

## **THE FOUR PILLARS: OUR GOVERNANCE STRUCTURE**

Waldorf schools are run in different ways. In the fall of 2006 when the Siskiyou School was constituted in its present form, Board and faculty adopted “The Four Pillars” structure of governance for our school, brought from The Bay School, the first Waldorf school in Maine, and the one from which our first and current administrator was hired to help form this school. This governance model is based on the notion of collaborative leadership whereby each of four “pillars” – Board, faculty, parents and administrator – have clearly defined roles and each plays a part in carrying the work of the school. All roles are necessary and thus interdependent. For the school to be in its full strength, each body must do its part fully and well. Of course, the health of any school also depends on the harmonious working *together* of these elements. In the last six years we have been extraordinarily lucky in that domain. Below, the “job descriptions” of each of the four pillars as defined in that core document, adopted in 2006.

### **BOARD: Holds the school/institution in trust (Carries financial & legal oversight)**

- In partnership with the Faculty, defines the school’s mission and vision, sets goals, and develops plans to further the program and represent the school to the community
- Adopts annual operating and capital budgets, monitors expenses, and oversees the financial affairs of the school
- Ensures sound financial policies and associated legal matters
- Ensures compliance with state and federal regulations
- Ensures sound employment practices and policies
- Oversees the school’s physical plant
- Creates and amends the school’s by-laws
- Works to raise funds to further the school’s mission
- Develops and evaluates the Board
- With input from the faculty, hires, supports, evaluates, and fires the Administrator

### **FACULTY: Holds the children and program in trust; (Carries the pedagogical program)**

- In partnership with the Board, defines the school’s mission and vision, sets goals, and develops plans to further the program and represent the school to the community
- Oversees the pedagogical program of the school
- Creates, implements, and assesses the school’s curriculum and program
- Tracks and reports out on student learning and achievement
- In conjunction with the Administrator,
  - Sets, monitors, and reviews teaching and professional standards
  - implements yearly peer mentoring & program review
  - hires, fires, and evaluates faculty
  - establishes pedagogical budget priorities
  - recommends program changes to the Board
  - formulates policies regarding all aspects of student life from recess to discipline
- Leads parent education forums to foster a “community of learners”
- Cultivates a strong parental partnership through effective communication

### **PARENTS: Hold the community in trust; (Create community; Weave “Mantle of Warmth”)**

- ensure the financial viability of the school through paying tuition

- volunteer time as requested by the Faculty and Administration to fulfill tasks which support the school's operations and programs, from maintenance, housekeeping, and beautification to serving on the Board and on ad hoc committees
- in consultation with the Faculty/Board, organize events and activities which generate income to support the school's programs and tuition assistance fund
- provide support for the faculty by responding to calls for assistance with class or school tasks and finding ways to show appreciation
- provide support for new families by serving as "buddies"
- provide support for families and/or teachers experiencing hardship or otherwise in need of help by organizing meals, raising funds, or other gestures as appropriate
- in consultation with the Faculty, organize events and activities which allow the community to "play" together
- promote and support the culture of the school by upholding respectful communication with other parents, the administration, Faculty, & Board, and by respecting the school's policies and procedures as outlined in the Parent Handbook
- commit to better understanding the school's mission and program by participating in parent conferences, class meetings, parent education forums, community events

**DIRECTOR: Holds the whole; (point person; coordinator/facilitator)**

- Serves as liaison and facilitates communication between Board, faculty, and parents
- Receives and follows up on parent concerns in a timely manner
- Identifies obstacles to effective operations & takes action to bring a solution
- Handles personnel issues in the area of faculty
- Works with Board & Faculty to develop plans to implement short and long-range goals
- Ensures follow-through on responsibilities delegated to faculty or other groups
- Helps form agenda of decision-making groups
- In partnership with either the Faculty Chair or the Faculty, the Administrative Team (Office Manager, Director of Community Development, & Bookkeeper), or the Board, according to the task,
  - ensures the curriculum/program is meeting its goals
  - oversees teacher evaluation & professional support
  - hires & fires staff
  - organizes parent education programs
  - promotes enrollment
  - oversees the school's day-to-day operations to include maintenance, admissions, financial aid, & outreach activities including publications and public relations