

**Major Recommendation #2.** That the school take an active and immediate action to address feelings of mistrust, disenfranchisement and concerns about interpersonal development, and communication that exists within the faculty and staff and extends to interactions with the Board of Trustees and parent community. (conferences with staff, individual teachers, faculties, leadership team members)

**Major Recommendation #4.** That the school develop a comprehensive communication plan to foster clear consistent messaging, reporting of student information, parent education, faculty, staff and parent collaboration, thus enhancing the sense of ownership of all the stakeholders in the school. This plan needs to include adequately resourcing the development, implementation and maintenance of the plan. (Self-Study pp. 28-29; conference with faculty, Board, parents, Administrators in Communication, Development, Enrolment, Marketing)

**(From page 3)** [Communication] appears to be under sourced. One administrator is responsible for marketing, public relations, and communication, including website development and maintenance, newsletter publication and other publications.

[The PA] website is well designed and very supportive of the school, it is not under the management of the school, which is a concern.

The school has not adopted a comprehensive marketing strategy that informs their messaging to current and future parents, as well as the community.

Now that the school has completed its guide of goals and objectives, the faculty needs to find a way to communicate specifics to the parents in an appropriate way in order to ease significant parent concern.

**(From page 10)** Recommendation: That the teachers create a more consistent and thorough system for comparing rubrics, analyzing data, and sharing ideas (Self Study pp. 48-69; conferences with high school students, teachers, administration, and parents).

**(From page 14) ECC Recommendations:**

That the site administration and leadership in collaboration with the early childhood center faculty and staff develop plans to increase future Kindergarten enrollment (WECAN p 4; conversations with resources committee; WASC Criteria: Resource Management and Development, Resource Planning)

The site administration and leadership develop a calendar that includes regular pedagogical discussions with other areas of the school (School report p 44; WASC Criteria: Organization for Student Learning, School Leadership)

**(From page 15) LS Recommendations:**

That the class teachers define their roles and responsibilities and commit to fulfill these roles and responsibilities. (conferences with Board members, faculty and staff)

That in the organizational plans there be an emphasis of the institutional communication structures that link the various leadership entities and promote collaboration and cooperation (conferences with Board members, faculty and staff)

That the Lower School take an active role to address feelings of mistrust, disenfranchisement and concerns about interpersonal development, and communication that exists within the faculty and staff and extends to interactions with the Board of Trustees and parent community. (conferences with staff, individual teachers, faculties, leadership team members)

**(From page 16) HS Recommendations:**

That the high school faculty actively continue to create opportunities for interdisciplinary collaboration among teachers. (Interviews with high school faculty; classroom observations; WASC Criteria: Curriculum, Instruction, and Assessment, How Students Learn)

**(Music recs, page 22)**

That the faculties responsible for singing instruction communicate needs more effectively to improve overall student instruction. (School Report p 65; conversations with music faculty; WASC Criteria: Organization for Student Learning, Staff)

That the site leadership work with the music department faculty to help schedule meetings at least once per semester to foster sharing of concerns and plans. (School Report p 65; conversations with music faculty; WASC Criteria: Organization for Student Learning, Staff)

**(Student Services recs page 27)**

That the site administration and leadership evaluate creation of more time for the school counselor and the college counselor to meet, coordinate and follow-up with students, parents, sponsors and service providers when they are involved. (School Report p 75; conversations with counselors; WASC Criteria: Resource Management and Development, Resources)

That the site administration and leadership create a better program to educate parents in ways to be more involved in meeting the needs of their children at various developmental stages. (School Report pp 74-75; conversations with parents and faculty; WASC Criteria: Support for Student Personal and Academic Growth, Parent/community Involvement)

**(From page 31) Personnel recommendations:**

That site administration and leadership enable employees the ability to pursue the “Communications Overview and Grievance Process” to help facilitate clear, direct communication within the community when a concern or grievance arises. (School Report p 90; conversations with administration; WASC Criteria: Organization for Student Learning, Governance)

That site administration and leadership improve the orientation process for new employees around pedagogical aspects of the school and Waldorf education (School Report p 90; conversations with faculty; WASC Criteria: Organization for Student Learning, Staff)

### **(From page 32-33) The School Community**

That the room reps should begin to compile a resource book with information about the annual camping trips, outside speakers, what has worked, contact information, and other outings to support the curriculum in each grade to be passed on to the next grades class. The book would grow from year to year with new ideas (School Report p 101; conferences with staff, individual teachers, faculties, leadership team members)

That the school examine the feasibility of implementing whole school „ pep assemblies“ to share what’s being taught, highlight students, staff, sports teams, etc. for their work. (School Report p 101; conferences with staff, individual teachers, faculties, leadership team members)

That the administration increase work with alumni students and families to support developmental program (School Report p 97; conferences with staff, individual teachers, faculties, leadership team members)