

Highland Hall Faculty/Staff Handbook

INTRODUCTION

Highland Hall is part of the largest independent school movement in the world today, known as the Waldorf school movement. The first Waldorf school was founded in Stuttgart under the guidance of Rudolf Steiner, an Austrian scientist/philosopher, as a counterforce to the destruction of World War I and the social-cultural chaos of Germany at that time.

Highland Hall was the first Waldorf school in the western United States. In 1953, Alston Lippincott (later Alston Hegg) purchased an already existing private school in North Hollywood, called Highland Hall, in order to begin the process of creating a Waldorf school. For the first year, Waldorf classrooms shared the campus with more traditional classrooms. The two methods did not mix well, and in the second year all the non-Waldorf classes moved to another site. In 1955, the school incorporated formally as a Waldorf school. In 1961, the present site in Northridge was purchased, and in 1971 the high school was founded.

With more than 650 schools worldwide, there are still relatively few Waldorf schools outside Europe that have such a full program, with grades Nursery-12 and an adult training program, as Highland Hall.

As a Waldorf school, teaching a curriculum which arises from the principles of Anthroposophy, Highland Hall treats each child as an important individual who brings a unique potential that manifests gradually during the stages of childhood and adolescence.

Rudolf Steiner described the human being not as the product of an accidental evolution, but rather as the goal of a purposeful one. The human being is equipped with the powers of thinking, feeling and willing, which unfold and become active in freedom, through a true education. Thus, he holds the future direction of evolution in his hands. This realization has increasingly become the challenge facing education today.

Waldorf education arises from Steiner's concept of man as a spiritual being in a physical body. It focuses, not on the animal nature of the human body, but on the transcendent nature of the spirit, which can attain to such heights as a Shakespeare, a Joan of Arc, or a Mozart.

The aim of Waldorf education is to draw forth the potential greatness of each human being.

ACCREDITATION

Highland Hall is a member of the Association of Waldorf Schools of North America (AWSNA) and is accredited by both the Western Associations of Schools and Colleges (WASC) and AWSNA. The Association of Waldorf Schools of North America is a member of the National Council of Private School Accreditation (NCPSA) and is accredited by NCPSA.

Vision, Mission & Value Statements

Highland Hall's vision is to be exemplary in providing Waldorf education, in modeling organizational self-governance and in fostering healthy human relationships and a spirit of service to others.

Highland Hall's mission is to guide students from nursery age through high school in the unique Waldorf curriculum, striving to endow each student with discernment in thought and action, a joy of learning, and a sense of wonder and reverence for life.

The values commonly held in Waldorf education lead to our commitment to:

- *a pedagogy that recognizes and teaches to distinct phases of child development,**
- *an age specific curriculum and manner of teaching,**
- *recognize the integration of body, soul and spirit as the foundation of education,**
- *interest in, understanding of and appreciation for all cultures,**
- *modeling reverence for the earth and humanity,**
- *integration of beauty and art in all we do,**
- *individual freedom of thought and the responsibility to act ethically,**
- *collaborative self-governance, and**
- *supporting the development of health of the individual and the community.**

HIGHLAND HALL GOVERNANCE

Highland Hall, Inc. is a California nonprofit corporation known as Highland Hall Waldorf School. As such it is recognized as a nonprofit organization under IRS code 501-c(3). As a nonprofit corporation, Highland Hall has a Board of Trustees and a set of Bylaws that establish the legal authority and define the operations of the corporation. A copy of the current By Laws is available for anyone to review and is maintained in the Human Resources Director's office.

Highland Hall's Board of Trustees has adopted a governance process known as Policy Governance. They were influenced by the John and Miriam Carver Model for Nonprofit

Governance and tailored this process to the Highland Hall Waldorf school. In general, policy governance requires that the Board approach their decisions from the perspective of the “owners” of the school and that they develop policies that define how the Board operates and how the school operates as well. These policies link to the Leadership Team for the pedagogical side and the Administrative Director for the administrative side of Highland Hall. These two bodies are ultimately responsible for the operation of the school. The policies established are purposefully broad and generally identify what cannot be done so that there is freedom to make decisions within the defined boundaries. A copy of the Policy Governance document is available in the Human Resources Director’s office for your review.

One part of Policy Governance which is included in the document is the “Ends Statements.” While the school operates with a Strategic Plan; and Vision, Mission and Values Statements, the Ends statements or “Shared Purposes” as they are sometimes called are also used to guide the organization. These statements do not tell us what we need to do or how we should do it. Rather, they establish

- 1) What is the desired result of a Highland Hall education?
- 2) Who are the intended recipients of the result?
- 3) At what cost is the result to be achieved?

Information about the faculty and staff governance is provided in other areas of this handbook.

NON-DISCRIMINATION AND NON-HARASSMENT POLICY

Highland Hall, a non-profit school, does not discriminate due to race, religion, gender, national origin, disability, or other basis protected by law.

Highland Hall is committed to providing a professional and respectful work environment that is free of unlawful discrimination. In keeping with this commitment, the school maintains a strict policy prohibiting all forms of unlawful harassment of any kind, including sexual harassment and harassment based on race, religion, national origin, disability, age or any other characteristic protected by state or federal employment laws. This policy applies to all employees, the Board of Trustees, and adult volunteers in the school. Furthermore, this policy prohibits unlawful harassment in any form, including verbal, physical and visual

harassment. It also prohibits retaliation of any kind against individuals who file complaints in good faith or who assist in a school investigation.

Any employee or volunteer who believes he or she has been harassed by another employee or volunteer of the school should promptly report the facts of the incident(s) and the names of the individuals involved to the Human Resources Director, or in the alternative to the Administrative Director, without fear of retaliation. It is the responsibility of each employee to report immediately any suspected violation of this policy to the individuals identified above. In this way the school can work to ensure a work environment free from unlawful harassment and respectful of individual differences. The Human Resources Director will coordinate the investigation of all such claims and recommend appropriate corrective action to the Evaluation Committee, who will work in conjunction, as mandated, with the Administrative Director, Leadership Team, or the President of the Board of Trustees, as applicable. (In any situation concerning a minor, the Leadership Team will be notified.)

Employees may also file a complaint of prohibited discrimination or harassment related to employment with the Federal Equal Employment Opportunity Commission and/or the California Department of Fair Employment and Housing who may investigate and prosecute these types of complaints. If you think you have been unlawfully discriminated against, unlawfully harassed or that you have been retaliated against for resisting or complaining, you may file a complaint with the appropriate agency. The nearest office is listed in the telephone book.

CHILD ABUSE REPORTING POLICY

Highland Hall employees are required by law to file a child abuse report when they may reasonably suspect child abuse has occurred, or is occurring. Our faculty and staff receive training about possible signs of child abuse and their legally mandated reporting responsibilities. Reports may be filed with the appropriate child protective services agency who will investigate. Complaints filed against a school employee for an alleged act of child abuse will also be reported and investigated by that agency and if substantiated, the agency will inform Highland Hall. Questions or concerns related to this policy should be directed to the Leadership Team.

CHILD ABUSE SITUATIONS

There may be a time when a child's behavior in the classroom will lead you to suspect that he or she has been subjected to some form of abuse at home -- sexual, physical or emotional. Most of us have not been trained to detect abuse, but Highland Hall is continuing to educate its teachers through visiting experts and discussion.

Legally, if you even suspect abuse, you are required by law to report it. The difficulty is that what is abuse to one person may be reasonable behavior to another. We are working to find a way to deal humanely with the families involved while still protecting the children and keeping in mind the legal responsibilities we have as a school.

If you have any concerns regarding abuse, please consult with the Leadership Team for initial guidance and additional information. They will direct you to appropriate resources, possibly including the school counselor or outside help.

If you have suspected abuse and have reported it, you must keep a file of all your observations, all conversations and meetings you have had, and copies of all reports you have filed. Your suspicions and observations should not be put in the child's academic file, which can be read by anyone.

CONFLICT OF INTEREST POLICY

Conflicts of interest may arise because of the many different roles that members of our community fulfill. These roles include but are not limited to faculty, staff, Leadership Team, board member, committee member, class parent, family relative, volunteer, vendor or business partner – all roles sometimes held simultaneously.

Our policy requires that when an employee is aware of an actual or potential conflict of interest, he or she must bring that issue to the applicable group (e.g. the committee-at-work, the Leadership Team, etc.) and to the Administrative Director, for a clear and thorough review of the issue.

A conflict of interest can not be defined precisely, but the basic element that exists in all conflict situations is the division of loyalty between the school's best interests and the personal interests of individual(s) acting on behalf of the school in some official capacity. Actively participating members of our community should strive at all times to avoid not only actual conflicts of interest but even the appearance of a conflict. Sometimes it is the appearance of a conflict that can prove more damaging than an actual conflict especially for a non-profit organization like Highland Hall.

When a potential conflict is identified, the group or Administrative Director may decide that it is insignificant enough to waive any concern. However, where the group or Administrative Director determines the conflict or its appearance is significant enough, the individual will be asked to recuse him/herself from the issue. It will be left to the discretion of the Administrative Director and/or the group as to whether the matter necessitates documentation. A conscious and willful violation of this policy may result in disciplinary action up to and including termination.

The Board of Trustees and the Buildings and Grounds Committee will maintain separate conflict of interest policies that further limit activities which could be perceived as potential conflicts. Copies of their policies are available from these bodies upon request.

Below are examples of conflicts that could arise and some general guiding thoughts:

1. An individual in a decision-making group (e.g. the Hiring, Professional Development, Parent Education Resource Committee, etc.) has close personal ties to someone being considered for a paid position. To avoid even the appearance of undue bias/influence, that individual may need to stand-aside.
2. An individual in a decision-making group (e.g. the Leadership Team, the Board, Evaluation, Hiring Committee, etc.) is a class parent of the teacher being considered for some action. The class parent should recuse him/herself from the decision as it is not always possible to support the teacher and the student simultaneously.
3. An individual with an outside financial interest that could be perceived as one that might influence an individual's decisions or actions as it relates to school business. The individual should recuse him/herself from the decision or action to ensure that the school's financial interests in no way are or appear to be compromised.
4. An employee may not accept or engage in any activity, business, or employment that would conflict with the school's interests, or that is incompatible with the school's right to the undivided and full performance of its employee. An employee who accepts payment for services normally provided in the course of their work (e.g, tutoring for a subject they usually teach) and performed while on-campus should seek the Leadership Team's approval prior to arranging to provide the service.

MORNING VERSES

The morning verses were given by Rudolf Steiner to the teachers at the first Waldorf school, and are recited every morning in many different languages by Waldorf students all around the world. Class teachers and high school main lesson teachers speak these verses with their classes every morning. The teachers should do their best to be sure that the students do not mindlessly recite the verses without thinking about what they are saying, but enter into the words and their meaning with their feelings and thoughts.

Grades 1 - 4

Grades 5 - 12

The sun with loving light
Makes bright for me each day;
The soul with spirit power
Gives strength unto my limbs.
In sunlight, shining clear,
I reverence, O God,
The strength of humankind
Which Thou, so graciously,
Hast planted in my soul,
That I with all my might
May love to work and learn.
From Thee stream light and strength,
To Thee rise live and thanks.

I do behold the world,
Wherein there shines the sun,
Wherein there gleam the stars,
Wherein there lie the stones.
The plants, they live and grow,
The beasts, they feel and live,
And man to spirit gives.
A dwelling in his soul.

I do behold the soul,
That liveth within me.
God's Spirit lives and moves
In light of sun and soul,
In heights of world without,
In depths of soul within.

Spirit of God, to Thee
My self I seeking turn,
That strength and grace and skill,
For learning and for work,
In me may live and grow.

STUDENT GOALS

I. Moral/Spiritual: Graduates will have a lifelong interest in developing themselves on a moral/spiritual basis. They will:

- A. Have confidence in their own abilities
- B. Be able to make life choices according to their own views, values and goals
- C. Be able to identify and pursue their own goals for moral/spiritual development
- D. Be aware of the importance of harmonizing their physical, mental, emotional and spiritual aspects

II. Thinking: Graduates will demonstrate complex thinking skills, including the ability to:

- A. Assimilate, analyze, and organize information for themselves and others to use
- B. Resolve problems and situations involving multiple ideas or aspects
- C. Look beyond the immediate and see the 'big' picture
- D. Form new questions through active imagination

III. Communication: Graduates will be effective and creative communicators who can:

- A. Organize and develop ideas and present them in clear, correct verbal and written form
- B. Express themselves creatively in at least one art form
- C. Listen to others with interest and compassion

IV. Social: Graduates will have the determination to create healthy relationships with other human beings as individuals and within groups. They will be able to:

- A. Accept and work with people of different backgrounds, cultures, temperaments, and levels of capacity
- B. Have appreciation for others' efforts and achievements and each individual's unique value
- C. Have an awareness of the power of individuals and groups to create change

V. Orientation/Will: Graduates will have the ability to make significant contributions to the world as adults. They will be:

- A. Oriented in time and place and interested in the world
- B. Able to take initiative and positive action
- C. Able to enter and meet the adult world with a conscious ability to trust, balanced with discernment
- D. Committed to lifelong learning and a development of their highest capacities

Highland Hall

Conflict Resolution/Grievance Process for Parents

Step 1. Initial Action

If you have a concern or issue directly related to your child –

Please make an appointment to speak with the teacher most directly involved and clearly present your concerns in as non-confrontational a manner as possible. You may want to ask a mutually agreed upon individual, with whom you feel comfortable, to join you at the meeting. Please speak with your child's main teacher or sponsor if the issue did not involve that teacher.

If you have a concern or issue involving another adult at the school –

Please make an appointment to speak with the individual involved and clearly present your concerns in as non-confrontational a manner as possible. You may want to ask a mutually agreed upon individual, with whom you feel comfortable, to join you at the meeting.

Step 2. Further Action as Needed

If the matter has not been resolved by the above conversation or you have not seen the change agreed to after a reasonable amount of time, place your concerns in writing to the Leadership Team with a copy to the individual stating your thoughts clearly and concisely. The Leadership Team will contact you within a week to work toward resolution of the matter.

Exceptions

If you have a concern about potential **child abuse or endangerment**, contact the Leadership Team or Administrative Director immediately.

If you have a concern or issue that is school wide, please direct it to the Leadership Team in writing.

Additional Comments

Please keep in mind that the Leadership Team will not respond to anonymous correspondence.

The Leadership Team will handle all correspondence with discretion.

ORGANIZATION OF THE SCHOOL

Highland Hall Waldorf School is self-administered. Most of the business of the school is taken care of at meetings, some large, some small. For this reason it is essential that all full-time colleagues attend the whole school faculty meeting as scheduled, in addition to the meeting of the early childhood center, lower school or high school. Members of the Leadership Team, Advisory Council and other committees have made a further commitment to attend additional meetings.

The Leadership Team is the group within the school that is vested with the authority to make decisions and direct activities on behalf of Highland Hall. This Team is responsible for effective communication with the faculty, staff, parent body and the Board of Trustees. They are charged with responsibilities affecting all areas of the school: support and coordination of committee work, establishment and implementation of assessment programs, and delegation of issues requiring consideration and/or action to appropriate bodies within the school, to name a few. The Leadership Team, in conjunction with other mandated committees, and policies currently in place, creates a governance structure that honors the mission of Waldorf Education, and enables Highland Hall Waldorf School to strive for excellence.

The Advisory Council is composed of teachers and staff dedicated to Highland Hall Waldorf School and the philosophy that lies behind Waldorf Education. Its primary function is to advise the Leadership Team by considering issues related to pedagogy and the future direction of Highland Hall. The Advisory Council engages in studies to enliven and enrich its relation to the Being that is the school. By so doing, the Advisory Council strives to perceive the needs of the school and can initiate proposals to meet those needs.

The Board of Trustees is the legal entity of the school. All financial and legal issues are the ultimate responsibility of the Board. The Board is composed of parents, teachers, alumni and friends of the school. The group makes decisions in the realm of administration hiring and development, budgeting, tuition and fees, long range planning and facilities development. When vacancies appear on the Board, members nominate candidates. These potential members are discussed and those whom the Board would like to have join them are then invited to attend two meetings. The candidate and Board then reach a mutual decision about the candidate becoming a member.

The Administration is responsible for the day-to-day operation of Highland Hall in support of the school's mission to provide Waldorf education to its students. It implements policies determined by the Leadership Team and Board of Trustees, and establishes policies in administrative areas. It ensures that personnel matters, financial assets, student records and the physical plant of Highland Hall are effectively managed and/or maintained.

The Parent Association includes all the parents in the school. It sponsors presentations and special events for social, educational and fund-raising purposes, including the Holiday Faire in December and the May Faire. The parent association meets monthly during the school year. All faculty are warmly invited to the meetings regardless of whether they have children at the school.

The Faculty - While the Leadership Team, with the assistance of the Advisory Council, is specifically responsible for oversight and providing direction for the pedagogy, the faculty as a whole is looked to for supporting the overall life of the school, both in classroom and outside the classroom. Meetings are usually held weekly and are devoted to issues that affect the whole community as well as to training, speakers, relationship building, and artistic nourishment.

The Lower School Faculty includes all teachers in the lower school. Meetings are usually held weekly. A portion of the meetings may be devoted to a discussion of individual students or classes. If you wish to bring a student or a class for discussion, you must inform the class teacher/sponsor and the meeting facilitator prior to the meeting.

The High School Faculty includes all teachers in the high school. Meetings are usually held weekly. A portion of the meetings may be devoted to a discussion of individual students or classes. If you wish to bring a student or a class for discussion, you must inform the class teacher/sponsor and the meeting facilitator prior to the meeting.

The Early Childhood Faculty includes all teachers in the parent/child program, nursery and kindergarten. Meetings are usually held weekly. A portion of the meetings may be devoted to a discussion of individual students or classes. If you wish to bring a student or a class for discussion, you must inform the lead teacher and the department chair prior to the meeting.

COMMITTEE STRUCTURE

The work of the school is supported by the work of specific mandated committees. These committees are staffed with members of the faculty, staff, Board and parent communities. All Committees meet at times and frequencies of their own setting. See the Faculty & Staff Directory for the list of current committee leadership and membership.

Hiring Committee - Primary purpose is to oversee the hiring process for all positions and ensure that candidates' background and experience are appropriate for the position under consideration.

Professional Development Committee - Primary purpose is to help teachers and staff develop through professional guidance and training.

Professional Oversight Committee - Responsibilities include overseeing the review process for all colleagues, both teachers and staff, and working with the Professional Development Committee to provide professional guidance and training, where needed.

Safety Committee - Responsible for the safety and supervision of the students in school and in the After School Care program. **Earthquake Preparedness** - Responsible for the school's earthquake preparedness, including stocking supplies, organizing training and running drills.

Other Committees staffed with faculty, staff and parents also play a vital role in supporting the operations, programs and community life of the school. They are:

Accreditation Committee - Responsible for all actions regarding preparation for and follow up to periodic whole school accreditation visits from AWSNA and WASC.

Buildings & Grounds - Responsibilities fall into three major areas: grounds maintenance; building repair and construction; and utilities oversight.

Care - Resource committee for bringing extra services, such as curative eurythmy, to our students in need of additional support.

Development - Leads the school's fundraising and friendraising efforts.

Parent Educational Resource Committee (PERC) - Resource committee for community members' furthering education about Waldorf education, child development and ways that family life can support a child's Waldorf education.

Library - Supports the health and maintenance of the school library.

Marketing & Outreach - Leads the school's enrollment effort.

Tuition Assistance - Responsible for determining distribution of each year's Tuition Assistance funding.

Festivals & Hospitality - Oversees organization and planning for school festivals & provides refreshments for whole school meetings and some community events.

All Committees meet at times and frequencies of their own setting. See the Faculty & Staff Directory for the list of current committee leadership and membership.

Strategic Plan Summary For Highland Hall - 2006 - 2009

Introduction

The hallmark of a mature organization is that it can direct its own future by choosing goals that inspire and coordinate efforts, and that it can complete tasks which over time assure its objectives are accomplished. Highland Hall has undertaken long range planning in many different ways during its 50 years. This Strategic Plan has evolved from the work completed by the entire community during its first whole school accreditation initiated in 2003. The primary issues identified during the accreditation process encompass comprehensive goals and objectives that will guide the school's activities over the next several years.

The linking of strategic planning and accreditation is the result of recognizing how closely these processes align; they both establish organizational goals and require monitoring and updating. The accreditation process is a broad, community-wide effort known as a self-study that looks at all aspects of the school. It requires Highland Hall to prepare operational plans to implement the improvements identified during the process. While this summary strategic plan document outlines the major efforts underway, the true detail of operational plans and monitoring rests in extensive plan documentation maintained by the accreditation committee.

The Strategic Plan itself addresses five key areas of the school. Each area has specific strategies designed to enhance the school's ability to fulfill its mission. These strategies translate the goals into plans for the further development of school programs and facilities. Highland Hall will implement these strategies through a School Wide Improvement Plan coupled with specific operational plans that include detailed tasks and timelines. **Linking the two processes together [strategic planning and accreditation] ensures the adoption of a coordinated, focused overall planning process within a structured planning cycle.**

Highland Hall Waldorf School

Highland Hall Waldorf School, the first Waldorf school in the western United States, recently celebrated its 50th anniversary. Located on an 11-acre, tree-studded hilltop campus in a lovely residential neighborhood surrounded by mountains about 25 miles north of Los Angeles, the school serves 380 students from parent-toddler groups through high school. Students come from the diversity of cultures that make up the Los Angeles area, from Afghanistan to Israel to South Africa. Highland Hall is a member of the Association of Waldorf Schools of North America (AWSNA) and is accredited by both the Western Association of Schools and Colleges (WASC) and AWSNA.

Statement of Purpose

The purpose of Highland Hall is to engage children in a Waldorf curriculum that integrates practical application, intellectual exploration and artistic expression. The subject matter at each developmental stage meets their need for relevance and meaning in education, as indicated by Rudolf Steiner, the founder of the Waldorf School movement. Thus, graduates will be confident individuals with a reverence for humanity and the natural world, capable of discernment and independent thinking.

Background on Waldorf Education

The first Waldorf School was founded in 1919 in Stuttgart, Germany by Rudolf Steiner, the visionary Austrian educator, scientist and philosopher. Waldorf education arises from the concept of man as a spiritual being in a physical body. At the heart of the Waldorf approach is the recognition that children pass through distinct stages of development, and that both the subject matter and the way it is taught need to be age specific to the growing child. Waldorf education seeks to engage the whole child in the learning process, rather than simply impart intellectual information.

As students progress through the grades, they are challenged with increasing academic demands. By the time they graduate from eighth grade they are prepared for the academic rigor demanded in high school. In high school, the student is ready for rigorous intellectual and conceptual challenges. The learning process nurtures the adolescent's emerging individuality, powers of observation, and capacity for analytical thought. From Shakespeare to anatomy, from trigonometry to the history of the modern world, the interdisciplinary curriculum at Highland Hall develops in its students a holistic understanding of the world. Today, Waldorf schools are a worldwide independent educational movement, with over 900 schools on six continents. Waldorf education is non-sectarian and works to inspire a true morality through the development of gratitude, reverence, and love for the world.

Highland Hall Goals

1. Provide the academic and cultural foundation necessary to help prepare students for all life experiences, and encourage in them a strong sense of intellectual flexibility, independent judgment, and moral courage.
2. Govern the school through inspired leadership, effective communication, strategic and operational planning, regular assessment and evaluation.
3. Attract, develop, mentor and retain the highest quality faculty, administrative staff and volunteers committed to the pursuit of excellence by providing ongoing professional development and an environment that supports the best in pedagogy.
4. Complete and implement a comprehensive master building plan for the campus to support student learning and a thriving Waldorf school community.
5. Provide students with a superior Waldorf education, by identifying and allocating adequate financial resources to support Highland Hall's continued growth and development.

Educational Program

“The greatest gift a parent can give after love, is a good education”

Rudolf Steiner

Goal

Provide the academic and cultural foundation necessary to help prepare students for all life experiences, and encourage in them a strong sense of intellectual flexibility, independent judgment, and moral courage.

Rationale

Highland Hall has traditionally allowed individual teachers to deliver the educational program. This allowed teachers great freedom; however, it had the potential for variability in the program. During the next five years, the school will clearly define its particular curriculum and develop a strong systematic evaluation of the impact of the educational program on the students. These steps will form the basis for continued improvement in accomplishing the educational goals for Highland Hall students.

Strategies

1. Adopt a written curriculum guide that clearly states educational goals for each grade and in all subject areas in order to establish clear expectations for the teaching program and student achievement.
Responsible – Accreditation Committee, Faculty
Accountable – Leadership Team
2. Establish objective assessment measures of student achievement for each grade and in all subject areas and use the resulting information to determine whether current programs achieve desired goals.
Responsible – Accreditation Committee, Faculty
Accountable – Leadership Team
3. Continue to expand the diversity of the curriculum and improve the effectiveness of the pedagogical methods in each grade and for all subjects.
Responsible – Accreditation Committee, Faculty
Accountable – Leadership Team

Leadership/Communication

“In the absence of clearly-defined goals, we become strangely loyal to performing daily trivia until ultimately we become enslaved by it.”
Robert Heinlein

Goal

Govern the school through inspired leadership, effective communication, strategic and operational planning, and regular assessment and evaluation.

Rationale

Recent changes in Highland Hall leadership have brought to the fore the need for more responsive, accountable, timely management. Over the next five years, the leadership structures will be streamlined and systematized to improve the decision-making processes and the ability to plan effectively, and to create a culture of goal oriented planning. A communications plan will be implemented to provide an overarching guiding strategy to internal communications and to make those communications more effective.

Strategies

1. Establish a leadership culture that empowers designated leaders to lead and concurrently encourages stakeholders to assert leadership when appropriate.
Responsible – Accreditation Committee, Faculty, Administration
Accountable – Leadership Team, Board of Trustees
2. Develop and institute an integrated, ongoing strategic and operational planning process to guide school improvement efforts in the future.
Responsible – Accreditation Committee
Accountable – Leadership Team, Board of Trustees
3. Encourage clear, accessible communications with members of the school community as well as the wider community by creating and implementing an effective communications plan for all areas of school life.
Responsible – Administration, Accreditation Committee
Accountable – Leadership Team
4. Assess and recommend improvements to the new faculty leadership structures annually regarding their scope of authority, responsibility, decision-making processes and communication effectiveness.
Responsible – Faculty, Accreditation Committee
Accountable – Leadership Team

Faculty/Staff

**“A good teacher can inspire hope, ignite the imagination, and instill a love of learning.”
Brad Henry**

Goal

Attract, develop, mentor and retain the highest quality faculty, administrative staff, and volunteers committed to the pursuit of excellence by providing an environment that supports the best in pedagogy and the best in ongoing professional development.

Rationale

As part of its commitment to excellence in education, Highland Hall will develop a comprehensive structure to successfully guide and support its faculty and staff. During the next five years as the school improves its faculty evaluation and mentoring process, it will work to identify areas where it can assist faculty in strong and continuing professional growth. Additionally, the school will establish a routine process to ensure maintenance of competitive salaries and benefits.

Strategies

1. Implement a schedule of performance assessment that includes external evaluations as well as collegial observations of faculty to support their continued professional growth.
Responsible – Evaluation Committee
Accountable – Leadership Team
2. Develop and articulate guidelines for further Waldorf training and professional growth of all faculty and staff.
Responsible – Professional Development Committee
Accountable - Leadership Team
3. Provide financial support toward completing Waldorf certification for qualified faculty members.
Responsible – Professional Development Committee, Business Manager, Administrative Director
Accountable – Leadership Team
4. Implement regular bi-annual reviews of the salary structure and benefit package to ensure they remain competitive with current market conditions.
Responsible - Human Resources Director, Business Manager, Administrative Director
Accountable – Leadership Team
5. Establish a program of recognition for individual senior faculty members who have contributed the bulk of their careers to the school during periods of limited salaries and benefits, in a manner that honors their contributions to Highland Hall.
Responsible: Business Manager, Human Resources Director
Accountable: Leadership Team, Administrative Director

Facilities

“A goal without a plan is just a wish.”

Antoine de Saint-Exupery

Goal

Complete and implement a comprehensive master building plan for the campus to support student learning and a thriving Waldorf school community.

Rationale

Highland Hall has not had a sustained, long-term program to replace existing facilities and take advantage of its extensive campus. During the next five years, Highland Hall will develop a master building plan and determine the project phasing needed to renew the campus over the next 25 years using sustainable and distinctive design alternatives.

Strategies

1. Create the organizational structure needed to direct, sustain and complete building efforts.
Responsible – Building Committee, Capital Campaign Committee, Business Manager
Accountable – Administrative Director, Leadership Team, Board of Trustees
2. Complete a comprehensive site development plan outlining intentions for the entire campus and facilities for all school programs.
Responsible – Building Committee
Accountable – Leadership Team, Board of Trustees
3. Determine the best phasing options for implementing the master plan, focusing on facilities meeting the most urgent needs while minimizing disruption to school programs.
Responsible – Building Committee
Accountable – Leadership Team, Board of Trustees
4. Secure funding for the first phase of the master plan combining proceeds of a capital campaign and long-term financing.
Responsible – Development Director, Business Manager, Administrative Director
Accountable – Board of Trustees
5. Begin and complete the first phase of the master plan. The priorities for the first phase are new lower school classrooms, eurythmy room, music room, science labs, computer lab, a black box theater and temporary gym.
Responsible – Building Committee
Accountable – Leadership Team, Board of Trustees

Financial Resources

“Obstacles are those frightful things you see when you take your eyes off your goal.”

Henry Ford

Goal

Identify and allocate adequate financial resources to support continued growth and development of the school's ability to provide students with a superior Waldorf education.

Rationale

In keeping with its visionary plans for growth, Highland Hall has recently expanded its financial plans beyond an annual, operating focus. The school will focus efforts necessary to accomplish its long-term goals and sustain itself as it moves past its 50th anniversary.

Strategies

1. Align financial planning with the school improvement plan and all the goals identified in its strategic plan.
Responsible - Business Manager, Administrative Director,
Accountable – Leadership Team, Board of Trustees
2. Strengthen, expand and further professionalize the work of the development department to locate and solicit resources in the school community and beyond, through effective fund raising events, annual giving campaigns and other major fundraising initiatives.
Responsible – Development Director
Accountable - Administrative Director
3. Plan and initiate a capital campaign to support implementation of the school's master plan including new facilities, campus improvement and maintenance, and creation of a scholarship fund.
Responsible - Development Director, Business Manager
Accountable - Administrative Director
4. Strengthen the school's relationship to the alumni community of students and parents. Support formation of an alumni support association and encourage greater alumni participation in the life of the school.
Responsible - Development Director
Accountable - Administrative Director

Conclusion

At the heart of Waldorf education is its embrace of the future. Its integrated practical, intellectual and artistic curriculum prepares students to be confident and effective individuals in a rapidly changing world, capable of discernment and independent thinking, equipped to creatively adapt and thrive in whatever circumstances the future may hold. Highland Hall has supported generations of students in preparing for their futures as dynamic world citizens.

This focus on the future is at hand for all of us who hold Highland Hall Waldorf School as precious, and who recognize its incalculably important influence in the lives of our children and families.

The Highland Hall faculty, staff, Leadership Team and Board of Trustees has established sound strategies to improve educational programs and develop better leadership and communication. This in turn supports our objectives to ensure that the needs of the faculty and staff are addressed, to plan for improved facilities, and to develop the financial resources needed to implement our five-year plan. The goal of this strategic plan is to ensure that Highland Hall will meet the needs of future generations of students, and fulfill its mission of graduating young people who are comprehensively prepared to face, and embrace their futures.

Highland Hall Board of Trustees 2006-2007

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Accreditation Committee

Angela Karaiskos
Jim Pedroja

Strategic Planning Committee

Bari Borsky
Edward Eadon
Jon Gardner
Angela Karaiskos
Jim Pedroja

ADMINISTRATIVE FUNCTIONS

The Administration is comprised of many different functions and is housed in the main Front Office, the Back Annex, and the High School Office. The Administrative staff is guided by the Administrative Director to provide clerical and administrative support to the faculty and is responsible for the day-to-day business operations of the school. Below is a brief summary of the different administrative functions.

Administrative Director – The Administrative Director is responsible for the day-to-day operation of the school in general and oversees the administrative staff. Please see the Administrative Director for matters related to buildings and grounds, or general questions about overall operations of the school.

Business Office – The Business Office is staffed by the Business Office Manager and the Accounting Specialist. Please see the Business Office for all matters related to the financial operations of the school, including scrip, reimbursement of school-related expenses, tuition remission or assistance, payroll, or whole school and department budget-related questions.

Communications and Marketing Outreach – The Communications and Marketing Outreach Director is responsible for communicating school news and information to the widespread members of the Highland Hall community. The Director works closely with Development in support of our alumni and alumni family network and with the Marketing Outreach Committee to publicize outreach and community relations events.

Development – The Development Department is responsible for all friend/fund-raising, capital campaign and alumni activities. Please see the Development Director or Development Manager for all matters related to donations (of all kinds – time, money, goods/services), volunteer opportunities within the school, and faculty wish lists. Please see the Alumni Coordinator for all matters related to the alumni and the alumni family network. The Development Department also works closely with the Communications and Marketing Outreach Director in support of all friend/fund-raising and alumni relations.

Enrollment – The Enrollment Director is responsible for the greeting, interviewing, and enrollment of all potential students and their families, and works closely with the Communications and Marketing Outreach Director and the Marketing and Outreach Committee to disseminate information about Highland Hall and Waldorf education. Please see the Enrollment Director for matters related to potential students and their families, and outreach activities such as Walk through the Grades, Morning in the ECC, High School Preview and other open house-type events.

High School Administration – The High School Coordinator is responsible for high school student records, both paper files and online records. Please see the H.S. Coordinator for matters related to high school attendance such as absences and tardies, student grades, reports and transcripts, college counseling questions, and any other matters related to high school life.

Human Resources – The Human Resources Director is responsible for employment related matters such as insurance benefits, recruiting activities, and hiring requirements, and works closely with the Hiring Committee, the Evaluation Committee and the Professional Development Committee. Please see the Human Resources Director for matters relating to benefits, position openings, or other employment related questions.

Reception – The Receptionist is responsible for greeting visitors and the general flow of business in the front office. The receptionist directs all incoming calls, mail and general email for the school, as well as visitors to the front office. Please see the receptionist for matters related to contacting students' families (both individually and class lists for phone numbers and mailing addresses/labels), care of sick students, all-school mailings, and business equipment available for faculty use.

Registrar – The Registrar is responsible for all lower school student records, both paper files and online records. Please see the Registrar for matters related to lower school attendance such as absences and tardies, student reports and transcripts, and the school's online database.

Other areas that come under the administrative function include the Library, the Treehouse Boutique, Maintenance services, and Janitorial services.

Where to go if you have an administrative question or problem:

If you **need help to get a letter typed or copies made**, give it (with instructions) to the Receptionist or Administrative Director who will have it typed as soon as possible. They will put it in your mailbox to be signed.

If you need **information or forms relating to the lower school or Early Childhood Center, or Parent/Child Play group**, see the Registrar.

If you need **class lists or parent rosters**, please see the Registrar.

If you have a question about **supplies**, please see the Supplies/Treehouse Co-managers or the Receptionist.

If you need information or forms for the **high school**, please see the H.S. Coordinator.

If you have a question about your **paycheck**, the Business Manager will help you. If you are **paid by the hour, you must fill out your time sheet in a timely fashion** and place it in the **Business Office** box.

If you need a **check so you can buy something** that you already have listed in your budget or if you need to be reimbursed for something already listed in your budget, fill out the goldenrod check request have it approved by the head of the appropriate department and put it in the **Business Office** box.

If you have a question about your **health insurance** (available to full-time colleagues), please see the Human Resources Director.

If you notice **something that needs repair**, make a note of it in the maintenance book on the receptionist desk. If you have a larger question about maintenance or a question about facilities, or furniture, notify the **Buildings and Grounds Committee** by putting a note in the committee's mail cubby.

There is no school nurse, but **if a child is sick or injured**, the Receptionist will take care of minor problems and contact the parents, if necessary.

WHERE TO GO WITH A QUESTION OR CONCERN

If you are **having an issue with a student**, be sure to discuss the matter with the class teacher or sponsor as she or he carries the comprehensive picture of that student and the class.

If you are **having a problem with another teacher** (differences of opinion, personal difficulties that you have not been able to overcome by direct conversation), please follow the steps outlined in the Communication Protocol.

If you have a **question about your schedule**, contact the Leadership Team. Schedules are passed out in the late summer, prior to the start of the back-to-school conference. Special requests should be directed to the Leadership Team.

If you are having practical problems or problems of any kind which impact your teaching, the **Professional Development** committee is available to help refer you to additional resources. You can work with this committee to receive mentoring or other professional assistance to help with your situation.

OFFICE ETIQUETTE

For Teachers:

The office staff is here to serve the needs of the teachers, parents and children at Highland Hall. The office staff is available to faculty at all hours that school is in session on campus, and until 4 p.m. (3:30pm on Wednesday).

Mail -- The office staff will place mail daily in the mailboxes located in the hallway. Packages that are too large for the cubbies are placed near the main office copier. Please remove boxes within a day; space is limited. **Please don't "stash" odd items below the mailboxes** - a clean, neat hallway helps the office project a professional image, and is required for safety purposes. Please do not have personal mail or packages delivered to the school.

Courtesy -- Parents, teachers and students needing assistance will be acknowledged promptly when entering the office. Office personnel who are engaged with others should let those waiting know that they have been seen, and that their needs will be attended to as soon as possible.

The front office is not a place for casual conversation -- please take conversations with colleagues or parents outside or to another place so that office personnel can give full attention to those requiring their assistance. As much as the office staff enjoys the company of their colleagues, even a brief conversation with each teacher can cut significantly into the time available each day. If you will be using the WISC room, please enter from the outside door if you are not already in the administration building. This traffic reduction in the front office is greatly appreciated as a large number of people are served in a small space.

QUICK TIPS: RESPONSIBILITIES AND PROCEDURES

Meeting Agenda items should be turned in to the agenda collector for the given meeting on a standard agenda item request form in advance of the meeting.

High school sport team members will periodically leave during the last period of the day. Students will receive full credit for these classes.

The copy machine is available to all faculty and staff members. User codes are issued by the Business Manager. Note: students who have been absent and wish to photocopy notes from another student must ask their teacher for assistance. **Students may not use the photocopier** in the office and may not ask the office staff to photocopy for them.

Tuition does not cover field trips, special classes, team sports, or special expenditures for individuals.

School closure: if there is a question as to school being open, due to weather or natural disaster, please tune in **KFWB 980 AM**.

Fundraising -- Classes often need to raise money for special projects, class trips, etc. All fundraising activities should be reviewed by the Development Director and approved by the faculty of the appropriate part of the school. All class members are expected to participate in their class fundraising projects.

Visiting Student policy: Each class may be visited by students who are considering enrolling. These visits are arranged in advance by the office and the class teacher or sponsor. Other visitors, such as former Highland Hall students not considering re-enrollment, are not encouraged. However, the former student may visit during lunch after obtaining permission from the class teacher or sponsor. Visiting students are expected to adhere to all school rules and policies and requests of teachers. Any unauthorized student visitor will be asked to leave the campus.

LEADERSHIP TEAM JOB DESCRIPTION

The establishment of the Leadership Team, in conjunction with other mandated committees and policies currently in place, creates a governance structure that honors the mission of Waldorf Education, and enables Highland Hall Waldorf School to strive for excellence. This team will be responsible for effective communication with the faculty, staff, parent body, and Board of Trustees to improve confidence and respect for the functions of faculty governance. This governance form will provide a structure for clear and transparent accountability throughout the organization.

The Leadership Team is vested with the authority to make decisions and direct activities on behalf of Highland Hall. The Leadership Team's responsibilities, scope of authority, are stated below. Any changes to this job description must be approved by the LT and the Board of Trustees.

Membership

- a. Four to five full-time Highland Hall faculty and staff members shall comprise the team; one shall be the Administrative Director (AD).
- b. Members will not serve on other committees or on the Board of Trustees during their term of service.
- c. Length of service will be from 1 to 3 years on a rotational basis. Recognizing the need for continuity, the members will rotate off on a staggered schedule.
- d. The LT will work with the HR Director to consider scheduling issues and work load credit (if applicable) for LT members.
- e. The LT will remove a member from the team for failure to uphold the qualifications, and fulfill the duties listed in this job description.
- f. Nominations for this team will be made by the faculty and staff based on qualifications listed below. The Advisory Council will create a "slate" of candidates willing to serve on the LT. The new LT will be announced to the faculty, staff and Board. This nomination process will be used annually or as needed.

Qualifications

- a. Demonstrated leadership ability, collegueship, and ability to perceive the needs of the whole school.
- b. Willingness to lead, initiate, follow through and work towards team development.
- c. Demonstrated ability to listen to and consider criticism/feedback/concerns.
- d. Demonstrated success in the classroom.
- e. Practicing self-development and a willingness to grow.
- f. Support the mission of the school and its philosophical foundations.
- g. Enthusiasm for the work.

Decision Making and Responsibilities

- a. The Leadership Team will have the final responsibility for decision-making on behalf of the faculty. The LT will problem solve through careful inquiry, not advocacy.
- b. On a day-to-day basis, the LT will work in a collaborative manner, ultimately speaking as one voice, encouraging committees to handle routine decisions according to school policies.
- c. The LT will consult with the AC, particularly on long-term pedagogical policy and pedagogical issues affecting the whole school.
- d. The LT is responsible for an annual review of the membership, mandates and performance of each mandated committee. Any changes in the mandates must be approved by the Board and the Leadership Team.
- e. The LT is responsible for the establishment and implementation of assessment programs.
- f. The LT is responsible for making sure that appropriate and timely action is taken to address issues identified through any assessment or evaluation, including school accreditation reports, and committee reviews. Timetables and deadlines will be established by the LT.
- g. The LT will delegate issues requiring study, inquiry, or action to the appropriate committee and provide oversight to insure that necessary actions are carried out in a timely manner.
- h. The LT will insure that clear and transparent accountabilities are created and implemented for all faculty and staff, with regard to behavior and effectiveness.
- i. The LT will establish a process for faculty/staff grievance resolution.

- j. The LT will see that curriculum and /or other educational programs and initiatives are created, managed, and delivered effectively.
- k. The LT will inform the Board of Trustees in a timely manner of critical issues affecting the school and school community, especially in cases where legal action is likely, by or against, the school. The Board may require or direct the LT to take specific action or it may need to exercise its legal authority in these situations.

Process and Procedures

- a. The LT will participate in ongoing study.
- b. While the Leadership Team is vested with the authority to make decisions on behalf of the school, Highland Hall is best served when the Leadership Team fosters collaboration and collegiality by delegating decision-making authority and/or acting on the recommendations of the appropriate committee or other working group.
- c. The LT will meet at least 3 times weekly for a minimum of 4-6 hours a week.
- d. To insure clear communication, the LT will meet monthly with the Board President, the PA President, and the AC link. The LT will report to the faculty at all whole school meetings.
- e. The LT will, through the process of delegation, draw upon the many resources living within the community. If the need arises for a specific ability or expertise, the LT may call upon members of the AC or the faculty to temporarily serve on the LT to resolve a specific issue.
- f. The AD will not participate in decisions on issues that are clearly and only of pedagogical nature. Those decisions will be identified by other members of the LT.
- g. All requests for AC support will come through the LT to insure that the issue is being addressed by the appropriate group/committee within the school.
- h. The LT members must commit themselves to the highest ethical standards in assessing areas of potential conflicts of interest. The LT will assist one another in recognizing where either perceived or actual conflicts of interest exist. That/those person/persons will recuse themselves from the decision and will supply information only as needed. In the event that several members need to be recused from a particular issue, the LT may call upon members of the AC or faculty to temporarily serve on the LT to help in this specific situation.

Evaluation

- a. The LT will conduct an annual self-review, and the results will be shared with the faculty, staff, and Board.
- b. The LT will, with the AC, participate in an annual review of the governance work, including feedback and recommendations from the faculty, staff, and Board in order to evaluate effectiveness and responsiveness of the governance form. The results will be shared with the faculty, staff, and Board.

ADVISORY COUNCIL JOB DESCRIPTION

The Advisory Council is a group composed of teachers and staff dedicated to Highland Hall Waldorf School and the philosophy that lies behind Waldorf education. The Advisory Council is responsible for leadership in pedagogically related areas of the school as well as for developing a consciousness for the being of the school. The Advisory Council supports and advises the Leadership Team by considering issues related to pedagogy and the future direction of Highland Hall. By so doing, the Advisory Council strives to perceive the needs of the school and can initiate proposals to meet those needs.

1. Membership:

- a. The Advisory Council shall be composed of a minimum of seven faculty and staff members.
- b. The Leadership Team is responsible for holding elections for Advisory Council membership.
 - The entire faculty/staff votes for candidates for the Advisory Council.
 - The Leadership Team processes the election and announces new members.
 - If a seat on the Advisory Council is vacated it may be filled by the Leadership Team until the next complete election process is held.
 - A re-election of the Advisory Council may be held in any year if a majority of Advisory Council and Leadership Team members find a need for it, but will definitely be held at least every third year.
- c. If an Advisory Council member is unable to maintain the commitment of the weekly meetings they may be asked to take a leave for an agreed upon defined length of time or they may be replaced.

2. Qualifications:

- a. Commitment to Waldorf education and its philosophical foundations.
- b. Demonstrated success in the classroom/administrative function.
- c. Willingness to advise through insight.
- d. Willingness to serve.
- e. Intention to remain at Highland Hall for the next few years.
- f. Demonstrated skill in planning, prioritizing, and follow through, collegueship and an ability to perceive the needs of the whole school.
- g. Commitment to attend the weekly meetings that are essential to the health of the Advisory Council as an effective group.

3. Responsibilities

- a. Study pedagogical and esoteric materials that form the philosophical and practical basis to ensure that the pedagogy is based on an understanding of anthroposophy.
- b. Support faculty in their pedagogical and meditative work by holding responsibility for planning the Back to School Conference and the whole school meetings.
- c. Through close work with faculty/departments, the Advisory Council will review pedagogical programs, assess their effectiveness and make oral/written recommendations for improvement to the Leadership Team.
- d. Consider pedagogical questions and issues.
 - Seek input from teachers' pedagogical experience in order to reflect an awareness of the whole school.
 - Collaborate with teachers in order to meet the ever-changing pedagogical needs of the students.
- e. The Advisory Council holds the nomination/membership process for the Leadership Team.
 - The nominations for open seats will be made by the faculty and staff based on qualifications listed in the Leadership Team Job Description. The Advisory Council will create a "slate" of candidates willing to serve on the Leadership Team. The new Leadership Team will be announced to the faculty, staff and Board.
 - This nomination process will be used annually or as needed.

f. The Advisory Council will advise and/or support the Leadership Team in order to help facilitate the effective operation and growth of the school in the following ways as requested by the Leadership Team:

- Keep the Leadership Team informed of their processes and progress and hear from the Leadership Team as well.
- Participate in conversations relating to strategic plans, development plans and capital projects, especially in relation to pedagogical concerns.
- Make recommendations regarding general school policies.
- Give advice to keep a balance between the cultural and rights spheres of the school.
- Communicate promptly with the Leadership Team when a possible legal issue arises.
- Participate in conversations leading to confirmation of key hiring decisions.
- Consider financial matters that have a pedagogical aspect.
- The Advisory Council will be available to advise/support faculty.

4. Process and Procedures

- a. Will meet for a minimum of two hours weekly.
- b. Will meet weekly on Thursday afternoons with the Leadership Team.
- c. Will consider the needs of the school in scheduling meetings during the summer.
- d. Will have an agenda collector, a minute taker, a facilitator and a chair who will be a point person to the Leadership Team.
- e. Will periodically report on its activities to the entire faculty.
- f. May delegate tasks to various members of the group.

5. Evaluation

- a. In coordination with the Leadership Team, the Advisory Council will conduct an annual self-review, and the results will be shared with the faculty, staff, and Board.
- b. The Advisory Council with the Leadership Team will participate in an annual review of the governance work, including feedback and recommendations from the faculty, staff, and Board in order to evaluate effectiveness and responsiveness of the governance form. The results will be shared with the faculty, staff, and Board.
- c. The Leadership Team will insure that necessary actions are carried out in a timely manner.

JOB DESCRIPTION – CLASS TEACHER

POSITION SUMMARY:

The Class Teacher works out of the principles of Waldorf education and anthroposophy to support the children in their class. The class teacher is responsible for all main lesson subjects and other supplementary academic and artistic classes. In general, a class teacher is a "third parent" to the individual children and the highest authority in the school for the children in her/his class.

ESSENTIAL ROLE:

Plans and implements all curriculum activities for their class. Plans and implements observance of all festival celebrations during the year.

Submits Main Lesson schedule for the year to the Leadership Team one week prior to the start of the school year.

Interviews and accepts new members of the class and dismisses children from the class (with the advice of the lower school and support of other class teachers.)

Works with specialty teachers of his/her class. In the event an assistant is provided, meets regularly with the assistant and directs and supervises all of the work of the assistant.

Supports the Human Resource Director by collaborating with colleagues in the lower school to coordinate visitation and practice teaching for prospective teaching candidates.

Places supply orders according to the timeline announced.

Assesses classroom needs for the following year, i.e. desks, chairs, curtains, painting, etc.

Follows all policies as stated in the Teacher Expectations document and the Employee and Parent Handbooks.

EDUCATION AND RELEVANT WORK EXPERIENCE:

B.A. or B.S.

Waldorf Training Certificate

PHYSICAL REQUIREMENTS:

Mobility to meet the needs of the children

JOB DESCRIPTION - EARLY CHILDHOOD LEAD TEACHER

POSITION SUMMARY:

The early childhood lead teacher works out of principles of Waldorf education and anthroposophy to support the unfolding consciousness of the children. The teacher endeavors to create a harmonious and nurturing environment giving attention to aesthetics and safety in the classroom and yard. The teachers strives in thought, word and deed to be worthy of imitation by the children.

ESSENTIAL ROLE:

- Plans and implements all curriculum activities including morning circle, storytelling, snack preparation, painting, crafts, gardening and walks. Plans and implements all seasonal activities, including birthday and festival celebrations
- Plans for adequate supervision of outdoor play, ensuring the safety of the children
- Directs and supervises the work of the morning assistant and nap/aftercare teacher and meets regularly with assistant to discuss the class or specific children
- Writes an observation/report for each child transitioning from kindergarten to first grade. Determines readiness of transitions from nursery to kindergarten and kindergarten to first grade. May work in conjunction with other lead teachers to make these determinations
- Conducts interviews of prospective families and makes home visits to new families
- Completes a regular evaluation of assistant and nap teacher each school year
- Acquires materials and supplies for the classroom as needed, working with the ECC budget
- Participates in Open Houses, parent education, orientations, and other marketing and outreach commitments as needed
- Follows all policies as stated in the Teacher Expectations document and the Employee and Parent Handbooks

KNOWLEDGE, SKILLS AND ABILITIES:

- Evident warmth and love of working with young children and a commitment to Waldorf pedagogy
- Support of the school and the ability to articulate it's mission effectively
- Ability to communicate clearly with colleagues and parents

EDUCATION:

- Bachelor's Degree, or equivalent experience in education, child development or related fields.
- Waldorf Teaching Certificate – and prior teaching experience in a Waldorf setting
- State required 12 ECE units, knowledge of Title 22 and Social Service regulations

PHYSICAL REQUIREMENTS:

- Medical clearance to ascertain health, vitality, strength, and energy sufficient to meet the needs of the children and the curriculum. This includes but is not limited to the activities of gardening, up and down movement at ring time, sitting on the floor, bending, reaching, walks with the children, and lifting items such as nap cots and chairs.

JOB DESCRIPTIONS - SPECIAL SUBJECT TEACHERS

Under Revision

The special subject teachers help make possible the wonderful variety and richness of the Waldorf school curriculum. Most special subject teachers have lessons in a particular class only twice or three times a week; the relationship with a class is therefore sometimes slower building than is the case with the class teacher.

Special-subject teachers need to visit at least one main lesson and attend at least one parent evening a year for each class they teach. Going on a class trip is another way to build a closer relationship with the students.

It is also a good course to follow that the class teachers advise each of the special subject teachers about their main lesson work and that the special subject teachers outline their goals for the year and report on their progress towards these goals with the class teacher.

For the benefit of the students and for the further education of subject teachers, the school has made the following recommendations:

-- In order to better serve the students, it is strongly recommended that subject teachers participate in meetings with class teachers for the grades they teach at scheduled in-service days or other days to be announced. Such meetings help subject and class teachers/sponsors develop a picture of both the students individually and the class as a whole.

-- It is strongly recommended that subject teachers visit at least one main lesson per year for each grade they teach, to be arranged in advance with the class teacher. Such visits can give subject teachers new insights into the students.

-- It is strongly recommended that subject teachers attend class meetings for the grades they teach, to be arranged in advance with the class teacher. At such meetings, the teachers can share their curriculum and objectives with the parents.

JOB DESCRIPTION – HIGH SCHOOL SPONSOR

Under Revision

A. Responsibilities to students:

1. To oversee the social course of the class and counsel individual students in the class as needed.
2. To lead weekly guidance/council class.
- * 3. To supervise and interact with the class during each recess and lunch period.
4. To interview and accept new students according to our admissions procedure, keeping in mind that each class can carry about two slow/difficult students.
5. To take serious complaints from students to the appropriate setting.
- * 6. To organize class trips and other special events (with help from class parents).
7. To organize and oversee graduate cleanup in the 11th Grade.
8. To organize graduation in the 12th grade.
9. To cook a turkey for Thanksgiving.
10. To monitor foreign exchange students.

B. Responsibilities to colleagues and the school:

1. To initiate faculty child studies of students in the class as needed
2. To help make final decisions regarding expulsion of students after discussion at a regular high school faculty meeting.
3. To participate in exit interviews for students expelled from the class, with parents and another colleague present.
4. To work with the class to keep its designated area of the high school campus free of trash.

C. Responsibilities to parents:

1. To organize a minimum of two class meetings per year to help involve parents in the Waldorf educational process.
- * 2. To recommend drug counseling, psychological counseling, etc., if needed.
3. To take serious complaints from parents to the appropriate meeting.

* May be delegated

All High School teachers

All high school teachers are required to write a curriculum outline, including sources, for their classes. These should include the aims and goals for the class, and be turned in to the high school secretary at the beginning of the year or course. At the end of the course, teachers should turn in an outline of what was covered. This need not be as definitive as the curriculum outline, and may be in paragraph form. The later is kept on file for the school; the curriculum outline is required for accreditation purposes.

High School main lessons

Teachers need to have regular book checks, which are part of the final grade. If a student is behind in work, a notice should be sent home and the sponsor notified. At the end of a block, books are corrected and comments made. These comments should include both compliments and criticisms, so that the student has a clear idea of how he/she has done. Main lesson books, to be of value to the students as part of the learning process, should be returned to the students one week after the end of the block. All main lesson work needs to be completed within the block time period, for extensions have a negative impact on other classes.

High School Discipline

Each teacher is expected to be the authority in his/her particular class. It is important that the standards you expect for work and conduct be clearly stated to the students and that you be consistent and impartial. Teachers should discourage students' criticism of others, especially teachers. Teachers may send students out; these students must report to the high school coordinator.

Don't send children into the office for discipline reasons. The office staff are not equipped to deal with them. Sometimes it may be necessary to have one child sit on the bench in front of the office. Having more than one child sit there is no longer a form of discipline, but is rather a party.

TEACHER EXPECTATIONS

All Teachers

1. Follow all policies as stated in the Employee Handbook.
2. Participate in regular peer visits and periodic outside evaluations as directed by the school.
3. In coordination with the Professional Development Committee, continue their professional development, particularly Waldorf-based training, by attending major classes and/or conferences appropriate to their subject areas at least once every two years. For Part-time employees as deemed appropriate by the Professional Development Committee.
4. Complete and submit curriculums and student reports on time. Teachers should not consider their school year completed until all reports have been submitted, proofread and signed (as appropriate), according to the timelines announced by the school.
5. After the first year, all full time teachers will be assigned to a committee at the discretion of the Leadership Team.
6. Perform yard duty and substitution as assigned by the school.
7. Attend faculty meetings: whole school, early childhood, lower school, or high school. All teachers are responsible for knowing what information was shared and what decisions were made at each meeting. For part-time faculty, meeting attendance is determined by the specific department.
8. Complete all accreditation related assigned tasks according to the established timeline.
9. Make every attempt to avoid absences from the classroom. If such an absence is unavoidable, due to illness or emergency, contact the substitute coordinator the night before the expected absence or before 7 a.m. on the day of the absence.
10. Ensure students adhere to the Student Standards of Behavior and the Major School Rules.
11. Attend training sessions in CPR, First Aid, and Emergency Preparedness, when requested to do so, and as offered by the school.
12. Attend any meetings set during the first week after school is out in June, the annual back-to-school conference in August as well as the first whole school meeting held just before the school year begins and any other meetings called at this time by the early childhood center, lower school, or high school.

ECC lead teachers, class teachers, and sponsors

1. Are present on campus throughout their scheduled school day. If there is a need to leave campus temporarily, informs the Receptionist or HS Coordinator of their whereabouts and contact information.
2. Has regular class meetings (suggested at five per year) to introduce parents to subject teachers, curriculum aspects, and child development topics appropriate to each grade.
3. Has parent conferences with each family at least once a year. If there is a particular problem with a child, the parents need to be informed in a timely manner and the teacher documents the major content of the conversation.
4. Coordinate back-to-school parties for their classes with the help of room representatives, with whom they should have regular communication throughout the year about class meetings, parties, trips, fairs, etc.

5. Class Teachers submit their Main Lesson schedule for the year to the Leadership Team one week prior to the start of the school year. The LT understands this schedule may change during the school year.
6. Leave their room neat and orderly at the end of the school year and prepares their rooms during the summer for the coming school year. This preparation may include coordinating painting, having curtains made, etc.

Subject Teachers

1. Participate in meetings with class teachers for the grades they teach at scheduled in-service days or other days to be announced.
2. Visit at least one main lesson per year for each grade they teach, to be arranged in advance with the class teacher.
3. Attend class meetings for the grades they teach, to be arranged in advance with the class teacher.

I have received, read and understand the school's expectations of the teacher. I understand that this is not a contract and does not change my at-will employment status.

SIGNATURE

DATE

STUDENT INJURIES

Minor injuries can be attended to in the classroom by using the first aid box on the wall by the back door. Sick children who need to rest in the sick room for a while, or need to go home should be sent to the office with a note from the teacher or brought to the office by the teacher or another student with an explanation of what is wrong. If a child simply needs to rest for a while, send a note or give an explanation of how long the child should remain in the sick room (generally, no more than a class period).

The office does not stock aspirin, Tylenol or other pain relievers; only medications provided in advance by the parents will be administered.

The first bell of the day rings at 7:55 and high school classes begin at 8:00. For the lower school, the first bell rings at 8:10 and class begins at 8:15. **Main lesson teachers should arrive at school with enough time to gather materials or make copies before the first bell rings, and should be in the classroom before the second bell rings.** Special-subject teachers should plan to begin class when the second bell for their class rings. If you are going to be delayed, call the office as soon as possible so arrangements can be made to cover the class until you arrive.

DRESS CODE FOR TEACHERS

Teachers are asked to dress in a professional manner, one which allow teachers ease of movement on the yard and in classes while presenting a look which is neat and well cared for. Teachers should be aware of the example they are setting for their students and the image they project to parents and visitors. Loud, garish clothes which call attention to themselves are not appropriate. Hats may be worn in the sun, but must be removed in the classroom. The following guidelines may help those in doubt:

For the Ladies:

Teachers often find that loose, flowing skirts or dresses allow for easy movement in a variety of activities on the yard and in the classroom. Slacks are acceptable, although jeans should be saved for days when gardening, field trips or other outside activity make them an appropriate choice. Shorts are generally appropriate only for those teaching gym or games. Shoes should be flat and comfortable; heels make supervision of the yard quite difficult. Blouses or shirts should not have spaghetti straps; a small cap sleeve or longer is preferable to barer looks. Excessively tight clothing or short skirts are not appropriate. Hair should be clean, trimmed and neat.

For the Gentlemen:

Male teachers generally dress in slacks and a shirt. Some teachers enjoy an oxford shirt and tie, however a short sleeved shirt, either button front or three-button style is acceptable. T shirts should be reserved for sports and gym classes. Khakis or other casual slacks are preferred; jeans should be reserved for days when gardening, field trips or other outside activity make them an appropriate choice. Shorts are generally appropriate only for those teaching gym or games. Hair should be clean, trimmed and neat.

COMMUNICATION WITH PARENTS

While it may seem obvious that the main purpose of a school is to educate children, we must all be aware of the great need to be in close touch with the parents of those children. Parental understanding and support are essential to the proper education of the children: if they don't know what we're doing and why, parents will not be as able or as willing to provide the right environment at home. And parents need to know in a timely fashion if their children are having problems at school. One complaint from parents is that all year long they never heard anything from anyone, but the end-of-year report they received in June or July has numerous references to intolerable behavior.

There are several ways in which we can keep the lines of communication open.

1. Parent evenings: Each class teacher should hold at least three parent evenings per year. This gives you an opportunity to present the curriculum for the year, have your special subject teachers talk about what they are trying to accomplish, discuss the state of the class, plan excursions and events, educate the parents about Waldorf education and -- perhaps most important of all -- listen to the concerns of the parents in your class. They need to not only feel heard, but be heard.

New class teachers should invite their mentor/advisor or another class teacher to their parent evenings until they feel they can handle alone any questions or concerns that may be brought up at the meetings.

2. Parent-Teacher Conferences: Traditionally, every class teacher meets with every parent in the class at least once a year, ideally between Christmas vacation and the February conference week. This gives you a chance to discuss in detail each individual child, being as clear and loving as possible. There needs to be a reasonable time limit set, because it is easy to talk for hours.

If there is a particular problem with a child, the parents need to be told about it as soon as possible, in a loving but clear manner. A phone call may be all that's needed, or you may have to have a conference with them. *Special subject teachers should be as prompt to communicate with the parents as the class teacher.*

Document the major content of any conversations and meetings and put them into the child's file.

STUDENT DISMISSAL POLICY

For Class Teachers, Early Childhood Lead Teachers and Sponsors

The Leadership Team has taken what is written in the enrollment contract and created the following policy with the intention of creating partnership with teachers and limiting exposure to difficulties with families for the school. In order to protect all involved in such situations, class teachers, sponsors and early childhood lead teachers will inform the Leadership Team when difficulties first arise with a family which could potentially result in dismissal or failure to agree to a family's intent to re-enroll a student for the following year.

In addition, The Board of Trustees has written a policy stating that the Leadership Team shall not fail to have a clearly defined, documented process and policy for expelling a student and/or family and shall ensure that said policy is made available to the whole community. Furthermore, a student shall not be expelled during the period beginning immediately after spring break and ending with the end of that school year in June without the approval of the Board.

This policy is for internal use only and is intended for the guidance of Highland Hall personnel. The policy is not part of the Enrollment Agreement (contract) and it does not modify Highland Hall's right to determine, in its sole discretion, the reasons for dismissal and the procedures to be followed.

The following policy has been added to the Parent Handbook:

Student Dismissal

It is always difficult when Highland Hall must ask a student/family to leave the school. It is clear when the action resulting in the dismissal is egregious (e.g., violating drug policy). However, it is sometimes confusing to parents when this decision is based on other reasons that individually may not appear to warrant dismissal. Should dismissal be necessary, it is preferable for it to occur at the end of a term or the end of the year, however, dismissal can occur at any time if it is determined by the school to be the best course of action.

As stated in your Enrollment Agreement the School retains the right to determine whether or not any student's continued enrollment is in the best interest of the student, class or the School. The School cannot anticipate or list all the possible reasons why it may be necessary to terminate enrollment, but include behavioral problems, academic deficiencies and disruption by the Student, the Student's parents or guardians or others. The School retains the exclusive right and has the sole discretion to determine what procedures to follow and to decide what reasons justify termination of enrollment or any other discipline. The School may, therefore, terminate enrollment at any time for any reason.

Parents may appeal a dismissal decision to the Leadership Team.

Revised 8/8/08 by the Leadership Team and the Board of Trustees

SUBSTITUTION

Absence due to conference, class trip, or field trip:

When you know you will be out for one of the above reasons, arrange for your own substitution as much as possible and then give all of the information to the Substitution Coordinator no later than the Friday before your planned absence. You need to inform the coordinator of ALL planned absences by the Friday before. Even if your class is with you, your yard duties will need coverage and the coordinator will need to know you are not available to substitute for another colleague.

Fulfilling your obligation to substitute:

All full-time salaried teachers are responsible to be available for substituting each week. When you arrive at school each day, and throughout the day, please check the substitution white board near the receptionist desk throughout the day to see if you will be needed for mid-day substitution. If your name appears on the board, you are needed to substitute that day, even if the coordinator was not able to previously notify you by phone. The coordinator makes every attempt to notify substitutes before the school day but sometimes this is not possible. It is therefore important to **check the substitute board every day.**

The substitute coordinator makes every effort to distribute the substituting work evenly. You are required to keep your substitution times open every week. Do not schedule personal or professional appointments during these times. If you schedule an appointment during these times, you will be expected to cancel the appointment if you are needed to substitute a class. It is recommended that faculty members remain on campus during their substitution times. If you must leave campus, please check the substitution board prior to leaving in case of last-minute changes.

PROFESSIONAL DEVELOPMENT AND OVERSIGHT

The purpose of the following self-evaluations, visits, etc., is to help each one of us continue our professional development as teachers and colleagues in the school.

Self-evaluation Each year, as part of the Collegial Observation process, all teachers are asked to fill out a self-evaluation form and discuss their answers with another colleague.

Visits -- All special subject teachers must visit at least one main lesson for each class they teach. This will help the teachers gain a greater understanding of the children they are teaching. During the school year, visits between teachers will be scheduled by the personnel committee.

Reviews -- Every teacher must be willing to participate in a review process, called Collegial Observation. This includes a written self evaluation and openness to being visited by an experienced teacher who may have recommendations that can help make the teacher more effective, or just as likely will have commendations for the good work you are doing. The reviewing teacher will discuss his/her comments with you. This process is intended to keep our teaching and collegial relationships as professional as possible.

However, work in the classroom is just a part of each teacher's responsibility. Also available for consideration in this process is a review of the teacher's collegial relations, parent-teacher relations and continuing development as a teacher.

Professional Development -- Teaching at Highland Hall is done within the philosophy, purpose, and curriculum of Waldorf education. Teachers support this philosophy and curriculum by participating in the school's in-service teacher training, by taking classes offered by the Waldorf Institute of Southern California, and/or by attending Waldorf teachers' conferences and seminars. This training is for the purpose of strengthening teachers' knowledge of and expertise in Waldorf philosophy, purpose and curriculum. The school makes funds available for teacher development by paying for courses and conferences around the world or by providing funds for mentors and master teachers to visit and advise. Teachers must be willing to attend conferences, take classes, and/or be visited by mentors, if and when the school believes it would be useful or necessary.

YEAR-END REPORTS - Lower School

All **class teachers and special-subject teachers write reports** on the children in their classes at least once a year, (middle school classes may be twice a year) usually near the end of the school year. The reports should contain a summary of the curriculum covered for that timeframe (from the special-subject teachers as well as the class teacher), a characterization of the child (from the class teacher), and an imaginative, lively and clear description of the child's behavior and accomplishments. Teachers who are new to the school may see the Registrar to review reports from previous years (current teachers may do this as well). (See further below for suggested areas to cover in a lower school report.) Please remember that disciplinary problems should be communicated to the parents throughout the year and not introduced to the parent for the first time in a report. Requests for summer work such as tutoring should be written and sent home in the spring to allow parents ample time to make necessary arrangements to fulfill the request.

We do not give grades in the lower school, but we need to be very observant and know where each child is in relation to the class and to some concept of grade level. This is especially necessary in the upper grades: the parents need to know if their child will be acceptable to our high school, and those who will attend other schools should be prepared to enter with some idea of their likelihood for success or failure.

Some time around spring break, the Registrar will announce a schedule of due dates for specialty-teacher and class teacher reports. The Schedule of Due Dates is created with an overview of the entire process in mind and to allow sufficient time for the necessary review process and changes that need to be made—please be mindful to be on-time, late reports create myriad challenges. **New teachers:** 1) Please be careful not to underestimate the amount of time writing reports will take, 2) If you are typing your reports, give the Registrar your email address so you can receive a reports template for your class(es) in the lower school. The Registrar emails out templates to use for creating student reports. Specialty teacher reports are first typed, (some teachers may choose to handwrite their reports—please see the Registrar for a hard-copy template or class list), proofread and spell checked. Then they are submitted to a designated reader. After any noted changes are made they are then given to the class teacher who will review them and return them to the specialty teacher for any changes or clarifications. Once all changes are made, the reports are then turned in to the Registrar, both in hardcopy and email (if typed). If you know that writing is not your strength, be sure to have someone else read through what you've written.

The reports should be correctly spelled and well written. Class teacher reports should be typed, edited and reviewed by another class teacher prior to being submitted to the registrar. Each class teacher will sign a cover letter (for every report). Please keep in mind that just as the content of the report communicates something to the parents, so does the way it's written.

Reports for students who leave before the end of the year: Any student who has spent any time at Highland Hall should receive a report within two weeks of leaving the school. If the student leaves early in the year, a progress report may be all that is possible. All the student's teachers are responsible for writing reports. Students who begin the school year in September and withdraw at or after winter break are included in the list of students who receive a Year-End Report.

If you have questions regarding this process or of what is expected of you, please speak with the Registrar.

YARD DUTIES

A very important part of your teaching assignment is yard duty. If you will be absent from your yard duty, please **remember to arrange substitution coverage** for all of your affected yard duties, just like you would for your teaching duties.

- a) **Do not allow children onto the yard if there is no teacher to supervise them.** Please go to your yard duty post on time and without being reminded to do so. Yard duty assignments should be posted near the back door of each lower school classroom. Yard duty begins for specialty teachers exactly at 10:15am, 12:20pm, 1:05pm, 2:30pm.
- b) Please **don't pass by an unattended yard.** Send to the office for "volunteers" from the faculty room or elsewhere in the building. If you notice that not all the teachers assigned to a specific yard are there, check one of the schedules at the back door of a classroom and, if possible, send a child to the office requesting that that person come to the yard. If you notice that someone has missed his or her yard duty, check on the schedule and give that teacher a gentle reminder.
- c) While patrolling a yard, move around. The children should not be playing on the sidewalk surrounding the center court, or on the courtyard itself. Children should not use the bathrooms as part of their play area; walk past them and check regularly. Especially in the older children's bathrooms, vandalism occurs, and sometimes older students have used the bathroom as a smoking room.
- d) If you need to leave your post on the yard momentarily, please inform at least one other teacher on duty that you need to leave for a few minutes. Keep circulating on your yard and avoid becoming so involved in conversations with colleagues that you cannot be observant. Try to be a fair but firm arbiter of disputes. If a child is rude or disrespectful, have him take some time out, and inform the class teacher. If the problem is ongoing, a conference with the class teacher and the child may be necessary.
- e) Try to learn the names of the children on your yard.
- f) A yard supervisor can set a good example for the children by picking up litter on the yard.
- g) On **rainy days**, students are permitted outside on paved areas only. If it is raining at the time, students are permitted outside under the overhangs. No students should be outside on a rainy day without adequate rain gear, which means boots, raincoat and umbrella/hat. **Yard teachers at recess and lunch should circulate among the classes to give the class teachers a break.** On rainy days the bathrooms still need to be checked regularly.
- h) Wet Yards: on days when the ground is wet in the little yard, the first teacher on duty will decide whether or not it is too wet and muddy for use. If it is too wet, the yard will be off limits. The children will play on the structure behind the 3rd grade, the paved area between 3rd and 4th grades, and the sand area in the big yard extending to and including the large play structure.

High School Parking Lot

The parking lot is off limits to students during the school day, except by written permission. This area needs to be watched periodically during the school day, especially during break and lunchtime.

YARD RULES
(Lower School Yards)

- a) A teacher may suspend any activity that seems to be becoming dangerous.
- b) Before school all students are restricted to the big yard.
- c) Students may go to the drinking fountain and bathroom without permission. Permission from a teacher is necessary for students to leave the yard for any other reason.
- d) Grades 1 through 3 may only use the bathrooms next to room one. No high school students may use these bathrooms during lower school recess.
- e) If use of the big yard during recess becomes a conflict because of limited space, the following rules will be enforced. No game may use more than 1/3 of the large field behind rooms 4-8.
- f) No soccer is ever permitted for children in first through third grades, or before school for all grades.
- g) No Baseball is permitted on the little yard.
- h) Children may not play on the center courtyard including the walkways without teacher permission and supervision. This area includes the tree areas on the east and west ends of the courtyard. An exception is that children in grades 1-3 may play in the area under the trees between rooms 3 and 4; however, they may not climb the trees there.
- i) Running on the walkways is not permitted.
- j) The office phone is for emergency use only, not to arrange play dates after school. Students should have the permission of a yard teacher to come to the office to use the phone.
- k) Swing rules: One child per swing, but "butterflies" are allowed. No swinging sideways or twisting if someone is using the adjacent swing. No linking of legs while swinging, or of arms or hands while swinging high.
- l) Seesaw rules: No jumping off or standing. Grades 1-3 must have supervision if more than 2 students are using a seesaw. No more than 4 children may use the seesaw at a time. No large objects, such as chairs, may be placed on the seesaw.
- m) Slide rules: No use of the slide in a way that might endanger anyone; no climbing up the slide bed if someone is coming down. No chairs or large objects may be placed on the slide.
- n) No throwing rocks, sticks, or other inappropriate objects.
- o) Trees without a proper 'fall zone' may not be climbed.
- p) If your yard duty is on one of the game fields or on the black top, make sure you are supervising and even refereeing) and not playing. Fun is fun, but then supervision is supervision.
- q) Drugs of any kind (other than prescribed medications) and weapons are not allowed on campus.
- r) Other items that do not belong on campus are portable radios, tape recorders/players, portable TV's, walkie-talkies, electronic games, among others. If you're not sure about something, ask one of the experienced teachers. When these items are brought, they should be confiscated until the end of the day and the student should be reminded of the rule. If the items are brought again, the parent should be contacted.
- s) Children may not throw anything over the fence.
- t) No headbutting or full tackling is allowed.

Universal Precautions for Infection Control

All employees of Highland Hall are required to observe universal precautions for infection control. The purpose of these precautions is to improve the quality of life through better health by developing and implementing strategies in the prevention of disease including hepatitis, HIV and AIDS.

Why Do We Use Universal Precaution?

Germs that are separated through blood and body fluids can come at any time from any person. Employees may not know if someone is infected with a bacteria or virus such as hepatitis or HIV; the infected person may not even know. For this reason the body fluids of all persons should be considered potentially hazardous. General body fluids include blood, drainage from cuts, scabs and skin lesions, urine, feces, vomit, nasal discharge and saliva. HIV related body fluids are blood, semen, vaginal secretions and breast milk.

Vaccination Availability

Highland Hall offers the Hepatitis B vaccination at no cost to the employee. Employees may elect to begin the series of vaccinations either within ten days of employment or within 24 hours after a potential blood exposure. Hepatitis B Vaccinations is a series of shots that must be given on a specific schedule.

Mandatory Practices

The Occupational Safety and Health Administration (OSHA) requires all employees who might come into contact with blood and other bodily fluids (such as stool, urine, vomit, draining wounds) to practice the following:

Hand washing must be done:

- After diapering or toileting children
- After handling bodily fluids of any kind,
- Before and after giving first aid (such as cleaning cuts, scratches or blood
- After taking off disposable gloves

Proper hand washing technique is to:

- Wet hands with warm, running water,
- Apply liquid soap and water,
- Wash hands using a circular motion ,
- Rinse and dry hands well, and
- Use a paper towel to turn off the water

Latex gloves must be worn by all people:

- When providing any first aid treatment such as cleaning cuts and scratches or bloody noses,
- When cleaning up any blood or bodily fluids which contain blood (such as vomit or feces which contain blood that is visible), and
- When diapering or toileting children

Latex gloves must be removed as following:

- With right hand, pinch palm of glove on left hand and pull left glove down off fingers.
- Form left glove into a ball and hold in fist of right hand.
- Insert two fingers of ungloved left hand inside rim of right glove on palm side; push glove inside out and down onto fingers and over balled left glove.
- Grasp gloves, which are now together and inside out with left hand and remove from right hand.
- Discard gloves in plastic bag with any used first aid materials and seal bag.
- Wash hands

When providing emergency first aid:

- Provide a barrier (latex gloves and plastic bags as described above)

- Clean the area being treated with hydrogen peroxide and
- Cover the areas being treated with bandages or paper towels

To clean up bodily fluids employees must:

- Wear latex gloves
- Use absorbent materials
- Dispose of the material in a plastic bag
- Clean the affected area with germicidal detergent or bleach solution
- Follow hand washing instructions

Supply locations:

Latex gloves, peroxide, cotton pads and bandages will be stored in the first aid kit on each classroom. It is the responsibility of the class teach/sponsor to obtain additional supplies from the school office as needed.

Bleach solution (1part bleach to 8parts water) will be available in the school first aid office. In addition each early childhood classroom will maintain a bottle of bleach solution. The receptionist and the early childhood teachers are responsible for maintaining a supply of fresh bleach solution. Students in the lower school and high school should be directed to the first aid office for care when emergency care is required at another location on campus the supervising teacher must send word to the office so the emergency procedure can be activated as needed and needed supplies brought to the accident location.

Plastic bags for disposal of water are available in the first aid office and in the early childhood center.

The soap in all restrooms is antibacterial soap.

CLASSROOM BEHAVIOR AND PROCEDURES

Classes should begin and end consciously, **and on time**. This means that the students stand quietly to greet the teacher at the beginning of the lesson: "Good morning, fifth grade." "Good morning, Mr. Smith." Only when the teacher asks the children to be seated should they sit down. **A class cannot begin well when the teacher is late.** If you anticipate difficulties because you have to carry different supplies to each class, plan ahead and put the supplies in the classroom during a free period earlier in the day, or have a student help you. It is not fair to the students or the teacher of the previous class to arrive late.

If a child is having difficulties, try to harness her energy by giving her special tasks that are helpful to you. Sometimes merely changing seats can solve a problem between students. Only after all else fails should a child who makes it impossible to continue the lessons be asked to sit quietly outside the classroom door until he or she is ready to rejoin the group with a better attitude, which should be shortly.

Remember that children, particularly the younger ones, are seldom trying to do the wrong thing. It is the teacher's responsibility to engage the students in the classroom activity in a loving manner.

If the problem is major, make an appointment with the child during the next recess or lunch or after school. Discuss the problem with the class teacher. It may also be necessary to speak directly with the parents about their child. Follow through. Be sure to remain calm, and **never touch a student when you're angry**. The best learning often comes from the dispassionate conversation which can take place later the same day. Remember that you tend to get what you expect. Expect a well-ordered, happy class. Generally, you'll be able to get it.

At the end of class, have the children put away their supplies and **clean up any messes** they've made during the period. Have them stand quietly to say good-bye. **Please make every effort to end your class on time**, with the children in good order for whatever teacher comes next. If your relief teacher doesn't arrive on time, wait a minute or two, then have the class line up outside the room.

Generally in the lower school our discipline problems are quite minor and involve students who talk too much or disrupt the class occasionally. These can usually be taken care of fairly easily by the teacher in the classroom, as described above.

If there is a situation where a student is constantly making it impossible to teach, is extremely aggressive to other students or is rude to teachers, and does not respond to the usual kinds of reminders, there are steps that should be taken.

1. If you are a special-subject teacher, inform the class teacher or sponsor.
2. Suspend the child and have him/her sent home for a time.
3. Notify the parents and call a parent-teacher conference. This alone may be enough. You may find out that some events in the home life are causing the behavior and you can work with the parents to solve the problem, if the parents are willing. If the parents themselves are hostile, it is probably time to have the child leave the school.

4. If the parents are cooperative and do everything they can to help, but still the student's behavior does not improve, the decision to keep the child or have him leave is more difficult. Most experienced teachers know that children who are very difficult at one stage can be wonderful later. The question is, how much damage is the child's behavior doing to other individual students, the class as a whole, and the teacher's disposition and health. The situation should be brought to the lower school meeting for advice and to the full faculty for a decision.

STUDENT TARDY & ATTENDANCE POLICIES

I.Tardy Policy

Tardiness to any class is disruptive to the lesson and to other students. It is expected that both parents and students will do whatever may be necessary to arrive at school on time every day.

Daily Process for Lower School

- The line-up bell rings at 8:05 am.
- **School begins at 8:10 am (we suggest arriving at 8:05).**
- If the classroom door is closed when you arrive, please see the Registrar in the front office for a tardy slip. Depending on the age of your student, and the class teachers' guidelines, you may be asked to remain with your child until he or she is admitted to the classroom.
- After 8:30 am you may be required to see the Administrative Director for a tardy slip.

High School

- First bell rings at 7:55 am
- Class begins at 8:00 am
- Please see High School Handbook for the High School Tardy Policy & Procedure

Excessive Tardiness

- After 10 tardies:
 - Parents will be notified by a letter from the Registrar.
 - A copy of the letter will be placed in the student's file.
 - A conference will be scheduled and take place with the student's parent(s) and members of the administration.
- After 15 tardies:
 - The student will be suspended from school for one day.
 - The suspension and the reason for it will be recorded in the student's file.
- After 20 tardies:
 - The student will be suspended from school for two consecutive days.
 - The suspension will again be noted in the student's file.
 - The student may be asked to leave the school.
 - His or her re-enrollment for the following year may be rescinded or refused.

The **ECC** opens at 8:00am. Teachers request that you have your children in school by 8:30am. It is difficult for the children to enter group play harmoniously when they arrive later than the other children.

II.Attendance Policy

1. Excessive Absences—Any student with **MORE THAN 10 ABSENCES** will have an **Attendance Review** by the class teacher and the administration. Depending on the circumstances behind their absences the parent and/or the student **may be subject to consequent actions**, which may include parent conferences, student “study hall” time, tutoring or make-up work. You will be notified in writing of any requirements. Parents need to send a **note of explanation to the Registrar** along with the student when he/she returns from an absence; the reason may be taken into consideration. More than five absences in a semester can put a student in a disadvantaged position in relation to the rest of the class.

- **5 or more per semester or 10 or more per year:** The class teacher may require that the student's parents arrange for private tutoring in any subjects in which the student has fallen behind.
- **If a student is significantly behind in any academic subject:** The class teacher may set up a probationary period in which a specified amount of progress must be made by the student in the affected subject(s). The terms of any such academic probation will be determined by the class teacher. If the student does not complete the probation program within the specified time, the teacher may recommend that the student not return the following year.

2. Importance of Attendance

Consistent attendance at school is of the utmost importance if our students are to receive all of the benefits available to them from a Waldorf education. Our students work with subject material that is presented by their teachers in a living way, as opposed to simply following a textbook. This principle of Waldorf education holds true for other subjects besides main lesson. For this reason, it is not possible for a student to make up everything that he or she misses due to an absence. Please make your child's consistent attendance a top priority throughout the school year.

If your child must stay home for the day please report the absence as follows:

- Nursery and Kindergarten, please call the class teacher
- Grades 1-8, please call the Registrar at **(818) 349-1394 (x 202)**
- High School, please call the High School Coordinator at **(818) 349-1394 (x201)**

3. Reasons for Absence

A child who has a fever or any contagious illness should stay home for the day. However, overtiredness from weekend activities or parties is not a valid reason for absence from school. All weekend activities and events need to be manageable for the child within the context of consistent attendance at school. Family trips should be scheduled during designated school vacations.

4. Readmission after an Absence

Please inform the Registrar if your child is staying home because of a communicable disease. Upon returning from an absence, the student is required to bring a note to his or her class teacher stating the reason for the absence. For the children's safety, you may be asked by the class teacher to provide a doctor's note when your child returns after a contagious illness.

5. Making up Work

It is the responsibility of the student and his or her parents to do whatever is possible to make up missed work. This may include obtaining any materials handed out during the student's absence, asking for guidance from the teacher, and at higher grade levels getting help from other students. Make-up work may be at home or at school during recess time.

6. Prolonged Absence Due to Illness

If a student must miss school for a prolonged period due to a serious illness or injury, the parent should contact the class teacher as soon as possible to discuss what work the student may do at home so as not to fall too far behind the class in academic work.

MAJOR SCHOOL RULES

In deciding to attend Highland Hall Waldorf School, students and parents agree to adhere to the following rules. The school assumes that students will follow both the letter and the spirit of these rules. Violation of any these rules will result in disciplinary action.

1. **Honesty** – Academic and personal honesty is essential for the preservation of trust in a community. Lying, cheating, and plagiarizing undermine that trust. It is also dishonest for a student to mislead by not telling the whole truth, not stating important, relevant information, and not making all reasonable efforts to clear up misunderstandings.
2. **Bullying and Harassment** – Any action deemed harmful, dangerous or disrespectful to others is unacceptable. If a teacher determines that bullying or harassment is occurring or has occurred, all students involved will be required to participate fully in steps for resolution to be determined by the teacher.
3. **Physical Violence** – Students involved in physical violence may be sent home immediately and/or suspended for the next day of classes.
4. **Involvement with Alcohol or Drugs** – No student may possess or consume alcoholic beverages or other drugs (non-prescribed or illegal) while under school jurisdiction, on or off campus. Possession or use of any such drugs or drug paraphernalia on campus or at any school function is grounds for expulsion.
5. **Smoking** – Students may not smoke or chew tobacco anywhere on the school grounds, including parking lots in front of the school or anywhere within sight of the school property. This rule will be strictly enforced. When smoking infractions occur, the student will be suspended for one day. When smoking infractions occur in a group, all parties present will be suspended for one day unless the responsible party/parties come forward. If a high school student violates the non-smoking policy when off-campus, the student's off-campus privilege will be suspended for one month. Any three infractions will result in expulsion.
6. **Vandalism and Theft** – Destruction of school property or the property of others, borrowing without permission, taking property of others, or keeping stolen property are examples of vandalism and theft and will result in disciplinary action appropriate to the violation.
7. **Possession of Knives, Firearms** – Knives, firearms, fireworks and other incendiary devices are forbidden. Their possession on campus constitutes grounds for expulsion.
8. **Cell Phones and Electronic Devices** –
 - a. Students may not use cell phones on campus. If a student brings a cell phone to school for use after leaving the campus for the day, the cell phone must be stored out of sight (such as in a backpack) with the ringer and the power turned off. Any cell phone use, including ringing or vibrating inside a backpack, will result in the phone being confiscated and returned at the end of the day or later, at the teacher's discretion. This rule applies during the entire school day, including before and after school care, as well as on field trips and class trips. Parents may contact their child in an emergency by calling the school office or, if after 3:30 p.m., by calling the number for after school care.

Exceptions: Cell phone use will be permitted to arrange for parents to pick up students 1) after off-campus sports events or 2) in the event of an unexpected early dismissal (high school only). Cell phones are permitted on the twelfth grade class trip.
 - b. Students' personal electronic devices such as headsets, CD / tape players, MP3s, iPods, DVDs, and electronic games are not allowed at school or in before or after school care.
 - c. The only exception to this rule is Friday lunch in the high school, if specified by the high school faculty.

continued on next page

9. **Skateboards** – Skateboards, roller blades, and roller shoes may not be used on campus. If used or if stored inappropriately, they may be confiscated and taken to the office.
10. **Inappropriate Materials** – Pornographic or other inappropriate materials are forbidden and will be confiscated.
11. **Fire Regulations** – Flammable materials such as matches, candles and incense may not be lighted by students in any building without the direct supervision of a teacher. Students may not carry cigarette lighters or matches to school. Students may not tamper with the fire equipment or alarms.
12. **Off-Campus Events** – All rules of appropriate conduct as well as major school rules apply to all off-campus school events including social events, games, field trips, and class trips.
13. **Persistent Violations** – Persistent neglect of assigned work, persistent willful insubordination, persistent violations of rules, or excessive truancy may result in probation, suspension or expulsion and will be reflected in the student's permanent record.
14. **Dress Policy** - Hats or other head coverings are recommended when playing outside in the intense Southern California sun. However, head coverings should be removed in the classroom.

All items worn or brought to school should be labeled with your child's name. Many unlabeled items of clothing and jewelry end up in the **Lost & Found**.

Lower School - These are guidelines that leave room for individual judgment and creativity. The major criterion is that clothing, jewelry, hair color, body piercing, etc., are not distracting to the individual wearing them or to other students in the class or the school, and do not interfere with learning.

Students **SHOULD NOT** wear the following:

- T-shirts with cartoon characters, or advertisements;
- Tops with straps so narrow or armholes so large that undergarments show;
- Midriff-baring shirts;
- Torn clothing (accidental or otherwise);
- Pants with crotches so low that movement is inhibited or restricted, or that allow undergarments to show;
- Short shorts or cutoffs;
- Beach shoes or thongs;
- Jewelry that inhibits movement or speech.

Students **SHOULD** wear the following:

- Clothing that helps encourage a learning atmosphere and conveys an orderly feeling;
 - Shoes that encourage healthy feet;
- Appropriate athletic shoes for games and gymnastics classes;
- A light wrap even on hot days due to the air conditioned rooms;
- Proper coats and rain gear for cold and rainy days; the students will not be allowed outside during rainy weather without proper footwear and an umbrella or a rainproof cover with a hood.

High School – Please see the High School Student/Parent Handbook.

STANDARDS OF BEHAVIOR

At Highland Hall Waldorf School, we strive to create an environment conducive to learning and personal growth for all students. We expect that students will maintain a level of conduct that demonstrates the core values of our community. These core values include honesty, personal integrity, respect for others and maintaining a learning environment. The essence of our expectations is embodied in the golden rule which inspires us to treat others as we would wish to be treated.

Basic guidelines for conduct:

1. Students will arrive at class on time, prepared and ready to learn, with all required materials, and homework, if assigned.
2. Students will be polite and respectful to teachers and staff, as well as to one another.
3. Students will cooperate and follow all instructions from teachers and staff.
4. Students will raise their hand and be called upon by the teacher to speak during a lesson, unless the teacher has given other guidelines for the class period.
5. All students are expected to contribute to keeping rooms neat and clean.
6. Students will remain in the classroom (or if outside, with the class) until the end of the period or until dismissed by the teacher.
7. Students will use the breaks provided between classes to use the bathrooms, so as not to disrupt others during class.
8. Students will handle all school materials and property with care.
9. Students may not:
 - a. Behave in a disruptive manner. Disruptive behavior is behavior which prevents the teacher from teaching and/or other students from learning.
 - b. Eat, drink, or chew gum during class time
 - c. Disturb other classes
 - d. Use obscene or anti-social language

Violations of the above basic guidelines for conduct may be handled by the teacher as follows:

- Remind the student of the appropriate conduct
- Move the student to another place
- Give the student a time out, an individual job or assignment, or extra homework
- Call the student's parents
- Send a note home
- Send the student out for the remainder of the class
- Have the student make up missed work at recess or after school
- Send the student home

Should these or similar interventions be insufficient to improve the student's behavior, the teacher may take further disciplinary actions, including suspension, parent conferences, student contract, probation, and expulsion.

CLASS TRIPS

All class and field trips must have a completed Field Trip Information form on file with the Receptionist at least 14 days prior to the trip. Once this form is submitted, the teacher will be given an "Off Campus Activity Permission, Waiver, and Release of Claims Form" for parents to sign, along with either the Bus Request Form or an Agreement for the Use of Vehicles Form.

Every class after grade 2 goes on at least one trip every year. Class trips are designed to be fun and educational and are up to one week in length. Besides planning, a major consideration is finding drivers, usually in the class parent body.

1. **It is essential that every driver obtain the insurance information form** from the receptionist, complete it and return it. This information will be required for every trip, even if a parent has already submitted it for a previous trip – their insurance information is not kept on file.

2. There should be a permission slip for every student, every trip.

3. Each class teacher or person in charge must bring along the "consent to treatment" forms for each student on the trip.

4. The teacher in charge should make sure that there are enough adults along to ensure the safety and well being of the students. It is suggested that at least one other teacher come on each trip, and not just parents (especially on overnights). Going on trips is a good way for special-subject teachers to get to know a class better in a more relaxed situation. Every effort will be made by the Leadership Team to accommodate this. Requests should be made to the Leadership Team at least three weeks in advance of the trip.

5. **All adults should feel equally responsible for the class.** Adults should behave in a manner that reflects well on the school and on themselves, and sets a good example for the students.

LOWER SCHOOL CLASS TRIPS (Camping and Day)

Camping and day trips are an integral part of the lower school experience. The students are in an experiential setting with different challenges, social, psychological, and physical. In keeping with the Class Teachers' interest in providing an optimal learning situation, the number of chaperones is held to a minimum, particularly after the fourth grade. This allows the students more freedom to be who they are in very different and often challenging contexts; it also allows greater interpersonal social experiences to arise.

The Class Teacher selects chaperones. Chaperones are parents/staff whom the Class Teacher believes can be very aware, trusted, hardworking, and capable of being both leader and follower. The Class Teacher must also feel comfortable with these selected individuals. The responsibility is very significant and taken extremely seriously. There may be a varying degree of experience in a group of chaperones; Class Teachers consider this, as well as many other factors, in the selection process.

While one may volunteer to chaperone, preference is not given to anyone in particular. The Class Teacher will select the group of chaperones that he/she believes will best serve the children; however, he/she may very well establish a core group once a system or routine proves effective. This only serves to make the camping/field trip more harmonious, easier, and comfortable for all.

Many opportunities arise to serve the school and the children. If you are not selected to chaperone, other opportunities will be available for you to volunteer. (Please see the High School Handbook for high school trips.) Trip costs are the responsibility of the parents and are not included in tuition.

(see High School Policies for high school trips)

SCHOOL CLEANUP

Although our school does provide janitorial services, every student, faculty and staff member bears a responsibility to keep our school grounds and classrooms clean and free from litter.

In the high school, the students participate in a daily cleanup of their classrooms and high school area. High school sponsors will supervise this cleanup time each day at 1:45p.m.

DISTRIBUTING COPIES OF CORRESPONDENCE

Regular, timely and accurate communication is critical to Highland Hall. The following policy is established for DISTRIBUTING COPIES OF CORRESPONDENCE so we can know about -- and support -- each other's work. Copies of outgoing correspondence should be given to the receptionist to maintain complete records of all communication.

Faculty members are responsible for providing copies of correspondence from room reps to the office for reference and posting.

ADMINISTERING MEDICATION TO STUDENTS

We recognize there may be times when a student is well enough to attend school but may still need to take medication. As a service to our students and their families, we will administer medication to students under the following guidelines.

All medication to be administered (prescription or over-the-counter) should be accompanied by a signed authorization from the parent (forms available from the receptionist) including the name of the child, the name of the medication, the dosage, frequency, and duration to be given. This note is to be kept with the medication at all times. The medicine must be in its original labeled container. Medications will be kept in the appropriate office for Lower School and High School, and in a safe location for the ECC classes. Parents must pick up unused medication by the last day of school or it will be discarded; it will not be sent home with the student.

"Medications" include prescription or over-the-counter substances, generic cold/cough medicines, food/herbal supplements, vitamins, throat lozenges and cough drops. The school will not administer oral medications (such as Rescue Remedy or pain relief tablets or liquids) without a parent note as described above.

The two exceptions to these guidelines include inhalers which are kept by the student him/herself, and medicine for anaphylactic shock caused by severe allergic reaction. Appropriate faculty, staff, and after school care providers should be made aware of the students for whom allergic reactions are a possibility so they can administer Epi-pen treatment immediately (with follow-up notification to the main office required). Students who keep their inhaler with them must have signed authorization on record in the office.

ORDERING SUPPLIES

Each year in the spring you will receive a form for ordering supplies. Fill this out and return it to the Supplies Coordinator as quickly as possible. There are pages which list often-requested items, such as flutes for the first grade, and you will simply put the number that you require. There are also pages for you to request unusual or infrequently ordered items, such as bricks for a kiln in seventh grade or music for a special performance in the high school. Teachers often plan expenditures that may not occur, just to be on the safe side.

If you have an unforeseen and costly special request, secure department head approval and discuss it with the business office.

Most frequently used items, such as pencils, duotangs, xerox paper, etc., are ordered automatically in amounts that are expected to fulfill all needs for the school year.

LIBRARIES

Highland Hall has two libraries. One is the **school library**, located between the eighth grade room and the school supply room. The library hours are posted on the door. If you take out a book when the librarian is not there, please follow the librarian's instructions for checking out books.

There is also the **library for adults**, located in the WISC room, filled with books by Rudolf Steiner and other Anthroposophical authors on subjects such as the sciences, history, mythology, etc. There are also a great number of books and pamphlets written specifically for teachers in a Waldorf school. These include books of poetry, games, science experiments, math lessons, and much more. These are not available to students, but only to teachers. The cabinets are locked; please see the receptionist about checking out these books.

SCRIP

Scrip may be purchased from the business office, at the Tree House, or from members of the Parent Association, who make themselves visible. Scrip is similar to a gift certificate and can be used just like money in a number of grocery stores and other stores, such as Target. The reason for buying scrip is that the school gets a percentage of it back.

LOST AND FOUND

A Lost and Found bin is located outside the music room. All clothing, lunch boxes and other items recovered from the yard are placed in the bin. Periodically, unclaimed items in the bin will be donated to charity. Please encourage your students to check the lost and found regularly. Note: fragile items such as eye glasses and items of value such as jewelry are stored separately in the front office. Please check with Receptionist regarding these items.

USE OF BUILDINGS AND GROUNDS

a. **Teachers are responsible for turning off** all lights, heating, air conditioning, and any other appliances when they leave a room at the end of the day. (Because of the musical instruments in the music room and eurythmy room, the temperature has to be kept moderate and the automatic thermostat setting is usually left on.) If you are one of the last people on campus, you should also check the office: the xerox machine, air conditioning, heating, and/or coffee pot are often left on all night.

b. The **last person to leave the campus**, no matter what time of day, should close the front gate.

c. Several rooms in the school have **alarms** on them: the music room, the science lab, the high school office, the enrollment and registrar offices, the development and marketing/outreach offices, and the back annex office. It is especially easy to forget this with the music room and high school office. Please be prepared to disarm the alarm every time you want to enter, unless the door is obviously open already. If you set off an alarm, you have to call the alarm company and identify yourself, or else they will call the police. If you are planning to go into the alarmed rooms after normal school hours or on the weekend, you have to disarm the alarm or if the alarm is set off, call the alarm company and let them know, for the same reason.

d. If you use **a room that isn't yours**, you should make sure that it is as neat when you leave as when you entered.

e. If you are cleaning up an area of the school, do not take items that you don't know what to do with and dump them somewhere else; this often happens in the faculty room and mailbox hallway. Conversely, if you have left items lying around for a long time, don't be surprised if someone throws them away.

f. If you use the kitchen facilities in the faculty room, **you are responsible for cleaning up after yourself**.

g. When working in the xerox machine area, **clean up after yourself**. This means cleaning up scraps of paper from around the paper cutter, cleaning up "holes" from around the hole punch, putting the stapler, scissors, etc., back when you're through with them. Don't "borrow" the hole punch or paper cutter for an extended period of time without at least leaving a note saying where it can be found.

h. If you take supplies from or return supplies to the supply room, do so neatly. The Supply Coordinator has a difficult time keeping supplies available if they are left messy or moved to different places.

i. Do not pile up items under or over the mailboxes in the hall; this is a citable fire hazard.

j. If you are planning **an event on the lawn**, inform the Building and Grounds Committee so that the sprinklers can be turned off.

FACILITIES USE POLICY

Within the Highland Hall Community

It is possible for Highland Hall teachers, parents, and other parties to use our space on a limited basis for purposes that support or enhance our program. Such activities would include lectures, workshops, seminars, lessons, meetings of a recognized anthroposophical body, tutoring services, music lessons, or other supplemental services approved by the Buildings and Grounds Committee or the Administrative Director. For these events, an employee of Highland Hall must take responsibility for the room(s) used and campus and serve as the "site custodian" for the school facilities being used. Requests must be submitted to the Receptionist, who will check the school calendar, forward the request to the Buildings and Grounds Committee for approval, and communicate with the event organizer. Sponsors of activities (especially for free or nonprofit events or one-on-one tutoring) may request a fee waiver from the Committee.

Outside Group or Organization

Highland Hall can make space available to like-minded organizations on a very limited basis. Requests for use of space should be directed to the Administrative Director, who will check the school calendar, submit the request to the Buildings and Grounds Committee for approval, and communicate with the event organizer. Sponsors of nonprofit or free activities may request a fee waiver from the Committee.

Procedures

Duties of event organizer:

1. Submit request in writing to the Buildings and Grounds Committee (meets weekly).
2. Pay fee of either 10% of gross proceeds or if no proceeds 10\$ for use of facility.
3. Receive instructions from Highland Hall about completing accident/injury forms.
4. Provide copies of group's liability insurance, as required, naming Highland Hall as an additional insured for the date(s) of the event.
5. Ensure that attendance at event does not exceed capacity of the room.
6. Ensure that parking for event can be accommodated easily within our parking lots.
7. Arrange for a Highland Hall employee to act as site custodian for the event.

Duties of Highland Hall Site Custodian (school employee sponsor):

1. Lock and unlock the main gate for the event; deactivate alarm systems, as needed.
2. Remain present on campus.
3. Ensure that Highland Hall smoking restrictions and alcohol-free policies are maintained.
4. Ensure that no food or drinks are permitted in the Eurythmy Room.
5. Ensure that the Eurythmy Room piano is not moved.
6. Be sure the group cleans rooms, restores furniture, empties trash (take to the dumpster as needed).
7. Check and lock bathrooms before leaving.
8. Be sure that heat and air conditioning is turned off before leaving.
9. Be sure that buildings are locked and if necessary, reset alarm systems, before leaving.

Damage or Loss

Report any injuries or damage to the Administrative Director immediately. Any damage to school grounds or equipment will be the responsibility of the campus user. Noncompliance with this agreement may constitute a basis for denying any future use of campus facilities.

EMERGENCY PROCEDURES

1. School closure -- If there is a question whether school will be closed due to weather or natural disaster, tune in KFWB 980 AM.

2. Fire drills -- The purpose of fire drills is to eliminate confusion during an emergency.

- what does the fire drill bell sound like?
- Fire drills should be held at least once a month.
- All school personnel and visitors should leave the buildings.
- Students should **walk** to the prearranged place (see map on next page).
- Students in shops or labs should turn off machinery, gas, etc., according to a prearranged plan.
- Students in restrooms should join the nearest lines of students, proceed to a stopping place, then (with permission of the person in charge) join their own class and report to their teachers.
- No group should stop less than 50 feet from a building.

Teachers should bring their roll books and take roll while standing in the prearranged place.
Should teachers bring the red emergency backpacks

-- Students and teachers should stand quietly until the drill is over. Short bell will signal the end of the drill.

3. Earthquakes -- Highland Hall has in place a number of "teams" responsible for different areas of emergency operations in case of a major earthquake. The faculty assignment to these teams often change from year to year. The subject of earthquake preparedness is discussed at faculty meetings at various times in the year.

The general procedure in case of earthquake is to have the students drop under desks with their heads away from windows and covered by their hands and arms. They should remain there until such time as it is safe to leave the room (if possible) and go to the designated area on the field. As with the fire drill, teachers should keep their roll books and red emergency backpacks with them.

Teachers should conduct surprise "drop" drills at random times, shaking the "earthquake drill" can filled with beans.

4. Reverse Evacuation -- There may be times during an emergency when it is necessary to gather all students **into** the classroom rather than staying outside. To designate a Reverse Evacuation, the passing bell will ring constantly for two minutes. Please proceed as follows:

- Gather the children you are responsible for at the time and take them to the nearest open classroom as quickly as possible.
- Close and lock all windows and doors.
- Ensure a responsible adult remains in the room at all times with the children, until further instructions are given.
- If a Reverse Evacuation is called after school hours, all children in your care should be taken to the Eurythmy or Music rooms, (or nearest classroom) until further instruction.

All faculty and staff need to assist in moving the students inside. After that is accomplished, all faculty and staff not directly caring for students should report to the office.

5. Poor Air Quality Days -- When the day's air quality is anticipated to be poor due to smog or wildfires, each day's predicated air quality will posted in the faculty room, along with a chart which describes proper procedure for each level of pollution. Please check this chart each day to determine the extent of outdoor activity recommended, especially if you are a games/sports teacher or a class teacher.

Revised June 2003

GIFT ACCEPTANCE POLICY

Highland Hall fosters philanthropic giving as a means to fulfill the mission of our school. At the same time, we must carefully consider accepting any gift when the donor places restrictions on its use or gifts that are in a form other than cash or negotiable securities.

The first step towards accepting any restricted gift is a determination by the Leadership Team whether the purpose of the gift will further the needs and direction of existing school plans and programs. This applies to restrictions placed on the use of the gift by the donor and to gifts that are inherently restricted such as services or property.

The second step towards accepting any restricted gift is for the Business Manager to consider the actual form of the gift and consider whether the gift is in a form or can be converted to a form useful to the school.

Restricted gifts received in response to existing school appeals such as scholarships, capital campaign or endowments are exempt from this policy as are restricted gifts under \$5,000 in value.

Revised 6-25-2008

BUDGET AND EXPENSE MANAGEMENT PROCESS

The budgeting process begins in October for the following school year. The Leadership Team begins gathering prioritized information from the various departments of the school about their staffing and budgeting requests for the following school year and forecasted four years out. These requests are compiled, input from the faculty and staff is sought, and then the Leadership Team prioritizes the contents.

The business office, in conjunction with the Enrollment Director and Leadership Team also creates a "tops down" budget, listing the different assumptions used to create the budget. Various versions of the budget are prepared, showing the impact of different enrollment levels and tuition rates. After review by the Leadership Team, the forecasts for enrollment and recommendations for tuition levels are sent to the Board of Trustees for approval.

In Spring, the work begins to merge the enrollment forecast and tuition levels with the prioritized budget requests to create the final operating budget. In May the final operating budget for the school is approved by the Administrative Director, Business Manager and Leadership Team. The budget is not revised after this unless some significant change in the enrollment level versus plan takes place.

Expenses are tracked by department. Departments include the following:

Annual Giving	Crafts HS or LS	Language HS or LS	PATHs
Arts/Eurythmy HS or LS Development		Library	Parent Assoc.
Bldg & Grounds	English HS	Math HS or LS	Science HS/LS
Board of Trustees	Faculty	May Faire	Class Activity
Sports/Games HS/LS	Graduation	Music HS or LS	Yearbook
College Counseling	Holiday Faire	Musical/Play	Whole School
Soiree/Office/Administration	various committee budgets		

Expense invoices, including requests for reimbursement, must be approved by the department head prior to payment by the business office. If you are requesting reimbursement, please complete a goldenrod check request form, attach the receipt and obtain the signature of the appropriate department head prior to submitting the request to the Business Office. Expense reimbursements are processed every Friday in the Business Office.

If you order materials for which the school will be billed, an expense notification form must be completed noting the name of the vendor, the items ordered and the expected cost. Again approval from the department head is required. Submit these forms to the Business Office at the time the order is placed. The Business Office will match these forms against the invoice when it comes in and process payment. Invoices which come in without notification will not be paid; they will be returned to the department head for approval to ensure that the invoice is correct. The Business Office appreciates your help in notifying them of orders in advance so that follow-up work is minimized.

Detailed expense information is published monthly to respective department heads and committee chairs for review and for comparison with the departmental budget. The Board of Trustees and the Leadership Team will receive summary information each month on the status of the school's performance.

BENEFIT ELIGIBILITY

Health insurance and dental insurance are offered for full-time employees of Highland Hall and their families.

Tuition remission is provided to full time and part time colleagues. Full time colleagues receive full tuition remission.

For part time colleagues, a pro-rated tuition remission is offered based on the colleague's scheduled work hours and expected pay. For part time teachers, total weekly scheduled hours is compared against a weekly base of 22 hours of teaching time. This ratio is multiplied with the colleague's scheduled salary for the year to arrive at the amount of tuition remission. For part time assistant and non-teaching colleagues, a weekly base of 40 hours is used. In cases where a colleague acts as both an assistant and a teacher, assisting hours are counted at 1/2.

All colleagues, whether full or part time, will pay a supply fee and be liable for all special fees such as sports, music and trip charges. All colleagues may pay all or any portion of their supply fees, sports charges and any remaining tuition by the first contract payment date (July 1). The business office will make arrangements for any portion remaining unpaid to be paid through the FACT system. In cases where the colleague's scheduled hours are insufficient to cover the balance due, additional payments will be made by the colleague.

Hours spent chairing large groups (such as faculty chair) or participating actively in smaller work groups (Hiring Committee or Buildings & Grounds for example) may also be considered in establishing hours for remission purposes. Each case will be reviewed individually for appropriateness of crediting committee hours for remission purposes.

Treehouse Boutique offers a discount to all full and part time colleagues on their merchandise. Please see the Treehouse managers for more details.

Highland Hall Waldorf School
SABBATICAL, PARTIAL SABBATICAL, AND SERVICE RECOGNITION

Full Sabbatical – The teacher is relieved of teaching for a year.

A sabbatical requires a mutual decision of a teacher and the school (by the Leadership Team) that both parties want to continue a working relationship well into the future. Highland Hall cannot promise a sabbatical will be agreed to for all those eligible just as it cannot insist that teachers extend their service to the school. However, when mutually agreed to, a sabbatical can be a significant benefit to all involved: the teacher, the students, and the larger school community. The decision to grant a sabbatical will take into consideration the needs and financial resources of Highland Hall as well as the intentions of the teacher.

1. Eligibility

Minimum eligibility for a full (entire year) sabbatical requires completion of a minimum of eight consecutive years of full time class teaching or twelve consecutive years of full time salaried teaching in the early childhood center, lower school or high school since beginning teaching at Highland Hall.

To assist in determining further eligibility the Leadership Team will gather information from the Professional Oversight Committee, the Professional Development Committee and the Hiring Committee as well as others, as applicable.

2. Requirements

A teacher must submit a request for a sabbatical to the Leadership Team at least 12 months before the anticipated starting date of the sabbatical, normally July 1. A decision about the request will be made and communicated at least six months prior to the start of the requested sabbatical.

Along with the sabbatical request, a teacher must include a formal written commitment to return to teaching at Highland Hall upon completion of the sabbatical.

Prior to the Leadership Team final decision, the teacher will meet with the Leadership Team to discuss plans for personal and professional renewal during the sabbatical.

3. Duration

A full sabbatical is a full year free of any ongoing teaching obligations.

4. Other Considerations

While on sabbatical, teachers will continue to receive their current salary and full benefits. However, a sabbatical year will not be credited as a teaching year as regards the incremental salary steps. All the normal terms, conditions and benefits of employment will be in effect throughout the period of the sabbatical

A Sabbatical Agreement reflecting the terms and agreements reached between the teacher and the Leadership Team, on behalf of Highland Hall, will accompany a sabbatical decision. A service recognition may be considered if an agreement cannot be reached, or a sabbatical is not awarded.

The information contained herein does not constitute a contract and can be changed at any time at the discretion of the school.

Partial-Sabbatical - A teacher is relieved of some portion of their workload.

A partial sabbatical requires a mutual decision of a teacher and the school (by the Leadership Team) that both parties want to continue a working relationship well into the future. Highland Hall cannot promise a partial sabbatical will be agreed to for all those eligible. The decision to grant a partial sabbatical will take into consideration the needs and financial resources of Highland Hall as well as the intentions of the teacher.

1. Eligibility

Minimum eligibility for a partial sabbatical requires completion of a minimum of eight years of full time, salaried teaching in any capacity or five years of full time teaching by a class teacher.

To assist in determining further eligibility the Leadership Team will gather information from the Professional Oversight Committee, the Professional Development Committee and the Hiring Committee as well as others, as applicable.

2. Requirements

A teacher must submit a request for a partial sabbatical to the Leadership Team at least 12 months before the anticipated starting date of the sabbatical, normally July 1. A decision about the request will be made and communicated at least three months prior to the start of the requested sabbatical.

Along with the sabbatical request, a teacher must include a formal written commitment to return to teaching at Highland Hall upon completion of the sabbatical.

Prior to the Leadership Team final decision, the teacher will meet with the Leadership Team to discuss plans for personal and professional renewal during the sabbatical.

3. Duration

A partial sabbatical generally means a teacher would be free of either any teaching obligations for a portion of a year or some portion of regular teaching or other obligations for part of all of a year.

4. Other Considerations

All the normal terms, conditions and benefits of employment will be in effect throughout the period of the sabbatical. A year with any part of a sabbatical will not be credited as a teaching year as regards the incremental salary steps.

A Sabbatical Agreement reflecting the terms and agreements reached between the teacher and the Leadership Team, on behalf of Highland Hall, will accompany a partial sabbatical decision.

The information contained herein does not constitute a contract and can be changed at any time at the discretion of the school.

Service Recognition - This recognition would range up to a full year of compensation and may be extended to a faculty member who plans to retire or leave the community after many years of service.

A Service Recognition results from a mutual decision of a teacher and the school (by the Leadership Team) that a teacher has completed his or her service to the school. Highland Hall cannot promise this for all those eligible in a given year. The decision on the magnitude of the recognition will take into consideration the needs and financial resources of Highland Hall.

1. Eligibility

Minimum eligibility requires completion of a minimum of eight consecutive years of full time class teaching or twelve consecutive years of full time salaried teaching in the early childhood center, lower school or high school since beginning teaching at Highland Hall. Any long time faculty member may apply.

To assist in determining further eligibility the Leadership Team will gather information from the Professional Oversight Committee, the Professional Development Committee and the Hiring Committee as well as others, as applicable.

2. Other Considerations

An agreement letter may be required.

The information contained herein does not constitute a contract and can be changed at any time at the discretion of the school.

Special Circumstance – A teacher is relieved of some or all of their non-teaching work.

There may come a time when an individual teacher and the school would benefit from relieving some or all non-teaching work for one school year or portion thereof. This could include such responsibilities as committee work, yard duty and substitution duties. If a teacher feels the necessity for such relief, they should contact the Leadership Team as soon as possible and communicate their need.

The school cannot promise this request can be granted for all those who apply, each decision will take into consideration the needs and financial resources of Highland Hall. Frequency for each employee will be determined by the school.

A Memorandum of Understanding that reflects the terms and agreements reached between the teacher and the Leadership Team, on behalf of Highland Hall, may accompany the decision.

The information contained herein does not constitute a contract and can be changed at any time at the discretion of the school.

INTERVIEW & HIRING PROCEDURES

Education

All full-time teachers are required to have a bachelor's degree. Completion of the Waldorf teaching program or its equivalent is strongly preferred.

Casual Labor and Independent Contractors

Independent contractors are exempt from the requirement for TB tests. Casual laborers can be used only if there is no contact with children and may be paid a maximum of \$600.00 per year.

JURY DUTY

Highland Hall will pay full-time colleagues for jury duty up to three days. Those colleagues with an academic-calendar work schedule, are expected to ask the court for jury duty service to be completed at times when school is not in session (e.g. school breaks or summer vacation), due to the impact on scheduling substitutes and the curriculum. Human Resources can provide a letter of support for these requests, addressed to the courts on behalf of the colleague, outlining our policy. Colleagues may be asked to provide a copy of the jury summons and/or proof of service completed.

RELATIVE HIRES

1. For a full time position, Board approval is required to hire the relative of a current fulltime employee. Note: A change in a current position from part time to full time would also require Board approval if the employee is a relative.
2. For a part time position, Board approval is required to hire a relative of a current employee (full or part-time)
 - if the current employee would be the direct supervisor
 - if the current employee would work in the same department as the relative/significant other

(The reverse would also be true: Board approval would be required to hire a relative for a fulltime position, if the current employee was part-time.)

ATTENDANCE, ILLNESS & SUBSTITUTION

As a Waldorf school, we recognize a special professional ethic and connection to our work at Highland Hall. We recognize a spiritual importance to our work with the children and recognize that absences from this work are a missed opportunity to serve them. As colleagues we recognize a burden falls to our colleagues when we are unable to do our work. As professionals we recognize our responsibility to fulfill our professional, administrative, and legal obligations. And therefore will ask for substitution only when it is absolutely necessary.

We are the example for the students. All teachers are expected to be on campus and prepared for classes when the bell rings. However, very few teachers are able to go through a school year without needing to be substituted for illness or some emergency. It's not reasonable to come to school when you're deathly ill. But substituting in a Waldorf school can be complicated. The more notice you can give the school when you are going to be absent, the better. As soon as you know or even suspect you will be **absent for class or yard duty, call both the Substitute Coordinator and the Receptionist** to notify them of your absence. The Substitute Coordinator will not necessarily cover all classes personally but will arrange to have them covered.

Absence due to illness:

When you are becoming ill and feel that you may need to stay home the following day, you should call the Substitute Coordinator as soon as possible but no later than 10:00pm. This gives the coordinator adequate time to contact substitutes for the next day. For **Main Lesson substitution**, you must call the evening before. If an illness develops during the night, call the coordinator early in the morning between 6:30am and 7:30am. It is **MUCH BETTER to call the evening before you think you will be out**, as the coordinator has a greater possibility of reaching people to substitute. Tell the coordinator what classes you will miss, including yard duties. The coordinator will need to arrange substitution for yard duties as well as classes.

HOLIDAYS

Highland Hall closes the school and its offices in recognition of the following holidays:

New Year's Day, Martin Luther King Day, Memorial Day, Fourth of July, Labor Day, Yom Kippur (or if it falls on a weekend, Columbus Day), Thanksgiving Day and the following Friday, and Christmas Day.

If a holiday falls on a Saturday or Sunday (unless noted above), the nearest weekday will be taken in observance of the holiday. Hourly employees will be paid for the holidays listed above, if they were otherwise scheduled to work that day and worked their regular schedule preceding and following the holiday.

SCHOOL BREAKS

Highland Hall recognizes the following weeks as school breaks when school is out of session although the offices remain open: two-week Winter break in December, one-week Presidents' break in February; and two-week Spring break in March/April, as scheduled by the school.

For faculty - four weeks are available as time off for the purposes of rest and rejuvenation, as well as academic planning and conferences; while the February break is to be used as determined by the school.

For administrative colleagues - two of these five break weeks are available for rest and rejuvenation. The scheduling of these two weeks will be at the request of each colleague, and with the final approval of the Administrative Director, taking into account the importance of ensuring sufficient coverage to keep the offices open during school breaks. This break time can only be scheduled during school breaks; it can not be carried over from year to year, nor paid out if unused at the end of the year or at termination of employment.

VACATION

Administrative Staff members are expected to take vacation time between the time that classes end for the summer and year-end meetings are concluded, and that back-to-school conference days and new school-year meetings begin. Vacation time may be scheduled throughout the calendar year (possibly in conjunction with school break time or school holidays) and with the final approval of the Administrative Director. The primary consideration for approving vacation scheduling is to ensure sufficient coverage to maintain regular office operations throughout the year.

Colleagues with year-round work schedules will earn/accrue vacation according to the following schedule:

0 – 12 months of employment	1 week of vacation
1 – 4 years of employment	2 weeks of vacation
5 - 9 years of employment	3 weeks of vacation
10 years or more	4 weeks of vacation

HOLIDAY PAY

Full-time hourly and salaried personnel are paid for regularly scheduled hours which fall on the following days:

Columbus Day or Yom Kippur, based on school calendar
Thanksgiving Day and Day after Thanksgiving
Christmas Day
New Year's Day
Martin Luther King Day
Memorial Day
Fourth of July
Labor Day

Time cards should be completed to show the hours scheduled for that day of the week and noted "Holiday".

SICK PAY

Full Time Employees are paid for up to 10 days of sick or personal leave per fiscal year (July 1 through June 30).

To receive paid time off for illness, the colleague must call in sick and arrange for substitution if necessary.

To receive paid time off for personal days a "Time Off Notification Form" must be submitted to the Leadership Team in advance of the time requested. Approval of this time off will be granted on a case-by-case basis; some of the factors that will be considered include the impact on scheduling substitutes, the general health of the classes affected, the length of the time being requested, and other issues as identified by the Leadership Team.

Part Time Employees are paid for sick days taken as follows:

3 days of sick pay are paid in the first year of employment

4 days of sick pay are paid in the second year of employment

5 days of sick pay are paid in the third and subsequent year of employment with Highland Hall.

For those serving less than a full year these days will be prorated.

To be paid, employees must call in sick and so state on their time sheet.

All Employees - Sick days and accrued unused paid time off cannot be carried over from year to year and will not be paid at the end of the year or at the time of termination of employment. Once paid time off is exhausted, any additional time taken will be without pay.

Administrative Staff – Should submit a "Time Off Notification Form" to the Administrative Director.

Time Off Notification Form

Today's Date: ____/____/____

Employee Name: _____

Vacation Dates: _____ No. of Days: _____

Sick Day(s): _____ No. of Days: _____

Personal Day(s): _____ No. of Days: _____

Purpose for Personal Days: _____

Substitution Needs:

Substitution Arrangements:

CLASS/Admin Coverage Needed	Day of Week	Substitute	Lesson Plan Provided	Comments

Approval: _____
AD for Admin and LT for Faculty

Employee Signature: _____

LEAVE POLICY

Highland Hall provides a means for eligible colleagues to be temporarily absent from work due to medical and family care reasons. Leaves of Absence will be granted to eligible colleagues where they are expected to return to regular employment promptly after the period of the approved leave expires. It is intended that this policy will be administered in a manner that complies with all state and federal laws.

Colleague Obligations

It is the colleague's responsibility to (1) request a leave of absence in writing from the Leadership Team and HR Director in advance {where the need is foreseeable}, (2) obtain written authorization that reflects the date the leave will start and end, (3) provide the proper medical certification, where applicable and/or requested, (4) request any extensions in writing in a timely manner (including providing supporting medical certification as requested to evaluate the request), and (5) make all necessary arrangements with the Business Office for the continuation of benefits.

A colleague who fails to provide the above information in a timely manner, or who fails to return to work on the first scheduled work day following the expiration date of an approved leave of absence will be considered to have voluntarily resigned.

Return to Work

Except as addressed in the Family and Medical Leave and Pregnancy-Related Disability portions of this policy, or as otherwise required by law, reinstatement cannot be guaranteed in all cases. Although every reasonable effort will be made to reinstate a colleague at the conclusion of an approved leave, the granting of a leave does not guarantee that a colleague's position or schedule will be held open for the duration of the leave or that reinstatement can occur immediately when the colleague is ready to return.

A colleague returning to work, unless otherwise required by law, may be considered for any vacancy that is generally comparable in status and pay for which the colleague is qualified, regardless of schedule changes. A colleague's declination of offer of reinstatement to any generally comparable job will be considered a voluntary resignation.

Compensation

All leaves of absence will generally be without pay. Individuals on leave of absence due to pregnancy or their own serious medical condition are generally eligible for State Disability Income (SDI). Information about SDI is available from the Human Resources Director or from the Employment Development Department of the State of California. The Human Resources Director will provide support to the employee in obtaining SDI, so that economic difficulties are minimized during a period of crisis.

Colleagues will not be eligible for any salary increases nor vacation accrual that would otherwise be available until the colleague returns to work following the leave.

Insurance

Insurance benefits may be continued in force for the duration of the leave of absence (not to exceed 12 months). The first three months of coverage is available at the colleague's normal contribution rate, and coverage for any additional months is available to the colleague at the school's cost. When insurance is no longer available due to the termination of the leave or employment termination, the colleague may continue coverage under COBRA. Information about COBRA is available from the Human Resources Director.

FAMILY & MEDICAL LEAVE

Highland Hall will reinstate those colleagues who meet the eligibility criteria specified in the Family and Medical Leave Act. To be eligible for Family and Medical Leave a colleague must have been employed with Highland Hall for at least 12 months and must have worked 1,250 hours during the 12-month period immediately preceding commencement of the leave. An eligible colleague may request a Leave of Absence for a qualifying reason of up to 12 weeks within a continuous 12-month period. The 12-month period is defined as the 12-month period beginning with the date the Family Medical Leave begins.

Eligible colleagues may be entitled to unpaid FML for any of the following reasons:

1. To care for the colleague's newborn child
2. To care for a child who is placed with the colleague for adoption or foster care
3. To care for the colleague's legal spouse, son, daughter or parent (not in-law) with a serious health condition
4. If the colleague's own serious health condition prevents the colleague from performing the essential functions of his/her job.

Leaves requested to care for a newborn, adopted or foster child must be completed within 12 months of the birth or placement of the child for adoption or foster care. A "serious health condition" is defined by law which is included as part of the FMLA guidelines. If a husband and wife are both employed by Highland Hall, they may take only a combined total of 12 weeks of FMLA within the 12-month period after the birth of their child, or the placement of a child with them in connection with adoption or foster care.

Medical certification is required for any colleague seeking or granted leave for any medical purpose; whether it is the colleague's own condition or that of the colleague's legal spouse, son, and daughter or parent (not in-law). When possible, colleagues must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt business operations.

Paid Family Leave Insurance

For California workers covered by State Disability Insurance, Paid Family Leave insurance provides up to six weeks of benefits for individuals who must take time off to care for a *seriously ill* child, spouse, parent, or domestic partner, or to bond with a new minor child. Paid Family Leave Insurance is a component of the State Disability Insurance (SDI) program. The SDI benefit portion compensates workers who suffer a wage loss when they can't work because of their own illness or injury. The Paid Family Leave benefit compensates workers who suffer a wage loss due to the need to provide care for a seriously ill family member or to bond with a new minor child.

Resignations

A colleague who gives notice of intent not to return to work will be considered to have voluntarily resigned. Such notice may be a qualifying event entitling the colleague to continuation of health care under COBRA.

Extensions

If a colleague has a physician-certified medical condition which extends beyond the maximum length of leave authorized under the provisions of the FMLA policy, the colleague may request an extension of the medical leave. All extended medical leaves will be evaluated by the Human Resource Director and the Leadership Team and will give consideration to the staffing requirements and operational needs of the school, requirements under Americans With Disabilities Act and similar laws, as well as the school's desire to retain the colleague.

Pregnancy-Related Medical Leave

The California Pregnancy Disability Leave Act provides that female colleagues may be granted up to four months of unpaid leave if disabled due to pregnancy, childbirth or a related medical condition. Under current law, these benefits are in addition to the Family Medical Leave Act.

A colleague is entitled to leave only for the period of actual disability (up to 4 months) attributable to her pregnancy, childbirth or related medical condition. A colleague is entitled to take multiple disability leaves during a pregnancy if she is disabled, but all disability leaves attributable to a single pregnancy will be aggregated in calculating the 4 month maximum.

PERSONNEL FILES

The following guidelines have been established for the types of material which should be placed in colleague's Personnel Files. As a rule, all documents on a preprinted form prepared by Highland Hall or a city, state, federal or regulatory agency may be placed in the file. These documents include, but are not limited to, employment applications, fingerprint documents, reviews, W4s, transcripts and similar documents.

Additionally, any correspondence from a colleague to the school, and correspondence from the school in answer to his or her inquiry may be placed in the file. Official correspondence from the Leadership Team, Board or other appropriate committees (e.g. the Evaluation Committee, the Professional Development Committee) may also be included.

Any other one of a kind documentation or correspondence should be referred to the Human Resources Director prior to inclusion in the colleague's file.

Requests to review your personnel file should be directed to the Human Resources Director, who will coordinate all requests in accordance with applicable employment laws.

EMPLOYEE SALARY ADVANCE & LOAN POLICY

Recognizing that emergency financial conditions can and do occur, Highland Hall offers a program of salary advances and loans to its colleagues. This program is designed to aid colleagues in meeting those infrequent situations that cannot be reasonably anticipated and, if unmet, might negatively impact your ability to meet commitments to the school.

Program Definition & Eligibility

All salaried colleagues, both full and part time, are eligible for the salary advance and loan programs. Hourly colleagues are eligible for the modified salary advance program only.

Salaried colleagues may request a salary advance (payable at the end of the month) or a loan (payable within one year with a 5% service charge) for an amount up to one month's gross salary. Payments will be deducted from the colleague's paychecks in equal monthly installments.

Hourly colleagues may request a salary advance for hours worked in the current pay period. Payment will be deducted in full from the next paycheck.

Approval

Please see the Business Manager or the Administrative Director for further information regarding the necessary approvals for salary advances and/or loans.

Salary advances and loans are subject to the availability of cash to meet the operational needs of the school. Although the school will reasonably attempt to meet the needs of the colleagues, the availability of loans and advances cannot be guaranteed. Advances and loan will be paid only on our regularly schedule check payment dates, usually on Fridays.

Frequency

Loans and salary advances may not be stacked; that is, a loan or salary advance must be repaid for a minimum of two months before a new loan or advance may be requested.

Service Charge

Loans, which have a repayment schedule of 2 to 12 months, are subject to a service charge of 5% of the loan amount.

Payment Terms

Salary advances must be repaid in equal monthly payments. Payments will be deducted from the paycheck every month following the advance; payments may not be deferred until the final month or months of the program.

Separation

In cases where the colleague separates from Highland Hall, the balance of any advance or loan will be deducted from the colleague's final paycheck.

FACULTY SALARY STRUCTURE

The salary structure has been revised as of July 1, 2007 with a base salary of \$40,000 for full-time teaching and primary staff positions. Current salary schedules are available through the Business Office.

STAFF MEMBER SALARY STRUCTURE

There are several salary levels for employees; including full-time salaried positions in the administration of Highland Hall, Clerical/Administrative Support, and Primary Administrative. The purpose of these salary levels is to reward experience in a consistent and predictable manner. The salary levels are created in recognition that different administrative positions require different levels and types of experience, education and training. In addition, the salary ranges for each of these levels is sufficiently broad to reflect an individual's experience in the position, and to encourage continued career growth.

The three administrative salary levels are:

Currently, the following positions have been assigned to each salary level:

Clerical/Administrative:	Receptionist
Support:	High School Administrative Coordinator Registrar
Primary:	Administrative Director Enrollment Director Business Office Manager Development Director Human Resources Director

Administrative positions at Highland Hall are, by their nature, fluid in form and are continually changing to reflect the emerging needs of the school and the abilities of the individuals who hold the position. For example, when the school secretary position was opened, the position was redefined as registrar. This position required different skills and abilities and therefore moved from the clerical/administrative level to the support level.

This type of job redefinition need not occur only when a new person fills a position. It is also possible that a position can be assigned to a new level to reflect a new level of skill and contribution to the school that a colleague brings to the position, in effect changing the position itself. Accordingly, colleagues may petition to have the salary level for a position considered for assignment to a different level. These changes of salary level for a position are approved by the Leadership Team or its designee.

All bonuses and experience increments will be paid on a regular paycheck and are subject to all usual taxes.

MEETING & CONFERENCE PAY

Highland Hall recognizes that meetings are an important aspect of faculty and staff life at the school. In an effort to support and encourage the participation of hourly colleagues in this work, the school provides compensation to these employees for their attendance.

Hourly colleagues are paid a maximum of \$10 per hour for participation in the following meetings and conferences:

- faculty meetings
- advisor meetings
- parent evenings/meetings
- conferences held on campus such as the back to school conference, and any lower school, kindergarten or high school conference.

Time spent attending conferences held off site such as the February and July teachers conferences, and participation in training seminars are not generally paid. Requests for consideration of payment for these conferences must be made to the Professional Development Committee for approval in advance of participation at the conference. In no case will travel time be paid, and payment is limited to 8 hours of conference time per day.

To receive payment for these meetings and conferences, hourly employees should indicate on their time sheet the number of hours of participation and clearly describe the event attended.

HIGHLAND HALL VOLUNTEER INFORMATION

(This notice is provided to all volunteers)

Highland hall greatly appreciates your volunteer service and your gift of time and help to our students and our school. As a volunteer, we would like you to be aware of the following:

Highland Hall has a non-discrimination and non-harassment policy, and is committed to providing an environment free of unlawful discrimination or harassment in any form, including sexual harassment. Highland hall considers harassment to be any offence that can result in action against the offending party, including employees, students, or volunteers. This policy prohibits retaliation of any kind against individuals who file complaints in good faith or who assist in a related school investigation. Individuals who believe they have been harassed or discriminated against should notify the Leadership Team so that the appropriate action may be taken to address the matter which may include investigation by the police or other authorities.

In your capacity as a volunteer, you are not considered to be an employee of Highland Hall and are not covered by workers compensation insurance. Please see the Business Office if you have any questions regarding this matter.

Student Tutoring

If you are regularly volunteering with a group of students such as a reading group, outside the direct supervision of a teacher, please see the Human Resource Director regarding additional requirements that may apply to you.

Class Trips and Sports Activities

If you are asked by a teacher to go on an overnight class trip, you must see the Human Resources Director and you must complete the Highland Hall Volunteer Agreement and turn it in prior to the trip. The information requested allows the school to complete a required background check for the trip chaperones.

Waivers – Sample Waiver Follows

The school requires parents of student participating in school activities to complete waivers. These waivers provide a measure of protection to volunteers who accompany classes on trip and other special events against claims of negligence. The waivers are further intended to help maintain positive relationships between class parents. The waivers do not prevent claims asserting gross negligence or willful acts.

There is a wide range of volunteer opportunities available to you at the school. We rely on you to assess your own skills and physical capacities when accepting a volunteer assignment, we ask that you notify the school any time you feel unable to fulfill any volunteer task you have taken on. We want your volunteer service to be a positive experience, free of any injury.

These measures are in place for the safety and well-being of our volunteers, students faculty and other employees. If you have any questions regarding your volunteer experience at the school, please contact the Human Resource Director, Marketing and Outreach Director, the Developing Director, or any other staff members

Revised 8/08

Highland Hall Volunteer Waiver

Name: _____

Address: _____

Social Security Number: _____ - _____ - _____

Driver's License Number: _____ Exp: _____

Age: _____

Physical condition(circle one): Above normal / Normal / Some limitations/ Limited

Describe any physical limitations: _____

Are you taking any prescription medications that fellow volunteers should know about in order to help with or describe to doctors if needed? No / Yes _____

Auto: Make: _____ Model _____ Year _____ Number of seats _____

Auto insurance coverage company _____, limits 100 & 300?

I agree to a background check: _____

I agree to follow the instructions of the teacher: _____

Describe the activity: _____

Class or number of students involved: _____

Tutoring / chaperone: _____

Dates or schedule: _____

Vehicle ID or travel arrangements: _____

Emergency contacts and phone numbers for the volunteer: _____

Please initial that you have received the following:

Emergency treatment permission form: _____

Medical emergency plan – closest facilities: _____

Trip travel plan and itinerary: _____

Signature

Date

Revised 8/07

STUDENT ACCIDENT & ILLNESS PROCEDURE

Student Illness

When students in the kindergarten are ill, the teacher makes the child as comfortable as possible within the classroom and calls home for the child to be picked up.

In the lower school sick children are sent to the office with a note from the teacher indicating that the child is ill and may lie down for a period not to exceed 45 minutes or must be sent home. If the note requests that the child be sent home:

- The receptionist calls the primary parent to pick up the child. If no one is at home, the receptionist continues calling the names on the Emergency Sheet until someone is reached.
- If no one can be contacted the child will stay in the sick room until the end of the day.

If the note requests that the child lie down:

- After the period specified on the note (not to exceed 45 minutes) the child must return to class.
- If the teacher determines the child needs to go home, the child returns to the office with a note indicating he or she needs to go home.
- The receptionist proceeds as outlined above.

In the high school students who cannot remain in the classroom due to illness must go home. High school students are not permitted to lie down in the sick room.

Student Accidents

When notified of a serious accident on school property, the receptionist will:

- Call 911, relaying information about the nature of the injury and the location of the student on school property.
- Dispatch someone to the bottom of the hill to direct emergency vehicles as they arrive.
- Dispatch a school representative to the accident site with a walky-talkie and the envelope containing copies of the emergency consent to treatment forms for the class of the student(s) involved. Walky-talkies and consent to treatment forms are stored in the sick room.
- Call one kindergarten classroom with a brief description of the problem so that students and teachers will not be worried about the sirens. Ask the kindergarten teacher notified to share the information with the other kindergartens so that the receptionist can continue with other priorities.
- Dispatch additional school personnel to keep students at a manageable distance if the incident occurs at recess.
- Notify parents. Provide information on the specific injury and general condition of the child (lucid, conscious, etc.) Direct parents to school or hospital as appropriate. Get an estimated time of arrival to campus or hospital from parent, and communicate this via walky-talkie.
- If parents are not able to arrive immediately send a school representative to the hospital with the child. The school representative should be transported to the hospital with the child in the ambulance if possible. Identify other school personnel to deliver the person's vehicle to the hospital and make sure they get the keys.
- Identify person(s) to make follow-up calls to the parents that evening to inquire about the child's condition.
- Place brief note on faculty chalk board.
- Identify staff member to write a brief description of the accident and the child's status, and see that note is hand carried to class teachers to share with students as appropriate. Place copies in all other teachers' mailboxes.

Later:

- Send flowers to the child if appropriate.
- Determine in consultation with other staff and faculty whether other forms of notification to the parent body are required (e.g. special Lunch Box Express or community newsletter). Identify person to draft required communication.
- Ensure accident report is completed and mailed to the insurance company. Accident forms are in a file folder in the receptionist's desk.
- Mail to parents the supplemental insurance form that covers deductible.

HIGH SCHOOL POLICIES

Guidelines for Letter Grades and Written Reports

Teachers will find progress report and final grade report forms in their mail boxes. Progress reports are to be completed at designated intervals throughout the year. These reports are due the Monday after the Friday cut-off date, and handed in to the coordinator for mailing to the parents. Final grade reports are due one to two weeks after every block class and semester class is completed (or at the discretion of the High School Coordinator.) These reports need to be typed or legibly handwritten and edited prior to being submitted.

FINAL GRADE REPORTS (At the end of each semester/block classes)

It is imperative that reports be written and turned in for each student on time. They are due one to two weeks after the end of the class. Late reports hold back the mailing of all reports for a particular grade. Please proofread before turning them in to the high school office. Highland Hall considers the writing of reports as important a part of teaching as class preparation and class presentation.

The report need not be long; however, it should effectively characterize the following:

1. The connection with the subject
- b. The student's handling of the requirements (deadlines, following instructions)
- c. Interesting anecdotes
- d. The quality of achievement
- e. Areas of strength and weakness
- f. Positive aspects of the student's work
- g. How a student may improve in the future.

Please avoid innocuous and insipid generalizations and comparisons with other students!

LETTER GRADES

Letter grades should fall within the following standards:

1. Students who show excellent qualities in all areas of work, who take initiative and responsibility for the subject and class rate an "A." A+ = outstanding achievement A = consistently excellent academic achievement, effort and involvement with all aspects of the work
2. Students who do consistently good work in all areas and show scholarly interest and effort rate a grade of "B." B = Good effort and grasp of the material, and good quality of work.
3. Students who usually do their work, participate are generally able to comprehend and work with the subject should rate a grade of "C." There may be inconsistencies and difficulties that keep the student from achieving a higher rating (careless work, missed deadlines). C = Adequate effort, quality, and grasp of the material. (For some classes C- may not be high enough to pass/move to the next level)
4. Students who do minimum work and put forth inconsistent effort and limited effort in meeting the requirements of the course rate a grade of "D." Such students are either working far below their capacities, or have serious learning difficulties. Such a student should be brought to attention of the sponsor immediately. D = Poor effort, understanding, and involvement with the subject.**.

(While C- & D may be considered passing grades at HH. They are not accepted at 4 year colleges or Universities)

5. A student who turned in an insufficient amount of work or display an insufficient understanding of the subject should rate a grade of "F". If it appears that you have a student who is going to receive an "F," you should inform the sponsor immediately.

F = Failed to meet minimum course requirements, made no connection with the subject and put forth no effort towards the subject.**

** When a student is getting a D or an F in a given course, the teacher should send a D-F slip home. These notices are located in the High School office. The purpose of these slips is to notify the parents on a timely manner when the student is doing poorly, either due to no homework, poor test scores, poor

attitude and participation, etc. Check with the high school coordinator about the procedure for filling out these notices. Teachers should make every possible effort to communicate with the parents on a timely basis when a student is doing poorly!!!

6. A student with a learning challenge in a particular area and who has been previously designated as a "special" student, can receive a "P" if he has shown consistent effort and willingness to meet the requirements of the course. Students in this category have been designated by the sponsors and faculty. If you have a student whom you feel might fall into such a category, you should inform the sponsor. In no case is the individual student told that he/she is a "special" student. The sponsor will inform the parent, however, if a student is to be placed in such a category in one or more classes.

P = Is reserved only for those unable, regardless of the amount of effort, to demonstrate an acceptable level of achievement that would result in a grade higher than a "D" on the transcript.

INCOMPLETE

A student unable to complete the requirements for a course due to circumstances beyond his/her control (illness, emotional upsets) may receive a temporary "incomplete." Prior to giving an incomplete, the teacher must consult with the sponsor, outlining the circumstances. In all cases, a clear deadline must be set. It is the student's responsibility to follow through to make sure that the work is completed and turned in on time by the designated deadline. In setting deadlines, it is important that the make-up work not be used as an excuse for the student to get behind in other classes. A grade of incomplete becomes an "F" if the designated deadline is not met.

NO CREDIT "NC"

When extenuating circumstances prevent a student from completing a course no credit may be an option. The High School Coordinator, College Counselor, teacher and sponsor must all agree.

EXAMPLES OF A FINAL GRADE REPORT FORM, PROGRESS REPORT FORM, AND D/F NOTICE FORM ARE INCLUDED IN THE "FORMS" SECTION.

Discipline tracking procedures (high school):

The teacher:

- a. has the responsibility to conduct classes in an effective and orderly manner.
- b. has the responsibility to deal with students who cause disruptions, send them out if necessary, and to check with the High School Coordinator after the class to be sure that the student complied.
- c. has the responsibility to notify parents of disciplinary difficulties, excessive absences, or tardies, by having the office mail home a D/F notice on a timely basis.
- d. has the responsibility to bring to the faculty meetings names of students who are having continuing discipline problems, after informing the sponsor(s), including excessive tardies or absences.
- e. has the responsibility to keep accurate, daily records of attendance, tardies and send-outs and to record these in the High School Coordinator's office daily.
- f. may advocate suspension of a student for one day. Before any action is taken, this teacher must first meet and be advised by the sponsor of the student in question or two other sponsors of the high school. Suspension can occur for the following reasons: cutting class, smoking, fighting, drug possession, rude or anti-social behavior, vandalism, or other offenses that may warrant suspension.
- g. has the responsibility to inform the High School Coordinator of any out-of-control behavior or threatening behavior taking place on campus.

High School Coordinator:

- a. reviews attendance records and lists students who have been sent out during week. She will then post the attendance list on the Faculty bulletin board.
- b. has the responsibility to record a suspension in the student's file.
- c. in the case of any threatening situation reported to her, the coordinator has the responsibility to get help from an available faculty member to defuse the situation. If necessary, the student will be suspended and sent home immediately.

The Sponsor:

- a. has the responsibility to see that the students on the attendance/send-out list do not take off-campus lunch for that week.
- b. has the responsibility to notify the parents of any suspension.
- c. has the responsibility to bring to the faculty meeting names of students who are having continuing discipline problems, including excessive tardies or absences.

The Faculty:

- a. has the responsibility to discuss students with discipline problems at faculty meetings and decide on a course of action to be carried out by a designated high school group or individual.
- b. has the high school faculty's responsibility to consider expulsion in extreme cases regarding discipline or academic difficulties. Expulsion must be an act of the whole faculty at the faculty meeting. It is the faculty's understanding that the sponsor's recommendation will be given earnest consideration.

The Parents:

- a. are expected to work with the members of the high school concerning their child's progress in self-discipline.
- b. are expected to work through the disciplinary procedures with a teacher. They should contact their child's sponsor by following the communication protocol.

The Student:

- a. has the responsibility to maintain a degree of self-discipline that would make it unnecessary for the teacher to provide discipline.
- b. has the responsibility to report to the High School Coordinator when sent out of any class.

Probation (high school)

Some students, by reason of attitude, behavior, or lack of academic achievement, are placed on probation by the faculty. If you have such a student in your course, you should give a weekly report to the sponsor. All such probationary students will be regularly reviewed in the High School faculty meeting. A teacher has the right to suspend a student for one day – the next day of classes. It is the teacher's responsibility to notify the sponsor and to bring the suspension up at the faculty meeting. Expulsion must be an act of the whole faculty at a faculty meeting. Please refer to the Student Handbook for "Guidelines for Conduct & Standards of Behavior."

ADMISSIONS PROCEDURES - High School

1. The Enrollment Director and/or sponsors will conduct preliminary interviews with students and parents interested in coming to Highland Hall. They will request and receive the student's grade records, will interview using the admissions interview worksheet, and will arrange for the student to visit for a full day of school (notifying the sponsor, if he/she is not involved in this process).
2. The Enrollment Director and/or sponsor will also give the prospective student an essay to complete as part of the admissions requirement, and obtain two written recommendations from former teachers. The Enrollment Director or the sponsor will call the student's former school or teacher to verify the recommendations.
3. The class sponsor will designate two students in the class (a girl and a boy) to be student visitor assistants. The student visitor assistants will help visiting students and befriend them during their visit and will try to determine whether the visitor is likely to feel social comfortable and happy at Highland Hall. The student visitor assistants will share their impressions with the class sponsor after the visit.
4. The class sponsor, after receiving grade records, interview worksheet from first interview, essay, recommendations and feedback from student visitor assistants, will hold a second interview with the prospective student* and will make the final decision as to whether or not the student will be accepted into the class.
5. The Enrollment Director and class sponsor will make use of the admissions worksheet (one worksheet for each prospective student) in order to keep within admissions standards established by the faculty and

summarized on the worksheet.

6. The class sponsor will return the worksheet and grade records after the second interview to the high school coordinator for inclusion in the student's file if the student is accepted.

See foreign exchange program for guidelines for admitting foreign students.

*May be delegated by the sponsor.

LEAVING CAMPUS - HIGH SCHOOL

To leave campus during the school day, a student is required to sign out with the high school coordinator. Upon return, the student is required to sign in with the office again. Teachers must ask for a note from a student entering a class very late; if there is no note, the student should be sent to check in with the office.

HOMEWORK AND TESTS IN THE HIGH SCHOOL

There is no fixed policy on the assignment of homework. Teachers should be aware that students are taking other classes which are just as important. If students complain that homework for several classes falls due on the same night, you should consult with your colleagues. The amount of homework is not determined by the grade level, but by the nature of the class. It is imperative that teachers follow through on collecting, correcting, and returning all homework they assign. Helpful comments, which are more encouraging than letter grades, should be written on homework papers. Percentile ratings and achievements as fractions (80% or 8/10) can be used.

Teachers may give tests and reviews as they choose. You should consult with colleagues so that students do not have several tests on one day. The weight of a particular test in rating a student is determined by the teacher. Keep in mind that some students have difficulty with tests of any type. Such difficulties should be pointed out in the report that is sent home.

SCHEDULE CHANGES -- HIGH SCHOOL

Students who request class changes must see their teacher and sponsors. Schedule changes must be made before the third meeting of the class. If approved by the sponsor and both teachers involved, "Drop & Add" slips (available from the High School office) should be signed by the teachers and sponsor and turned in to the High School coordinator.

ACADEMIC TRACKING PROCEDURES -- HIGH SCHOOL

The teacher:

- a. of each class has the responsibility to track the academic progress of the students in that class.
- b. will fill out in a timely manner and have the office mail home a D/F slip to inform parents of any academic difficulties. (If not received back signed, teacher calls home)
- c. has the responsibility to see that the progress reports for their classes are completed and turned in to the coordinator's office by the published due dates throughout the year.

The High School Coordinator:

- a. has the responsibility to keep the pink copy of the D/F slip in the student's file, and monitor and record parental response and inform the sponsor.
- b. reviews regularly the information that comes to the office regarding the student's academic progress and brings to the faculty meetings names of students who are in academic trouble.

The parents:

- a. are expected to respond appropriately to the information and requests on the D/F notice.
- c. Are expected to work with the High School concerning their child's academic progress.

SOCIAL FUNCTIONS

Social activities outside of school hours will be organized by a student group coordinated by a faculty member. All school rules apply at any of these functions. Notices of such events will be sent home and proper arrangements for transportation should be made in advance by students and parents. All

guests are the responsibility of the student inviting them, and they should be made aware of the school rules regarding smoking, drinking, drugs, etc.

PRIVATE PARTIES

Private parties are not school functions and will not be supervised by the faculty of Highland Hall. This includes cast parties after the Three Kings Play and the senior play, and also parties after the prom and graduation. The parents of a student hosting a party for his/her classmates are legally responsible for all minors who attend such parties. It is the responsibility of the parents to satisfy themselves that any private party attended by their child is adequately supervised. Advertising of private parties by the posting of a notice of any kind is not permitted in classrooms or on school grounds except by permission of the high school faculty.

FOREIGN EXCHANGE PROGRAM (HIGH SCHOOL)

Highland Hall has had a student exchange program for several years. The procedure is as follows:

1. The student must be one who will reflect Highland Hall in a positive light, in both academics and attitude.
2. The exchange student must make living arrangements with the family or with the corresponding student in the other school. This should include acquiring a "Consent to Medical Treatment" release. Parents should also make sure that the visiting student has some type of medical insurance, or should cover the student under their own policy. Parents are also advised to ask pertinent questions such as, is the student a vegetarian? a smoker? likes and dislikes?
3. The sponsor or guardian of the exchange student must make a written recommendation to the corresponding sponsor or guardian.
4. The student must have formal written permission from his/her home school to exchange and written acknowledgment that the school will allow a non-resident student to attend. Such permission will also include the sending of records to the home school, covering the classes the student took while exchanging.
5. The exchange student pays no tuition to the school he or she is visiting, but continues to be enrolled and pays whatever fees are required to the home school.
6. The exchange student must participate in all of the classes and activities of the school being visited; however, special considerations are made for language and cultural differences.
7. The student must be studying the language of the country in which he/she wishes to exchange, or must have a sufficient knowledge of the language to grasp the essentials.

ENROLLING FOREIGN STUDENTS

1. Interview family and prospective student:
 - a. grades required
 - b. proof of age
 - c. do they need tutoring in English? if so, proof of that step being taken.
 - d. why did they leave the other school?
 - e. living arrangements with guardian or family.
2. After acceptance, the enrollment fee is required before an I-20 can be issued, along with assurance of tuition payment and living expenses forthcoming.
3. Before entering school, all school forms need to be completely filled out, especially the Consent to Treatment form (without it, a student can not be in school).
4. If student drives, driver license and proof of insurance need to be on file.

OFF-CAMPUS LUNCH PROCEDURE

The privilege of going off campus for lunch will apply only to the high school, and will only be applicable during lunch period, 12:15 - 12:55 p.m. Students are not permitted to leave campus at any other time. Off-campus lunch is limited to Tuesdays and Thursdays. Exceptions may be made at the sponsors' discretion.

The sponsors will take the responsibility for implementing and enforcing procedures outlined below.

1 -- Each student who wishes to go off-campus for lunch must sign the permission note, as must their parents, acknowledging that they have read and understand these procedures.

2 -- It is the responsibility of the student to keep track of when his/her off-campus privilege has been revoked, and not to go off-campus at these times.

3 -- Our off-campus policy is a Walk-Off policy only. Students may not drive their own cars or ride in cars driven by other students.

4 -- Students must be back on campus no later than 12:55 p.m. It is their responsibility to be in class on time at 1 p.m. Students unable to meet the responsibility of getting to class on time jeopardize the privilege of leaving campus for the entire student body.

5 -- The privilege of leaving campus for lunch will be revoked on an individual basis if a student is involved in any of the following: a. irresponsible conduct on or off-campus that would jeopardize the image of the school or students

b. excessive tardiness

c. tardy three to the 4th period class, which begins at 1 p.m.

d. bringing food back to campus for a child in the lower grades

e. being sent out of class. If a student is sent out of class, off-campus lunch will be revoked for one week.

6 -- The off-campus lunch program can be revoked by the high school faculty at any time it is not working smoothly and properly.

7 -- Students who are scheduled to meet with a teacher or counselor during lunch period will need to bring their lunches on that day.

SMOKING

Highland Hall is a smoke free campus. This includes the school day, field trips, and school sponsored activities (i.e. prom, class trips) This rule will be strictly enforced. Infractions may result in suspension or expulsion.

INJURY & ILLNESS PREVENTION PROGRAM

Highland Hall

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Introduction

In 1989, the California Legislature passed one of the most comprehensive laws concerning workplace safety – Senate Bill 198. The bill requires every employer to establish, implement, and maintain an effective injury and illness prevention program in accordance with Section 3203 of the General Industry Safety Orders.

For the purposes of this document, “program administrator” will be defined as the Leadership Team (LT). The Human Resources Director (HR) will carry the responsibility for certain sections of this program. Other sections will be assigned to the Safety Committee (SC).

Each employee of Highland Hall carries the responsibility to read, remember, and abide by the guidelines established herein.

SAFETY POLICY STATEMENT

Highland Hall believes that everyone benefits from a safe and healthful work environment. We are committed to maintaining an injury-free and illness-free workplace, and to complying with applicable laws and regulations governing workplace safety.

To achieve this goal, Highland Hall has adopted an Injury and Illness Prevention Program (IIPP). This program is everyone's responsibility as we work together to identify and eliminate conditions and practices that reduce the benefits of a safe and healthful work environment.

The success of our program will depend largely on how safely each job is performed. There is no job so important - nor any service so urgent that we cannot take time to work safely. We consider the safety of the faculty and staff, our community members and their children to be of prime importance.

Print Name, IIPP Program Administrator (for the LT)

Date

Print Name, Safety Committee Chair

Date

Program Responsibilities

All colleagues are expected to work conscientiously to implement and maintain the IIPP program. The Leadership Team has the authority and responsibility for implementing the provisions of this program. Any questions regarding the program should be directed to the Leadership Team.

IIPP Program Administrator

The program administrator/Leadership Team is responsible for ensuring that all provisions of the IIPP are implemented.

Responsibilities include:

- Advising the Safety Committee on safety and health policy issues. (LT)
- Maintaining current information on local, state and federal safety and health regulations. (LT & HR)
- Acting as liaison with government agencies. (LT)
- Planning, organizing and coordinating safety training. (LT, HR & SC)
- Preparing and distributing company policies and procedures on workplace safety and health issues. (LT & HR)
- Developing a code of safe practices and inspection guidelines. (LT, HR & SC)
- Arranging safety and health inspections and follow-up to ensure that necessary corrective action is completed. (LT)
- Making sure that an adequate supply of personal protective equipment is available. (LT, All Employees)
- Establishing accident report and investigation procedures, and maintaining injury and illness records (OSHA Log 200). (LT, SC, Admin Staff)
- Reviewing injury and illness trends. (LT)
- Establishing a system for maintaining records of inspection, hazard abatement, and training. (LT)

III.

IV. Responsibilities

1. The Safety Committee with HR is responsible for ensuring that Highland Hall safety and health policies and procedures are clearly communicated and understood by all colleagues.
2. All colleagues are responsible for using safe work practices, for following all directives, policies and procedures, and for assisting in maintaining a safe work environment.
3. The Safety Committee and the LT will provide the Evaluation Committee with observations they make or receive on any colleague's lack of compliance with safe work practices on an as needed basis.
4. Colleagues who are unaware of correct safety and health procedures will be trained or retrained (see Training section).
5. Colleagues who deliberately fail to follow safe work practices and/or procedures, or who violated Highland Hall's safety rules or directives, will be subject to action through the Evaluation Committee, up to and including termination.

Communication

Highland Hall recognizes that open, two-way communication between HR and the Safety Committee and staff on health and safety issues is essential to an injury-free, productive workplace. The following system of communication is designed to facilitate a continuous flow of safety and health information between management and staff in a form that is readily understandable.

1. The new-employee orientation will include review of the Highland Hall IIPP and a discussion of policy and procedures that the employee is expected to follow (see Communication & Responsibilities section).
2. The Safety Committee of Highland Hall and HR will schedule a time at general employee meetings when safety is freely and openly discussed by all present. Such meetings will be regularly scheduled and announced to all colleagues, so that maximum participation can occur.
3. From time to time, the SC, HR, or the LT will post and/or distribute written safety notifications. Colleagues should check Highland Hall bulletin boards regularly for such posting(s). Safety-related memos and documents are to be read promptly. Questions about the meaning or implementation of this information should be directed to the body that prepared the notice.
4. Other methods of communication pertinent to health and safety information include electronic mail or Safety Committee presentations at Whole School Meetings.
5. All colleagues are encouraged to inform their supervisor, the program administrator or designee of any matter that they perceive to be a workplace hazard and/or a potential workplace hazard. Colleagues are also encouraged to make safety suggestions and safety training suggestions.

If an employee so wishes, he/she may make such notification anonymously by depositing it in the program administrator's mailbox. A *Report of Safety Hazard* form may be used by the employee.

6. *No employee shall be retaliated against for reporting hazards or potential hazards, or for making suggestions related to safety.*
7. All suggestions will be reviewed by the Leadership Team or designee, who will initiate an investigation of each report of a hazard, potential hazard or safety suggestion in accordance with our procedures for hazard control.
8. Any directives issued as a result of the investigation shall be distributed to all colleagues affected by the hazard, or shall be posted on appropriate bulletin boards.

Workplace Hazard Control and Abatement

Hazard control is the heart of an effective IIPP program. Highland Hall's hazard control procedures are to identify hazards that exist or could develop in the workplace, describe how to correct those hazards, and initiate steps to prevent their recurrence.

Assessment of Hazards

Inspection of the workplace is our primary tool used to identify unsafe conditions and practices. While we encourage all colleagues to continuously identify and correct hazards and poor safety practices, certain situations require formal evaluation and documentation.

Along with each inspection/investigation, the program administrator or designee shall evaluate the severity of the hazard identified, and if it can not be abated immediately, suggest priority for corrective action. The *Safety Inspection Checklist* is to be used to document inspections/investigations.

The program administrator or designee will conduct an inspection or investigation whenever any of the following occur:

1. The introduction of new substances, processes, procedures or equipment can potentially present new safety/health hazards. Based upon safety information available concerning new potential hazards, the program administrator or designee will conduct an inspection and issue any notices that may be necessary.
2. The program administrator becomes aware of a new or previously unrecognized hazard, either independently or by receipt of information from an employee, including receipt of a *Report of Safety Hazard* form.
3. An occupational injury, occupational illness, or near-miss accident occurs (see *Accident Investigation* section).
4. From time to time, the program administrator or designee may conduct unannounced inspections.

All investigations and findings shall be fully documented on the *appropriate forms* and filed as directed in *Recordkeeping*.

Abatement of Hazards

It is our intention to eliminate all hazards and unsafe work practices immediately. Some corrective actions require more time. Priority will be given to severe and imminent hazards.

The *Safety Inspection Checklist* forms completed during the inspection/investigation will be used by the program administrator or designee to describe measures taken to abate

the hazard or correct the unsafe work practice. Actions to be taken may include, but are not limited to:

- Fixing or replacing defective equipment
- Implementing safer procedures
- Installing guards, modifying equipment
- Employee training
- Posting warning notices or using “caution” tape to identify unsafe areas

All such actions taken and the dates they are completed shall be documented on the appropriate forms.

When corrective action involves multiple steps or cannot be completed promptly, an action plan will need to be developed. The *Hazard Abatement Record* is to be used for this purpose and filed as directed in *Recordkeeping*.

While corrective action is in progress, necessary precautions are to be taken to protect or remove colleagues from exposure to the hazard.

Colleagues shall not enter an imminent hazard area without prior specific approval of the program administrator or designee. Colleagues expected to correct the imminent hazard should be properly trained and provided with necessary safeguards.

V. Accident Investigation

The purpose of an accident investigation is to find the cause of an accident and prevent further occurrences – not to assign blame.

A thorough and properly completed accident investigation is necessary to obtain facts. The investigation should focus on causes and hazards. Analysis of what happened and why it happened is aimed at determining how it can be prevented in the future.

Injury and Illness

The occurrence of an occupational injury and/or illness precipitates a document called *Employer's Report of Injury (Form 5020)*. This report is completed by the injured colleague, and a copy of the report is to be sent to the program administrator or designee within 24 hours of the occurrence. Upon receipt, the program administrator:

1. Reports fatalities and serious injuries or illness **immediately** by phone or FAX to the nearest office of the Division of Occupational Safety and Health (CCR Title 8, Section 342).
2. Investigates the incident by visiting the site and interviewing the victim and witnesses.

Accidents

The majority of accidents do not cause injury or illness, yet result in property damage and/or lost time. Such mishaps usually indicate an unsafe act, faulty procedure or hidden hazard. Investigations of these occurrences are conducted at the discretion of the program administrator or designee.

All investigation facts, findings and recommendations shall be fully documented on the *Accident/Exposure Investigation Report* form. This report is filed in accordance with the instructions in *Recordkeeping*.

Training

Training is essential to maximizing the skills and knowledge of colleagues. It is the key to productivity.

Highland Hall has a duty to include safety as an integral part of employee training. Colleagues need to work safely as well as productively and efficiently.

Program Administrator/LT

The program administrator/LT or designee will consult with different colleagues to determine training topics and needs - these include human relations, trainer skills, production/process skills, and familiarization with hazards and risks faced by colleagues.

Colleagues

Highland Hall recognizes that continuing safety and health training is needed for:

1. Colleagues given a job assignment for which they have not previously received training. If the position is supervisory, such training shall include familiarization with hazards and risks faced by the colleagues under the supervisor's direction.
2. Whenever new substances, processes, procedures or equipment pose a new hazard.
3. Whenever the supervisor, program administrator or designee becomes aware of a previously unrecognized hazard.
4. All colleagues in periodic refresher safety training involving general workplace safety, job-specific hazards, and/or hazardous materials as applicable.

All training shall be documented on one of the training record forms and filed as directed in *Recordkeeping*. (A list of specific requirements for employee instruction or training contained in Title 8 of the *California Code of Regulations* is given at the end of this guide.)

Recordkeeping

No operation can be successful without recordkeeping that enables Highland Hall to learn from past experience and make corrections for future operations. In addition, the IIPP regulation requires records to be kept of the steps taken to establish and maintain Highland Hall's Injury and Illness Prevention Program.

Injury and Illness Prevention Program Records

An updated copy of Highland Hall's IIPP will be maintained in the Administrative offices in the Lower School, High School, and Early Childhood Center. The program administrator will retain the following records on file for at least three (3) years:

- Master copy of IIPP, changes/updates
- Documents verifying that Highland Hall has maintained ongoing two-way communication with colleagues such as:
 - Memos, letters to colleagues on safety and health issues
 - New employee safety orientation session acknowledgment form
 - Employee suggestions and responses
- All records of inspections/investigations - including date, name of person who performed the inspection/investigation, unsafe conditions and work practices identified, corrective action taken and date of correction - forms covered in this category include:
 - *Report of Safety Hazard*
 - *Safety Inspection Checklist*
 - *Hazard Abatement Record*
 - *Accident/Exposure Investigation Report*

Use of specific forms is optional if an appropriate written record is maintained.

CODE OF SAFE PRACTICES

It is our policy that everything possible will be done to protect colleagues, students and visitors from accidents. Safety is a cooperative undertaking that requires participation by every employee. Failure by any employee to comply with safety rules will be reported to the Evaluation Committee. The Safety Committee requires colleagues to observe all applicable Highland Hall, state and federal safety rules and practices, and report any observed non-compliance.

General Rules - for all areas

- No one shall knowingly be permitted or required to work while the employee's ability or alertness is so impaired by fatigue, illness or other causes that it might unnecessarily expose the employee or others to injury.
- All colleagues shall be given accident prevention instructions initially and whenever there is a change in the operation that involves additional safety training.
- Horseplay, scuffling and other acts that tend to have an adverse influence on the safety or well being of the colleagues are prohibited.
- Colleagues shall not handle or tamper with any electrical equipment, machinery or gas or water lines.
- Do not expose any person to a known hazard without obtaining the necessary safety equipment and instruction needed to perform that job safely.
- In the event of a fire, sound alarm.
- All injuries shall be reported promptly to the front office so that arrangements can be made for medical or first aid treatment.

Extension Cords

- All extension cords must have a ground plug.
 - Extension cords must not have breaks or frayed ends.
 - All extension cords should be secured in such a way to eliminate tripping hazard.
 - Cords with heavy duty, #16 wire or better, should be used.
 - Cords will not be routed over or through machinery, walls or window or door openings.
-

Use of Power Equipment

- No employee will operate unfamiliar equipment until properly trained.
- All power equipment must be grounded.
- All protective devices must be operational and used where needed.
- All equipment must have guards.
- Defective equipment will not be used.

Use of Hand Tools

- Hand tools must be used for intended purpose only.
- Eye protection is required when using hammers, chisels, drifts, punches, and other striking tools.
- Equipment will be inspected frequently for defects (cracked/split handles, mushroomed striking surfaces, etc.)
- Appropriate tools must be used, for example, no “cheater” devices or wrenches.

Fire Safety

Fire safety is a high priority to all personnel. The *protection of life* and property in a fire is our main concern.

- Report possible fire causing conditions.
- Properly dispose of oily rags, trash, and all combustibles/flammables.
- Do not use gasoline for cleaning parts.
- Be sure that appropriately rated fire extinguishers are available in your work area.
- In case of fire, notify all workers, evacuate to designated area (per evacuation plan), and dial 911 (Fire Department).
- Be certain aisles and exits are kept clear at all times.

Lifting Procedures

- Plan the move before lifting; remove obstructions from your chosen pathway.
- Test the weight of the load before lifting by pushing the load along its resting surface.
- If the load is too heavy or bulky, use lifting and carrying aids such as hand trucks, pallet jacks or carts, or get assistance from a coworker.
- If assistance is required to perform a lift, coordinate and communicate your movements with those of your coworker.

- Position your feet 6 to 12 inches apart with one foot slightly in front of the other.
- Face the load.
- Bend at the knees, not at the back.
- Keep your back straight.
- Get a firm grip on the object with your hands and fingers. Use handles when present.
- Never lift anything if your hands are greasy or wet.
- Wear protective gloves when lifting objects with sharp corners or jagged edges.
- Hold objects as close to your body as possible.
- Perform lifting movements smoothly and gradually; do not jerk the load.
- If you must change direction while lifting or carrying the load, pivot your feet and turn your entire body. Do not twist at the waist.
- Set down objects in the same manner as you picked them up, except in reverse.
- Do not lift an object from the floor to a level above your waist in one motion. Set the load down on a table or bench and then adjust your grip before lifting it higher.

General Traffic Circle Safety

- Do not try to kick objects out your pathway; push or carry them out of the way.
- Do not walk across the traffic circle when traffic is present.
- Obey the directions of any individual directing traffic.
- Obey all safety and danger signs posted.

Hand Trucks

- Tip the load slightly forward so that the tongue of the hand truck goes under the load.
- Push the tongue of the hand truck all the way under the load to be moved.
- When loading hand trucks, keep your feet clear of the wheels.
- Do not try to catch the load if it is falling or slipping. Get out of the way.
- If your view is obstructed, use a spotter to assist in guiding the load.
- Move hand trucks at a walking pace.

- Use a rope or strap to secure the load to the hand truck if necessary.

Water Drum Handling

- Roll drums by pushing against the middle of the drum with both hands.
- Use a cradle-type drum tilter when tilting drums.
- Do not try to up-end a full drum by yourself.
- Do not roll a full drum up a skid by yourself.
- Chock both sides of a drum when storing the drum in a horizontal position.

Cal OSHA Regulations for IIPP

The following information is only an excerpt from California Occupational Safety and Health Standards - Title 8, Chapter 4, Section 1509 and 3202, including Labor Code Sections 142.3 and 6401.7 (SB198).

- A. Every employer shall establish, implement, and maintain an effective Injury and Illness Prevention Program. The Program shall be in writing and shall, at a minimum:
1. Identify the person or persons with authority and responsibility for implementing the Program.
 2. Include a system for ensuring that colleagues comply with safe and healthy work practices. Substantial compliance with this provision includes recognition of colleagues who follow safe and healthful work practices, training and retraining programs, disciplinary actions, or any other such means that ensures employee compliance with safe and healthful work practices.
 3. Include a system for communicating with colleagues in a form readily understandable by all affected colleagues on matters relating to occupational safety and health including provisions designed to encourage colleagues to inform the employer of hazards at the worksite without fear of reprisal. Substantial compliance with this provision includes: meetings, training programs, posting written communications, a system of anonymous notification by colleagues about hazards, labor/management safety and health committees or any other means that ensures communication with colleagues.
 4. Include procedures for identifying and evaluating work place hazards including scheduled periodic inspections to identify unsafe conditions and work practices. Inspections shall be made to identify and evaluate hazards:
 - a. When your program is first established,
 - b. Whenever new substances, processes, procedures, or equipment are introduced into the workplace that represent a new occupational safety and health hazard, and
 - c. Whenever the employer is made aware of a new or previously unrecognized hazard.
 5. Include a procedure to investigate occupational injury or occupational illness.
-

6. Include methods and/or procedures for correcting unsafe or unhealthy conditions, work practices, and work procedures in a timely manner based on the severity of the hazard, a) when observed or discovered, and b) when an imminent hazard exists which cannot be immediately abated without endangering colleagues and/or property. Remove all exposed personnel from the area except personnel necessary to correct the existing condition. Colleagues necessary to correct condition shall be provided the necessary safeguards.
 7. Provide training and instruction:
 - a. When the program is first established
 - b. To all new colleagues
 - c. To all colleagues given new job assignments for which training has not previously been received
 - d. Whenever new substances, processes, procedures, or equipment are introduced to the workplace and represent a new hazard
 - e. Whenever the employer is made aware of a new or previously unrecognized hazard
 - f. For Safety Committee to familiarize them with the safety and health hazards to which colleagues under their immediate direction and control may be exposed.
- B. Records of scheduled and periodic inspections by *sub-section a-4* to identify unsafe conditions and work practices, including person(s) conducting the inspection, the unsafe conditions and work practices that have been identified, and action taken to correct the identified unsafe conditions and work practices.
- These records shall be maintained for three (3) years.
1. Documentation of safety and health training required by *sub-section a-7* for each employee, including employee name or other identifier, training dates, type(s) of training, and training providers.
- This documentation shall be maintained for three (3) years.
- C. Employers who elect to use a labor/management safety and health committee to comply with the communication requirements of *sub-section a-3* of this section shall be presumed to be in substantial compliance with *sub-section a-3* if the committee:
1. Meets regularly, but not less than quarterly.
 2. Prepares and makes available to the affected colleagues, written records of the safety and health issues discussed at the committee meetings and maintained for review by the Division (Cal-OSHA) upon request.
 3. Reviews results of the periodic scheduled worksite inspections.

4. Reviews investigations of occupational accidents and causes of incidents resulting in occupational injury, occupational illness, or exposure to hazardous substances and, where appropriate, submits suggestions to management for the prevention of future incidents.
5. Reviews investigation of alleged hazardous conditions brought to the attention of any committee member. When determined necessary by the committee, the committee may conduct its own inspection and investigation to assist in remedial solutions.
6. Submits recommendations to assist in the evaluation of employee safety.
7. Upon request, verifies abatement actions taken by the employer to abate citations that have been identified.

REPORT OF SAFETY HAZARD

YEAR	NUMBER
SUPERVISOR'S NAME	

[illegible]