
  - Assures that there are written curriculum guides and support materials that serve as a basis for implementing the curriculum
  - Ensure that teachers use appropriate syllabi and grading rubrics for each course (high school)
  - Oversees information and media services that support the curricular and instructional programs and the mission of the school, ensuring that all students have access to all resources necessary to accomplish developmental learning goals
  - Ensures that emergency substitution plans are maintained for each grade and subject

*STUDENT LIFE*

- *Has full authority to finalize and implement any proposals that have been through the full faculty process*
  - Creates, implements and oversees appropriate after school extracurricular activities.
  - Creates, implements and oversees appropriate school day service learning activities.
  - Implements and oversees all aspects of the Social Inclusion program.
  - Implements and oversees the Student Council program.
  - Creates and and hosts after school social opportunities for older students (dances, work days, events held in collaboration with other schools, etc.)

## *FESTIVALS & EVENTS*

*Has full authority to finalize and implement any proposals that have been through the full faculty process.*

- Maintains a “tickler” calendar to ensure that events are planned with plenty of advance notice and the entire community is notified of events with sufficient advance notice.
  - Six weeks before event, committee begins full faculty process for planning the event
  - Proposal is submitted to faculty five weeks before event
  - Proposal is approved four weeks before, and entire community is notified of details and asked for any contributions that might be needed (such as red shirts, pumpkins, potluck dishes, flowers, etc., etc.)
  - Reminders of the event are posted weekly until the date, with updates on how the necessary community input is progressing (such as “we still need more volunteers”, “we have enough garlands already”, etc., etc.)
- Creates, implements and oversees appropriate festival activities.
- Plans and implements pedagogical study to enrich to the school's festival life.
- Organizes school assemblies, small and large.
- Coordinates with parent groups planning school fairs such as the Winter Faire and Mayfair.

## **BOARD: ROLES AND RESPONSIBILITIES**

*revised August 2005*

### **Role**

The role of the Board of Directors is to provide for the financial and physical well-being of the School and to protect its legal interests. Decisions support the tenants of Waldorf education and its underlying philosophy. The Board shall provide leadership in developing and carrying out the long-term vision and mission of the school, working collaboratively with its teachers, Administration and parents.

### **Responsibilities**

- Hiring, firing, and evaluating one employee: the Director of Administration.

- Establishing and reviewing policies with respect to operating budget and other financial matters, tuition adjustment, human resources and other policy areas.
- Adopting budgets with clear priorities from the College of Teachers and Administration and taking into consideration tuition and long and short range plans.
- Guarding against adverse legal situations.
- Supporting healthy and effective administrative practices in areas such as Development, Capital projects, Tuition adjustment, Business office, Children's Woodland Shop, Admissions and Retention, Marketing and Public Relations, and Long Range Planning.
- Planning, developing and maintaining the EWS property with clear priorities from the College of Teachers and Administration, taking into consideration long and short range plans.
- Processing and responding to needs brought by the College of Teachers or Administration.
- Reviewing and giving feedback to the College of Teachers and Administration regarding hiring and dismissal of Faculty and staff.
- Working with the Administration and College of Teachers to create a Long Range Plan.
- Working with the College of Teachers and Administration to define the mission and vision of the school, and to represent the school to the community.
- Referring issues in the areas of programs, pedagogy, teaching and faculty to the College of Teachers.
- Scheduling regular joint meetings with the College for joint visioning and review.
- Working with the parent body of the school through being visible through active participation in school activities; supporting all-school functions 2 – 3 times per year; publishing Board minutes; supporting the yearly election of the Parent Representative(s) to the Board; inviting qualified parents to serve on Board committees; hosting a yearly open Board meeting to review the year past and plans for the year ahead; and writing portions of the annual report on the state of the school.

### **Prerogatives**

- Being informed of any potential personnel concerns, including professional performance and hiring and firing.
- Being informed of any potential legal or financial issues that come to the attention of any employee of the school or member of the Board of Directors.

In fulfilling its responsibilities, the Board works purposefully with the College of Teachers and Director of Administration.

### **Operation**

- The Board of Directors makes decisions by majority vote.
- Membership on the Board is voluntary and open to parents, Faculty and qualified community members by invitation. A Nominations Committee will consist of two to three members of the Board. The Board

Nomination Committee will operate on the consensus model of decision making.

- The Board meets at least quarterly, with extra meetings as necessary.
- The Board charters committees, both standing committees and ad hoc committees to carry out regular and specific tasks. These committees operate from written mandates.
- The Executive Committee of the Board oversees the ongoing work of the Board.

### **Qualifications for Membership**

- 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
- Forward looking, energetic and trustworthy

### **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 Emerson Waldorf School.

## **BOARD: DIRECTOR OF ADMINISTRATION JOB DESCRIPTION, PERFORMANCE**

### **EVALUATION AND PERSONNEL TRANSITION**

*adopted January 2008*

#### **Director of Administration Job Description**

The Director of Administration provides oversight and leadership to the life of the administration and together with the College of Teachers and Board, to the school as a whole. The Director of Administration is responsible for the management of the finances of the school, human resources, development, enrollment, marketing and public relations, reception, student records, physical plant and facilities management, the administrative staff, and legal and regulatory issues. This covers all school programs and levels, including Early Childhood, Lower School, Middle School, and High School. All administrative positions report either directly or indirectly to the Director of

Administration.

### **Director of Administration Evaluation & Transition Process**

- EWS has an ongoing evaluation and support system for the Director of Administration. This is led by the Administrative Support Team (AST) comprised of Board president and College chair.
- The AST meets bi-monthly with the Director of Administration to set or refine goals and assess progress.
- In April a final recommendation as to whether or not to renew the Director of Administration is made to the Board and College which then meet to make a final decision. The Director of Administration is notified of the decision.
- If the Board and College decide not to rehire, a Search Committee is established to look for a new Director of Administration for the following school year.
- The Search Committee conducts a broad search through conventional and Waldorf venues in April and May.
- Candidates who are seen as possibilities have a phone interview with one member of the Search Committee. Those who are felt to be worth pursuing then meet with three members of the Committee, one each from the Administration, Board and College. The strongest candidates are invited to a longer interview with two members of each group.
- The Committee then makes a recommendation to hire to the Board in May.
- The new Director of Administration would be expected to report to work on July 1st.
- Orientation of the new Director of Administration to the School takes place in July.

## **BOARD: BOARD OFFICER TASKS**

*created by bylaws; augmented March 2009*

### **President**

- Presides at all meetings of the membership and of the Board at which s/he is present
- Leads Board Executive Committee; assures short and long-term priorities are appropriately set
- Leads long-term planning and visioning process, including guiding production and distribution of strategic plans
- Writes letter for WEANC Annual Report
- Assures the Board fulfills its responsibilities
- Serves on the Administrative Support Team (AST)
- Performs, with College chair, annual evaluation of Director of Administration's progress toward yearly objectives

### **Vice President 1**

- Performs the duties of President, in the absence or disability of same, and
- Organizes and leads WEANC meeting
- Collects Committee Reports monthly
- Conducts Board member elections and Board officer elections
- Periodically reviews and recommends changes, if necessary, to WEANC bylaws
- Periodically reviews and recommends changes, if necessary, to the Governance Document
- Serves on the Board Executive Committee

### **Vice President 2**

- Is member of the College of Teachers
- Serves on the Board Executive Committee

### **Secretary**

- Records, circulates and archives minutes of Board meetings and circulated reports
- Periodically reviews and recommends changes to Board Handbook
- Sets calendar of meeting dates
- Notifies members of special meetings
- Is administrator of listserve
- Keeps permanent record of Board membership
- Serves on the Board Executive Committee

### **Treasurer**

- Reviews monthly financial reports
- Chairs Finance Committee
- Together with Finance Committee, recommends financial policy to the Board
- Together with Finance Committee, reviews and approves financial procedures
- Oversees implementation of financial procedures; oversees loans and acquisitions
- Together with Director of Administration, recommends budget
- Directs and oversees all investments
- Works together with Director of Administration to conducts annual audit
- Serves on the Board Executive Committee

## BOARD: BOARD EXECUTIVE COMMITTEE MANDATE

*adopted January 2004; re-established August 2007*

### **Role**

The Executive Committee of the Board will oversee and manage the ongoing work of the Board, maintain the Board's focus on critical strategic priorities and goals, and oversee and support the advancement of Board Committees.

### **Authority**

Chartered by Board of Directors

### **Responsibilities**

- handles urgent Board issues between meetings
- sets agendas for upcoming meetings
- oversees the work of Board Committees
- creates and distributes materials to Board members before meetings
- distributes the work of the Board among members
- serves as nominations committee

### **Membership**

Officers of the Board, Director of Administration

### **Decision Making Authority**

Decides on items on the agenda; decides on urgent expenditures of up to \$5,000; makes recommendations to full Board on other issues

### **Accountability**

Board of Directors

### **Reporting Procedures**

Reports to full Board monthly.

## BOARD: FINANCE COMMITTEE MANDATE

*adopted January 2007; revised September 2009*

### **Role**

The Finance Committee is responsible for making recommendations to the Board of Directors on the following matters: budget, investments, and financial policies.

### **Authority**

Chartered by the Board of Directors

### **Responsibilities**

#### *Budget*

- Sets tuition levels
- Recommends budget to Board for approval
- Devises long-range financial plan
- Monitors school's adherence to budget

#### *Investments*

- Develops policies for how the school will invest its endowment
- Determines what portion of endowment is available for annual budget
- Monitors endowment's performance

#### *Financial policies*

The Finance Committee will be responsible for making recommendations to the Board on all major financial policies of the school, such as:

- Collections of amounts due
- Loans
- Lines of credit
- Adherence to covenants in all banking relationships

### **Decision Making Authority**

The Finance Committee makes recommendations to the Board of Directors but does not make decisions on its own.

### **Membership**

Chaired by the Treasurer of the Board of Directors. membership includes the Director of Administration, one member of the College of Teachers and one member of the community.

### **Sub-Committees**

The Finance Committee may create subcommittees as needed

### **Accountability**

The Finance Committee reports to the Board of Directors

### **Reporting Procedures**

The Finance Committee oversees that timely and accurate financial reports are provided to the Board and, to the extent necessary to ensure financial transparency for the school as a whole, to the entire school community.

### **Relationship to Audit Committee**

In general, the Finance Committee will be primarily responsible for setting financial policies, while the Audit Committee will be primarily responsible for ensuring that those policies are followed.

## **BOARD: AUDIT COMMITTEE MANDATE**

*adopted September 2009*

### **Role**

The Audit Committee has oversight over the school's major business and operational risks to assure the Board that such risks are being identified and managed appropriately

### **Authority**

Chartered by the Board of Directors

### **Responsibilities**

- Recommend the independent auditor for board approval
- Work with the auditor to establish the scope of the audit
- Receive the audit, reviewing the auditor's opinion letter and accompanying recommendations for improving internal controls
- Recommend approval of the audit to the board
- Monitor the implementation of the auditor's recommendations
- Insures that financial policies as set by the board and auditor are being followed
- Including, but not limited to (a) restricted funds are being managed consistent with donors' intent, (b) management of the cash assets of the school, and (c) investment policies

### **Decision Making Authority**

The Audit Committee makes recommendations to the Board of Directors but does not make decisions on its own.

### **Membership**

Members include at least one member from the Board of Directors, one member of the College, and members of the community who experience in financial analysis.

## **Accountability**

The Audit Committee reports to the Board of Directors

## **Relationship to Finance Committee**

The Audit Committee is independent of the Finance Committee because part of the audit function may include evaluating the Finance Committee's oversight of the school's finances.

In general, the Finance Committee will be primarily responsible for setting financial policies, while the Audit Committee will be primarily responsible for ensuring that those policies are followed.

## **BOARD: LEGAL AFFAIRS COMMITTEE MANDATE**

*adopted January 2006; revised September 2009*

### **Role**

The Legal Committee is responsible for helping to assure that the Emerson Waldorf School operates within the legal requirements of the State of North Carolina and in a way that is ethical, and for assisting the Board in identifying and resolving any actual and potential legal issues which may arise in the course of operating as a school.

### **Authority**

Chartered by the Board of Directors

### **Responsibilities**

- completes yearly assessment of risk factors and makes recommendations to the Board of changes needed to minimize risks.
- keeps the Board of Directors and College of Teachers informed regarding legal aspects of any situations arising at the school.
- recommends proper actions in resolving legal issues at the School and oversees the resolution of these issues.
- assists the Board in determining when formal legal opinions, action and/or representations are appropriate.
- creates subcommittees as needed to handle work.
- reviews documents, policies, procedures, actions and issues referred to them for possible legal or ethical consequences or implications and makes recommendations concerning them

### **Decision Making Authority**

The Legal Affairs Committee makes recommendations to the Board of Directors but does not make decisions on its own.

### **Membership**

Membership on the Legal Affairs Committee shall include a member of the Board of Directors and interested parents and friends who have legal knowledge and/or experience in school governance.

**Accountability**

The Legal Affairs Committee is accountable to the Board of Directors.

**Reporting Procedures**

Committee will report immediately to the Board any situation that involves legal risk and will present written reports to the Board as needed.

## BOARD: TUITION ADJUSTMENT COMMITTEE MANDATE

*adopted December 2006*

**Role**

The Tuition Adjustment Committee is responsible for managing the process whereby tuition levels can be adjusted so that the needs of individual families and the School can be met. It is founded upon the principle that a Waldorf Education should be available to anyone seeking one.

**Authority**

Chartered by the Board of Directors

**Responsibilities**

- setting up, communicating and following a clear, fair, confidential process for tuition adjustment
- creating, distributing and reviewing applications for tuition adjustment
- submitting financial data to TADS or similar analysis organization
- through the Analysis Group, matching the needs of the families to the needs of the School
- through the Conversation Group, holding confidential conversations with each family in order to come to an agreement on tuition levels
- reviewing the tuition adjustment process at the end of each TA cycle

**Membership**

Director of Administration, plus two board members, one to chair the Analysis Group and one to Chair the Conversation Group. The Analysis group consists of the Director of Administration, the Chair of the Analysis Group, the Finance Manager and one member of the Finance Committee. The Conversation Group consists of the Chair of the Conversation group and several recruited community members.

**Decision Making Authority**

The Tuition Adjustment Committee is authorized to create a range of tuition levels for each applying family, seek approval of those levels from the Board of Directors, and then meet with each family to come to consensus.

### **Accountability**

The Board of Directors

### **Reporting Procedures**

To the Board of Directors through the Director of Administration

## **BOARD: DEVELOPMENT COMMITTEE MANDATE**

*adopted January 2004; responsibilities currently held by full Board*

### **Role**

To bring clarity and consistency to fundraising activities at Emerson Waldorf School such that our philanthropic contributors, whether they are stakeholders or members from the community at large, feel a sense of satisfaction and well-being in helping further the purposes of the school and Waldorf education in general

### **Authority**

Chartered by the Board of Directors

### **Responsibilities**

- Develops and updates, as needed, a general framework outlining acceptable types of fundraising activities that shall be available to all groups wishing to conduct a fundraising activity.
- Reviews all fundraising proposals and approve or deny (with appropriate feedback) in a timely manner.
- Coordinates fundraising activities so that our contributors are solicited in an optimal manner.
- Plans and implements special events (Gala, etc.) through volunteer efforts
- Communicates with the community regarding the work of the Development Committee.
- Educates the community regarding philanthropy.
- Prepares summary reports for the purpose of keeping the Board informed on the activities of the committee.
- Makes Committee Chair available for answering questions at monthly Board meetings.
- Provides assistance as needed in various fundraisers carried out by the Development Office and special events
- Maintains contact as needed with the philanthropic community to gauge our success in achieving the Committee's mission.

### **Decision Making Authority**

The Development Committee reviews all fundraising proposals (such as sales of goods, class projects, etc) and has the authority to approve or deny (with appropriate feedback) in a timely manner.

### **Membership**

Membership shall be comprised of the Development Director (Chairman), Director of Administration, Board Representative, College Representative and interested parents and friends of the school. Members are recommended by the Director of Development in consultation with the Board and other members as needed.

### **Subcommittees**

Annual Giving, Special Events, Capital Campaign and others as needed.

### **Accountability**

- The Development Committee shall be responsible first to the Director of Development and ultimately to the Board of Directors for the coordination and governance of all fundraising activities engaged in at the school carried out by the Development Office, special events, Board mandated campaigns, individual class fundraisers or any affiliated organizations.
- The work of the Committee shall be reviewed annually by the Board.

### **Reporting Procedures**

Reports of committee meetings and decisions shall be submitted in writing to the Board of Directors each month.

## **BOARD: FARM TASK FORCE**

*created May 2009*

### **Role**

The role of the Farm Property Task Force is to prepare a recommendation to the EWS Board of Directors concerning future plans and strategies for the Farm Property. This mandate does not regard the property known as the Athletic Field except as it may influence the destiny of the Farm Property.

The recommendation will be determined by what the Task Force objectively considers to be in the best overall interest of Emerson Waldorf School (the Entity) now and for the remainder of the long-range plan established by the Long Range Planning Committee.

### **Authority**

Chartered by the Board of Directors

### **Responsibilities**

- Explicitly define how the Farm Property is intended to contribute to the educational mission of the Entity.
- Determine the best way to manage the property with regard to the Entity.

- As much as possible, make a clear accounting of the Farm Property's educational impact on the Entity and greater community
- As much as possible, make a clear accounting of the Farm Property's financial impact (positive and negative) on the Entity
- Critically evaluate existing and proposed plans for the Farm Property, according to the criteria established above. Factors to be considered should include:
  - Compare selling, renting/leasing, owning
  - Practical and legal structure to manage and staff the property
  - Financial issues of capitalization, accounting systems, paid vs. volunteer staff
  - Risk management (best- and worst-case scenarios)
  - Alternative uses for the property, buildings, and other resources

### **Membership**

At least one member each from the College of Teachers and the Board of Directors, 3-5 Farm Committee members and others who are interested in visioning the future of the Farm Property.

Ideally, membership should be no more than 7 people.

The chairperson of this committee will be named by the Board Executive Committee.

### **Process**

This group will operate by consensus.

### **Decision Making Authority**

This group is authorized to gather information, consult with professionals and community members, and other activities needed to produce a recommendation to the Board of Directors.

### **Accountability**

The Farm Property Task Force is accountable to the Board of Directors

### **Reporting Procedures**

Upon completion, the recommendation will be presented at the next available meeting of the EWS Board of Directors, and the group will then be laid down.

## **JOINT: RESTORATIVE JUSTICE TASK FORCE**

*created May 2009*

### **Role**

Utilizing the Restorative Justice process or following similar principles, to help the organizational pillars and the

individual restore, to the extent possible, their sense of well-being.

### **Authority**

Chartered by the Executive Committees of the Board of Directors and College of Teachers

### **Responsibilities**

- To determine whether a Restorative Justice, or similar, process, authentic to Social Inclusion modeling, has sufficient odds of success to make it worth pursuing.
- If so, to carry the process through to its completion in order to bring forgiveness, understanding and restitution in the community. Though this task force will have wide latitude to define what this process actually entails, it is the current expectation of the Board and College's executive committees that the details of the situation not be circulated widely in the community.
- If a Restorative Justice process is not advisable, to recommend an alternative solution to bring closure to the community.
- To consult with Kim Payne to help define, implement and complete the process.

### **Membership**

A member each from the Board of Directors and the College of Teachers, one or two members of the community, including at least one person currently involved in the Social Inclusion process.

### **Process**

This group will operate by consensus.

### **Decision Making Authority**

This group is authorized to consult with Kim Payne and to determine and follow a process to reach restorative justice or recommend an alternative solution. Task Force is authorized to spend up to \$500 in consulting and other fees; expenditures exceeding the \$500 maximum require further authorization from the chartering committees.

### **Accountability**

The Task Force is accountable to the Board of Directors and the College of Teachers

### **Reporting Procedures**

Once a process is determined, a report to the chartering committees outlining the process, timeline and projected completion date is requested. Periodic progress reports back to the chartering committees are also requested, with an initial report no later than June 30, 2009.

## **JOINT: ADMINISTRATIVE SUPPORT TEAM MANDATE**

*approved October 2006; updated May 2008*

### **Role**

The AST is charged to work with the Director of Administration to (a) set specific goals for the Director of Administration, (b) meet periodically with the Director of Administration, and (c) report back to the Board and College.

### **Authority**

Chartered by the Board of Directors and the College of Teachers

### **Accountability**

The College Chair, Board President and Director of Administration together are empowered to serve as the AST. All matters concerning Director of Administration responsibilities, objectives and performance shall be addressed solely by the AST. The AST shall, as to the extent that it decides necessary, seek resolution of matters affecting the performance, from the perspective of the Director of Administration or the College and/or the Board. Annually, the AST agrees upon annual objectives and any changes in responsibilities for the Director of Administration. The AST shall consider inputs from the Director of Administration in this process. As a committee chartered by the College and the Board, the AST is accountable to these pillars for its performance. If in consensus, the College and the Board may alter the AST mandate or dissolve it entirely.

This group does not have the authority to hire or fire the Director of Administration, or make any decisions about the responsibilities of the position without approval of Board and College, but it may make recommendations to the Board and College for consideration.

### **Responsibilities**

As the Supervisory Body for the position of Director of Administration, the AST will be responsible (with input from Board and College) for

- conducting regular performance reviews of the Director of Administration and presenting the finished review to the Director of Administration. A report of the review will be submitted to Board and College in April.
- annual Personal Development discussion.
- be responsible for maintaining the personnel file of the Director of Administration
- charged with the responsibility to address issues that affect the Director of Administration's performance, development or personal satisfaction, the AST will, according to its discretion, seek to resolve with/through the Board and/or College concerns of the Director of Administration.
- advise the Director of Administration in dealing with difficult situations or people
- provide support, to the extent that it can, to the Director of Administration

### **Membership**

College Chair and Board President

## **JOINT: CAMPUS PLANNING COMMITTEE MANDATE**

*revised October 2008*

### **Role**

- To create a master plan for Emerson Waldorf school.
- To create principles and procedures for indoor and outdoor space planning and construction process which would impact where on campus buildings of certain purpose can be built, what materials and techniques should be considered, and what architectural principles should provide inspiration.

**Authority**

Chartered by the Board of Directors and College of Teachers

**Responsibilities**

- To create a master plan which furthers the growth and development of the school and its curriculum.
- To create this plan through careful consideration and consultation with people in the school community and without.
- To create this plan in accordance with the overall pedagogical vision the College of Teachers (or a smaller committee thereof) which is responsible for providing the strategic plan and map of the temporal path for the school.
- To gain prior approval from the Board of Directors for any financial expenditures.

**Membership**

- One or more members of the Board and the College of Teachers, Director of Administration and well qualified members of the Administration including the Facilities Director.
- Additional nominations by the Board or College may be parents or community members.

**Decision Making Authority**

- To create a master plan and principles and procedures blueprint which will be used as a foundation for the school's development.
- To create a process to achieve these.
- To seek input from school community and beyond and to set deadlines for such input.
- To be first point of reference for all building projects and plans which come about for the Emerson campus.

**Accountability**

The Board of Directors and the College of Teachers.

**Reporting Procedures**

Reports to the College of Teachers and the Board monthly in writing by a member of the committee.

**JOINT: ACCREDITATION TASK FORCE MANDATE**  
*revised November 2007*

**Role**

To carry EWS through the Accreditation Process

**Authority**

Chartered by College of Teachers and Board of Directors

**Responsibilities**

- To initiate the accreditation process
- To create processes and a time line for meeting accreditation requirements
- To find funding for the accreditation process
- To enlist support for accreditation in the Community
- To see that accreditation requirements are met in a timely fashion

**Membership**

Members of the College of Teachers, Board of Directors and others interested in seeing EWS become an accreditation institution may be members of the Accreditation Task Force

**Decision Making Authority**

This group is authorized to make decisions in the following areas:

- Funding the Accreditation Process (with input from the Board and Administration)
- Prioritizing the tasks for meeting accreditation requirements
- Setting expectations and time lines for meeting accreditation requirements
- Creating subgroups to carry out specific tasks needed to meet accreditation requirements
- Meeting with representatives of accrediting agencies

**Accountability**

The Accreditation Task Force is accountable to the College of Teachers and Board of Directors

**Reporting Procedures**

At least monthly in writing to the Board, orally or in writing to the College of Teachers

## JOINT: LONG RANGE PLANNING COMMITTEE MANDATE

*revised November 2008*

**Role**

Long Range Planning sets out priorities and goals for the growth of the school, overseeing development and

application of Long-Range Strategic (5-year) Plans. This is a three-pillar committee.

### **Authority**

Chartered by the Board of Directors and the College of Teachers

### **Responsibilities**

- Assess the long-term needs of the Emerson Waldorf School
- Create a plan for meeting the needs of the School by gathering input from existing committees and groups as well as community
- Present a long-range plan for development of the School to the Community
- Recommend an implementation plan

### **Membership**

College Chair, Board president, and Director of Administration plus one more member of College and Board and 2-3 members of the community. (Idea: Since Long Term Planning is an ongoing process, members might have terms such that the entire committee does not rotate off at the same time.)

Members should have prior experience in a Waldorf school, financial skills, planning skills and have a positive feeling toward the school.

### **Decision Making Authority**

The Long-Range Planning Committee makes recommendations only.

### **Accountability**

The Board of Directors and the College of Teachers

### **Reporting Procedures**

Reports to The Board of Directors and the College of Teachers as requested.

## **ADMINISTRATION: ROLES AND RESPONSIBILITIES**

*revised March 2009*

### **Role**

- Carrying the day to day non-pedagogical operations of the school,
- Supporting the school's educational program and operations,
- Developing, maintaining and carrying out the non-pedagogical policies and procedures of the school, and
- Advancing the school's strategic plan for future growth in concert with College and Board.

## **Responsibilities**

- Overseeing administrative activities
- Carrying out administrative policies and procedures
- Managing day-to-day activities outside the classroom
- Responding first to emergencies, making appropriate referrals to College and/or Board
- Developing and keeping records
- Developing funding sources
- Handling Enrollment and enrollment procedures and practices
- Managing business and financial activities of the School
- Overseeing school-wide communications, including publications
- Coordinating Volunteers
- Overseeing day-to-day building and site management
- Following through on personnel practices
- Maintaining proper coordination with College and Board

## **Administrative Functions**

Administrative functions operating under the leadership of the Director of Administration include the following: development, enrollment, student records, high school coordination, human resources, finance, marketing and public relations, facilities management, and reception.

## **Director of Administration**

The Director of Administration provides oversight and leadership to the life of the administration and together with the College of Teachers and Board of Directors, to the school as a whole. The Director of Administration is responsible for the management of the finances of the school, human resources, development, enrollment, marketing and public relations, reception, student records, physical plant and facilities management, the administrative staff, and legal and regulatory issues. This covers all school programs and levels, including Early Childhood, Lower School, Middle School, and High School. All administrative positions report directly to the Director of Administration.

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.

## **ADMINISTRATION: PHYSICAL PLANT COMMITTEE MANDATE**

**Role**

The Physical Plant Committee (PPC) oversees maintenance and upkeep on the Emerson Waldorf School Campus.

**Authority**

Chartered by Administration

**Responsibilities**

- Creates and oversees subcommittees
- Managing day-to-day maintenance needs
- Ensuring compliance with regulatory requirements
- Forecasting future maintenance needs and costs
- Supervising maintenance and facilities personnel
- Planning and carrying out landscaping projects in conjunction with overall master planning
- Overseeing non-pedagogical activities on “The Farm”

**Membership**

Director of Administration, Facilities Director, Landscaping Committee Chair, others as needed

**Subcommittees**

Landscape and Gardening, Farm Committee

**Decision Making Authority**

Makes decisions on maintenance and facilities issues within the scope of the annual budget. Makes recommendations on building design, land use and major construction issues.

**Accountability**

Administration

**Reporting Procedures**

Reports monthly to Director of Administration

**ADMINISTRATION: ENROLLMENT AND OUTREACH COMMITTEE MANDATE**  
*revised February 2007*

**Role**

The Enrollment and Outreach Committee strives to make the Emerson Waldorf School known to the greater

community while working to increase enrollment and improve retention within the school. The committee fosters a sense of pride in the school and serves as a support to the Enrollment Director and the Director of Outreach and Marketing.

### **Authority**

Chartered by Administration

### **Responsibilities**

- Works with the Enrollment Director and Director of Outreach and Marketing to ensure that all tasks and directives are carried out
- Works with the Director of Development regarding publicity of events and appeals as well as making connections with the greater community.
- Conducts exit interviews with families who have left the school in a timely manner
- Oversees publicity for the school including the website and participation in community events

### **Membership**

Enrollment Director, Director of Outreach and Marketing, parents

### **Decision Making Authority**

None

### **Accountability**

Administration

### **Reporting Procedures**

Monthly to Director of Administration

## **APPENDIX: WALDORF EDUCATIONAL ASSOCIATION OF NORTH CAROLINA, INC**

### **BYLAWS**

*As amended at a Special Meeting of the Corporation and a meeting of the Board on August 25, 2001, and at a General Meeting of the Association on November 30, 2005, and at a General Meeting of the Association on November 1, 2006.*

#### **Article I—Name**

The name of this Corporation shall be the Waldorf Educational Association of North Carolina, Inc., doing business as The Emerson Waldorf School.

#### **Article II—Purpose**

The Waldorf Educational Association of North Carolina, Inc., shall function as a non-profit organization to operate

a school, which may include pre-school, elementary, and secondary education programs, and to encourage and sponsor educational, literary, and charitable activities in North Carolina based on the principles and philosophies given by Rudolf Steiner.

### **Article III—Location**

The Corporation shall be located at 6211 New Jericho Road, Chapel Hill, North Carolina, 27516.

### **Article IV—Membership**

#### *Section 1. Membership:*

A. Member shall be a person who desires to support the Purposes of the Corporation and who meets the following criteria:

1. Has declared themselves each year, in writing, to be a Member of the Corporation,
2. Is willing to serve periodically on a Working Committee, and
3. Has paid the yearly contribution of \$25.00 or such other sum as may be fixed by the Board of Directors.

B. The Member will pay each October/November the contribution of \$25.00 or such other sum as may be fixed by the Board of Directors; otherwise s/he will automatically be removed from membership. Parents of students currently enrolled at the Emerson Waldorf School are deemed to have fulfilled the contribution requirement through payment of annual dues to the Emerson Waldorf School Parent Organization.

C. The Member may resign at any time by submitting a written, signed letter of resignation to the Board of Directors.

D. Under extreme circumstances, as deemed sufficient by 2/3 of the Board of Directors, a Member may be expelled from the Corporation. S/he must be notified and the reason explained; within seven days of this notification, s/he can request a meeting with the Board of Directors for further clarification or reconsideration.

#### *Section 2. Privileges:*

All Members shall receive all selected newsletters, announcements, and similar publications. Members will be eligible to vote in any General or Special Meeting.

### **Article V—Meetings of the Members**

#### *Section 1. Types of Meetings:*

There will be two types of meetings: a yearly General Meeting and Special Meetings.

A. General Meeting: All Members will be invited to participate in a yearly General Meeting to be held each October/November, but not later than November 30. The purpose of the meeting will be fourfold:

1. to elect Parent Representative(s) to the Board of Directors by majority vote (no votes by proxy will be accepted);
2. to hear reports from the Working Committees, including a financial report;
3. to allow each Member to sign up for consideration on the Working Committee(s) of interest; and

4. to adopt resolutions addressing items the Members wish to bring forward for consideration by the Board of Directors.

B. Special Meetings: A Special Meeting can be called either by a majority vote of the Board of Directors or ten Members of the Corporation. The purpose is to discuss an item of interest to all.

*Section 2. Notification:*

An announcement and tentative agenda will be mailed to all Members a minimum of three weeks in advance of the General Meeting. To call a Special Meeting, Members must be notified in writing 15 days in advance. For the purpose of notification of the General and Special Meetings of the Members, notice in the school bulletin, The Emersonian, shall be considered to be sufficient written notice.

*Section 3. Quorum:*

For both the General Meeting and Special Meetings, a quorum shall consist of more than 25% of the Members including at least 2/3 of the Board of Directors.

## **Article VI—The Board of Directors**

*Section 1. Number:*

The Board of Directors shall consist of no fewer than five and no more than fifteen members, as shall be determined by the Board of Directors.

*Section 2: Composition:*

Each Director must also be a Member of the Corporation. At least 2/3 of the Directors must have, in the judgment of the Board, a substantial understanding of and respect for the philosophy and principles of Rudolf Steiner. The number of Parent Representatives on the Board of Directors shall be no fewer than one and no more than three, as shall be determined by the Board of Directors.

*Section 3: Membership*

A. Director Nomination and Election Process:

1. Directors other than Parent Representatives are elected by a 2/3 vote of the Board of Directors. The nomination of these Directors shall follow a process that is determined by the Board of Directors. The Board of Directors shall adopt procedures to assure insofar as possible that at least two members of the Board at all times are also member of the Emerson Waldorf School College of Teachers.
2. A Director who is a Parent Representative is nominated and elected by the process set out in Paragraph C of this section.

B. Term: Parent Representatives shall serve for a one-year term, beginning with the second board meeting following their election. The other Directors will serve for three-year terms, one-third being selected each year. All Directors other than Parent Representatives and members of the Emerson Waldorf School College of Teachers may be elected to no more than two consecutive terms. Directors other than the Parent Representatives will normally be elected in April, with terms beginning in June; however, the board may in its discretion conduct special elections, to full or partial terms, at any time to fill vacancies on the board as needed.

C. Parent Representative Nomination and Election Process: The Emerson Waldorf School Parent Organization

shall present a list of qualified nominations to the Board of Directors for their consideration 30 days prior to the yearly General Meeting. The Board of Directors shall review the list of nominees and approve each nominee as being qualified to serve as a Parent Representative; such approval will not be unreasonably withheld for any nominee without a majority vote to withhold such approval. The Emerson Waldorf School Parent Organization shall then submit the approved nominees for consideration as the Parent Representative(s) at the General Meeting. The Members shall elect the Parent Representative(s) at the yearly General Meeting by majority vote from among the approved nominees.

D. Parent Representative Qualifications: To be nominated for Parent Representative, the following minimum criteria shall be met:

1. Nominees shall have at least one child or ward enrolled at Emerson Waldorf School during the proposed term of service on the Board;
2. Nominees shall have been a parent at the school for at least one year; and
3. Nominees shall be willing to serve.

E. Removal: A Parent Representative can be removed only by a Special Meeting called by ten Members and confirmed by 2/3 vote. Other Directors can only be asked to withdraw by a 2/3 vote of the Board of Directors; however this removal must be confirmed by a 2/3 vote at a Special Meeting called by the Board of Directors.

F. Vacancies: A Special Meeting must be called to elect a new Parent Representative by majority vote. The other Directors would be elected by 2/3 of the Board of Directors.

#### *Section 4. Duties:*

A. The Board of Directors shall have the power to manage and control the affairs of the Corporation consistent with its Purposes.

B. The Board of Directors shall appoint such Working Committees as it deems fit, but no such committees will have any powers except those expressly granted by the Board. The Board will select a chairperson for each Working Committee. A Director may serve as a chairperson. One of the Directors will be directed to serve as the Board Member Representative to the Working Committee and will be responsible for

1. monitoring that the work is on schedule and in line with the principles of the Corporation, and
2. arranging for the chairperson of the Working Committee to present periodic reports to the Board.

C. The Board of Directors may appoint an Advisory Board consisting of individuals respected among Anthroposophical/Waldorf circles, but not limited to same, to advise the Corporation in meeting its purposes. The Advisors will have no powers except those expressly granted by the Board. The prospective Advisor must be asked to serve and appointed in writing, and the Advisor must accept in writing. The Advisor may serve until s/he resigns (in writing) or is terminated in writing by the Board of Directors.

#### *Section 5. Meetings:*

Board meetings will be held once every three months and more often if necessary, in which case a majority must agree thereto. The Board meetings will be open to the Members unless otherwise specified by 2/3 of the Board.

#### *Section 6. Quorum:*

Attendance by more than 50% of the currently elected Directors shall constitute a quorum.

*Section 7. Limitation:*

No member of the Board of Directors, nor Members shall obligate the Corporation or commit it to any policy, program, purchase, sale, or responsibility in or out of the ordinary course of business without the express authority of the Board of Directors.

*Section 8. Officers:*

The Board shall determine at the first meeting after the General Meeting who among them will serve as President, Vice President, Recording Secretary, Corresponding Secretary, and Treasurer of the Board. A Parent Representative may not serve as President.

A. President: The President shall

1. preside at all meetings of the membership and of the Board of Directors at which s/he is present,
2. perform all duties ordinarily incident to his/her office,
3. perform such other duties as may be delegated to him/her by the Board of Directors, and
4. coordinate the work of the officers and Working Committees of the Corporation in order that the Purposes may be promoted.

B. Vice President: The Vice President shall

1. perform such duties and responsibilities as delegated by the President,
2. perform the duties of President, in the absence or disability of same, and
3. perform such other duties as may be delegated to him/her by the Board of Directors.

C. Recording Secretary: The Recording Secretary shall

1. record the minutes of all meetings of the Board of Directors and of the General and Special Meetings,
2. send out notices of the meetings as required,
3. be the custodian of the records, books, reports, statements, certificates, and other documents of the Corporation, and
4. perform such other duties as may be delegated to him/her by the Board of Directors.

D. Corresponding Secretary: The Corresponding Secretary shall

1. conduct such correspondence as the Board of Directors shall direct, and
2. perform such other duties as may be delegated to him/her by the Board of Directors.

E. Treasurer: The Treasurer shall

1. have custody of all funds and securities of the Corporation,
2. keep a full and accurate account of the receipts and expenditures in books belonging to the Corporation,
3. deposit all moneys and other valuable effects in the name and to the credit of the Corporation as may

be designated by the Board of Directors,

4. make disbursements as authorized by the Board of Directors, taking proper vouchers therefor,
5. present a financial statement at the General Meeting and at other times when requested by the Board of Directors,
6. if deemed necessary by the Board of Directors, give a bond for the faithful performance of his/her duties in such form and amount as the Board of Directors may determine, and
7. perform such other duties as may be delegated to him/her by the Board of Directors.

### **Article VII—Working Committees**

The Working Committees will be designated by the Board of Directors, who will select a Chairperson and a Board Member Representative, whose duties are as set out in Article VI, Section 4, Paragraph B. The Chairperson must be reaffirmed or a new one chosen at the beginning of each fiscal year. The Chairperson will select the other members of the Working Committee from the interest list generated at the General Meeting. The Chairperson is responsible for seeing that the objectives of the Working Committees are developed in detail and are met. S/he is also responsible for keeping the Board Member Representative informed of progress/problems, for presenting periodic reports to the Board, and for presenting recommendations for action to the Board. No committee will have any powers except those expressly granted by the Board.

### **Article VIII—Amendments**

These Bylaws may be amended in the following manner. The amendment(s) must be presented either at the next General Meeting (if within 4 months) or at a Special Meeting expressly convened for that purpose. Written notice must be given to all Members not less than 15 nor more than 30 days preceding the meeting in which the proposed amendment(s) are set out, and notice given that they are to be submitted to the Members for approval at the meeting. Prior to submission of proposed amendment(s) to the Members, such amendments must be approved by a 2/3 vote of the Board of Directors. The proposed amendment(s) must be approved by majority vote of the Members present and voting at the General or Special Meeting.

### **Article IX—Indemnification**

Any Director, officer, employee or agent of the Corporation who was or is a party or is threatened to be made a party to any threatened, pending or completed action, suit, or proceeding in connection with the business of the Corporation, shall be indemnified for all reasonable and prudent expenses and liabilities actually incurred in connection therewith to the extent permitted by North Carolina State Statutes.

## **APPENDIX: COMMITTEE AND TASK FORCE GUIDELINES**

*adopted June 2005; revised January 2007*

### **Definitions and Role**

The Board, College and Director of Administration is entrusted with the task of determining the needs of the organization. Board Committees are formed to assist in carrying out the tasks necessary to meet those needs. They are permanent, standing committees to carry out functions which will continue to be needed.

A Task Force may be organized to carry out a limited task, such as directing a single building project, or

organizing an event or dealing with a temporary, short-term situation.

It is the role of a Committee to provide oversight, planning, advice and recommend action policy to the Board for approval. A committee does not have decision-making power other than power explicitly stated in the committee mandate.

It is the role of a Task Force to actually carry out a task on behalf of the Board. A Task Force has the power to make decisions which have been delegated to it by the Board.

A member of the Board Executive Committee should be a member of each Committee and Task Force.

### **Accountability for Committees and Task Force**

The Board holds the ultimate accountability for any of its Committees or Task Forces. The Board shall review the work of each Committee or Task Force regularly, and revise the direction and or leadership and membership of the Committee when necessary. In the case of joint Board/College or Board/College/Admin committees, this accountability is shared, but the Board holds the responsibility of ensuring that the Committee's work and leadership are reviewed and changes made if necessary. The Board representative to each Committee or Task Force has the responsibility to inform the Board of any issues arising and the Vice President of the Board holds the responsibility for overseeing this.

According to the bylaws of the Corporation, the chairperson of each Board committee needs to be reaffirmed, or a new one chosen, at the beginning of each fiscal year.

### **Mandate**

Each Committee will draft a mandate and submit it to the Board for approval.

### **Reporting**

The Board shall receive clear, accurate and timely reports from each Committee and Task Force. The Board representative to the Committee or Task Force shall report back to the Committee or Task Force on any decisions made or issues relevant to their work.

### **Membership**

The Board selects the Chairperson of a Board committee, and that Chairperson is responsible for selecting members.

The Board selects the members of any Board Task Force.

### **Quorum**

According to the Bylaws, a quorum for a Board meeting is a simple majority, or 51%, of voting members.

### **Voting**

Decisions of the Board are to be made by majority vote, with a simple majority of 51% of the membership of the Board needed to pass any motion.

## **APPENDIX: COMMITTEE OPERATING AGREEMENTS AND BEST PRACTICES**

**Standard Operating Agreements for all Board Committees**

The role of the Chairperson is, in part, to ensure that:

- meetings are held regularly
- written agendas with clearly stated objectives are provided in advance of the meeting
- agenda is facilitated toward the objectives
- communication is facilitated
- written reports are submitted to the Board by the deadline
- minutes are taken for each meeting, with decisions clearly noted
- minutes are distributed and approved by the committee.
- minutes are placed in a permanent file at the end of each year, held by the Board
- committees set goals with periodic review
- good attendance by all members
- decision making process is clear and followed
- committee members are chosen and removed at his/her discretion.

**Committee Reporting**

The chairperson should submit committee Reports in a format approved by the Board, with "For Decision" items clearly marked. These should be submitted to the Board no later than the Tuesday before the Saturday Board Meeting. For items that require Board approval but do not require discussion, chairperson may ask to have the item included in the consent agenda.

**Committee Decision-Making**

The mode of decision-making needs to be determined as soon as a committee is formed. When committees work toward consensus they are more likely to reach a strongly supported outcome. The alternative to consensus decision-making is Majority Rule.

**APPENDIX: PARENT ORGANIZATION BYLAWS**

*revised February 2005; currently being rewritten*

**Article I—Purposes**

1.1. The Parent Organization, a community building organization, serves as the vehicle for full parental involvement in the life of the school community. The PO actively supports the work of the Board, Collegium and Faculty on behalf of our children, and contributes to the intellectual, physical and social climate of the school community. To this end the PO shall:

- 1.1.1. Invigorate and organize volunteer efforts by parents in such a way that nourishes, respects and protects the volunteers.
- 1.1.2. Provide educational opportunities for parents that deepen their understanding and appreciation of Waldorf education.
- 1.1.3. Facilitate practical improvements in the school grounds and activities, by contributing funds and labor.
- 1.1.4. Provide a forum for parents to communicate and discuss issues of concern.
- 1.1.5. Serve as an advisory group to the Board and College, reflecting to them the ideas and concerns of the parent body.
- 1.2. Each year, the specific endeavors of the organization are identified and generated by parents.
  - 1.2.1. The PO may take a formal stand on any issue of concern to the parent body through written "position statements." A detailed description of this process shall be kept on file.
  - 1.2.2. The Parent Organization determines where to allocate funds it has collected through membership dues and other fundraising activities in support of the school and its community. Special project funds will be expended in conjunction with the Board and Collegium.

## **Article II—Membership and Voting**

- 2.1. Membership of the Parent Organization shall consist of all parents of Children enrolled at Emerson Waldorf School. Every member has one vote.
- 2.2. Annual dues are set by the PO and are included as a separate item on a fall tuition bill, mailed out to all parents by the EWS administrative office.
- 2.3. The PO shall have regular monthly meetings throughout the school year. These meetings will be publicized in the Emersonian at least a month in advance.
- 2.4. The PO President may call special meetings of the PO or its officers as necessary. Special meetings of the full PO will be publicized at least a week in advance.
- 2.5. Decisions of the PO shall be made by majority vote. A quorum must be present for the vote to be valid.
  - 2.5.1. A quorum shall consist of at least three officers of the PO, and at least one representative from 51% of the classes, or their written proxies. When the school is Nursery through Grade 12, a quorum will consist of representation of seven of the thirteen grades (the kindergartens and nursery count as one.) All parents shall be included in the quorum count, whether or not they are official PO Representatives for their class. A parent may be counted towards the quorum as representing more than one class, but may only have one vote.
- 2.6. When an issue is clearly defined, or during the election of officers, EWS parents who are not present at the meeting may vote by written proxy, usually entrusted to their class PO representative. A quorum must still be present at the meeting for the vote to be considered valid.
- 2.7. PO Officers shall be elected annually at the last meeting of the year (normally the first week of June). New officers shall begin their terms upon the conclusion of this meeting, and shall preside over

the first meeting of the new school year.

2.7.1. Nominations for PO Officers will be accepted beginning one month prior to the election. Nominees must be members of the PO and be in good standing. Nominees shall not be current members of the Administration, Board or College. Ballot boxes soliciting nominations from the parent body shall be placed around the school in prominent places during school days and special events such as the May Faire. The nominations process shall be open for approximately two weeks.

2.7.2. Approximately two weeks prior to the election meeting, the current PO President shall appoint an individual or a committee to contact the nominees to see if they accept their nominations.

2.7.3. Approximately one week prior to the elections, nominees may have an opportunity to express their views in the Emersonian, or in special publications of the Parent Organization.

2.7.4. When a new officer is elected, the former officer will hold a knowledge transfer, including budgetary documentation, account information, and account authorization (Treasurer); and minutes and bylaws (Secretary). Former officers will be encouraged to attend the first two PO meetings of the school year, as necessary, to answer financial and other questions related to old and new business.

### **Article III—Officers**

3.1. The business and communications of the Parent Organization shall be managed by its elected officers and class representatives.

3.2. The membership annually shall elect a President, a Vice President, one or two Secretaries and a Treasurer, according to the process described in Article 2.7. Officers shall serve for a one-year term. Should an officer of the PO accept a position with the Administration, Board or College, they will step down from their PO office and their successor shall be chosen according to the process described in Article 3.7. The offices of the PO are renewable each year with no limit on the number of terms allowed.

3.3. The President shall set and publish the agenda and run all PO meetings. The President shall facilitate communications within the PO and between the PO and other EWS groups.

3.4. The Vice President shall serve as timekeeper at the PO meetings and shall run the meeting in the absence of the President. The Vice President shall help recruit and support PO Representatives and help to foster parent participation.

3.4.1 In the event that the President cannot complete his/her term, the Vice President shall assume the position of President for the remainder of the term. In the event that the Vice President cannot assume the President's role, a new election for President shall be held as soon as possible according to provisions 2.7.1, 2.7.2, 2.7.3 and 2.7.4.

3.5. The Secretary(s) shall take minutes at the monthly meetings and help to publicize PO meetings and other PO sponsored events. A Secretary shall serve as timekeeper in the absence of the President or Vice President.

3.6. The Treasurer shall keep track of the organization's income and expenses, and will sign checks for expenses approved by majority vote. The Treasurer shall prepare written or verbal financial updates for each monthly meeting. In April of each school year, the Treasurer shall present a financial statement

in written form, detailing the income and expenses of the organization for the current school year, as well as a proposed budget for the coming year. The proposed budget should show the amount of money available for new projects, committed funds that are not yet spent, and estimates for known items such as parent travel to conferences and Hearts and Hands group expenditures.

3.7. If an officer (other than the President) vacates his/her position before the term is complete, the remaining officers shall nominate a successor. A vote to confirm the prospective successor will be taken at the next full PO meeting.

3.8. Every year, each class shall select two PO Representatives.

3.8.1 This selection should be held at the first class meeting of the new school year or before the October PO meeting, whichever comes first, by whatever means each class chooses – for example, election or volunteering. New PO Reps shall begin their terms at the October PO meeting. Representatives from the previous school year will attend the September PO meeting.

3.9. The PO Representatives shall serve as two way communication links between the parent body and the policies and activities of the PO—expressing to the PO the needs and concerns of the class, as well as special events and activities of the class. The PO Representatives shall be in regular communication with other parents in the class, and will regularly contact the class teacher for updates on the life of the class.

3.9.1. The PO Representatives shall report at class meetings on PO special events and volunteer opportunities, and shall solicit feedback and proxy votes from the class on upcoming decisions of the PO, in order to include the opinions, concerns and votes of those parents who are unable to regularly attend PO meetings.

3.9.2. At least one Representative from each class shall attend monthly PO meetings. In the event that neither of the two Representatives is able to attend a meeting, they should take care to appoint another parent to go instead.

3.10. The parent body, through the mechanism of the PO, shall appoint leaders for the following standing committees.

3.10.1. Heads Group. The Heads Committee focuses on parent education and opening up clear lines of communication. This includes setting up speakers, forums, and revising and expanding the parent handbook.

3.10.2. Hearts Group. The Hearts Committee is the warmth body of the Parent Organization. Their aim is community building and outreach, and intentions to cultivate friendship, hospitality, and gratitude. They coordinate the welcoming of new parents and help organize festivals and celebrations throughout the year.

3.10.3. Hands Group. The Hands Committee is actively involved with the physical aspects of the school. Their energies are directed toward building maintenance and beautification, safety, and financial/fundraising activities. They work with the faculty and the board to ensure that our school is a beautiful and safe environment for our children as well as a financially sound institution.

#### **Article IV—Procedures and Amendments**

4.1 Robert's Rules of Order shall govern the proceedings at PO meetings.

- 4.2 These Bylaws may be amended by a two-thirds majority vote at any meeting in which a quorum is present. The proposed changes must be publicized at least a month before the vote is to take place.

## APPENDIX: COMMUNICATION PROCESS

*Revised August 2007*

The Emerson Waldorf School operates without a principal or headmaster. Decisions are made collegially among the Board, College of Teachers and Administration. This can make the decision making process slow and convoluted. Individuals who have grievances are expected to be responsible for seeing their concerns resolved. We are hoping that this new process creates guidelines for effective problem solving.

- a. The Director of Administration is currently the person who coordinates formal communications at EWS.
- b. We are currently incorporating a new process of resolution which involves several steps. If a concern is not resolved at one level, or either party is uncomfortable with this approach, the parties involved may move to the next level and request assistance from the Director of Administration.
- c. If resolution is still not achieved, the parties involved may request that a mediator facilitate a meeting with the parties in conflict. If mediation fails to resolve a concern, the matter may be taken to the CEC which will appoint an arbitrator to make a decision. The progressive levels of communication can be summarized as follows:

Level 1: non-facilitated, direct communication between parties in conflict

Level 2: communication facilitated by Faculty, College member or Director of Administration

Level 3: communication facilitated by mediator

Level 4: CEC appoints an arbitrator to make decision

### **Level I - Non-Facilitated Direct Communication**

The Communication Process as describe here, gives particular attention to parent-class teacher issues because a large portion of the parent body has requested more clarity and support in this area. As a first step, parents who have concerns should go directly to the teacher/staff member to inform them they would like to discuss an issue. Either the teacher, staff member or the parent should take the initiative to schedule a meeting to discuss the issue. A scheduled meeting where both parties are free to devote their full attention to the issue is best. Impromptu meetings during school hours often result in more frustration because neither party is able to fully focus on the matter at hand.

Some typical areas of concern that are appropriate to discuss with the class teacher are: curriculum, discipline, homework, schoolwork, progress reports, social situations, class trips, dress code, use of electronic devices, issues about a child other than your own, issues about another parent that have already been discussed directly with that parent, any other issues that might affect the social interaction within the classroom, etc.

### **Level II - Facilitated Communication**

If there is no resolution following the parent-teacher meeting or if you are uncomfortable with Level I, either party can request assistance by completing the Assistance Request Form found in the Communication Process Packet and submitting it to the Director of Administration. The Director of Administration will log the request form

and submit it to the appropriate supervisor(s), usually the Faculty or College Chair, within three (3) work days. Upon receipt of the form, the supervisor will assign a representative to respond to both parties listed in the request within three (3) work days and will schedule a meeting if appropriate. If resolution is achieved at the meeting, the supervisor will complete the Agreement Form (from packet) and give copies to the parent, the teacher, and the Director of Administration. If no resolution is achieved at the meeting, either of the parties can continue to pursue resolution through mediation. Regardless of the outcome of the meeting, the supervisor will complete the Assistance Request Form and return it to the Director of Administration.

### **Level 3 Communication – Facilitated by Mediator**

If there is no resolution from Levels I & II, either party may then request mediation by completing a second Assistance Request Form and indicating such. The Director of Administration will log the request, then notify the College, and assign a mediator. The Assistance Request Form will be forwarded to the mediator within three (3) work days. The purpose of the mediator's initial contact with the disputing parties is to explain the process, get consent for mediation and to schedule a meeting for the parties and the mediator. When both parties agree to mediation, they will proceed to a meeting with the mediator. Mediation is a confidential, voluntary process designed to bring conflicting parties together in a face-to-face meeting to work out solutions to their differences. A specially trained, neutral third party called a "mediator" facilitates the meeting. Mediation differs from other dispute resolution processes, such as arbitration and litigation, in that the parties make their own decisions and craft their own agreement. The school will maintain a list of qualified mediators.

The purpose of the mediator's initial contact with the disputing parties is to explain the process, get each party's consent for mediation, and to schedule a meeting for the parties and the mediator. When both parties agree to mediation, they will proceed to a meeting with the mediator. Mediation is a voluntary process and either party can stop the process at any point. The mediator can also stop the process if one or both parties fail to abide by the ground rules established for mediation. The mediator's role is to facilitate the mediation process and to help the disputants reach an agreement.

The mediator:

- Does not take sides; he/she remains impartial
- Has no power to make a decision
- Does not offer legal advice, therapy, or counseling
- Writes agreements if needed

The mediator and both parties involved should consider the statements made during mediation to be private. The idea is to create a safe space for communication to take place. The mediator will normally destroy any notes kept during mediation; however, any signed written agreements can be referenced in future pursuit of the matter. There are some exceptions to confidentiality. If subsequent legal proceedings are held in the matter, the mediator might be required to testify about the following situations:

- A communication of a threat that bodily injury might be inflicted on a person
- A communication of a threat that damage might be inflicted on real or personal property under circumstances constituting a felony
- Conduct during a mediation session causing direct bodily injury to a person
- A communication or conduct that leads the mediator to suspect child abuse

If an agreement is not reached at the initial meeting, but progress is being made, the parties can request additional mediation. In such a case, it is not necessary to submit another Assistance Request Form. A verbal request to the mediator for additional mediation is sufficient. When the parties reach an agreement, the mediator will record the agreement on the Agreement Form. Copies of the completed Agreement Form will be given to the parties and to the Director of Administration.

At the conclusion of mediation, the mediator will complete the Results section of the Assistance Request Form and return it to the Communication Coordinator. The mediator also gives an Evaluation Form to each of the parties and requests that the completed forms be returned directly to the Director of Administration.

#### **Level 4 Communication – 3 rd party makes decision**

If no agreement has been reached after the parties have pursued communication levels I, II and III, and the parties desire to continue the process, the College will be notified and will act as the final arbitrator to make a decision or appoint an outside arbitrator to do so.

## **APPENDIX: MANDATES FOR COMMITTEES NO LONGER CHARTERED**

### **Joint: Human Resources Committee Mandate**

*adopted January 2004; revised February 2007; laid down July 2008*

#### **Role**

Review EWS human resource policies and practices and to recommend policies that are legally compliant, equitable and fair, and are consistent with EWS goals, governing structures, philosophy and mission.

#### **Authority**

Chartered by the Board of Directors, College of Teachers

#### **Responsibilities**

- Provides a source of professional guidance for EWS. This goal includes providing resources and recommendations for faculty, trustees, staff and others to resolve particular Human Resource issues and developing and maintaining a Human Resources Operation Manual.
- Reviews current compensation and benefits for employees and make recommendations to ensure equitable treatment of staff and legal compliance.
- Reviews hiring practices generating recommendations for effective recruiting practices and legal compliance as needed.
- Reviews the need for a Volunteer Manual (or Handbook) and make appropriate recommendations.
- Reviews the current employee handbook and recommend revisions as needed.
- Creates subcommittees as needed to carry the work

#### **Operating Principles**

- The human resource committee shall make recommendations and decisions by consensus.
- The committee will strive to embrace the philosophy of the school and anthroposophy as it pertains to human resources and the work environment.
- The committee will strive to communicate effectively and to interact cooperatively with all governing and working bodies of the school and to work within the EWS structure striving to honor others duties, responsibilities and efforts.

### **Decision Making Authority**

The committee may make recommendations directly to the administration in applying policies and day-to-day decisions for particular issues. For policy and general practice revisions, the Committee shall make recommendations to the Board, College and Administration for consideration, discussion, and approval. The area of Human Resources encompasses but is not limited to recruitment, retention, professional development practices, and performance management for staff and volunteers and includes compensation and benefits for staff.

### **Membership**

The Human Resource committee is a joint standing committee of the Board of Directors, College of Teachers, and Administration. The committee will work with others in the school to clarify roles and responsibilities for various Human Resource activities. The Committee shall be composed of members who represent the College of Teachers, Board, and Administration and will strive to include professionals knowledgeable about Human Resource issues.

### **Accountability**

The Committee is accountable to the Board, the College of Teachers and the Administration.

### **Reporting Procedures**

The Human Resources Committee shall present written reports on a monthly basis to the ABC Committee. The ABC Committee will review the work of this committee on an annual basis. Reports shall also be sent to the Board, the College and the Administration. Written reports to the Board and College shall be distributed prior to each regularly scheduled Board meeting and once a month to the College. The Committee Chair will be available to communicate with the Board and the College.

## **Board: Woodland Shop Task Force**

*Created December 2008; laid down September 2009*

### **Role**

To prepare a recommendation to the Board of Directors at its February 2009 meeting concerning future business plans and strategies for the Woodland Shop.

### **Authority**

Chartered by Board of Directors

### **Responsibilities**

- Explicitly define how the Woodland Shop is intended to contribute to the educational mission of the school.
- Establish measurable criteria for financial performance, contribution to school outreach and sustaining the Waldorf community, which can be used to judge any business plans for the Woodland Shop.
- As much as possible, make a clear accounting of the Woodland Shop's financial performance (both the on-campus store and the Carr Mill Mall store)
- Critically evaluate existing and proposed business plans for the Woodland Shop, according to the criteria established in #2. Factors to be considered in business plan evaluations should include:
  - Possible locations for on-campus and off-campus stores
  - Practical and legal structure to manage and staff the shop
  - Financial issues of capitalization, accounting systems, paid vs. volunteer staff
  - Risk management (best- and worst-case scenarios)
  - Alternative uses for Woodland Shop building and other resources

### **Membership**

The Director of Administration, at least one member each from the College of Teachers and the Board of Directors, shop managers and others with marketing/retail experience who are interested in visioning the Woodland Shop as an outreach tool and an income generating operation. The chairperson of this committee will be named by the Board Executive Committee.

### **Process**

This group will operate by consensus.

### **Decision Making Authority**

This group is authorized to gather information, consult with professionals, and other activities needed to produce a recommendation to the Board of Directors.

### **Accountability**

The Accreditation Task Force is accountable to the Board of Directors

### **Reporting Procedures**

Recommendation will be presented at the February meeting of the EWS Board of Directors, and the group will then be laid down.