



Waldorf School of Princeton

School Governance

Revised and amended as per Board resolutions on March 26 and November 26, 2012; May 20, September 30, and November 25, 2013; January 6, March 31, and May 19 2014; and January 26 and November 9, 2015; and May 16 and June 6, 2016.

Contents

1	INTRODUCTION	4
1.1	Adoption and Maintenance of This Document	4
1.2	How to Use This Document	5
1.3	School Mission.....	6
2	BOARD OF TRUSTEES.....	7
2.1	Role and Responsibilities	7
2.2	How the Board Works.....	7
2.3	Trustees	8
2.4	Officers.....	10
2.5	Meetings.....	12
2.6	Committees	14
2.7	Accountability.....	18
3	COLLEGE OF TEACHERS.....	20
3.1	Role and Responsibilities	20
3.2	How the College Works	21
3.3	Composition	22
3.4	Chairs	22
3.5	Meetings.....	25
3.6	Accountability.....	25
4	ADMINISTRATION.....	27
4.1	Role and Responsibilities	27
4.2	How the Administration Works	27
4.3	Organization.....	28
4.4	Accountability.....	30
4.5	Vacancy.....	30
5	PARENT COUNCIL.....	31
5.1	Role and Responsibilities	31
5.2	How the School Works with the Parent Council.....	31
6	POLICIES AND PROCEDURES.....	32
6.1	Policy Creation.....	32
6.2	Policy Approval	32
6.3	Policy Format.....	33
6.4	Recording the Policy	34
6.5	Policy Maintenance.....	34
	EXECUTIVE COMMITTEE MANDATE	35

GOVERNANCE COMMITTEE MANDATE	37
FINANCE COMMITTEE MANDATE.....	39
COMPENSATION COMMITTEE MANDATE	41
FACILITIES COMMITTEE MANDATE	43
ON HONORARY TRUSTEES	45
HIGH SCHOOL TASK FORCE MANDATE	47
ORGANIZATIONAL COMMITTEE - DEVELOPMENT COMMITTEE	50
ORGANIZATIONAL COMMITTEE - ENROLLMENT & MARKETING COMMITTEE	53

1 Introduction

Rudolf Steiner, in his address to the teachers at the beginning of the second school year in Stuttgart on September 22, 1920, said the following:

“The (Waldorf) school will have its own administration run on a republican basis and will not be administered from above. We must not lean back and rest securely on the orders of a headmaster; we must be republic of teachers and kindle in ourselves the strength that will enable us to do what we have to do with full responsibility. Each one of you, as an individual, has to be fully responsible.”
(*The Art of Administration*, 1992, p. iii)

It is from this instruction that a Waldorf school’s unique governance structure takes shape. The success of the school depends on the shared responsibility between the board of trustees (the “Board”) and the College of teachers (also referred to herein as the “College”). Their shared goal is to have the school fulfill its mission and keep the school on course in the long term. The Board focuses on financial and practical matters while the College focuses on pedagogical matters. Together, the Board and the College, make the Waldorf School a well-rounded organization with a strong governance structure and an exception curriculum.

This document describes the role and responsibilities of the Board as well as the College. In addition, it describes the role and responsibilities of the administration and the parent council, two bodies that, while not governing bodies with policy-making authority, are still essential to the school’s governance and ultimately, its success.

As is often pointed out in Waldorf literature, there is no one way to govern a Waldorf school, nor even is a particular school’s governance necessarily constant over time. Schools, like any organism, grow and change. There are nonetheless themes that can be used to guide us on the path we follow towards better governance for our school. In this document, we have tried to apply those themes to this particular institution at this particular stage of its life to produce something that is useful. We are grateful to those who have trod this path before us and given us a solid foundation on which to grow.

1.1 Adoption and Maintenance of This Document

In order for this document to take effect, the Board must adopt it. Once adopted, everyone at the school shall be governed by it.

Pursuant to New Jersey law, the Board alone has the authority to amend such documents, however, all proposed amendments shall be reviewed and considered by both the Board and the College. Furthermore, both bodies will attempt to reconcile any conflicts or disagreements they have regarding any amendments prior to their adoption.

When one body wishes to propose an amendment, they shall first prepare a draft of the proposed amendment. The draft shall then be considered by the other

body, usually by a committee, and any issues with the amendment should be worked out.

Each section of the document is numbered. In order to preserve the document, the section numbering shall not change after initial adoption. New sections may be inserted, and existing sections may be replaced or deleted, but the numbering of existing changes shall not change. A proposed amendment to the document shall include the section number(s) affected. A new section shall include the section number proposed.

This document includes mandates for all standing Board committees. However, these mandates are not numbered. The amendment of these mandates or the addition of new mandates for standing Board committees does not require the approval of the College.

The school operates under the legal authority of the articles of incorporation and the bylaws of the Waldorf School Association of the Princeton Area (also referred to herein as “the Waldorf School of Princeton” or the “School” or the “Association”). The articles of incorporation and the bylaws are legal documents required by law. Though some sections of this document repeat the bylaws, the document as a whole is not intended to replace the bylaws. However, to the extent anything contained herein conflicts with the bylaws or articles of incorporation, the bylaws or articles of incorporation, as the case may be, shall govern. Because they can be modified only in a constrained fashion, the bylaws are kept as brief and as flexible as possible to provide for adjustments to the governance of the institution without requiring amendments to the bylaws. For instance, the bylaws must define the executive committee of the Board, but otherwise simply authorize the Board to create committees as needed.

If a change to this document requires a change to the bylaws, the required change to the bylaws shall be included in the proposed change. The initial adoption of this document requires the creation of a new set of bylaws that supports and enables this document to have its effect.

1.2 How to Use This Document

This document is intended to be an “operating manual” for the School. It should serve as the authoritative guide to the roles, responsibilities and procedures of the major bodies of the School. When trying to figure out how something should work or how to resolve an issue, the best approach to take is first, to figure out who is responsible and second, to follow the procedures for resolving the issue with that individual or body. This document will be successful if each person within the community can find those answers and be satisfied, not frustrated, by the process. In case of doubt as to who is responsible for an aspect of School governance, the Board’s governance committee should be consulted.

1.3 School Mission

The Waldorf School of Princeton, part of an independent educational movement of over 800 Rudolf Steiner schools worldwide, is dedicated to recognizing the unique spirit of each child.

Through a rich curriculum integrating the academic, the artistic, and the practical, the Waldorf School of Princeton guides children to foster self-knowledge and to meet the world by awakening within them warmth of heart, clarity of thought, and strength of purpose.

2 Board of Trustees

2.1 Role and Responsibilities

The Board is the governing body that is legally and financially responsible for the School. This is required as a basic legal necessity of incorporation in the State of New Jersey. However, the Board at the Waldorf School of Princeton does not exist solely to fill the legal “shell” required by the articles of incorporation. Rather, the Board shall do the following:

School Governance

- establish policies and procedures for the management of the School;
- ensure that the School’s operations are compliant with relevant legal and fiduciary standards;
- establish and oversee the administration that handles the School’s operations;
- respond to legal issues that arise during the School’s operation.

Financials

- establish an operating budget and ensure its implementation;
- manage the School’s assets and investments;
- establish capital budgets as needed that are consistent with the School’s long-term planning;

Strategic Planning

- ensure the realization of the pedagogical vision of the College;
- create and implement long-term strategic plans in support of the School’s mission;
- ensure the full enrollment of the School;
- plan, develop and maintain the School’s buildings and grounds;
- promote the mission of the School to the community at large;
- raise funds for operating, capital and endowment needs.

2.2 How the Board Works

The Board realizes its responsibilities through:

- the establishment of committees with mandates;
- the establishment of policies, procedures and mandates to be executed by the administration;
- the passage of resolutions that (a) chart or authorize a course of action, (b) alter a mandate, (c) amend a policy, (d) request a body to perform a task (e.g. direct the College to conduct an investigation or study, direct a committee to write a report, etc.), or (e) endorse, support or recognize a person or body for actions taken;

- the regular oversight of committees and the administration, possibly measured against metrics established by the Board.

See Section 2.5.3 about the process for Board actions.

The Board reserves all authority to operate the School. However, the Board may delegate authority by mandate, policy or resolution. Such mandate, policy or resolution shall specify the person to whom or body to which the authority is being delegated and the nature of the authority delegated.

As such, the Board hereby delegates to the College all authority that is expressly listed in section 3 of this document entitled “College of Teachers.” Additionally, the Board delegates responsibility for the non-pedagogical operation of the School to the administration. For information regarding the administration, see section 4 of this document entitled “Administration.” Notwithstanding the delegation of authority made herein, the Board shall retain the power to act with respect to all matters.

2.3 Trustees

The Board is composed of parents, friends, and faculty, chosen for their ability to help execute the Board’s mission, support the School, and advance its long-term prospects. Financial acumen, legal expertise, advocacy potential, ability and willingness to make leadership-caliber financial gifts and a love for Waldorf education are all criteria that need to be present on the Board.

2.3.1 Composition of the Board

There shall be no fewer than eleven and no more than eighteen trustees.

No fewer than four but no more than five of these trustees shall be appointed by the College. Such trustees will be selected in accordance with such procedure as adopted by the College, as amended from time to time, provided, however, that one of these trustees shall be the Pedagogical Administrator or the College chair. Trustees appointed by the College shall be known as faculty trustees.

There shall be no fewer than six and no more than twelve trustees elected by the remaining trustees who are not faculty trustees. Trustees who are not faculty trustees shall be known as non-faculty trustees. The non-faculty trustees may select any person to serve as a non-faculty trustee, including a faculty member.

In addition, the School Administrator shall be an ex officio trustee and shall be eligible to vote on all Board matters except the election of non-faculty trustees.

The Board may appoint one or more Honorary Trustees. Such trustee shall have no rights, powers or duties granted to other trustees nor shall they have any rights, powers, duties or responsibilities in respect of or to the School.

Notwithstanding the foregoing, the expectations for Honorary Trustees are as set out in the document “On Honorary Trustees”, which is incorporated into this document at its conclusion.

2.3.2 Terms of Trustees

All trustees, including Honorary Trustees, shall serve a term of three years. Except in the case of a vacancy replacement, a term begins on June 1 of the calendar year in which such trustee is elected or appointed to the Board and ends on the third anniversary thereof . Faculty trustees who will begin new terms of June 1 of a calendar year shall be appointed by the College no later than the last Board meeting which precedes June 1 of such calendar year.

No trustee shall serve more than two consecutive terms. Serving a partial term arising from a vacancy replacement shall not count against this two term limit. A trustee may serve any number of non-consecutive terms.

An Honorary Trustee may serve an indefinite number of consecutive terms as an Honorary Trustee.

The term limits specified ensure that inertia does not get in the way of good governance. A Board that seats the same trustees year after year is likely to become insular.

2.3.3 Election of Trustees

Non-faculty trustees are to be elected every year by the remaining non-faculty trustees . Non-faculty trustees who will begin new terms as of June 1 of a calendar year shall be elected by the non-faculty trustees no later than the last Board meeting which precedes June 1 of such calendar year . A slate of nominees for non-faculty trustees shall be presented to Board by a nominating committee of the Board (the “Nominating Committee”). The Nominating Committee shall include at least one representative of the parent council if the parent council is then in existence. The Nominating Committee shall, among other things, solicit nominations from all of the School’s stakeholders including parents, faculty, trustees, and the School’s administration through a solicitation process reasonably designed to reach each of these groups. The Board shall determine which nominees submitted by the Nominating Committee shall stand for election as non-faculty trustees. An individual shall be elected as a non-faculty trustee if he or she receives a majority of the entire number of non-faculty trustees then serving on the Board. If more nominees receive the required majority than there are non-faculty trustee positions to fill on the Board, then these positions shall be filled by the nominees who have received the highest number of votes of the non-faculty trustees. If a tie occurs which affects filling of these open positions, the non-faculty trustees will revote on the nominees who were tied with the open positions going to the nominees who have received the highest number of votes in such revote. If after a revote the tie is not broken, the Board chair will select the nominee(s) to fill the remaining non-faculty trustee positions.

A slate of nominees for Honorary Trustees to begin new terms as of June 1 of a calendar year shall be presented to the Board by the Nominating Committee at the first Board meeting of the year starting June 1. A nominee may be elected Honorary Trustee by a majority of the board members present.

2.3.4 Vacancy, Removal, and Resignation of Trustees

A trustee or Honorary Trustee may resign by submitting a written notice to the Board chair or Board secretary. The resignation is considered effective upon receipt unless another date is specified in the notice.

Any trustee may be removed from the Board at any time with or without cause by a majority vote of the entire Board.

An Honorary Trustee may be removed or replaced at any time with or without cause by a majority vote of the board members present.

A vacancy as a result of resignation, removal, or death of a non-faculty trustee shall be filled at the Board's discretion by a majority of the entire number of non-faculty trustees then serving on the Board, whereas, a similar vacancy of a faculty trustee shall be filled at the discretion of the College by appointment from the College.

2.3.5 Duties of Trustees

Trustees are entrusted with the long-term future of the institution, and they must act as they believe necessary to secure its long-term health and prosperity. Each trustee must:

- actively support and promote the School's mission;
- be knowledgeable about the School's mission and goals, as well as current operations;
- attend meetings well prepared and participate fully in all matters;
- avoid becoming involved in specific management, personnel or curricular issues;
- accept and support Board decisions and respect Board confidentiality;
- guard against conflict of interest, whether business-related or personal, and to separate the interests of the School from the specific needs of a particular constituency;
- support the School, the College and the administration and demonstrate that support within the community;
- understand that authority is vested in the Board as a whole, bring issues to the appropriate leaders, and not deal with a situation individually;
- contribute to the development program of the School, including financial support and active involvement in annual and capital giving; and
- share the responsibility for sound financial management.

2.4 Officers

2.4.1 Definition and Eligibility of Officers

The officers of the Board shall be a chair, a vice-chair, a secretary and a treasurer. A Board officer must be a non-faculty trustee. The duties of these officers are outline in section 2.4.5. The same individual may hold more than one position at a time. However, the same individual may not serve as both the chair

and the treasurer. No officer shall execute, acknowledge or verify any instrument in more than one capacity.

2.4.2 Terms of Officers

The term of an officer is one year. An officer shall serve no more than four consecutive years in one capacity. There is no limit to the number of non-consecutive terms that can be served.

Term limits ensure a rotating leadership and therefore allow for fresh energy and perspective. It also ensures that potential officers are planning and preparing to occupy such positions, thus forcing the Board to deliberate frequently regarding the succession of the leadership.

2.4.3 Election of Officers

Officers of the Board shall be elected annually by the Board at the first regular Board meeting held on or after March 15th of a calendar year. Each elected officer shall be designated as an officer-elect and shall assume office at the first regular board meeting after June 1st of the calendar year.

Officers are elected by adopting a slate assembled by the governance committee. The governance committee should look at all the possibilities, talk informally with Board members and potential candidates, and present a slate of officers to the full Board. If there is no slate that can be adopted by the Board, then an open election is held for each office.

2.4.4 Vacancy, Removal, and Resignation of Officers

An officer may resign from his office by submitting written notice to the Board secretary. The resignation is considered effective upon receipt unless another date is specified in the notice. An officer may resign from office without resigning as a trustee, if such position is also being held.

An officer may be removed from the Board at any time with or without cause by a majority vote of the entire Board.

If there is a vacant office, it shall be filled by the Board as soon as possible. Such vacancy must be filled by no later than the next regularly scheduled Board meeting. The governance committee may be asked to identify a replacement officer.

2.4.5 Specific Duties of the Officers

The duties of officers, in their individual capacities, are as follows:

Board Chair

- be president of the Association for legal purposes;
- when directed by the Board, sign with the proper officers of the Association all contracts and other obligations of the Association in the name of the Association;

- preside at all meetings of the Board and of the executive committee that he or she attends;
- develop Board agendas;
- propose committee chairs for approval by the Board;
- maintain public trust in the integrity of the School;
- support the School Administrator and the college in their work through encouragement and feedback;
- represent the School to the public;
- manage the strategic plan.

Board Vice-Chair

- perform the duties of the chair in case of the chair's absence or inability.

Board Secretary

- be secretary of the Association for legal purposes;
- keep the minutes of all meetings of the Board;
- ensure that minutes of all meetings of Board committees are properly stored;
- maintain the Board calendar;
- keep records of all Board actions;
- keep the roster of trustees, including contact information, years of service and attendance of regular Board meetings;
- ensure adherence to document management policies and procedures.

Board Treasurer

- be treasurer of the Association for legal purposes;
- calculate and keep track of the current and prospective financial position of the School;
- report on the fiscal state of the School to the Board at each regular Board meeting;
- be a member of the executive committee;
- chair the finance committee.

There are no implied duties or authority for the officers beyond those listed here. Officers shall perform all duties customary to their offices. Officers shall do and perform such other duties as from time to time may be assigned to him or her by the Board or the Board chair and as are incident to his or her office.

2.5 Meetings

2.5.1 Organization

Meetings of the Board are to be held monthly, usually on the last Monday of the month. A schedule should be proposed and adopted at the beginning of the Board term, but may be amended as necessary with at least two weeks notice. Meetings of the Board shall be held on the campus of the Waldorf School of Princeton unless otherwise agreed by the Board.

The agenda for the meeting, along with any supplementary documents such as committee reports, should be distributed to the trustees at least three days prior to the meeting. It is considered good practice for each agenda to include the School's strategic goals at the bottom of the agenda.

A brief portion of any regularly scheduled Board meeting must be available to parents in order to present important School issues and concerns. In order to present at a Board meeting, a parent should contact the Board chair to schedule time.

2.5.2 Attendance

The attendance of trustees at regularly scheduled Board meetings is required. A Board meeting may be "open" or "closed". Open meetings are open to any member of the community. A closed meeting is one at which only Board members and invited guests may attend. It is possible to have a meeting in which some parts are open and some parts are closed. Regular Board meetings are open unless the Board agrees to a closed meeting.

A majority of the entire Board shall constitute a quorum for the transaction of business .

2.5.3 Actions

Except as otherwise provided in the by-laws, the Board approves actions based on an affirmative vote of the majority of the trustees voting at a meeting at which a quorum is present. Trustees may not vote by proxy.

An action is brought for a vote as follows: A motion for an action is made by a trustee. The motion must then be seconded by another trustee or it shall not be considered further. Once seconded, further discussion may be had on the motion at the discretion of the chair. When the chair feels that no more productive discussion is to be had, a vote must be taken. The Board may, as needed from time to time, approve an action through the use of a unanimous written consent.

Whenever an action is being considered by the Board, it is imperative that each trustee be mindful of any conflicts of interest that may exist. The Board shall adopt and maintain a conflict-of-interest policy to guide this responsibility.

2.5.4 Minutes and Reporting

Minutes for each meeting shall be recorded by the Board secretary or another person designated by the Board secretary. Minutes shall record all actions formally taken by the Board. Minutes should record the date and those in attendance. The narrative should summarize routine business and then introduce each item of Board business followed by the Board action, if any.

Minutes shall be sent to the entire Board within the two weeks of the meeting for review and an opportunity to amend, if necessary. The electronic distribution of minutes must adhere to Board policy governing the use of electronic

communication as may be in effect from time to time. Minutes from a closed Board meeting must be reviewed by the executive committee prior to distribution to ensure the confidentiality of the closed session. The minutes should be formally approved, with necessary amendments, at the next Board meeting.

Minutes shall be available on file in the School's office after approval. The executive committee may delay the general availability of minutes from a closed session for a period of time not to exceed three months.

A summary of the meeting should also be presented to the College and faculty through designated faculty trustees.

2.5.5 Joint Meetings

Occasionally, the governance rules call for a joint meeting of the Board and the College. A joint meeting shall follow the general rules of a closed meeting of the Board with the following exceptions:

- All members of the College shall attend.
- The agenda for a joint meeting shall focus on a single issue that cannot be resolved by other means.
- The meeting is led by the Board chair but the decision of the Board shall be under the consensus model of decision making as described in Section 3.2.2.

2.6 Committees

2.6.1 Committee Types

There are two types of committee: standing committees and task forces. The standing committee is a committee that deals with ongoing issues. By the nature of the Board's responsibilities, a standing committee is expected to have a continuous flow of work to accomplish. The task force is established to accomplish a specific objective within a specific time frame; when the work is done, the task force disbands.

2.6.2 Mandates

All Board committees operate according to a mandate. The mandate of a committee explains the specific purpose of the committee and how it operates. Every mandate must include the following elements:

- Type of Committee
This is a statement about whether the committee is a standing committee or a task force. The mandate of a standing committee does not elapse, although the Board may direct a committee to review and potentially revise its mandate from time to time. The mandate of a task force must provide a specific term.
- Purpose

This is a brief statement regarding the purpose or objective of the committee. This purpose must relate to either the Board's permanent responsibilities or a particular aspect of the School's strategic plan.

- **Timeline (Task Force Only)**

This specifies the time frame within which the task force is expected to complete its work. If enough is known about the work of the task force and the work is expected to last a long time, intermediate milestones may be included here for guidance. However, if the duration of the task force is expected to span a Board term, the committee should consider dividing the work into smaller, more specific categories.

- **Core Responsibilities**

This is an expansion of the committee's purpose. All detail related to the issues to be dealt with by the committee are enumerated here.

- **Authority**

This specifies any authority that is being delegated to the committee. All such authority must be expressly stated here. There is no implied delegation of authority.

- **Committee Composition**

This specifies the composition of the committee, including rules regarding who must be on the committee, who may be on the committee, and who may not be on the committee.

Unless otherwise prohibited by mandate, a committee may include non-Board members. Non-Board committee members can (a) bring outside expertise and a fresh point of view, (b) serve as a good testing and training ground for potential Board members, (c) add legitimacy to the work of the Board, and (d) provide a chance for people to be involved who do not have the time to commit to Board service; provided, however, any non-Board member serving on a committee shall serve in an advisory role only and shall serve as a non-voting advisory member of such committee.

- **Chair Responsibilities**

This specifies any responsibilities of the chair that are specific to the particular committee. There are also general responsibilities that any committee chair has that are described below.

- **Meetings**

This specifies any rules regarding meetings that are specific to the particular committee. There are also general rules regarding committee meetings that are described below.

- Reporting

This specifies the rules by which a committee must keep minutes and report on its work. These rules must be in accordance with the general rules regarding reporting that are described below.

- Mandate Record

This specifies the date the mandate was adopted. If useful, the procedural history of the document may be included.

The mandates of all standing committees must be reviewed at least once every two years. Task forces generally do not last more than two years, but if one is intended to, the new Board must formally re-establish the task force before it may continue its work.

2.6.3 Committee Chairs

The chair of a committee has the following general responsibilities:

- plan and lead committee meetings;
- manage the committee membership;
- serve as the liaison between the committee, the School Administrator, the Board chair and the full Board;
- arrange for the committee to evaluate its work; and
- plan for succession (for standing committees only).

Additional responsibilities may be assigned for each specific committee as appropriate.

The management of committee membership shall include recruitment, inviting and rejecting candidates, asking existing members to continue or leave and determining an appropriate size for the committee. The chair is strongly advised to consult with the committee before acting. The appointment or removal of a committee member requires an affirmative vote of a majority of entire Board.

The Board appoints committee chairs for all Board committees (except the finance committee for which the chair is the Board treasurer). All committee chairs must be a Board trustee.

Chair appointments for standing committees should be reconsidered at the same time as Board officers are reconsidered. There is generally no term limit for serving as a chair.

2.6.4 Committee Meetings

A committee meeting may be “open” or “closed”. Open meetings are open to any member of the community. A closed meeting is only for committee members and invited guests.

The mandate must specify whether the committee meeting is open or closed. Typically, standing committee meetings are closed, while task force meetings are open. A guest may request to meet with a committee that has closed meetings,

but the committee does not need to accept such requests. It is possible to have a meeting in which some parts are open and some parts are closed. A task force meeting may be closed by the committee chair only if specified in the mandate.

A majority of the committee members or of the task force shall constitute a quorum for the transaction of business. For standing committees, the committee may act officially only with approval of the majority of the voting members of the committee voting at a meeting at which a quorum is present. For task forces, the task force may act officially only with approval of the majority of the voting members of the task force at a meeting at which a quorum is present.

A committee or task force may approve action through a unanimous written consent of the voting members of such committee or task force.

A committee or task force may hold as many or as few meetings as are needed to fulfill the committee's or task force's mandate.

2.6.5 Reporting

All committees and task forces must provide the Board with written reports of their activities as well as the minutes from every meeting. These reports are to be circulated with the agenda prior to the next full Board meeting. Committee and task force minutes must be provided to the Board as soon as possible after the meeting.

Reports should be complete but concise, avoiding excess information. The Board does not need to hear all of the details of a committee's or task force's discussions. Committee and task force reports may include a request to the Board for feedback on an idea, an emerging direction with salient pros and cons, or a recommendation for Board action. If the committee or task force is not making a recommendation or requesting feedback, a progress report may be sufficient.

All committees and task forces shall record minutes of each meeting, and these minutes shall be available on file in the School's office.

The Board must be immediately informed if any committee or task force member dies or resigns.

2.6.6 Subcommittees

A committee may form an advisory task force subcommittee at any time and without Board approval. However, the creation of a standing subcommittee must be done with Board approval. Only a standing committee may have a standing subcommittee.

2.6.7 Standing Committees

The Board shall have the following standing committees: executive, governance, finance, facilities, and compensation. The mandate for all standing Board committees shall be maintained as part of this document.

2.6.8 Organizational Committees

An organizational committee denotes a committee that is not Board mandated. A Board committee takes on policy and strategic work and reports to the Board. An organizational committee works on issues that are part of the staff's responsibility. Members of an organizational committee serve as advisers to the staff and assist the staff in program implementation. There are no restrictions on membership of an organizational committee. An organization committee does not have Board powers.

In an organizational committee, the staff provides the leadership, and the committee members assist in the implementation. While often perceived as a partnership, the staff is ultimately accountable to the School Administrator for the work of an organizational committee. It is therefore important to clarify roles. When a Board member is working in an organizational committee, such member is not a supervisor of the staff.

Because the committee is not Board mandated, it need not meet any of the requirements outlined above for Board committees. It also does not have any authority beyond that which is delegated to the staff leading the committee. The description of an organizational committee is included here so that it is well understood what role these committees play in the governance of the School.

2.7 Accountability

Pursuant to New Jersey Law, the Board cannot be held legally accountable to the College or the parent body. However, the Board, to the best of its ability, shall maintain close communication with the College and the parent body in order to keep all bodies informed of Board activities.

2.7.1 Accountability to the College

- The Board may provide summaries of its activities to the College from time to time.
- The College elects the faculty trustees to the Board.
- The College may issue a formal request for or dissent with a Board action.
- The College may request the reformation of the Board.

Reporting from the Board to the College is generally accomplished through the reports of the Pedagogical Administrator or college chair and the School Administrator, both of whom are members of both the Board and the College.

If the College issues a formal request of the Board, the request must be stated in writing and delivered to the Board chair. The request must include a deadline by which a response from the Board should be delivered. The Board chair will determine where responsibility for responding to the request lies (e.g., the Board, a particular committee, or an individual) and assign the response accordingly. An initial assessment must be made as to whether the deadline can reasonably be met. If it cannot, negotiation must take place to establish a deadline that meets the needs of the College and the ability of the responder. The response must be returned to the College chair in writing by the deadline. The Board chair

will follow up and ensure that the response is both adequate and delivered in a timely fashion. The Board chair may also determine whether the request and response should be circulated among the full Board.

If the College issues a formal dissent with a Board action, the matter is referred to the Board for further deliberation. The Board can choose to (a) affirm the Board action, (b) repeal the Board action, or (c) reach no decision and refer the matter to a joint meeting of the Board and the College for discussion (see Section 2.5.5).

If the College loses confidence in the Board's ability to perform its function, it may request a reformation of the Board.

2.7.2 Accountability to the Parent Body

- The Board must report a summary of its activity to the parent body on a regular basis.
- The Board must make available at least a portion of any regular scheduled Board meeting to parents in order to present important School issues and concerns.

2.7.3 Board Self-Evaluation

The Board shall develop and implement a process for Board evaluation consisting of a whole Board evaluation and an individual self-evaluation to be measured against the responsibilities of the Board and the responsibilities of an individual trustee, respectively. The evaluation process shall be administered by the governance committee as part of its Board development responsibility.

3 College of Teachers

3.1 Role and Responsibilities

The College is the body responsible for the pedagogical life of the School. The College oversees all educational programs, as follows:

- Early Childhood
- Grade School
- After Care
- Summer Camp
- Adult Education

The College shall do the following:

Curriculum

- present the Waldorf curriculum;
- make changes to the curriculum as appropriate;
- ensure that the pedagogy is based on an understanding of anthroposophy;
- field concerns about any pedagogical issues from parents, teachers, staff or the Board and take appropriate action; and
- evaluate the programs on an ongoing basis.

Faculty

- search for and select faculty for each of the programs;
- mentor and evaluate the faculty;
- dismiss faculty according to appropriate administrative policies;
- establish and enforce rules for professional conduct;
- ensure an ongoing study of Waldorf pedagogy by the faculty;
- set expectations for faculty participation in non-pedagogical aspects of School life;
- train faculty on how to be ambassadors for the School and carry the responsibility for enrollment and retention;
- communicate to the faculty about ongoing Board and College work; and
- attend to individual needs of faculty members.

School Life

- respond quickly to emergencies and pressing incidents, and take appropriate action;
- ensure a robust and appropriate festival life;
- participate in the creation and evaluation of strategic plans, building plans, outreach and development as needed and appropriate;
- ensure appropriate faculty participation in administrative and Board functions; and
- represent Waldorf education to the School community and the community at large.

Administration

- work with the administration to ensure the harmonious operation of the School;
- maintain good standing with AWSNA and NJAIS from a pedagogical point of view;
- assist in the evaluation of the administration;
- participate in the hiring of the School administration; and
- participate in the governance of the School through memberships on the Board and on various Board committees.

3.2 How the College Works

3.2.1 Issues and Policies

The College attends to issues in a manner as may be appropriate to each particular issue. When an issue cannot be resolved by deliberations, the College may assign the issue to a standing College committee or may opt to create an advisory task force. Where an issue can best be addressed by policy, the College may craft and adopt policies.

The College has the authority to enact policies regarding the conduct of the faculty, the children, and the manner in which the School operates during the School day. College policies, to the extent not inconsistent with Board policies and to the extent not inconsistent with New Jersey law, have the same force as Board policies and shall be executed by the administration to the extent applicable. In the event of conflict or inconsistency between any Board and College policy, those of the Board shall govern.

All policies adopted by the College are to be reviewed by the governance committee of the Board for conflicts with existing policies and for legal and financial implications. The governance committee may choose to reject a College policy in its sole discretion. According to New Jersey law, the Board may, upon its discretion, reject any policy adopted by the College. In connection therewith, the Board may communicate the reasons for such rejection with the College.

3.2.2 Consensus

The College acts by consensus in all matters. Achieving consensus generally means that deliberations on how to handle an issue continue until each member of the College either agrees with the decision or chooses to step aside. In stepping aside, the College member indicates that, while he or she may not agree with the decision, s/he chooses not to prevent the decision; and further, that s/he is willing to support the decision. Once consensus is achieved, that issue will not be re-raised without the consent of a majority of the entire College.

3.3 Composition

The College is open to all salaried employees of the School who satisfy three criteria:

- commitment to anthroposophy, as expressed by the individual;
- professional competence, as assessed by both the individual and members of the College; and
- long-term commitment to the School.

A person who wishes to join the College needs to write a letter to the College asking to join. The person is then invited for a conversation with the College, after which the College will make a determination on whether to invite the person to join.

The College shall have a minimum of five members to operate as a College. If the College does not have sufficient membership, then the responsibilities and authority assigned to the College shall be assigned to the entire salaried faculty. A College shall not be valid if a majority of the members are related to each other, either biologically, through marriage or adoption.

The College shall notify the Board of any changes to the composition or organization of the College no later than the next regularly scheduled Board meeting.

3.4 Chairs

The College selects from among its members four chairs: the College chair, the Pedagogical Administrator, the grade school chair and the early childhood chair. The term of service is one year. However, there is no limitation on the amount of years each chair may serve. If there is a vacancy in a chair position, the College shall fill the vacancy as quickly as possible, provided that any chair position which requires funding from the School apart from normal compensation for teaching activities shall only be filled if the School budget provides funding therefor. All chairs report to and are held accountable by the College and the Board.

3.4.1 College Chair

The College chair is responsible for the internal integrity of the pedagogical and collegial life of the School. As the leader of the body that is charged with carrying the spiritual identity of the School, the College chair must be comfortable with the pedagogical principles and the underlying philosophy that form the foundation of the Waldorf education, including but not limited to the consensus model of decision making.

The College chair shall do the following:

- prepare the agenda for College meetings, with help from the Pedagogical Administrator and the School Administrator;
- preside at College meetings;

- be responsible for assigning or delegating others to assign all faculty and College responsibilities in a timely fashion;
- oversee the pedagogical integrity of the work done by the faculty development committee, specifically the block plans review, peer evaluations, master teacher evaluations, mid-year reports, 360 reviews, and the annual setting of personal and professional goals by the faculty;
- conduct the annual Pedagogical Administrator's 360 evaluation; and
- be responsible for regular evaluations of the College's well-being, with a focus on the areas that need special attention or improvement.

3.4.2 Pedagogical Administrator

The Pedagogical Administrator serves as a facilitator in all aspects of the programs of the School. This includes the general oversight of daily activities to ensure the smooth running of the programs, as well as the execution of plans for the long-term well-being and improvement of the pedagogical life of the School.

Though the Pedagogical Administrator is appointed by the College and accountable to the College and the Board, the Pedagogical Administrator is an essential part of the administration of the School. Thus, the Pedagogical Administrator and School Administrator will often work in a collaborative fashion to address School issues. The Pedagogical Administrator and the School Administrator both must be concerned with administrative as well as pedagogical policies.

If the Board has an issue with the Pedagogical Administrator that cannot be resolved directly, the Board shall first try to meet with the College in an attempt to reconcile the issue, prior to taking action with respect to such Pedagogical Administrator; provided, however, the Board shall not be required to do so.

The Pedagogical Administrator shall do the following:

School Work

- manage the day-to-day operations of the School inside the classroom, including creating the weekly schedule of classes, creating the recess coverage schedule, finding emergency substitutions, and managing the shared spaces of the School campus;
- encourage the well-being of the faculty;
- oversee the hiring of assistants;
- oversee the search and initial screening of potential faculty;
- oversee the work weeks before and after the School year;
- ensure new faculty orientation; and
- oversee the pedagogical aspects of maintaining the School's accreditation with AWSNA and NJAIS.

Pedagogical Matters

- handle administrative tasks of the faculty development committee, such as keeping track of block plans, peer review schedules, master teacher visits, 360 reviews, mid-year reviews and end-of-year questionnaires;
- receive concerns and complaints of parents or colleagues regarding programs or individual teachers, and initiate processes with all appropriate parties for resolution;
- ensure conformance with all administrative and pedagogical policies;
- respond quickly to pedagogical and collegial emergencies; and
- facilitate the process for students on probation.

Communication

- participate in various committees as agreed upon or required by mandate;
- write faculty updates for the School newsletter;
- coordinate meeting agendas and task work with the College chair and the School Administrator;
- communicate with the Board chair, College chair and School Administrator to ensure the smooth running of the School and the timely handling of outstanding issues;
- report monthly to the Board about faculty issues; and
- represent the School and its pedagogy with current and potential parents, accrediting bodies and the outside community.

Where the Pedagogical Administrator does not personally carry out a task, the Pedagogical Administrator may request additional support from faculty members or the administrative staff. Requests for support from the administrative staff must be made to the School Administrator.

3.4.3 Grade School and Early Childhood Chairs

The grade school chair and the early childhood chair take primary responsibility for overseeing the grade school and early childhood programs, respectively, for the College. They will generally not have contact with parents. That responsibility remains with the Pedagogical Administrator.

3.4.4 Relationship between the College and Chairs and Pedagogical Administrator

The College chair serves as the guardian of the pedagogical vitality of the School. As such, it needs to be a position staffed by a person who is primarily a teacher and thus attuned to the present reality of teaching. In the history of the Waldorf School of Princeton, a full-time teacher has always held this position.

On the other hand, the Pedagogical Administrator is involved primarily with administrative issues. For example, when pedagogical concerns are raised about the work of a teacher, the Pedagogical Administrator is responsible for the *process* of resolving these concerns while the College chair is responsible for the *pedagogical integrity* of the outcome.

The two positions are meant to hold a balancing set of responsibilities, with the Pedagogical Administrator leading the faculty towards administrative (outer) accountability and the College chair keeping the spiritual flame alive by fostering inner mobility and spiritual (inner) accountability.

3.4.5 Chair Vacancy

In the event any of the chair positions selected by the College remains unfilled for an extended period of time, the responsibilities of that position shall be assumed jointly by the College and the Administration, with specific responsibilities to be divided as the College and Administration deem appropriate.

3.5 Meetings

The College meets as often as needed, usually weekly during the School year. College meetings are closed and deliberations are confidential. Whenever an action is being considered by the College, it is imperative that each College member be mindful of conflicts of interest that may arise. The Board will adopt and maintain a conflict-of-interest policy to guide this responsibility.

The College chair and secretary collaborate to take, review, and approve of minutes. Minutes shall record all actions formally taken by the College. Minutes should record the date, place, starting time, and those in attendance. The narrative should summarize routine business and then introduce each item of College business followed by the College action, if any.

The recording of College minutes shall adhere to the rules for closed Board sessions, as defined in Section 2.5.4. For the College, minutes must be reviewed by the College chair to ensure the confidentiality of the closed session prior to being made available.

Minutes shall be available on file in the School's office after approval. The College shall make the minutes of all College meetings (whether open or closed) available to the Board without redaction as soon as practicable following each such meeting. The College chair may delay the general availability to the general public of minutes from a closed session for a period of time not to exceed three months, except as otherwise provided herein.

In addition to providing the Board with the minutes of each meeting, a summary of each College meeting should be prepared and reported to the Board at the next regularly scheduled Board meeting. This presentation is the responsibility of the Pedagogical Administrator or College chair, whichever chairperson is a member of the Board. A summary of the meeting should also be presented to the faculty. This presentation is the responsibility of the College chair.

3.6 Accountability

The College is accountable to the Board, the parent body, and in a spiritual sense, to the School itself.

3.6.1 Accountability to the Board

The College is held accountable to the Board through the following mechanisms:

- The College is required to report written monthly and annual summaries of its activities to the Board.
- Policies of the College are reviewed and approved by the Board governance committee in its sole discretion.
- The Board may issue an order or a prohibition of a College action.
- The Board may order the reformation of the College.

Reporting from the College to the Board is generally accomplished through the reports of the Pedagogical Administrator or the College chair, who is a member of both the College and the Board.

If the Board issues a formal order to the College, the order must be stated in writing and delivered to the faculty or College chair. The order must include a deadline by which a response from the College must be delivered. The College chair will determine where responsibility for responding to the order lies (e.g., the College, the faculty, a particular committee, or an individual) and assign such responsibility accordingly. An initial assessment must be made as to whether the deadline can reasonably be met. If it cannot, the College must provide a deadline that meets the needs of the Board and the ability of the responder. The response must be returned to the Board chair in writing by the deadline. The College chair will follow up and ensure that the response is both adequate and delivered in a timely fashion. The College chair may also determine whether the order and response should be circulated among the full College.

If the Board issues a formal rejection or prohibition of a College action, the College shall take such action as the Board shall direct.

If the Board loses confidence in the College's ability to perform its function, it may order a reformation of the College. Once such an order is made, the entire salaried faculty shall assume all College responsibilities until such time as a new College can be approved by both a majority of the current Board and a consensus of the current College.

3.6.2 Accountability to the Parent Body

The College is held accountable to the parent body through the following mechanisms:

- The College must set forth and follow grievance policies to allow parents to address issues regarding the faculty, other families and all pedagogical matters.
- The College must engage with the parent council concerning issues raised by parents and provide an active and accessible forum in which to do so.
- The College must report to the parent body on the state of the School on a yearly basis.

4 Administration

4.1 Role and Responsibilities

The administration is the professional staff put in place by the Board to manage the non-pedagogical operation of the School. It is the intention of the Board to delegate all of its responsibilities not specifically assigned to a Board committee to the administration, and to empower the administration to meet those responsibilities. The administration thus carries both day-to-day and strategic responsibilities. Day-to-day responsibilities are generally delegated through policies and procedures while strategic responsibilities are generally delegated through mandates. Specifically, the administration shall do the following:

Day-to-Day Operations

- implement and ensure compliance with the administrative policies and procedures of the School;
- manage day-to-day activities outside the classroom;
- respond first to requests and emergencies;
- maintain all records for the School;
- manage the admissions procedures;
- create and implement a marketing plan
- manage the business and financial responsibilities of the School;
- oversee School-wide communication, including publications;
- oversee building and site maintenance; and
- provide logistical support for all programs, including aftercare, summer camp, and the School store.

Strategic Leadership

- consolidate the capacity to sense all areas of the life of the School;
- facilitate and coordinate communication among individuals and groups of the School community;
- draft and develop administrative policies where needed;
- develop and implement plans to achieve and maintain full enrollment;
- develop and implement plans to raise friends and funds; and
- promote the mission of the School to the community at large.

4.2 How the Administration Works

The administration works on a day-to-day basis to manage the operations of the School and to serve the needs of the students, parents, and faculty. It does so according to the policies and procedures established by the Board and College. These policies and procedures shall provide clear guidelines to the administration about the responsibilities to be assumed and the authority being granted in order to carry out those policies.

The administration also carries strategic responsibility. It does so according to mandates established by the Board and assigned to the administration. Each mandate specifies a clear goal as well as metrics by which to assess how well the goal is being met. These mandates should be renewed on an annual basis.

The administration's purpose is to provide leadership to the staff in order to help them meet strategic goals. In order to fulfill a mandate, the administration is encouraged to form advisory organizational committees to support its work (see Section 2.6.8 for more information).

It is imperative that the administration respond to each policy and mandate passed by the Board with a plan for implementation. If the administration determines that there are insufficient resources or time to implement the policy or mandate, the administration must immediately inform the Board.

4.3 Organization

The administration is led by a School Administrator. The administrator provides leadership on behalf of the Board, the College, and the parent body. The details of the organization of the administration are left to the discretion of the administrator, but a general administrative structure is specified in this section. Note that the structure given here is not meant to imply the specific personnel needs of the administration. The administrator has the discretion to match staff to respective responsibilities.

4.3.1 School Administrator

The School Administrator is selected and hired by the Board. The School Administrator is responsible for the completion and oversight of all obligations listed in Section 4.1..

The School Administrator must personally:

- facilitate and coordinate all communication among individuals and groups in the School community;
- hire, fire, train and manage the administrative staff in accordance with relevant policies;
- participate as a member of the Board and a member of the College;
- participate in various committees as requested or required by mandate;
- draft, develop and maintain policies and procedures;
- oversee the fulfillment of the strategic goals of the School;
- meet with parents to address questions and concerns, direct parents to an appropriate place for help, and ensure resolution of issues;
- develop the annual budget with input from the finance committee;
- oversee the non-pedagogical aspects of maintaining the School's accreditation;
- represent the School to the public; and
- provide "servant leadership" to the School.

4.3.2 Business Office

The business office is responsible for the fiscal health of the School, and shall do the following:

- keep the School's books;
- handle all collections and disbursements of funds;
- ensure compliance with the laws and regulations governing employers in general and non-profit institutions in particular; and
- coordinate the development of short- and long-term budget forecasts and cash flow statements.

4.3.3 Community Development

The purpose of community development is to work with the community to develop resources to support the School and its mission. Specific responsibilities of the administration in the area of development are to do the following:

- develop and implement plans to raise friends and funds;
- consult with volunteers on all-School events;
- work to involve Honorary Trustees in the activities of the school;
- promote the mission of the School to the community at large; and
- lead organizational committees as needed to realize development mandates.

4.3.4 Admissions and Enrollment

Full enrollment is essential to the School's mission. Specific responsibilities of the administration in the area of enrollment are to do the following:

- develop and implement strategic plans to achieve and maintain full enrollment;
- manage the admissions and reenrollment processes;
- attract prospective families to the School;
- participate in community outreach initiatives;
- coordinate presentations regarding the Waldorf curriculum and the School;
- track and report enrollment and retention trends and identify trouble spots; and
- make recommendations regarding admissions policies.

4.3.5 Buildings and Grounds

A well-maintained and safe campus is essential to supporting the School's activities. Specific responsibilities of the administration in the area of buildings and grounds are to do the following:

- oversee the maintenance of the campus, including landscaping, building maintenance, and janitorial services;
- manage the use of the facilities; and

- ensure the safety and security of the students through (a) proper maintenance and improvement of the facilities and (b) the development and implementation of emergency plans.

4.4 Accountability

The administration is accountable to the Board, the College and the Parent Council. The Board is the body primarily responsible for the administration. The Board shall establish an administrative review policy that ensures that the entire administrative staff is reviewed at least once a year. The School Administrator shall conduct reviews of the administrative staff with input from the Board, the College and the Parent Council. The Governance Committee of the board shall conduct reviews of the School Administrator with input from the Board, the College and the Parent Council.

If a member of the parent body, faculty, or administrative staff has a conflict with the administration that cannot be resolved directly through the administrator, that person may initiate action according to the standard grievance policy. If the grievance involves the School Administrator, the grievance procedure may be initiated with the executive committee of the Board by contacting the Board chair directly.

4.5 Vacancy

If the position of School Administrator becomes vacant for any reason, the executive committee shall immediately assume the responsibilities of the School Administrator. The executive committee shall also ensure that the School administrator search task force is created according to policy.

The executive committee may appoint an “interim” School Administrator. The appointment shall last until such time as the executive committee appoints a different “interim” administrator or a permanent administrator is hired.

5 Parent Council

This section details the relationship of the parent council, the leadership group of the parent body, to the rest of the School: the Board, the College and the administration. This section does not currently detail the inner workings of the parent council, though the parent council should be encouraged to detail this information for inclusion in this document.

5.1 Role and Responsibilities

The parent council serves as the vehicle for full parental involvement in the life of the School. It provides leadership to the entire parent body and is responsible for the social life of the School. To that end, the parent council shall do the following:

- create and support all-School festivals and events;
- invigorate and organize volunteer efforts by parents in such a way that nourishes, respects and protects the volunteers;
- 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;
- encourage parents to act as ambassadors for the School; and
- serve as an advisory group to the Board and College, expressing to them the ideas and concerns of the parent body.

5.2 How the School Works with the Parent Council

It is essential that the parents find a place in the organization of the School other than through service on the Board or its committees. The Board and faculty must:

- see the parents as an integral part of the School community;
- engage the parent body as partners in the School's mission; and
- clearly communicate with the parent body at all times.

The Board, the faculty and the administration must all adhere to a clear structure for cooperation and discussion with the parent body in all aspects of School life. When the issues or goals are broader than a single family or a single class, the parent council must be the vehicle for this.

6 Policies and Procedures

A policy is created by drafting it, submitting it for review, and obtaining approval. Approval is obtained when the appropriate governing body formally adopts the policy.

6.1 Policy Creation

Generally, policies will be initiated by committees of the Board or College or by the administration to respond to the needs of the School as they become apparent. One of the primary responsibilities of the School Administrator is to sense when policies are needed and to draft and develop them. However, any member of the School community can potentially identify the need for and even draft a policy.

Regardless of the impetus for a policy, policy drafts must generally flow up to a governing body through certain channels. The first step is to identify which governing body has authority over the area affected. The second step is to identify which committee mandated by that body is responsible for the policy area. This committee will handle the initial review of the policy and often the initial draft as well.

If it is not obvious where the responsibility for a policy lives, the School Administrator, the Board chair or the College chair may be consulted for additional guidance. The governance committee of the Board is also a good resource. In rare cases, no committee will have ownership of the policy area, in which case it will be handled by the governance committee of the Board in a manner as it sees fit.

Once the responsible committee has been identified, that committee shall see the policy through the approval process. This includes reviewing the policy for content and ensuring that relevant input from other bodies is solicited prior to seeking approval, to the extent required herein.

A committee is not required to accept a policy proposal. Assuming that the committee has been properly identified as the one responsible for the indicated policy area, the policy proposal shall not be considered further. Under no circumstances can a policy be brought directly to the Board for a vote without going through a committee.

6.2 Policy Approval

The Board delegates to the College the authority to adopt policies in certain areas with the review and consent of the governance committee of the Board (see Section 3.2.1). The Board reserves the authority to adopt policies in all other areas to itself. Thus, all policies are ultimately approved and adopted by one of these two bodies. The Board, however, retains its authority to modify and/or revoke any policy issued by any other body.

When a committee has completed the review process, it shall submit the policy to the chair of the appropriate body. The chair shall distribute the policy in written form for review by the members. The chair shall further determine when the policy will come up for consideration before the body.

When discussing a proposal, the Board should refrain from repeating the discussion that already took place in the committee meeting. Following the discussion, the Board should vote on the policy. However, if unresolved issues make it impossible for the Board to take action, the Board should refer the matter back to the committee for further work rather than turning the Board meeting into a committee meeting.

6.3 Policy Format

Every policy must include the following elements:

- **Title**

The title must be clear, specific, and illustrative of the policy proposed. When designing the title, the drafters must keep in mind that the title will be the primary means of identifying and referring to the policy.
- **Purpose**

This is a brief summary of the purpose of the policy. A reader should be able to read the purpose and generally understand what the policy will address.
- **Policy Area**

This is an explanation of how the policy fits into the particular committee's area of expertise and why the particular committee is more capable than others to devise such a policy.
- **Policy Detail**

This is a detailed explanation of the issues that are addressed by the policy and how and why the procedures called for in the policy should be implemented.
- **Lifespan (Optional)**

Most policies are passed in perpetuity or at least until altered, amended or revoked by a subsequent action of the governing body. However, some policies may be adopted with a specific limited lifespan. Alternatively, a policy may be passed on a trial basis, in which case the policy technically has a limited lifespan along with some review of the policy impact and possibly some follow-up action.
- **Policy Record**

Upon the recording of the policy, this section shall specify the committee that proposed the policy, the date the policy was adopted, and the body which adopted it..

A policy may (and in most cases should) include rationale for the policy. Rationale may be expressed either in a separate, clearly marked section of the policy, by including footnotes, or by italicizing paragraphs. Text marked in any of these ways shall not be considered part of the policy.

6.4 Recording the Policy

The recording and safekeeping of School policies is the responsibility of the School Administrator. The administration shall maintain three printed copies of the policy manual, one of each to be held by the School Administrator, the Pedagogical Administrator or college chair, and the Board secretary. The Board secretary's copy shall be kept off campus when it is not on the secretary's person.

Once a policy has been adopted, amended, or terminated, the secretary of the acting body will inform the School Administrator of the action and provide the necessary documents in support of the action. The administration will then ensure that the printed copies of the policy manual are updated appropriately.

Additionally, notice shall be given to those affected by the policy action in a manner deemed appropriate for the particular policy. For Board policies, the Board shall make the determination; for College policies, the Pedagogical Administrator or college chair shall make the determination.

6.5 Policy Maintenance

From time to time, it may be appropriate to amend or terminate a policy. Amending or terminating a policy shall be handled in the same manner as used for policy creation. In the case of an amendment, a completely revised policy must be presented, along with a rationale for the changes. In the case of termination, a rationale for termination needs to be provided. The governing body shall act on the proposed amendment or termination of a policy in the same manner as it adopts new policies.

The recording of an amended or terminated policy shall indicate the revision or termination and include the rationale presented. Revisions or terminations that are more than two years old may be deleted from the policy manual altogether upon the discretion of the School Administrator.

Executive Committee Mandate

Type of Committee

The executive committee is a standing committee of the Board.

Purpose

The executive committee works in support of and occasionally in place of the full Board.

Core Responsibilities

1. Carry the authority to act on behalf of the full Board between meetings or in urgent circumstances, except as otherwise limited by New Jersey law.

The committee shall act on behalf of the full Board in “routine” matters and to resolve issues where no existing policy applies or where the Board has delegated such authority. The committee shall avoid routinely establishing new policies, though the committee may provisionally adopt a policy on behalf of the Board if necessary.

2. Act as a liaison to the School Administrator and Pedagogical Administrator or college chair.

The committee shall provide counsel, feedback and support to the School Administrator and Pedagogical Administrator or college chair as needed. The committee shall also facilitate the assessment of the School Administrator. In the event that the School Administrator is absent, the committee shall assume the role, responsibilities and authority of the School Administrator.

3. Resolve disputes with the College

The committee shall handle disputes with the College as described in Section 2.7.1.

Despite the committee’s broad authority, the executive committee should limit itself to making decisions only when needed. The committee should be mindful of the fact that it reports to and is accountable to the full Board and is not a replacement for the Board.

Authority

The executive committee is granted the authority of the full Board to take action between meetings or in urgent circumstances, except as otherwise limited by New Jersey law. The committee cannot (a) amend bylaws, (b) change the composition of the Board, (c) hire or fire the School Administrator, (d) approve or change the budget, (e) make major structural decisions (e.g. add or eliminate programs, embark on new projects, and so on), or (f) delegate its authority.

The executive committee is granted the authority to assume the role, responsibilities and authority of the School Administrator if the position is vacant. The executive committee is also granted the authority to appoint an “interim”

School Administrator and to initiate a task force to search for a permanent School Administrator.

Committee Composition

The committee composition is fixed and shall consist of the following individuals:

- the Board chair
- the Board treasurer
- the Pedagogical Administrator or college chair
- the School Administrator
- if the position of School Administrator is vacant, a faculty trustee selected by the Board

Chair Responsibilities

The chair of the executive committee shall be the Board chair. The committee chair shall plan and lead the meetings and ensure that all decisions and actions taken are reported to the full Board as soon as possible.

Meetings

The meetings of the executive committee are closed and shall follow the rules for meetings as defined in Section 2.6.4.

Reporting

The committee shall follow the rules for reporting as given in Section 2.6.5. The Board chair shall report to the Board at each regularly scheduled Board meeting on the actions taken by the executive committee, if any. The committee shall try to distribute the minutes of committee meetings to the full Board as soon as practicable after a committee meeting.

Governance Committee Mandate

Type of Committee

The governance committee is a standing committee of the Board.

Purpose

The governance committee oversees the governance structure of the School and the quality of the Board.

Core Responsibilities

1. Ensure adherence to the practice of good governance

The committee shall interpret the School's governance structure when questions arise and make recommendations for amendments and additions to the governance structure as needed. The committee shall review policies for possible legal and ethical issues or conflicts and make recommendations accordingly. The committee shall ensure that new policies and changes to policies fit within the governance structure.

2. Maintain and develop the quality of the Board

The committee shall oversee Board development. The committee shall propose new candidates for nomination to the Board. In addition, the committee will work with existing members to determine whether such member have the desire and/or ability to continue their participation in the committee. The committee shall prepare slates of trustees and officers for election. The committee shall conduct periodic assessments of the Board's performance. The committee shall arrange for Board orientations and retreats as may be needed from time to time.

3. Conduct a review of the School Administrator no less often than annually, with input from the Board, the College and the Parent Council, as called for in section 4.4 of this Governance Document.

Authority

The governance committee is granted the authority to interpret the School's governance structure, issuing determinations as to interpretations when questions arise. These interpretations shall be final.

Committee Composition

The governance committee shall be composed of one faculty trustee who is a College member, and at least two non-faculty trustees.

Chair Responsibilities

The chair's responsibilities are those enumerated in Section 2.6.3.

Meetings

The meetings of the governance committee are closed and shall follow the rules for meetings as defined in Section 2.6.4.

Reporting

The committee shall follow the rules for reporting as given in Section 2.6.5.

Finance Committee Mandate

Type of Committee

The finance committee is a standing committee of the Board.

Purpose

The finance committee oversees the financial planning and management of the organization and to ensure that all fiscal aspects of operation are in order.

Core Responsibilities

1. Monitor the School's finances

The committee shall monitor income and expenditures against budget projections and allowances, present summaries of such information to the Board on a regular basis, and ensure that the Board as a whole is well informed about the organization's finances. The committee shall try to anticipate financial problems and bring material changes in the School's finances to the attention of the Board.

2. Oversee organizational financial planning

The committee shall provide assistance and support to the School Administrator in the preparation of the annual operating budget. The committee shall monitor the School's funds to ensure that adequate reserves and appropriate investments are maintained according to policies adopted by the Board. The committee shall review and monitor any capital budgets.

3. Develop and maintain financial policies

The committee shall oversee the development of the organization's financial policies. This may include drafting and reviewing policies along with the administration. Recommended policies shall be submitted to the Board for approval and adoption. When submitting a policy recommendation, the committee must disclose the membership of the committee at the time the recommendation was made.

Authority

This mandate does not grant the finance committee or the treasurer any authority to act on behalf of the Board. The Board may delegate such authority at its discretion from time to time through the adoption of specific policies separate from this mandate.

Committee Composition

The finance committee shall be composed of the following individuals:

- the Board treasurer
- the School Administrator, or a designated representative

- a representative of the College
- other Board members
- other interested parents and friends of the School.

The last two categories are discretionary and shall be left to the discretion of the committee chair.

Newer Board members, even those lacking financial expertise, should consider serving a term on the committee to learn more about the organization's finances and the Board's fiduciary responsibility.

Chair Responsibilities

The Board treasurer shall be the chair of the finance committee. In addition to the general responsibilities of a committee chair given in Section 2.6.3., the chair of the finance committee shall:

- serve as the liaison between the committee and the business office;
- appraise the committee on a timely basis of any relevant developments, issues, or initiatives arising from the chair's communication with the Board, Board officers, administrative personnel or other third parties.

Meetings

The meetings of the finance committee are closed and shall follow the rules for meetings as defined in Section 2.6.4.

Reporting

The committee shall follow the rules for reporting as given in Section 2.6.5. The treasurer shall report to the Board at each regularly scheduled Board meeting on the fiscal state of the School. The treasurer shall report to the entire School community at least once annually on the fiscal state of the School.

Compensation Committee Mandate

Type of Committee

The compensation committee is a standing committee of the Board.

Purpose

The compensation committee oversees the School's compensation structure in all its aspects.

Core Responsibilities

1. Design a comprehensive compensation structure

The committee shall design a compensation structure for the School's employees that is effective in attracting and retaining quality staff within the School's operating budget. All aspects of compensation shall be considered, and it shall be as fair as possible to all parties. The compensation structure shall be embodied in a set of policies approved and adopted by the Board.

2. Monitor and maintain the compensation structure

The committee shall monitor the compensation structure and ensure that it is achieving its desired goals. Maintenance includes the review and adjustment of all components of compensation, including, but not limited to, reviews of health insurance costs and adjustments for the cost of living. This shall be done with consideration toward the School's operating budget.

3. Review employment offers

The committee shall review all employment offers with consideration toward conforming with compensation policies. For example, the committee may review the recognition of past experience or an offer for additional bonuses or reimbursements for personal expenses. The committee shall be the final arbiter with regard to the interpretation of the compensation policies and their application to specific employees.

4. Oversee ongoing benefit programs

The committee shall oversee the administration of ongoing benefit programs. This includes the awarding of sabbaticals and the distribution of any restricted funds intended for employee assistance. The committee shall be the final arbiter with regard to the administration of these programs.

Authority

This mandate grants to the compensation committee the sole authority to interpret the compensation policies and ensure their implementation. This mandate further grants to the compensation committee the sole authority to interpret the benefit programs that are enumerated in the School's compensation policies and apply them to individual employees.

This mandate does not grant the compensation committee the authority to adopt, alter or amend compensation policies. The compensation committee is expected to draft and recommend new policies and amendments for the Board's approval. The compensation committee may not exceed the bounds of the policies adopted by the Board on an individual or group basis.

Committee Composition

The compensation committee shall be composed of such members of the Board as are appointed by the Board.

The members are as follows:

- Pedagogical Administrator or the College chair
- the School Administrator
- the Board treasurer
- at least one other individual who is not employed by, or receives compensation from the School for their services, the compensation of which is or may be determined by this committee.

Chair Responsibilities

The chair of the compensation committee must be a Board member. The chair's responsibilities are those enumerated in Section 2.6.3.

Meetings

The meetings of the compensation committee are closed and shall follow the rules for meetings as given in Section 2.6.4.

Reporting

The committee shall follow the rules for reporting as given in Section 2.6.5. Portions of minutes containing personal information regarding individuals may be redacted from the minutes and recorded separately in manner that is not available to the public.

The committee shall exchange information with the finance committee on a regular basis regarding budgetary issues affected by the matters that come before this committee.

The chair shall report to the Board at least once every other month during the School year. These reports should cover general adjustments to the compensation structure (such as a cost-of-living increase) and other general issues faced by the committee, including whether or not the compensation structure appears to be meeting its goals. These reports should not cover the handling of issues related to individuals.

Facilities Committee Mandate

Type of Committee

The Facilities Committee is a standing committee of the Board.

Purpose

The Facilities Committee (FC) is responsible for assessing major facility needs at the school, and oversight of major projects to fulfill those needs.

Core responsibilities

- The Committee shall work with the Board, College, and Administration to identify short and long term goals for facilities at the school to meet enrollment and program needs.
- The Committee shall work with the Administration to identify facilities maintenance needs of the school and outline a maintenance schedule/plan including approximate costs and with consideration of the short and longer term visionary needs of the school.
- The Committee shall develop and evaluate various alternatives to meet those needs, and recommend one or more alternatives to the Board for implementation.
- The Committee shall work with the Director of Development to identify project budgets and support fundraising efforts to realize improvements to facilities.
- The Committee shall oversee major construction projects in accordance with the “Process for Capital Construction and/or Expansion of Facilities”, as memorialized in a document having the same name which it shall maintain and update on an ongoing basis. A copy of the most recent version of this document shall be kept with the School Administrator’s office.

Authority

This mandate does not grant approval for the Facilities Committee to act on behalf of the Board. The Board may delegate such authority at its discretion from time to time through

adoption of specific policies separate from this mandate. The Committee has the authority to create and dissolve any subcommittee as it may determine.

Committee Composition

The Facilities Committee shall ideally be composed of the following individuals:

1. School Administrator
2. At least two faculty representative as identified by the College
3. At least two Board Member as determined and assigned by Board of Trustees
4. Additional members from the Board, faculty, or community at large.

Chair Responsibilities

The Chair of the Facilities Committee must be a Board member. In addition to general responsibilities of a committee chair given in Section 2.6.3, the chair shall:

- Ensure regular and timely meetings of the Committee
- Ensure regular communication with the Board, Faculty, and Community
- Plan for an annual review of the Committee's work and mandate.

Day-to-day planning and implementation of projects will fall largely on the Administration, with the strong support of and oversight by the FPC and regular consultation with the entire Board, Faculty, and Community.

Meetings

The meetings of the Facilities Committee are open and shall follow the rules for meetings in Section 2.6.4.

Reporting

The committee shall follow the rules for reporting as given in Section 2.6.5. The Chair shall report to the Board at each regularly scheduled Board meeting on the activities of the Committee.

On Honorary Trustees

Purpose

The title “Honorary Trustee” is one way that the School honors the contribution of community members who have made a significant previous contribution to the growth of the School, and who remain connected to the life of the School and committed to its future well being.

The title “Honorary Trustee” also gives a formal role in the life of the School to a distinct group of former Board, Administration and Faculty members, and other friends of the school, in the time after the expiration of their prior formal relationship with the School. As such, the School offers to Honorary Trustees special opportunities for staying close to the heartbeat of the School and for continued service to our community – and this can include invitations to the annual Board retreat, to Board, College and Board committee meetings, and to attend as a guest of honor at community events.

The title “Honorary Trustee” also identifies to the School, our alumni community, and to the School’s broader community of friends and supporters, the existence of an experienced and knowledgeable friend and supporter of the School, who is well connected to and committed to our community, and to whom the School can count on for advice, support, and a perspective unclouded by the day-to-day vagaries of life at the School.

In this way, the existence and the prominence of a body of Honorary Trustees works to “institutionalize” relationships with important friends, supporters and benefactors that are currently held by individuals at the School, so as to ensure that these individuals enjoy an additional measure of continuity in their relationship with School’s governance bodies and community.

This, in turn, gives comfort to our community that the School and its governance bodies continue to be connected with the School’s roots and to the body of knowledge and wisdom built up during the years of its existence, all of which continues to be available to provide sustenance to the School, as needed.

Honorary Trustees are identified by the School in its website and in its annual report, in each case with a brief citation describing that Trustee’s prior role at the School.

Expectations of Honorary Trustees

It is expected that each Honorary Trustee, either individually or together with any number of other Honorary Trustees, will:

- be knowledgeable about the School’s mission, goals, and strategic plan;
- act as a resource to the School and to provide knowledge, perspective, insight and wisdom based on that person’s prior experience with the School;

- support the school's fund-raising and development efforts;
- upon the invitation of the Board chair in each case, attend and participate in Board retreats, regular Board meetings, and Board committee meetings;
- be acquainted with the Board membership, particularly with Board leadership and with the senior members of the Administration and College sitting on the Board;
- accept and support Board decisions and respect Board confidentiality; and
- avoid becoming involved in specific management, personnel or curricular issues at the School.

Authority

It is understood that each Honorary Trustee, either individually or together with any number of other Honorary Trustees, shall have no separate rights, powers or duties in relation to the School or to its governance.

High School Task Force Mandate

Type of Committee

The High School Task Force (“HSTF”) is a task force pursuant to the School Governance document. It will initially have a term ending June 30, 2014, thereafter being renewed annually until the high school graduates its first class.

Purpose

The HSTF is a collaborative effort of the Board of Trustees and the College of Teachers. Its purpose is to make recommendations to the Board of Trustees and College as necessary in the formation of a Waldorf School of Princeton high school. Recommendations can be either in response to a request from the Board or the College, or can be initiated by the HSTF. The HSTF is responsible for carrying out the work needed to support the development of the high school.

Core Responsibilities

The HSTF will be responsible for:

- Developing and maintaining a project plan for the development of the high school
- Developing and following a sustainable financial plan for creating the high school, in consultation with the Finance Committee
- Enrollment and Marketing for the high school (in coordination with the work done for the existing school)
- Identifying needs and recommending adaptations to the administrative structure of the school to support a high school program , in consultation with the School Administrator
- Researching and understanding all aspects of the legal requirements for a high school and ensuring that recommendations made to the Board and College are in compliance with those requirements
- Securing initial funding for the high school, in consultation with the school’s development office and the Development Committee
- Identifying and developing the facilities needed for the high school, in consultation with the Facilities Committee
- The development of the high school’s pedagogical program
- Identifying the types and timing of necessary pedagogical hires

This list of responsibilities will evolve as the high school moves through various phases of its development.

Authority

This mandate does not grant approval for the HSTF to act on behalf of the Board of Trustees or the College of Teachers, rather the HSTF is constituted to make recommendations to the Board in areas of Board responsibility and to the College in areas of College responsibility.

The HSTF has the authority to form subcommittees through which to carry out its work. Each subcommittee will be chaired by a member of the HSTF but may include volunteers who are not part of the task force. The HSTF is granted authority to recruit such volunteers without prior approval of the Board or the College.

HSTF Composition

The HSTF will consist of a total of 8 people. At least two members will be appointed by the College of Teachers (at least one of whom will be a current College member), and at least two members will be nominated by the Chair of the Board of Trustees -, from among the non-faculty trustees. In addition, up to two employees hired for purposes of developing the high school (e.g. a high school administrator/project coordinator and/or a high school pedagogical administrator) will be members of the HSTF, once they are hired. The remaining members will be nominated by the HSTF based on the skills/areas of expertise needed to fulfill the HSTF's core responsibilities.

The FY14 HSTF should include people with the following skills:

- Pedagogical administrator to develop programs and recommend teachers
- Administrator with project management and development expertise
- Relationships/Development
- Strategic planning
- Volunteer management
- Financial management expertise
- Legal expertise

In the development of its recommendations, the HSTF or its subcommittees will work closely with the Board or College subcommittee for the corresponding functional area (Development, Enrollment, Facilities, Finance, and so forth) and the recommendations of the HSTF or its subcommittees should be vetted by the corresponding Board or College subcommittee before the HSTF presents the recommendation to the full Board and/or College of Teachers, as appropriate to their areas of responsibility.

Chair Responsibilities

The chair of the HSTF will be nominated by the Chair of the Board of Trustees and the College Chair, for approval by the Board of Trustees and the College of Teachers.

Besides the requirements of Section 2.6.3, the chair of the HSTF has the following general responsibilities:

- plan and lead HSTF meetings;
- manage the HSTF membership;
- serve as the liaison between the HSTF, the administrators, the Board and College;
- arrange for the HSTF to evaluate and report on its work.

Meetings

Regular meetings of the HSTF will be “closed”. In addition, the HSTF will hold periodic “open” community meetings to discuss the progress of the HSTF and to receive feedback from the community. The HSTF will hold at least one community meeting during FY14, advertised and open to the entire community, to gauge community wide support, access parental volunteer resources and allow the community to discuss the topic. Except as stated, the meetings of the High school will follow the rules for meetings as given in Section 2.6.4

Reporting

The HSTF chair will periodically report on the HSTF progress to the Board during its regular Board meetings. To the extent possible, the HSTF will comply with the requirements as to reporting set out in Section 2.6.5.

Organizational Committee - Development Committee

Type of Committee

The development committee is an organizational committee as defined in section 2.6.8 of the Governance Document.

Purpose

The development committee (hereinafter the “Committee”) collaborates with and supports the Development Office in fundraising projects and in achieving the development goals established by the School Administrator and the Board of Trustees.

Core responsibilities

- The Committee shall work with the School Administrator or that person’s delegate (hereinafter the “Development director”) in the creation and implementation of a comprehensive fundraising plan.
- The Committee shall, in coordination and cooperation with the Development director, implement and realize ethical development strategies to serve the School.
- Besides leading the implementation of the School’s fundraising plan, individuals on the Committee are also responsible for leading the work required to (i) grow the school’s donor base, (ii) together with the Parent Council, to engage volunteers, (iii) guide successful team building, and (iv) create a culture of philanthropy within the School community. To this end, the Committee may designate a champion (or champions) to lead the implementation efforts in respect of a specific project or annual activity including, for example:
 1. Annual fund campaign
 2. Capital campaigns for special projects & endowment
 3. Leadership gifts
 4. Development events
 5. Planned giving
 6. Sponsorships and grants (corporations and foundations)
 7. Where appropriate, involving Honorary Trustees in activities of the school, such as by: being listed as Honorary Trustees on the website and the annual report of the school; being invited to all school events generally open to the school community; being invited to particular school events as honored guests; and participating in the annual fund and in capital campaigns of the school
 8. Community relations in the greater Princeton and Montgomery areas

9. Leading and managing the work of the Board in the fulfillment of its development and fundraising mandates
10. Development training of Trustees, faculty, parent council and other community members

Authority

Because an organizational committee is not Board mandated, it does not have any authority beyond that which is delegated to the Development director.

Committee Composition

While there are no restrictions on membership, the Committee shall ideally be composed of the following individuals (individuals may serve in more than one role):

- Development director and staff
- At least one faculty representative as appointed by the College
- At least one alumni representative as determined by the Development director
- At least one Board member as determined and appointed by the Board of Trustees
- At least one parent representative appointed by the Parent Council Steering Committee

It is expected that representatives appointed by the Board, the College of Teachers, and the Parent Council Steering Committee will regularly report to and ensure the effective participation of those bodies in the achievement of the School's development goals.

Chair Responsibilities

As chair of the Development Committee, the Development director shall:

- Set the agenda and meeting times, with input from the other members
- Develop ideas into action items, which should also reflect the School's strategic plan as it relates to development.
- Appraise the committee on a timely basis of any relevant developments, issues, or initiatives.
- Plan for an annual review of the Committee's work.

Meetings

The Committee shall meet bi-monthly or 5 times a year, beginning in the early spring for the next school year. Based on activities or specific needs of the School or Development Office, additional meetings will occur with members of the Committee.

Reporting

The chair shall report to the School Administrator, per Section 2.6.8.

Organizational Committee - Enrollment & Marketing Committee

Type

The Enrollment & Marketing Committee (hereinafter “the Committee”) is an organizational committee, as defined in section 2.6.8 of the Governance Document.

Purpose

The Committee collaborates with and supports the Enrollment & Marketing offices on various projects and toward realizing the enrollment goals established with the College of Teachers, School Administrator, and Board of Trustees. Areas of focus include but are not limited to admissions, retention, community outreach, media relations, and brand awareness.

Core Responsibilities

1. Support enrollment and marketing initiatives as set by the Enrollment and Marketing offices, such as researching and/or analyzing projects, creating content, identifying external and internal resources, and assisting with activities and events that help advance specific objectives.
2. Support the school in the development of annual enrollment and marketing plans, as well as the implementation and evaluation of various initiatives as outlined in the plan, under the guidance of the Enrollment and Marketing directors.
3. Support the school’s process of conveying a unified vision and message to prospective and current members of the community as well as the public, and serve as ambassadors in disseminating these messages to a broader audience.
4. Support the development of the school's best marketing practices as they relate to Enrollment, and support their integration into WSP’s ongoing strategy.
5. Maintain consistent focus on the WSP Strategic Plan enrollment goals and their related objectives.

Authority

Because an organizational committee is not Board mandated, it does not have any authority beyond that which is delegated to the staff leading the committee.

Committee Composition

While there are no restrictions on membership, the Committee shall ideally be composed of the following individuals:

- Enrollment Director
- Marketing Director
- At least one Board member
- At least two faculty representatives (one from Early Childhood and one Grade School)
- At least one member of the College of Teachers
- At least one representative from the alumni community
- One delegate from Parent Council, as appointed by its Steering Committee
- Interested parents and friends of the school

It is expected that representatives appointed by the Board, the College of Teachers, and the Parent Council Steering Committee will regularly report to and from, and ensure the effective participation of, those bodies in the achievement of the school's enrollment and marketing goals.

Co-Chair Responsibilities

As co-chairs of the Committee, the Enrollment and Marketing directors shall:

- Set the agenda and meeting times, with input from the other members.
- Develop ideas into action items, which should also reflect the school's Strategic Plan as it relates to enrollment and marketing.
- Apprise the Committee on a timely basis of any relevant developments, issues, or initiatives.
- Plan for an annual review of the Committee's work.

Meetings

The Committee shall hold open meetings 5-10 times a year, beginning in the spring for the next school year. Based on activities or specific needs of the school or Enrollment/Marketing offices, additional meetings may occur with members of the Committee.

Reporting

The chair shall report to the school administrator, per Section 2.6.8.

Bibliography

For those who wish to learn more, this document draws heavily on the following publications:

The Art of Administration: Viewpoints on Professional Management in Waldorf Schools, D. Mitchell, ed., The Association of Waldorf Schools of North America, 1992, www.awsna.org.

Administrative Explorations: Essays on Business Practices within Waldorf Schools, D. Mitchell and D. Alsop, eds., The Association of Waldorf Schools of North America, 1990, www.awsna.org.

Report of the All School Governance Committee of the Emerson Waldorf School, Beck et al., 2004, www.emersonwaldorf.org/pages/forparents/governance.asp.

Transforming Board Structure: Strategies for Committees and Task Forces, Bobowick et al., Boardsource, 2001, www.Boardsource.org.