

# YOUTH INITIATIVE HIGH SCHOOL

HANDBOOK 2013-2014

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# YIHS VISION AND PURPOSE STATEMENT

"Our highest endeavor must be to develop free human beings who are able of themselves to impart purpose and direction to their lives." -- *Rudolf Steiner*

"Only a virtuous people may be free" -- *Ben Franklin*

"The responsibility of tolerance lies with those who have the broader vision"  
-- *George Eliot*

The Youth Initiative High School exists to provide holistic, Waldorf-inspired education for grades 9-12. We work with the Steiner model of the "three-fold human *being*" consisting of body, soul, and spirit and strive to integrate "head, heart, and hands" (thinking, feeling, and willing) into the fabric of school life. Parents, students, and faculty cooperatively weave this fabric. We will create an environment that encourages and assists students in becoming free thinkers, and in maturing into active "response-able", empowered participants in the greater society. The school, its students, families, and faculty will be of service to the larger community.

## Vision of YIHS

Our vision is to become a vibrant, empowering, Free Waldorf high school. We find the Steiner view of the developing adolescent useful; this model sees ages 14-18 as a time when young people ideally move from outwardly imposed authority towards individual freedom and personal responsibility. We will create and maintain a vessel, a community where this growth can occur in an organic way while providing students with the experiences and tools (academic, artistic and practical) to find their way to meaningful work and relationships, both social and vocational.

Faculty, students, and families are partners in learning; exhibiting mutual respect, shared joy in learning, cooperation, and caring. We facilitate individual student talents and personal growth, their imagination, passion, and love of the arts. Our rich and challenging course of study integrates academics, the arts, physical and practical life skills. Our small school community encourages students to become all their individual destinies call them to be.

The Youth Initiative High School will not discriminate based on race, creed, gender, sexual orientation, or age. Youth Initiative High School admits students of any race, color, national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national or ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

## Guiding Principles of the School

- 1. Mutual Respect:** Students agree to respect and honor other students and their teachers by staying alert, offering respectful challenges and arguments, asking thoughtful questions, listening well, and playing their part in the learning community. Teachers agree to honor each student's individuality, listening well to student concerns and questions, seeking to enrich each student's learning experience. Whenever possible, students will be given the opportunity to meet prospective teachers and have input into their hiring. Students, parents and faculty all agree that we are all representatives of our school and our behavior reflects on our reputation. We will be good stewards of the resources available to us including the Landmark Center and PRWS.
- 2. Self Knowing:** Our school is founded on the assumption that each being has the right and responsibility to strive for freedom, full self-awareness, and self-actualization. We encourage each person to come forth in a full expression of their authenticity combined with a strong respect for the rights of the whole. Students need to be aware of their responsibility to the school community, as well as their inherent rights within it. Our curriculum provides the prerequisites for achieving this state of individual freedom.
- 3. Wholeness and Interconnectedness:** Our school fosters an awareness of the interconnectedness of all life, a curriculum that relates all subjects to each other and to the human being. Academic courses are taught with as much practical application as possible. Art, Music, and Movement maximize intellectual development while engendering sensitivity and a rich feeling life, helping to develop the capacity to discern the good, the beautiful and the true. Foreign Languages provide a context for the exercise of memory, a point of entry into different cultures, and an opportunity to view reality from different points of view. Through practical application of manual skills we support and help to develop the diversity and sustainability of our local rural culture.
- 4. Independent Waldorf School:** We strive to use the principles of Steiner's work with spiritual science and the Waldorf School indications in such a way as to personally own them. We are not interested in becoming wedded to an ideology that doesn't live in us. All our decisions are made from a point of deep consideration, honoring each person's integrity and personal experience. We seek to maintain an independent cultural institution, free from outside control.
- 5. Student/Faculty Mentoring of Each Other:** Students and Faculty will actively foster an environment where all are encouraged to seek and offer help to other students and faculty members.
- 6. Financial Co-Responsibility:** Students and families are responsible for participating in the funding activities of the school. Families agree to assume their fair share of the financial responsibility for the school through a combination of tuition payments, cash gifts and gifts of time and effort. We seek to make this education available for every student and family who desires it.

# YIHS BY-LAWS

**I. NAME:** The legal name of this corporation is High School Youth Initiative, Inc., as organized under Chapter 181 State of Wisconsin Statutes thus without Capital Stock and Not for Profit. The corporation is also known as Youth Initiative High School or as Youth Initiative hereinafter.

**II. PURPOSE:** see Purpose Statement attached

**III. MEMBERSHIP:** All currently enrolled students, the parents or guardians of those students, and the current faculty (see Faculty section below for further definition) will be members of the corporation. Members will come together at the Semi-annual Meetings or at any Special Meeting of the whole community called in accordance with Notice requirements as specified below. All members of standing committees appointed by the Board of Trustees will be members of the Youth Initiative Corporation.

**IV. SEMI-ANNUAL MEETINGS:** Two Semi-annual Meetings of Members will be held each year within thirty days before or after May 1, and within 30 days before or after September 1<sup>st</sup>. The agenda for the May meeting will include the elections for the Board of Trustees. The agenda for the September meeting will include the approval of the annual budget. Any amendments to the Articles of Incorporation, bylaws, or Vision and Purpose Statement and Guiding Principles may take place at either meeting.

Any further official agenda items for the Semi-annual Meetings will be included in the Notice which will be delivered or mailed to all members no less than 10 days or no more than 30 days before the Semi-annual Meeting, as determined by the Board of Trustees. The Notice will also include nominees for election to the Board; and the text of any proposed amendments to the Articles of Incorporation or By-laws, Vision and Purpose Statement and Guiding Principles.

A quorum for the Semi-annual Meetings is equal to the number of currently enrolled full time students, present in person or by written proxy. Written Consent will not count towards a quorum. The style of decision-making will be consensus seeking; however, votes may be taken when requested by five or more members. Each member will have one vote. Voting by Proxy and Action by Written Consent will be recognized at the Semi-annual Meetings. See also Section XII: Actions by Written Consent below. Decisions by vote will require a two-thirds (2/3) majority of those present in person or by written proxy.

**V. BOARD OF TRUSTEES:** At Youth Initiative, the Board of Trustees will function as the Board of Directors as defined in Chapter 181 of the Wisconsin Statutes and hereinafter as "Board" or "Trustees."

- 1) The Steering Committee will function as the Board until the first Semi-annual Meeting after their formal adoption of these By-laws.
- 2) Trustees of the Board will be elected at the May Semi-annual Meeting. Vacancies created between Semi-annual Meetings will be replaced by the remaining Trustees, except any Student Board Member who will be replaced by the Student Committee. Similarly, the Faculty Board Members will only be replaced by the Faculty Committee and the Parent Board Members by the Parent Committee.
- 3) The Board will consist of eleven (11) Trustees. A minimum of two (2) and not more than four (4) Trustees will be currently enrolled Youth Initiative students. The Student Committee will announce their two (2) new Trustees at each Spring Semi-annual Meeting, who will have been elected for a one year term by the Student Committee in a fair manner with their governance procedures. The Faculty Committee will also announce their two (2) official Trustees, appointed for a two year term, at the May Semi-annual Meeting. The Parent Committee will announce its two (2) official Trustees at this time as well, selected for a two year term in a fair manner seen fit by the Parent Committee.
- 4) Of the remaining five (5) Trustees, four (4) will be elected by all members of the corporation and serve a two year term, and one (1) will be appointed annually in July by the Board as a member from the wider community.
- 5) A minimum of six (6) Trustees must also be members of the corporation.
- 6) The Board shall elect or designate the Officers of this corporation, including at least a President, Secretary, and Treasurer; it may elect, in addition to these three Officers, a separate Vice-President. Either the office of Secretary or



Treasurer or both may also be named as Vice-President-Secretary or Vice-President-Treasurer. (see section VI: *Officers* for duties and further details.)

7) Trustees will hold a Board meeting within 30 days after the May Semi-annual Meeting with both incoming and outgoing Board members (June). The next monthly Board Meeting (July) will be the start of the new term where the Board will elect new Officers. Officers' terms will expire when their successors are designated by the Board.

8) The Board will meet at least once monthly. The President may call additional meetings. A majority of Trustees may direct the President to call a special meeting of the Board requiring no less than seven (7) days Notice of such a special meeting.

9) A quorum for any Board meeting is eight (8) members.

10) The administration and operations of this corporation shall be jointly managed by the Board of Trustees and the Faculty in a spirit of mutual aid. The Board will manage financial business and corporate affairs, provide facilities and their maintenance, purchase equipment and supplies in consultation with the Faculty. The Board will publish an Annual Operations budget for the next fiscal year by the fall Semi-annual meeting. The Board will manage corporate legal and /or government affairs.

11) Board meetings will be open to all members of this corporate community. The Board will meet in closed session only upon specific agenda items, as designated and approved by a Board majority.

12) Board members shall receive no compensation, but may be paid for reasonable expenses, subject to Board approval.

13) Committees other than Students, Parents, or Faculty must be approved by the Board or Membership Meeting resolution.

**VI. OFFICERS** of this corporation must be designated by the Board and will include a separate President, Secretary, and Treasurer from among current Trustees. Other officers may be designated by the Board from among members or employees of the corporation.

1) President will officiate (or name a facilitator) for all meetings of the Board and at the Semi-annual Meetings. The President will coordinate the Committee work of this corporation, especially with the Faculty. The President will be recognized as our chief executive in official corporate relationships and legal affairs.

2) Secretary (may also be Vice-President Secretary to serve in absence of President) will be responsible for accurate recording of minutes of all Board meetings and the Semi-annual Meetings. 3) Treasurer (or Vice-President Treasurer) will be a signatory on all school accounts and a member of the Finance Committee.

**VII. FACULTY** includes all current year teachers as named officially by the Faculty Committee to the Board, as of 1 September each year, with additions or deletions designated also by the Faculty. Meeting frequency, agenda, rules of order, and governance for the Faculty will be determined by the Faculty Committee in accord with legal requirements and no outside approval. The Youth Initiative Faculty will guide the school's shared spiritual, intellectual, and cultural life with special consideration for the ideas of Rudolf Steiner and inspiration from Anthroposophy, the Faculty will manage the development and structure of the curriculum. The Faculty Chairperson (or equivalent) will coordinate closely with the Board and the administration on the schedule of school events, development of school policies, significant Faculty issues, and initiatives.

**VIII. PARENTS** Committee will include all parents and official guardians of currently enrolled Students. The Parents Committee will also organize its own agendas and governance. Parent responsibilities include fund-raising activities, long-range planning with Board and Faculty, staffing for school functions where possible, organizing study groups,

**IX. STUDENTS** at Youth Initiative High School have been empowered in a rare manner as full members of this corporation with Board representation guaranteed. Similar to the Board, Faculty, and Parents committees, the Student Committee will organize its own meetings, agendas and governance in accordance with the purpose and by-laws of the school. All currently enrolled students are members of the Student Committee. Students will designate special representatives to coordinate with the Faculty around curricular and administrative policy. Students will be responsible for fund raising activities in coordination with the Development Committee and the administration.

**X. SPECIAL MEMBERSHIP MEETINGS:** The Board, or by formal resolution of either the Faculty, or the Parents Committee, or the Student Committee, or by signed petition of any group of members which equals the number of currently enrolled full time students, may call a Special Meeting of Members.

The Notice for any such Special Meeting must describe the official agenda of that meeting and be delivered by an officer of the Board no less than seven (7) days, nor more than fifteen (15) days to all members.

Decisions of members at a Semi-annual Meeting or Special Meeting have final authority in corporate affairs. Official votes or actions of any Special Meeting are strictly limited to the agenda defined in the Notice for that specific Special Meeting. A quorum for the Special Meeting is equal to the number of currently enrolled full time students, present in person or by written proxy. Written Consent will not count towards a quorum.

The style of decision-making will be consensus seeking; however, votes may be taken when requested by five or more members. Each member will have one vote. Voting by Proxy and Action by Written Consent will be recognized at a Special Meeting. See also Section XII: Actions by Written Consent below.

Decisions by vote will require a three quarters (75%) majority of those present in person or by written proxy. This majority must also represent greater than one half (50%) of the corporation members. A quorum may make a binding decision through consensus.

Actions by Written Consent or Voting by Proxy will only be allowed at any Special Meeting in accordance with specifications stated in Section XII: Actions by Written Consent

**XI. RULES OF ORDER:** The Board, Faculty, Parent, and Student committees may each determine their own Rules of Order. In case of disputes, meetings will be conducted in accordance with Roberts Rules of Order to the extent that said 'Roberts Rules of Order' are consistent with these By-laws and Wisconsin Statutes.

**XII. ACTIONS BY WRITTEN CONSENT** will be allowed at the Semi-Annual Meetings and at Special Membership Meetings on any ballot or proposal distributed in written form with the Notice for the meeting. Voting by Proxy will be allowed at the Semi-annual Meetings and at Special Membership Meetings for decisions regarding agenda items requiring discussion. The agenda items must have been published in the Notice for the meeting. Proxies must be given in writing and provided to the facilitator of the meeting at the start of the meeting. Written Consent will not count towards a quorum. Other bodies or committees of this corporation will decide in their own process if proxy voting will be allowed

**XIII. EMPLOYEES** at Youth Initiative will be under Faculty supervision unless otherwise designated by the Board or Member Meeting. This corporation will be an equal opportunity employer and encourages applications from all qualified individuals including women, people of color, persons with disabilities, and lesbian, gay, bisexual, and transgender individuals. Wages, benefits, and other compensations will be determined within the Annual Budget.

**XIV. FISCAL YEAR and FINANCIAL SPHERE:** The fiscal year will begin on 1 July each year and end on 30 June of the next. The Treasurer will coordinate all financial affairs in collaboration with a finance committee designated by the Board. Only the Board may authorize any officer or agent to make a contract or agreement or other instrument which names Youth Initiative as a party with interest. The Board (or Member Meeting) must authorize all debts above \$500 or longer than three (3) months. The Treasurer will develop policies and practices subject to Board approval, for all budgets, deposits, and disbursements, bookkeeping and other fiscal records, and necessary audits. The Annual Operations Budget and current Capital Budget will be published each year with the Notice of the September Semi-annual Meeting.

**XV. AMENDMENTS** to these By-laws or the Youth Initiative Articles of Incorporation or the Vision and Purpose Statement and Guiding Principles must be first approved by the Board and secondly approved at the next Semi-annual Meeting with proper Notice of Amendment text. An amendment to these By-laws resolved at any Special meeting must also be approved at a subsequent Special Meeting, or the next Semi-annual Meeting, whichever comes first.

**XVI. DISCLAIMER:** The Youth Initiative High School does not discriminate on the basis of age, race, color, religion, sex, national origin or ancestry, sexual orientation, pregnancy, marital status, handicap, political affiliation, or veteran status with regard to treatment of employees and students in educational programs or activities which it operates.

**XVII. DISSOLUTION CLAUSE:** If the Youth Initiative High School dissolves, the assets will be used to pay any outstanding debts and any excess assets will be donated to another 501(c)(3) non profit organization.



# DECISION MAKING PROCESS FOR POLICIES, PROCEDURES, GUIDELINES AND STANDARDS

The following groups will be the Policy Making Bodies:

- ◆ The Board
- ◆ The Faculty
- ◆ The Administrative Group
- ◆ Personnel

Each Policy Making Body in the school will be responsible for reviewing and updating the sections of the Policy Handbook which are their responsibility. Their responsibilities and powers include proposing and approving changes, additions and or deletions to the policies. The responsible body must consult with all other Consultative Bodies prior to final approval. The Consultative Bodies are:

- ◆ Board
- ◆ Faculty
- ◆ Students
- ◆ Parents

Consultation is defined as providing each body with a clearly written proposal providing enough time (1 month) for the other bodies to meet and consider the proposal. The Policy Making Body must attempt to respond to objections, questions and suggestions raised. If a proposed change meets wide resistance in the other bodies it is recommended, but not required, that the policy or policy change not be adopted until a greater degree of agreement is achieved. However, that decision rests with the assigned Policy Making Body. If the YIHS Community wishes to overturn the decision they may seek to call an All School Meeting to do so.

A proposal for a new policy or a change in any existing one may arise in any Decision Making or Consultative Body. However the Responsible Policy Making Body will carry the process and make the decision. If there is any doubt as to which should be the Responsible Body the Board will assign it.

This wide consultative requirement does not mean that the each body must get broad approval/consultation for the routine decisions needed to run the school. These decision making guidelines refer to changes in the “Policies, Procedures, Guidelines and Standards” of the school as written in the Handbook. We trust that the Faculty and Students will make the day to day decisions in accordance with the Guiding Principles and the language contained in the “Policies, Procedures, Guidelines and Standards.”

Formal Approval (not just consultation) by all Consultative Bodies is needed to change this Decision Making Process and Assignment of Responsibilities.

The work of the school (outside classroom instruction) is done largely by the committees. Some committees are defined by the bylaws, such as personnel, faculty and students; but most will welcome committed volunteers. Contact the committee chair for meeting times or if you have a question about the work of the committee. Most committees have a Board member as a liaison to keep the Board informed on issues. Some committees are more administrative in nature; those are represented to the Board by the school Administrator.

# DIVISION OF RESPONSIBILITIES

## YIHS Community Responsibilities as represented in the Board:

- The Vision and Purpose Statement
- Guiding Principles
- By-Laws

Any proposed changes must be submitted to the Faculty, Parent, and Student bodies in writing. If approved by all and by the Board then it can be sent to the whole YIHS Community for approval at a Semi-annual Meeting or at a Special All School Community Meeting.

### Board Responsibilities

- Finance
- Long Range Planning
- Facilities
- Development
- Transportation

### Faculty Responsibilities

- Academics
- Required Curriculum/Freedom of Choice/Credit System
- Homework Policy
- Independent Studies
- Senior Projects
- Senior Internships
- Graduation Standards and Policies
- Care Groups/Disciplinary Policy
- Faculty/staff training and mentoring

### The following groups report to the Faculty:

- Curriculum Committee
- House Leaders

### Personnel Responsibilities

- Hiring, Firing and Evaluation of Faculty and Staff

Note: the Board role in the hiring of any faculty and staff with administrative responsibilities is still to be determined

### Administrative Group Responsibilities

- |  |                                       |
|--|---------------------------------------|
| —Admissions                              | —Severe Weather Policy                |
| —Attendance                              | —Service Hours                        |
| —Building Safety (including Fire Drills) | —Service Week                         |
| —Camping Trip                            | —Special Events                       |
| —Cleaning                                | —Theme Week                           |
| —Classroom standards                     | —Transcripts/portfolios/student files |
| —College Counseling/College Tours        | —Visitors                             |
| —Computer Use and Electronic Devices     |                                       |
| —Conflict Resolution                     |                                       |
| —Enforcement of disciplinary decisions   |                                       |
| —Field Trips                             |                                       |
| —Facilities and supplies                 |                                       |
| —Foreign Exchange/Travel Programs        |                                       |
| —General Building Behavior               |                                       |
| —Library                                 |                                       |

### The following groups/people report to the AG:

- Admissions Committee
- Cleaning Commissioners
- Webmaster/computer technology team
- College counselor/Program Director
- Service Hours Commissioners



# YIHS COMMITTEES & DECISION MAKING

## Policy-Making Groups

**Administrative Group** processes issues concerning the day to day administration of the school and sets the school calendar. The AG keeps abreast of pertinent issues concerning the student body, facilities, equipment needs, discipline issues, etc. The Cleaning Commissioners, Webmaster, Admissions Group and Peace Committee report to the Administrative Group. The AG works in close cooperation with the Student Committee and the Development Committee

The **Board of Trustees** carries the legal and fiscal responsibilities for the school. The Board comprises 11 members: two parents, two students and two faculty members, each elected by their respective committees. Four of the remaining members will be chosen in a general election at the May semi-annual meeting, one will be appointed by the Board to serve a one-year term. At least 6 Trustees must be members of the corporation.

**Faculty** includes all current year teachers as named officially by the Faculty Committee to the Board. The Faculty will manage curriculum structure and development. The Faculty Chairperson (or equivalent) will coordinate closely with the Board on development of school policies, significant Faculty issues, and initiatives. The Faculty Committee will determine meeting frequency, agenda, rules of order, and governance for the Faculty. Faculty will guide the school's shared spiritual, intellectual, and cultural life.

**Personnel Committee** conducts the hiring and evaluation of teaching staff and consists of two parents, three students, two faculty, one community member and one Administrator. Students, parents and faculty are elected by their respective peers.

## Committees

**Curriculum Committee** reviews, assesses, and plans the school's curriculum on both a long term and yearly basis. It includes Parent, Student, and Faculty representation and makes recommendations to the Faculty. Reports to the Faculty.

**Development Committee** looks at short and long range goals for fundraising events and solicitations. Evaluates fundraising activities and makes recommendations. Fundraising ideas should be brought to the attention of the committee. DevCom issues a fundraising event calendar and helps to coordinate the overall fundraising awareness including: website management and content as they relate to PR, YIHS publications and press releases, individual and business community solicitations, and awareness of the general image of the school and its members in the community. Reports to the Board.

**Enrollment/Admissions Committee** accompanies new students and their families through the admissions process including giving

school tours, hosting students for day visits, conducting information and orientation meetings and makes decisions concerning admission of new students, re-enrolling students, and student status after the required probation period. Reports to the Administrative Group.

**Facilities Committee** The Facilities committee has the task of evaluating the present school facilities and the prospect of finding a permanent home for YIHS through existing buildings or building new. Reports to the Board.

## Finance Committee

The Finance Committee works closely with the school's financial administrator. Tasks include budget planning, payroll and benefits, tuition, pledge meetings with parents and general awareness of the financial health of the school. Reports to the Board.

**Long Range Planning Committee** looks at issues relating to vision and planning for the school, including facilities and relations with other organizations. Reports to the Board. Evaluates the overall curriculum and individual courses, considers suggestions for changes or additions, and tries to find a balanced, age-appropriate curriculum course offering keeping in mind the indications of Rudolf Steiner's world view of Anthroposophy and the wisdom inherent in the Waldorf curriculum.

**Parent Committee** includes all parents and official guardians of currently enrolled Students. Parent responsibilities include fundraising activities, long-range planning with Board and Faculty, staffing for school functions where possible, organizing study groups, and special training. The Parent Committee will organize its own agendas and governance.

The **Peace Committee's** goals are to support the Conflict Resolution Group by engaging in preventative medicine for social health through quiet, focused meditation and the practice of non-violent communication skills. Ideally, this group includes representation from Faculty, Student and Parent Bodies. Reports to the Administrative Group.

The **Sports Committee** investigates options for sports at YIHS, develops relationships with other schools regarding our participation in sports programs, and develops our own teams where possible. Reports to the Board.

The **Student Committee** includes all currently enrolled students of YIHS. Students will designate special representatives to coordinate with the Faculty and Administration on policy development. Students will be responsible for fundraising activities coordinated with the Board and Parents. The Student Committee will organize its own meetings, agendas and governance in accordance with the purpose and by-laws of the school.

# YIHS COMMITTEE DESCRIPTIONS

## **Administrative Group**

The Youth Initiative High School Administrative Group is responsible for coordinating the work of the Administrative Staff, Students, and Faculty, and for overseeing the day-to-day operations of the school. The Administrative Group will meet weekly.

The Administrative Group consists of:

- All Faculty and Staff with Administrative responsibilities (including Administrator, Program Coordinator, Development Director, and Administrative Assistant or Office Manager)
- Three (3) elected representatives of the Student Body
- One (1) elected representative of the Parent Body

## **Decision-making process:**

The AG operates on consensus. Only elected members or their proxies may participate in the decision making process.

## **Orientation:**

The Student and Parent Representatives will be elected in April/May each year. They will attend a joint meeting with their respective outgoing members at the end of the school year.

The student Webmaster, Cleaning Commissioners, Student Hours Commissioners, Student Treasurer, or other student officers may be asked to consult with the AG or participate in AG business as needed.

*Approved by the Board in July 2007*

*Revised April, 2012*

## **Curriculum Committee**

### **Composition:**

The Curriculum Committee is an open committee, meaning that any member of the school community who comes to a meeting can participate in decisions made at that meeting. However, to maintain a consistent group of knowledgeable participants working on Curriculum issues, the several bodies within the school will elect or appoint official members to serve on the committee during a given school year. The Student Body will appoint 3 official members, the Faculty will appoint at least 2 members, and the parents will appoint at least 1 member. At least two members of the Curriculum Committee will also be members of the Personnel Committee.

## **II. Mandate and Responsibilities:**

A. The Curriculum Committee is subject to the oversight of the Faculty, which is responsible for all academic and cultural areas of school life. The Curriculum Committee welcomes participation from all members of the school community, but decisions need to be confirmed by the Faculty before they become official.

B. As a subcommittee of the Faculty, the Curriculum Committee will be responsible for the following areas:

Setting the schedule of classes and subjects for each school year, including main lessons, path classes, and elective classes of all kinds.

Reviewing credit requirements for graduation.

Coordinating the selection of Theme Week themes.

Reviewing YIHS policies on grading and student evaluation

Coordinating planning for the Camping Trip and Orientation Week

C. Decisions made by the Curriculum Committee regarding scheduling and subjects will be reported to the Personnel Committee to initiate a hiring process in a timely manner.



### **III. Meetings and Minutes**

All Curriculum Committee meetings will be announced publicly in the Weekender and at Morning Circle, along with a proposed agenda, at least 1 week in advance. Scheduling will be based on the needs of the officially appointed members chosen by the Students, Faculty, and Parents.

**Quorum:** At least 2 Faculty members and 2 students must be present at a meeting in order for official decisions to be made.

Minutes from Curriculum Meetings will be posted in school and distributed via the Weekender. Student, Faculty, and Parent members will report decisions and ongoing discussions to the regularly scheduled meetings of their respective bodies.

*Approved, Winter 2011*

### **YIHS Faculty**

#### **Description of the YIHS Faculty**

The Faculty of the Youth Initiative High School is composed of all teachers working in the school during the current academic year. As defined by the Bylaws and Vision and Purpose Statement, the Faculty is responsible for the spiritual, cultural, and pedagogical life of the school. The Faculty will work to build a spirit of collegiality and community among its members. The Faculty will also work to expand the understanding and application of the principles of Waldorf pedagogy at YIHS.

The Faculty is empowered to organize itself as it sees fit in order to fulfill its responsibilities. In May of each Academic year, the Faculty will elect a Faculty Chairperson, a representative to the Board of Trustees, and two representatives to the Personnel Committee from its membership to serve for the following academic year.

The Faculty Chairperson will set the meeting schedule and agenda, coordinate inservices and guest speakers, and serve as a liaison with other school bodies when needed. The Faculty Chair may serve as a member of the Administrative Group if the Faculty deems this necessary for the well being of the school.

#### **Description of YIHS Core Faculty**

The Youth Initiative High School Core Faculty is responsible for ensuring that the policy-making and oversight duties of the Faculty as a whole are fulfilled. Members of the Core Faculty also provide leadership for the Faculty as a whole in developing and holding a pedagogical vision for Youth Initiative High School.

Qualifications for membership in the Core Faculty are as follows:

- a. Membership in the YIHS Faculty for the current academic year.
- b. An interest in taking on the tasks of the Core Faculty, including policy development, administration, and leadership of the Faculty as a whole.
- c. A commitment to attend a majority of all Faculty meetings (weekly) and all meetings dealing with specifically Core Faculty issues (monthly)

All YIHS Faculty members meeting these qualifications at the beginning of the academic year will be considered Core Faculty. The Faculty Chairperson will maintain and publish a complete list of Core Faculty. Non-salaried members of Core Faculty will be compensated on an hourly basis for time spent in meetings.

#### **YIHS Faculty Decision Making Process**

#### Rules of Order:

The YIHS Faculty will use a consensus-based model of decision making. The Faculty Chair will ensure that all Faculty members are familiarized with the principles of the consensus model.

#### Quorum and Voting:

Full participation in all Faculty meetings is open to all members of the current YIHS Faculty. However, for formal Faculty decisions on policies and appeals of student disciplinary issues at least 2/3 of the Core Faculty must be present and a formal agenda must have been distributed at least 5 days before the meeting.

#### Amendments

Changes to this organizing document must have the approval of the Faculty as a whole at a meeting with a full agenda published at least 5 days in advance.

### YIHS Personnel Committee

#### I. Composition:

The Personnel Committee will be composed of three student members chosen by the Student Body, two parent members chosen by the Parent Committee, two faculty members chosen by the Faculty Committee, one Board member, chosen by the Board of Trustees, and a representative of the administration. In addition, the Personnel Committee shall appoint an at-large member from the larger community. All members (except at-large member) must be a member of the Youth Initiative Corporation (as defined by the Bylaws) at the time of their appointment. All members will be appointed for one-year terms. If a committee member resigns or is removed, his or her respective committee or body will choose a replacement to serve the remainder of the term.

#### II. Responsibilities, Meetings, and Minutes:

The Personnel Committee will be responsible for hiring and firing faculty and other staff members. They shall, with the assistance of students, parents, and faculty evaluate the performance of faculty members on a regular basis. Meetings of the Committee are closed to non-members, however the Committee may choose to, and is encouraged to, accept public comments on issues of personnel. The Committee will record minutes and publicly post those portions of the minutes that do not expose confidential or sensitive issues discussed during the meeting.

#### III. Voting and Appeals:

Students vote and are fully involved in all issues of hiring, policy and procedure. Issues pertaining to criticisms of faculty and staff will involve everyone during discussions. However, students may be asked to leave the discussion if there is consensus minus 1 among all non-student members to do so. Students will not vote on firing decisions. In the event that a vote to fire a staff member is unavoidable, that staff person will be given the option to resign. The Personnel Committee will seek consensus, but will revert to supermajority (one vote more than simple majority) if consensus cannot be reached. Appeal: Decisions concerning the termination of a teacher or staff contract by the Committee can be appealed. An appeal must be submitted in writing to the Board of Trustees within 10 days of notification of the termination.

#### IV. Standards for Committee Members:

The Personnel Committee has the authority to remove any of its own members by a majority vote if they fail to adhere to the standards to the Personnel Committee. The standards of the Personnel Committee are as follows:

Confidentiality must be maintained in all matters.

Each member is expected to complete an appropriate portion of the committee workload.

Attendance at 80% of committee meetings.

Work in a positive spirit of cooperation.

*Approved by Personnel Committee, Fall 2008*



# YIHS BOARD AND COMMITTEE MEMBERS

## YIHS Board of Trustees, 2012-2013

Terrell Beck  
Lars Bergan  
Kate Buche-Pattison  
Jack Corbin  
Paul Grenier

Ray Kolenko  
Jim Pattison  
Tom Vanderhyden  
Christine Larson

## Committee Members

### Administrative Group

Matthew Voz\*  
Bean Voz  
Jacob Hundt  
Lauren Woody<sup>S</sup>  
Eleanore Staffanson<sup>S</sup>  
Susan Townsley

### Curriculum Committee

Eva Rising  
Jacob Hundt\*  
Dave Hibbard-Rode  
Charlie & Arlo Townsley  
Namthip Nilawong  
Vicki Ramsay  
Mark Sandberg  
Dean Staffanson

### Development Committee

Shawn Lavoie\*  
Dave Hibbard-Rode  
Geri Shonka  
Susan Nesbit  
Dan Burke  
Jim Pattison  
Brian Woody  
Cedar Kellum<sup>S</sup>  
Kate Buche-Pattison<sup>S</sup>  
Isis Anacker<sup>S</sup>

### Facilities Committee

Ray Kolenko\*

### Finance Committee

Jan Rasikas  
Matthew Voz\*  
Annajo Doerr  
Lars Bergan  
Dawn Hundt  
Halle Pollay  
Mari McPheron<sup>S</sup>  
Chris Larson

### Long Range Planning Committee

Adrian Ugo  
Julia Hundt  
Matthew Voz  
Jacob Hundt  
Shawn Lavoie\*  
Jaia Wilbour<sup>S</sup>  
Lauren Woody<sup>S</sup>  
Karen Pothen

### Peace Committee

Bean Voz\*  
Tom Vanderhyden  
Dave Hibbard-Rode

### Personnel

Matthew Voz\*  
Shawn Lavoie  
Terry Beck  
Mari McPheron<sup>S</sup>  
Isis Anacker<sup>S</sup>  
Jericho Frietag<sup>S</sup>  
Sheila Sherwin  
Richard Bock

### Sports Committee

Matt Voz\*  
Paul Grenier  
Tom Vanderhyden  
Ted Parrish

### Parent Fundraising

Susan Nesbit\*  
Valorie Schaefer  
Sheila Sherwin

*\* Denotes Chair*

*<sup>S</sup> Denotes Student Member*

# ADMINISTRATIVE POLICIES

## Admissions

"YIHS admits students of any race, color, national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national or ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, athletic or other school-administered programs." ~ from the YIHS Vision and Purpose Statement

The YIHS enrollment process has several steps, designed to offer opportunities for the prospective student to gather information about the school and vice versa.

The Youth Initiative High School is a unique organization that seeks to include every interested student and family, regardless of prior educational experience or economic resources. Because of the unique participatory nature of the school, it is extremely important that all prospective students and their families understand what will be expected of them and freely agree to participate to the best of their abilities. We recognize that each family has its own strengths and challenges; YIHS will work with any family willing to bring their best to the table.

### Steps to Admission

1. Full day school visit and initial meeting during regular school year, ideally a student will visit for 2 days to experience the full curriculum.

This is a very important step in the process and should not be omitted if at all possible.

At the end of the day, or very soon thereafter, the student and his/her family meet with available members of the Admissions Team (see Section III) for mutual feedback, reflection and questions/answers.

2. Student and parent/guardian complete & submit enrollment forms with application fee.
3. The Admissions Team reviews the application forms, exclusive of financial information.
4. The Admissions Team schedules an in-person interview with the student. Telephone/electronic interviews may be substituted if distance is a prohibiting factor.

The admissions interview team will consider an applicant's comportment, candor, communication skills, and a sample of their work.

5. The Team recommends one of the following actions:

Admission (probationary status).

Admission with specified conditions for probationary period because of potential challenges or past behaviors.

These conditions will be discussed with student and parents beforehand.

Deny admission as a result of one of the factors stated below (See Section VII) or any other determining factor deemed appropriate by YIHS staff.

6. If admission is recommended, a pledge meeting is scheduled with school finance representatives. If an acceptable pledge agreement is reached, the family pays registration & supplies fees (at the minimum). The School Administrator sends a letter notifying family of status.

7. The student is admitted on a probationary basis (see Section V). The student is assigned to a House and a peer is chosen by the student's House Leader (unless the student feels able to choose his/her own).

8. At the end of the probationary period, student meets with his or her Care Group for recommendation or denial of full enrollment. If admitted to full enrollment, the student chooses permanent Care Group members at this time.

### Composition and Responsibilities of Admissions Team



The Admissions Team shall consist of at least seven people and shall include the School Administrator and at least two representatives from the Student, Faculty and Parent groups. This group is necessarily large to facilitate multiple meetings during the Spring and early Summer. Should the creation of a separate Admissions Team prove to be impractical or unwieldy, the Administrative Group shall serve in its place.

The Admissions Team is responsible for the following:

- Yearly review and update of enrollment forms
- Assignment of student “buddy” for initial visit
- Follow-up meetings with prospective students and families as needed
- Review of application submissions
- Assignment of temporary student peer as needed
- Admission or denial of applicants

### **Composition of School Reps at family pledge meeting**

There shall be at least two and no more than three School Representatives at the pledge meeting. These shall not include student members, but shall include at least one, preferably two representative(s) of the Finance Committee.

### **Probationary period**

The probationary period is set for 6 weeks and is seen as “full admission on a temporary basis”.

Probationary students are expected to show initiative and effort in all aspects of service, academic and fundraising work, with the resources and support of the school community at their disposal. In order to enroll the student on a permanent basis, the Care Group will take into account:

- Status of homework assignments
- Service hours
- Cleaning tasks: attitude and performance
- General attitude and initiative

The student’s Care Group has authority to approve or deny full enrollment, or to take other temporary action (ie, extend probationary status).

### **Expectations/Standards for Admissions Team**

All members of the Admissions Team shall conduct themselves as they would want the YIHS to be represented at all times. Confidentiality will be maintained. Financial information will remain the purview of the Finance Committee, and will not be shared with student members of the Admissions Team.

The initial meeting with families will take place in a timely fashion: on the same day or soon after a student has visited the school.

Review of application forms will take place in a timely fashion, though the Admissions Team may hold forms for up to one week in order to review them in batches.

The School Administrator will notify family of Admissions Team’s decision within one week. Pledge meetings will take place as soon as possible after admittance.

### **Admissions Standards**

Youth Initiative High School is unlike any other. Our unique incorporation of student voice, decision-making, independent studies, service work, building maintenance, and fundraising call for a level of student involvement and initiative that is rare in most high schools. Students who express interest and commitment to these aspects of YIHS should be highly encouraged to attend.

Students who are:

- Independent
- Responsible
- Flexible
- Passionate

- Self-driven
- Community - oriented
- Interested in food and agriculture
- Respectful of different perspectives
- Excited to participate in shaping the future of the school
- Lovers of art, music, and hands-on learning
- Seeking a strong relationship with their teachers

Have strong and positive family support

are likely to flourish here as well as strengthen the school and learning community.

Our goal is to provide excellent educational opportunities for every child who is interested in attending, as well as for every student already enrolled at YIHS. Because we are a private school with limited funding, we must be realistic about our abilities to serve every student who may come our way.

The following factors will be considered when determining a student's admissibility:

- Age
- Special needs - either physical, mental, or emotional - that exceed the ability of our limited staff, budget, and building to manage safely and effectively for the potential student as well as all other staff and students of YIHS
- An unwillingness on the part of student or parents to participate in YIHS responsibilities, tuition, or fees as outlined in the Vision and Purpose Statement
- A student's past school or community behavior that may lead us to believe that students or faculty may not be safe. Such behaviors include but are not limited to:
  - o Repeated violent behavior
  - o Repeated threats and intimidation
  - o Known sexual assault or harassment behaviors

History of drug abuse or possession

Draft 4

Approved, 5/27/08

Review: 2009-2010

Revised 2/11/13, 3/24/13

Distributed for feedback 4/26/13

Approved 5/2/13

## Cleaning

The Youth Initiative High School day ends at 3:00PM. The period from 2:45 – 3:00 is spent cleaning and maintaining our fine school.

### Cleaning Commissioners:

Three Cleaning Commissioners will be elected by the student body each trimester. Candidates must state their willingness to uphold this policy.

Cleaning Commissioners will ensure that Cleaning Job lists and sign-off grids (with spaces for cleaners and commissioners) are posted in each room. Commissioners should check the Attendance Sheet in the Office by lunchtime and re-assign jobs if people are missing. If a Cleaning Commissioner is not able to be at school at the end of the day, the serf will fill their spot.



Commissioners must stay until everyone under their jurisdiction has finished their job satisfactorily.

Commissioners must physically visit each room, checking off the completion of each job. Any complaints about the state of a room should be directed to the cleaning commissioner in charge.

Commissioners will also maintain a job list of their own on a clipboard. Commissioners and Faculty Advisor will develop a 3 week rotation schedule to be kept on the office computer, and will work together to assign jobs in a logical and equitable way, without favoritism or punishment.

#### **Student Cleaners:**

All students have cleaning jobs. Part of your role as a YIHS student is to do well the job that is assigned you by the cleaning commissioners, and to report to your cleaning commissioner once done.

Students who participate in sports must provide their Commissioners with a schedule as soon as possible, noting the dates that they will need to leave early. If you are not able to do your job at the end of the day it is your duty to notify your cleaning commissioner beforehand.

#### **Consequences:**

When a student has not done his or her job well, and/or has left school without notifying the Commissioner ahead of time, that student will have one hour subtracted from the total number of his or her completed Student Hours, and a note will be posted to the student's Wiki page.

#### **Faculty Advisor**

A member of the Administrative Group will be appointed Faculty Advisor and will help Cleaning Commissioners with any needed supplies or training. Complaints or concerns about Cleaning Commissioners should be directed to the Faculty Advisor. Serious complaints will be brought to the Admin Group, who may recommend that a Commissioner be replaced.

draft 1, 11-1-12, Ayana Perry

draft 2, 11-9-12, revisions by AG, compiled by Liz Cox

draft 3, 11-16-12, revisions by AG, compiled by Liz Cox

*Approved by AG, 11-29-12*

## **Collections**

The following policy is for collection of pledges/debts due to YIHS. ANY partial payment would mean there is no late fee. This process moves forward only in the case of no payment at all. The finance committee is given the power to write off part or all of what is owed in cases of hardship IF the individual/family who owes makes a good faith effort to contact the school/finance committee and explain the situation. Invoices will be sent to those that owe money to the school.

If a debt is 3 months past the family will be contacted by a member of the Finance committee for a conversation. Re-negotiation may happen at that time.

If a debt is 4 months past due, a late fee will be added. The late fee will be 5% of total due including late fees.

If a debt is 5 months past due a late fee will be added. The late fee will be 5% of total due including late fees. This invoice will come with a warning that at the end of next month it will go to collections. An effort is made at this point to have a conversation by phone or in person.

If a debt is 6th months past due a late fee will be added. The late fee will be 5% of total due including late fees. A final warning is given that it will go to collections at the end of the month. In order to avoid collections at this point, the payee

must pay in full or set up an electronic funds transfer.

If a debt is 7th months past due, and meets the minimum set by the collections agency, it will be turned over to collections.

Students whose prior year tuition pledge is not paid in full by the start of the new year will not be allowed to return to school.

Accounts that remain open through August of the year a student graduates or withdraws will be turned over to collections.

d. 1, Jan. 15, 2012

d. 2, Feb.14, 2012

final, approved, March 23, 2012

## Conflict Resolution Process

### I. Introduction and Goals

Youth Initiative High School (YIHS) is a unique community in which parents, teachers, and students participate actively in the guidance and functioning of the school. A clear roadmap of responsibilities and authority within the school community is essential for the healthy conduct of school business. Different viewpoints can sometimes lead to conflicts. Conflict itself is not unhealthy, but when it is not directed toward resolution and improvement, it undermines trust and healthy working relationships. Conflicts between even a few individuals can affect the whole community.

YIHS aspires to resolve conflicts within the resources of the school community in harmony with the YIHS Vision and Purpose Statement and the mediation model of conflict resolution. With this vision in mind, YIHS has formed a Conflict Resolution Group (CRG) and defined a procedure for resolving conflicts to help individuals and groups express their concerns and resolve them in a positive and efficient manner, to the benefit of the whole community. All YIHS members are asked to direct complaints or conflicts to the appropriate individuals or groups listed below, to prevent unnecessary confusion and misinformation.

### II. Procedures for Initiating the Conflict Resolution Process

a. **Communicate directly** with the person or group with whom you are having a conflict. Approach that person or group first in person or in writing and seek resolution. When meeting with a group, you may wish to take a support person with you.

b. **Contact the School Administrator or Faculty Chair** in person or in writing if you feel that the conflict has not been resolved through direct communication with the individual or group involved. The School Administrator or Faculty Chair will address the problem directly or refer it to the Conflict Resolution Group, Care Group, or other appropriate group within one week. A conflict resolution file will be maintained by the School Administrator and Faculty Chair, available to the Conflict Resolution Group if needed.

c. **Contact the Conflict Resolution Group (CRG).** If any of the parties in the conflict do not feel that the problem has been resolved by the above two steps, or if the conflict involves the School Administrator or Faculty Chair, a written request should be submitted to the CRG. The CRG will contact the party submitting the request for conflict resolution and begin the process of resolving the conflict within one week of receiving a written request.

#### Guidelines for writing a letter to the Conflict Resolution Group:

- Briefly state the problem or conflict clearly. Provide specific examples that illustrate the situation, including dates and names of those involved, if applicable.
- Describe previous attempts to resolve the problem.
- What suggestions can you offer for resolving the problem?



- d. Keep the tone of your letter respectful of all parties involved.
- e. The letter should be no longer than two pages.
- f. We ask that anyone who seeks to use the conflict resolution procedure would agree to enter into the process in good faith. Resolving conflicts is built on trust. The YIHS process is not a legal proceeding. In the rare event of a very serious conflict, participants in the process would agree to suspend any threatened or actual legal proceedings for the duration of the conflict resolution process.

### III. Composition of the Conflict Resolution Group

- a. This group will be composed of four adult members of the YIHS community---all with serious commitment to peaceful conflict resolution. All members agree to undertake mediation training together and to faithfully attend meetings. All agree to work in harmony with the YIHS Vision and Purpose Statement and the principles of mediation.
- b. Members will be selected by the current CRG and approved by the Administrative Group, keeping in mind the need for both continuity and sufficient turnover.
- c. The CRG will elect a chairperson from its membership.

### IV. Responsibilities of Conflict Resolution Group Members

- a. Consistently attend meetings of the CRG.
- b. Undertake mediation training together in order to work out of a common model. At least one member should have significant training/experience in conflict resolution or mediation.
- c. Agree to work in harmony with the YIHS Vision and Purpose Statement and the principles of mediation.

### V. Implementation of the Conflict Resolution Process

- a. The chairperson of the CRG will arrange and facilitate meetings. The group will meet on an

## Foreign Exchange Program

### Purpose of Exchange Program

The primary goals of the YIHS Exchange Program are as follows:

- To promote peaceful cultural understanding and a global perspective among YIHS students and students at our partner schools.
- To support and stimulate the study of foreign languages among YIHS students and of English among students our partner schools.
- To encourage the development of students' social maturity, self-reliance, and communication skills by placing them in challenging foreign contexts for extended time periods.
- To foster stronger ties between YIHS and other high school communities within the global Waldorf movement.

### Program Organization and Oversight

The YIHS Administrator/School Coordinator will designate a member of the Faculty or Staff to serve as an Exchange Coordinator, who will be responsible for keeping up to date with Department of Homeland Security regulations and for filing required information through the DHS SEVIS system as the YIHS Primary Designated School Official (PDSO).

The Exchange Coordinator will work with the foreign language faculty and ESL tutor (if one is hired) to develop and maintain an appropriate support structure and orientation process for visiting exchange students at YIHS.

The Exchange Coordinator will have final authority over the placement of exchange students with YIHS host families. This includes the authority to move exchange students between families during the exchange if this step is deemed necessary for the well being of the student and/or host family.

The Exchange Coordinator will be responsible for maintaining relations with and communicating with partner schools, with the assistance of foreign language faculty if necessary.

The YIHS Administrative Group is responsible for reviewing and updating policy relating to foreign exchanges, in accordance with YIHS policy-making structure.

### Requirements for Becoming a YIHS Exchange Student

YIHS students wishing to participate in the exchange program must fulfill each of the following requirements:

- Be responsible, respectful, hardworking, and able to respond well in challenging situations. YIHS exchange students going to study abroad are expected to be good ambassadors of YIHS and of the United States in the schools and countries they visit.
- Be reasonably familiar with the language of the country they will be studying in, as determined by foreign language teacher and Care Group.
- Be in good standing at YIHS with regards to academics and behavior. Students should have no “Fails” or major behavioral problems during the semester prior to their exchange.
- Successfully complete at least 1 year at YIHS and be in at least the second semester of their 10<sup>th</sup> grade year.
- Have the financial means to cover airfare, medical insurance with coverage in a foreign country, and any other incidental expenses associated with the exchange.
- Secure the approval of their Care Group and the appropriate foreign language teacher.

### Process for Becoming a YIHS Exchange Student

The process for participating in an exchange is as follows.

**Fall Semester:** The Exchange Coordinator and Language teachers will organize an informational meeting about the foreign exchange program for all students interested in doing an exchange during the following academic year.

**January:** Students wishing to participate in an exchange with a particular country will inform the Exchange Coordinator in writing.

**Spring Semester:** The Exchange Coordinator will make contact with the partner schools to inform them of the number of students interested in making an exchange during the following year. The schools will work to set up appropriate exchange pairs and host families. A Care Group meeting will be held for all students wishing to do an exchange, focused on the student’s academic plans and on the list of Requirements listed in Section III above.

The Exchange Coordinator will make the final decision about whether or not a student is eligible participate in an exchange. The Exchange Coordinator may cancel exchanges at any date up to the date of departure in the case of academic or behavioral problems.

### Expectations of YIHS Host Family

Host families are responsible for the following:

- providing appropriate housing for exchange students, as well as for all meals while the student is in their care.
- covering school field trip expenses.
- ensuring that there is appropriate adult supervision for exchange students at all times.
- occasional assistance with school assignments.

Host families are *not* responsible for the following:

- providing money for entertainment, shopping, or other incidental/optional expenses.
- covering medical or emergency expenses for exchange students.

### Oversight

The Exchange Coordinator will meet with prospective host families to determine their ability to serve in this capacity. The Exchange Coordinator has final authority to approve host families. The Exchange Coordinator will also name an alternative host family for all visiting students and has the authority to move an exchange student from one host family to another, should the need arise.

### Process for Enrollment of Exchange Students at YIHS

International students wishing to attend YIHS as exchange students should contact the Exchange Coordinator, who will



provide the interested student with an exchange application form.

The student should complete the exchange application form and received approval to participate in an exchange. The student should be familiar with the expectations for an exchange student at YIHS and his/her family and school should be prepared to host a YIHS student on similar terms to the expectations laid out in this policy.

Once the student has completed the application form and the approval of the partner school has been received, the Exchange Coordinator will work with the foreign language teachers to match the student with a YIHS student and host family.

Once hosting arrangements and exchange dates have been set, the exchange student is expected to apply for and receive an appropriate US visa, permitting him/her to attend school in the United States. (Ordinarily this is an F-1 visa). The Exchange Coordinator will create SEVIS form stating that the student has been accepted for study at YIHS and send this to the student so that he/she can apply for the visa in a timely fashion.

## Mandated Reporting

One of the goals of the Youth Initiative High School is to provide a safe, healthy environment for learning and growth, and to foster an atmosphere of mutual respect.

Faculty, students and families are partners in learning, exhibiting mutual respect, shared joy in learning, cooperation and caring.

*- from the YIHS Vision statement*

To support this, YIHS adopts the following policy regarding faculty/staff conduct and protection of students.

### Mandated reporting

The State of Wisconsin requires that Faculty/Staff of registered schools report suspected abuse or neglect of a child under 18 to our County Human Services Department. Teachers who become aware of or suspect child abuse or neglect must report directly to Vernon County Human Services and inform the school Administrator.

Information and training, including signs of abuse, communication skills and reporting procedures, enabling faculty members to deal effectively and sensitively with matters of suspected abuse will be provided at a regularly scheduled faculty meeting in early September. Such information will be incorporated into written faculty procedures as well.

### Sexual Abuse and Molestation

A staff member who becomes aware of or reasonably suspects that a student under 18 years old attending the school has been sexually abused by a member of the YIHS faculty/staff must report directly to the local authorities, and, in addition, report this in writing to the school Administrator and/or the President of the Board of Trustees.

Faculty/staff of YIHS shall not engage in sexual behavior with any YIHS student, regardless of the student's age.

### Harassment

The faculty and staff of YIHS will conduct themselves at all times in a way that promotes a healthy work environment for all staff members. To support this environment, YIHS faculty and staff will avoid inappropriate sexual conduct or suggestive behaviors, sexual or racial slurs, and intimidating or aggressive behaviors towards their colleagues. Reports of inappropriate behavior will be addressed to the Administrator and/or to the President of the Board of Trustees.

### Corporal Punishment

Youth Initiative High School teachers will treat students with courtesy and respect, especially when discipline is needed. Teachers and staff members are never to use physical punishment, humiliation, or intimidation as a means of control. Should a student become engaged in a physical altercation, YIHS faculty/staff shall use only what force is necessary to remove the student from the altercation and/or the building, as befits the situation.

## Record Retention

Type of record	Retention Period	Storage Method	Person Responsible
Meeting minutes	5 years	electronic	Committee Secretary
Leases and Contracts	5 years	paper	Administrator
Articles of Incorporation	Permanently	Paper and electronic	Administrator
Tax Returns	Permanently	paper	Administrator
Personnel Records	5 years	electronic	Administrator
Teacher Evaluations	5 years	paper	Administrator
Payroll Records	5 years	electronic	Administrator
Job Applications	One year	paper	Administrator
Kaleidoscope	Permanently	Paper and electronic	Development Director
Annual Financials	Permanently	electronic	Administrator
Weekenders	One year	electronic	Administrator
Student Transcripts	Permanently	Paper and electronic	Faculty Chair
Care Group notes.	Destroyed upon graduation	Physical	House Leader

Approved by the Board, May 2013

## Severe Weather

In case of severe weather the YIHS will cancel school for the day or have a 2-hour delay. We follow the decisions made by the Viroqua Area Schools (VAS) which provide the bus services. If VAS cancels school for the day, we do the same; if VAS decides on a 2 hour delay, we do the same.

To find out what is happening in case of severe weather listen to the local radio stations, check websites for WKBT or WXOW, call the VAS bus garage at 608-637-1342, or call the YIHS after 6:30 AM, by which time we will have a message on the school's voice mail.

If school starts with a 2-hour delay the schedule is as follows:

10:10AM	Morning Circle
10:35AM – 12:15PM	Main Lesson
12:15 – 1:00PM	Lunch
1:00 – 2:55PM	Regularly scheduled afternoon classes

## Student Discretionary Fund (SDF) By-Laws

### Treasurer

The Treasurer, an elected student officer, serves as the Student Discretionary Fund's (SDF) cash manager. The Treasurer is responsible for the disbursement of these monies. The Treasurer is responsible for financial planning, budgets, keeping accurate financial records, depositing receipts, and authorizing expenditures. The Treasurer will deliver a weekly financial report during Student Meeting. The treasurer must also deliver a report to the Board monthly on Student Fundraisers. The Treasurer must make the bylaws available to any person desiring them and post an up-to-date copy on the school website.



### **Student Checking account**

The school administrator will establish a checking account for the SDF, which the administrator will refill as needed so that there is never more than one fourth of the SDF in the account. The Treasurer can write checks, but must notify the Budget Committee of all transactions. The signature of the Treasurer and one other Budget Committee members is required to withdraw monies or write checks for more than \$75. If the Treasurer acts in good faith and in the exercise of due care he/she is not personally liable to YIHS for any losses.

### **Budget Committee**

The Budget Committee will be composed of the Treasurer and two (2) additional members elected by the Student Body. The Budget Committee is responsible for creating the annual Student Budget, approving every transaction from the fund and addressing any fiscal concerns. The Budget Committee will create responsible guidelines for the disbursement of funds. The Budget Committee will record all approved and unapproved transactions and post them weekly in a public location.

The Budget Committee will meet once a week or as needed at a time and location made public at Student Meeting. The Treasurer will facilitate Student Budget Committee Meetings. Budget Committee meetings are open to non-members. Non-members are welcome to attend meetings and contribute comments, but hold no voting authority. The Budget Committee will reach decisions only through consensus. If the Budget Committee cannot reach a consensus, the Budget Committee will bring the issue to Student Meeting where the students will vote on it. A Budget Committee meeting may not be held if the Student Treasurer (or a proxy approved in writing) and the two (2) Committee members (or proxies approved in writing) are not present.

### **Elections**

The Student Body will hold elections for the Treasurer and Budget Committee at the second Student Meeting of the year. The Student Body will elect the Treasurer and two (2) Budget Committee members to serve a one (1) year term. The Student body will elect the Treasurer and Budget Committee members by a majority closed ballot vote. Candidates must announce their intention to run for Treasurer at the first Student Meeting of the year and briefly state their intentions to the Student Body in order to be eligible. If the Student Treasurer or a Budget Committee member resigns or is removed, the Student Body will elect a replacement to serve the remainder of the term. The Student Body can remove the Treasurer or Budget Committee members from office by a 2/3 vote.

### **Approval Process of Funds**

Student must bring all transaction requests to the Budget Committee Meeting or Student Treasurer who will then present it to the Budget Committee. The Budget Committee must approve every transaction. The Budget Committee requires a receipt before or after every transaction. Without a receipt, the Budget Committee will not reimburse a student. Students must return unaccounted money which is not accounted for.

If a student, parent or teacher disagrees with a particular transaction, they may present their concerns to the Budget Committee. If Budget Committee cannot resolve the problem, the person can bring their concern to Student Meeting. If the Budget Committee will not approve a transaction, a student may appeal to the Student Body where a 2/3 vote will overrule the Budget Committee's decision.

The Treasurer has the power to approve any transaction on the spot without prior approval of the Budget Committee if he/she feels that this transaction is time-sensitive. The Budget Committee must approve any such transactions at the next meeting.

### **Amending the Bylaws**

Amendments to the bylaws must be submitted in writing to the Student Body. The proposed amendment must be posted in a public location and announced at Student Meeting at least one week prior to voting. The Student Body can pass Amendments by a 2/3 majority vote.

## Transportation Policy

### Field Trips, Camping Trips, etc:

It is the school's policy that every vehicle used for a field trip, camping trip, etc. outside the city limits of Viroqua must have at least one adult in it, either as driver or as passenger. Within the city limits of Viroqua, students may drive themselves, and carry other students as passengers, if the driver has a regular license, or an adult with regular license is also a passenger; if the student driver has a probationary license, he /she can carry only one student passenger.

# COMPORTMENT POLICIES

## Youth Initiative Behavior Agreement

**Youth Initiative High School** is fortunate to be able to rent our welcoming and spacious school. We do not own our space, and we must conduct ourselves respectfully within its walls. It behooves us therefore, not to do anything that would damage the building, other tenants, the building's surroundings, or ourselves. Students, parents, and faculty agree not to partake in any illegal, dangerous or destructive activities during school or any school functions they attend.

**Illegal, Dangerous, or Destructive Behavior:** At YIHS, we encourage students to be fully engaged and aware of their surroundings. We do not condone the consumption, possession, of any illegal substances by students or faculty. Students, parents, and faculty agree not to consume or possess any illegal substances during the school day, or at any school functions they attend. The PRWS and the Landmark Center constitute a tobacco free campus, and smoking is prohibited. For students, parents, or faculty, this includes any spot publicly visible in the area of either of these buildings.

**Graffiti and/or General Defacement:** Our goal is to keep our school looking clean and attractive. This means we will pick up and dispose properly of garbage, and keep our school clean. We will not tolerate graffiti or defacement of property. The perpetrator(s) will do whatever is required to make amends for their action(s).

**Window Safety:** The Landmark Center is equipped with many expansive windows, which allow plenty of natural light to penetrate its confines. Exercise caution around the windows in our building, especially when others are near them. Do not sit or stand on the windowsill, or either of the landings' ledges. Do not purposely hit, or throw any objects at or near the windows. In addition, throwing any object, big or small, out of the window is not allowed.

**Sports and/or Group Activities:** While physical activity is greatly encouraged, we ask that it take place outside, or in a designated movement location (such as a gym). There will be no kicking, dribbling, or throwing of balls, Frisbees, boomerangs, spears, or any such objects within the school. Any such activity will result in the temporary confiscation of the objects in use. Skateboarding (including longboards) and unicycling, among other things, will also not be allowed in the school. Hackysack is allowed, provided the players are conscious and courteous of their surroundings. Juggling is allowed, with small/soft balls or plastic pins.

**Respect for property:** Respect of others and their property is a quality of high value at YIHS. Thievery is not allowed, and anyone caught in the act of stealing will return the stolen item to its proper location and owner. If a return of the stolen object is not possible, the thief is expected to reimburse the owner the full value of the stolen item.



Noise: Noise disturbances will be kept to a minimum whenever possible, and there will be no running in the halls or excessively loud noises in or near the building. During the school week, between the hours of 1PM and 3PM, a quiet zone will be maintained near the kindergarten, where children are napping, on the south side of the building.

Consequences: A Care Group can be called at any time to address any behavior issues that breach this agreement, to find a suitable consequence. Teachers/Administrators reserve the right to forbid or allow any potentially dangerous activity, pending further review, and based on individual circumstances.

*Draft 11, by Keegan Murray- King, 03/22/10*

*Revised by Administrative Group, 3/7/13*

*Approved, 4/25/13*

## Chaperones

As a chaperone, you are the authority representing the school at events. The following are guidelines to help you fulfill your role.

- Please check in with the student organizer, tour the building if necessary, note lock-up procedures, first aid supplies, etc.
- We ask that you maintain an interactive and proactive approach to student supervision: walk through the hallways frequently, introduce yourself to students you don't know, walk through the rest of the building occasionally. Your job is to be aware of what's going on in and around the building; a proactive presence is a good way to prevent inappropriate activity.
- If a person is suspected of being intoxicated or is otherwise behaving inappropriately, assess the situation:
  - If a person is *behaving inappropriately*, but the issue is not a threat to anyone's safety, calmly and clearly talk to the individual to let them know that their behavior is inappropriate. A good way to approach this may be "Please adjust your behavior because it is inappropriate in the following ways..."
  - If the behavior does not change, ask them to leave and explain that if they do not, parents or police may be called.
  - Any level of intoxication is unacceptable at a school event.
  - Is the person so intoxicated that their behavior is dangerous or disrespectful to themselves or others? If so, is there a friend or someone who is willing to take responsibility for the person to escort them home? If an escort cannot be found, contact parents or police.

It is important that student/chaperon relationships be based on care and respect. Both parties should operate from the mutual understanding that the primary goal is for everyone to have fun without overstepping boundaries!

Please report any incidents to Matt or Jacob as soon as possible – within 24 hours at the latest.

## Couches

Couches exist at the YIHS for the comfort and relaxation of the students, teachers and visitors during free periods and breaks. The Administrative Group has the authority to suspend or revoke couch privileges at any time.

Couch care and behavior:

Couches should be treated with respect. Jumping, climbing, wrestling, drawing, ripping, cutting, writing, kicking, scratching, general rumpusing, or any other destructive behaviors directed towards couches are strictly forbidden. Inappropriate activities can lead to couch removal and/or individual student Care Groups.

To become part of the YIHS Couch community, a prospective couch must meet the following criteria:

- Be clean and free of pests.
- Have no offending odors.
- Be free of rips, scratches, dents and disgusting stains.
- Have all four feet, and an attached and solid back.
- Have all cushions intact, preferably with removable, easily cleanable covers.
- Have no hide-a-bed nor reclining tendencies.

## Expulsion Guidelines

Students at Youth Initiative High School are expected to give their best effort in all that they do and to comport themselves in a respectable manner both inside and outside the school walls. Among its other functions the Care Group is able to convene when these standards for attitude and behavior are not being met by the student. The Care Group has the power to set up its own course of action within the parameters of YIHS policy and it can permanently expel a student from the school.

House leaders should convene a Care Group as soon as possible in any of the following cases.\*

- In the event that a student has failed two classes in one trimester
- Extended or widespread concerns among faculty about a student's attitude toward their academic work, peers, or instructors
- Failure of a class for reasons of tardiness or non-attendance
- Significant and credible concern from community members about a student's extramural behavior.
- Inability of a student to perform to their potential due to illness or emotional issues
- Intentional damage to common property
- Misdemeanor or felony criminal conviction

Some breaches in conduct are severe enough to warrant immediate suspension\*\* from school pending the convention of the Care Group and the installment of a plan for restoration of the student to normal status or in serious cases, or cases displaying a trend of misconduct, the immediate expulsion of the student. These include but are not limited to:

- Physical or sexual assault or intimidation during school or school events
- Suspicion of intoxication during school or school events
- Engaging in sexual acts within sight of the school or at school events
- Consumption of drugs, including alcohol or tobacco, within sight of the school or at school events
- Possession of a firearm or other weapon\*\*\* within sight of the school or at school events

All Care Groups should have as their goal the restoration of the student to his/her full potential and to normalcy in all academic and governance activities within the school.\*\*\*\* With this goal in mind Care Groups should set out to create measureable objectives for the student to achieve and schedule a meeting in the future at which to review the completion of these objectives.



The second meeting, to evaluate the student's success in meeting his/her objectives set out in the first meeting, can result in one of three things:

1) Given the student's past experience at YIHS, the nature of the initial breach in conduct, and the subsequent level of success on the part of the student to meet objectives laid out in the first Care Group, it may be the decision of the second Care Group to expel the student without further discussion.

2) Again, given the student's past experience at YIHS, the nature of the initial breach in conduct, and the subsequent level of success on the part of the student to meet the objectives laid out in the first Care Group, it can be the decision of the Care Group to immediately place the student on 60 days probation and devise a new set of objectives to be met with complete success by the end of the probationary period. Failure on the part of the student to fully meet each one of these objectives by the end of the probationary period will result in expulsion.

3) If the student has successfully met the objectives from the first Care Group that student can then be returned to normal status and begin again with a clean slate.

\* This list is not meant to be exhaustive and does not limit the ability of a house leader to convene a Care Group at any time.

\*\* Suspension is always at the discretion of the school administration.

\*\*\* A weapon will be defined by the intent of its user. Any object used recklessly or with the intent to intimidate or harm persons or property or any object whose primary purpose is the aforesaid is here defined as a weapon.

\*\*\*\* In some cases, however, the breach of conduct and the resultant damage to the school may be so severe as to warrant immediate expulsion by the Care Group without an attempt at restoration.

## Faculty Conduct Guidelines

### I. Teacher/Student Relationships

Teaching and mentoring at the high school level is both challenging and rewarding. When we are with students—in the classroom, in committee meetings or in the community—we are called to be adults. In our school, adults don't hide behind assumed authority, but rather show their authentic humanity. We need not be stiff or aloof, but rather attempt to be aware of our feelings, presentiments, and perceptions so that we can truly listen to our students. We strive to be compassionate with them, offering our care, interest and experience for their growth. At the same time, we must show compassion for ourselves, allowing ample space for out-of-school issues to be resolved out-of-school.

Youth Initiative High School is based on a unique relationship between its students and its faculty. In many ways, the proper relationship at YIHS contains seemingly unresolved paradoxes. We interact often with students as peers but we are ever aware that we are not their peers but their mentors. We wish to forge close personal relationships with our students yet must maintain the distance necessary to make impartial decisions regarding what is best for the present and the future of any student. We allow students to exercise their wills within the school and yet we must simultaneously be the unquestioned leaders of the group. It is not easy but it is worth it.

a. It is no secret that adolescence is the time that young people begin to think about, experiment with, and express their sexuality. Our role in helping navigate this part of their life is primarily pedagogical. We can educate and advise but must never directly engage with the sexual life of the student. This is vital not only to the legal interests and public image of the school but also to the comfort and well-being of our students.

b. Absolutely no interactions of a sexual nature can be tolerated including but not limited to flirtation, sexually-colored comments, inappropriate touching, etc., and we also strongly discourage interactions of such a nature with recent YIHS alumni. It is not our intention to discourage discussion of sex and sexuality with students but it is vital that the faculty member's own sexuality never enter into any interactions with students. This includes the way which we present ourselves and faculty should be reminded to dress in a modest way during the school day.

c. Teaching and mentoring is a team sport. Although we encourage teachers to forge individual relationships with students, situations will arise that cannot and should not be handled alone. By law, known incidences or even suspicion of physical or sexual abuse or neglect must be reported by the individual faculty member to the Vernon County Human Services Department, and should also be immediately reported to school administration. In addition suicidal tendencies or self-destructive behavior should be shared

with the school administration as soon as possible. The sharing of other concerns about particular students is facilitated monthly at a faculty meeting. Ours is truly a community of teachers and the knowledge we share about the needs of students allows us all to meet those needs with greater humanity and efficiency.

d. Our small community offers us many opportunities to interact with students outside the school day and the school building. These interactions can be a way for everyone to grow closer and present learning opportunities not otherwise available in the classroom proper. However, these extra-scholastic encounters often present the teacher with situations that can be difficult to navigate. There are few hard and fast rules in situations where one's private and public lives populate the same point in time and space. A good rule of thumb is to never do anything you wouldn't do in front of your children or your mother, whichever is more conservative. Observation of students partaking in illegal behavior should be reported to the school administrator and to the parents of the student. Observations of students partaking in dangerous behavior should be followed with an immediate and direct verbal intervention on the part of the faculty member. If this is ignored faculty should then attempt to contact the parents of that student immediately. In all matters it is always important to be direct, honest, and open with students, their parents, and the school administration.

e. At no time should faculty resort to corporal punishment of students. Nor should faculty use public shaming, insults, or other rude behavior to motivate or discipline students. Admonishment of students should be carried out privately, outside the view and earshot of a student's peers and should be carried out in a thoughtful, sensitive, and compassionate way.

Social networking websites such as Facebook and Twitter offer almost constant communication between their members. However, this type of constant, intimate contact is not seen as appropriate to the teacher/student relationship at YIHS. YIHS asks that teachers not engage students of the school on social networking websites.

## II. Teachers in the Community

Working in a small town with so many interpersonal and inter-institutional networks presents a complicated and sometimes difficult fusion of the public and personal lives of our faculty. It is not always clear what roles we play with different people (e.g., parents, students, members of the community) in different places (school, other jobs, social outings, school functions).

The cardinal rule is that, whether or not it is fair or whether or not we like it, all faculty members are representatives of Youth Initiative High School at all times. This is a function of the community in which we live and though no one is expected to be perfect we want our faculty members to comport themselves in a way that presents a positive image to the community at large and in a way which the rest of us, especially the students, can be proud.

Any consumption of drugs and alcohol, or the signs of that consumption (e.g., smell, behavior, etc.) are not tolerated at school or at off-site school events. Cigarette smoking should never be done in view of the school building and all efforts should be taken to smoke out of the view of students in the community.

In this community adult attitudes about the consumption of drugs and alcohol vary immensely. As a result, a faculty member may find themselves at a social gathering such as a wedding or graduation party where students and parents are consuming these substances in one another's company. We encourage teachers to abstain from consuming alcohol in the presence of their students under these circumstances and certainly only to do so in moderation. However, attendance of primarily underage social activities where the consumption of drugs and alcohol is, has, or is likely to occur is not acceptable. Concerns about YIHS students participating in such social activities should be communicated to that student's parents, house leader, or to the school administrator.

In all interactions with parents, students and community members regarding or not regarding school matters faculty are expected to be honest and respectful and to always remember that they are looked up to by students and perceived as representatives of the school by members of the wider community.

## Fundraising Guidelines

Youth Initiative High School is an independent institution, responsible to itself for its financial health. Because of this, fundraising comprises a large part of what we do to keep our school running. We believe that this fundraising cannot be perceived as separate from what we do as an educational and community institution. Just as the food we eat effects the whole body, so the fundraising activities in which we partake should be an expression of our values and ideals.

In light of this we seek to construct a set of guidelines to ensure that fundraising activities express the intentions of our institution and create a positive school presence in the wider community:



- 1: Obviously, no official school fundraiser will engage any member of the community in an illegal activity, nor will the school knowingly accept any money procured in the execution of an illegal activity.
- 2: School fundraisers will not engage student labor in the vertical supply chain of any products deemed illegal by state or federal authority nor any product known to be a risk to the safety or health of its consumers.
3. School fundraisers will not involve the sale or use of firearms, tobacco, alcohol, illegal drugs, or sexually explicit material.
4. Fundraisers will be developed with consideration to the moral and cultural landscape of our community.
5. All fundraising concepts must meet with prior approval from the Development Office before the publishing of any fundraising materials or advertisements.

## Technology in the School

The technologies that surround us today are powerful objects with the ability to inform, entertain, and connect human beings with one another on a scale and with a speed heretofore unimagined. These devices can be incredibly powerful educational tools, but they can also distract and alienate us from important experiences in our immediate environment.

Cellular phones, mp3 players and other personal electronic devices, must be silenced and out of sight of teachers and students during class time. Students observed using these devices during class will have them confiscated for the remainder of the day. They may be picked up from the school administrator at the end of the day. Consequences for repeated violation will be determined by a Care Group. Use of personal electronic devices for classroom purposes or during field trips/service trips requires the explicit permission of the teacher.

Computers are provided by the school for academic purposes only. Social networking sites such as Facebook should not be visited during school hours on school computers. Illegal downloading of media material is strictly prohibited as is the viewing of obscene or inappropriate digital content. Computers in the library should be entirely muted when classes are being held in the adjacent room and should use moderate volume at all other times.

We believe that a major part of the YIHS experience can only be found in personal relationships that students develop during their years here. We expect all students to maximize their face-to-face, interpersonal communication skills by minimizing their use of computers and handheld devices during breaks in the school day.

-- Draft 1, 3 November 2011

-- Draft 2, 18 November 2011, approved for distribution to Consultative bodies for feedback by 8 December 2011.

-- Draft 3, 19 December 2011

-- Draft 4, 16 January 2012

--Draft 5, 6 February 2012, approved by Administrative Group

# ACADEMIC POLICIES

## Academic Attendance and Punctuality

A class is a social contract. For everyone, students and teachers alike, punctual and regular attendance is required in order that all parties may acquire the most of the class's potential benefits. Mutual respect, efficiency, order, and, ultimately, each student's education are all served by punctual and regular attendance.

Definitions: "Absence" is defined as the non-attendance of 25% or more of any class period. "Tardiness" is defined as the non-attendance of less than 25% of any class period.

Absence from 25% of the sessions on any class will automatically result in a failing grade for that class.

If the combination of absence and tardiness extends to 50% of the sessions of any class, a failing grade will issue automatically.

Failing grades due to absence can be appealed by parents on behalf of the student to the student's House Leader within two weeks of the issuance of a grade. The grade for the class would then become "Not Attended" and the class would not appear on the student's final transcript. Failing grades due to tardiness cannot be appealed.

Planned absences may be exempted from the 25% absence rule if the student completes a written plan, signed by the teacher of each class, to make up for any missing work. Plans must be signed and copies submitted to the Main Office at least one week before the planned absences.

Students who miss more than 25% of a class due to serious illness, family crisis, or other circumstance beyond their control may request a Care Group meeting to create a plan leading to them receiving credit, with the consent of the teacher, for the classes missed, either through an independent study or tutoring outside of class time.

Revisions Approved by Faculty – April 19, 2012

## Camping Trip

The Youth Initiative tradition of going on the all-school camping and rock climbing trip at the beginning of the school year was established in the third year of Youth Initiative's life, in 1998. The school was growing quickly and many of the founding students had already graduated, leaving behind a struggling school culture. The first trip, led by experienced rock climbing instructor Bill Humphrey, was designed to help create a strong cooperative within the school body. Over the years, this trip has grown to include the assistance of various alumni.

### Goals

The goals of the annual camping and rock climbing trip are;

1. To initiate new students into the student body and school culture.
2. To build trust and a cooperative spirit among the three participating bodies of the school (students, faculty, and parents)
3. To introduce, review, and discuss the founding documents and philosophy of the school.
4. To discuss the goals and issues for the upcoming school year.
5. To have fun!

### Ground Rules:

1. The Camping Trip is considered to be the very beginning of the academic school year, and therefore all normal school policies apply. Students must be fully enrolled in the school in order to attend the camping trip, and those enrolled in the



school are expected to take part in the week long camping trip. Students may be excused from the trip with parental permission.

2. Activities and meetings will be planned by the faculty trip coordinator in collaboration with the student trip coordinator (s).

3. All visitors/guests need to receive permission from the faculty trip coordinator. All students who wish to leave the campsite for adventures beyond the trip's agenda must have parental permission as well.

4. All participants are expected to contribute to providing, preparing, and cleaning up after meals and for the cleaning and organization of the campsite to keep the site animal-proof.

5. Drinking, smoking, drugs, and other violations of the park policies, school rules, and the law are prohibited. This includes the YIHS transportation policies. Students will be sent home and disciplinary action will be taken should any action of this sort occur.

6. Alumni are invited to participate in the camping trip during designated alumni day(s). Extended visits are permitted should they have a specific role in organizing the camping trip or rock climbing.

7. Students must keep voices at a whisper within the campground at midnight, with a 2 am tent curfew.

8. All participants need to treat one another with respect.

*Approved by YIHS Student Body and Administration: May 10, 2007*

## YIHS Care Group Policy

*Approved: January, 2008*

*Revisions Approved, December 2012*

### Purpose

*"Our highest endeavor must be to develop free human beings who are able of themselves to impart purpose and direction to their lives." — Rudolf Steiner*

The purpose of the Youth Initiative High School Care Group is to create a circle of support for each student as they chart their own paths toward adulthood. A student's Care Group is intended to bring together a core group of individuals with important roles in the student's life. Care Group members meet as a group at key moments in the student's high school career, including times of trouble or times when a student is in need of advice. The Care Group also serves as a disciplinary body to establish clear boundaries and expectations for the student's behavior and academic work within the standards established by YIHS. In this way, the Care Group also supports YIHS Faculty members in working with individual students needing extra attention.

The existence of the Care Group is not intended to replace or preempt other more informal kinds of mentoring. The first step for any teacher, parent, student, or administrator with concerns about a particular student should always be to talk with that student, his or her parents, and Faculty House Leader directly, rather than initiating a formal Care Group.

### Scheduling and Communication:

The House Leaders will be responsible for scheduling Care Group meetings, when requested to do so by a member of the Care Group or of the YIHS Faculty, and for communicating with all members of the Care Group. Once formally requested, a Care Group meeting should be held within 10 school days.

### III. Composition:

Care Groups shall consist of the following individuals:

- The student
- The student's parents
- A Faculty House Leader, chosen by the Faculty
- A Student Peer—a current YIHS student chosen by the student
- A Mentor—an adult chosen by the student
- Any other person connected with the issue/question necessitating the Care Group meeting. Usually a Faculty member whose class the student is having trouble in or has failed.

The House Leader shall confer with the student and parents about who should be invited to join the Care Group under category #7 above.

Each student shall have until October 1<sup>st</sup> of each academic year to name their Student Peer and Mentor, after which they will be assigned a peer and Mentor by the Faculty. The Student Peer or Mentor may be changed at any time by the student in question by submitting a request to the House Leader.

If some members of the Care Group are unable to attend, an official Care Group meeting may still be held if at least the following members are present:

- The student
- One of the student's parents
- The Faculty House Leader, or a designated Faculty proxy
- Either the student's Peer or the student's Mentor

## **V. Guidelines and Objectives:**

Meeting Guidelines:

In order to keep the best interest of the student at the center of the Care Group process, the following guidelines will be observed during the meeting:

- Each participant will be respectful, objective, and caring.
- Emphasis will be placed on hearing the perspectives of all members.
- Each voice will be equally valued.
- Meetings will be kept on task, focusing on the issues at hand in a concise fashion.
- The Care Group will work to ensure that all members are in consensus about decisions.

Care Group Objectives:

The Care Group has the following objectives:

- To meet with each student regularly at key points during high school as a supportive/mentoring/counseling group. These points include the end of a new student's probationary period and before the start of their senior year.
- To help students evaluate, understand, and overcome underlying problems interfering with their social, emotional, or academic development.
- To develop a plan of action agreed upon by all parties and to help the student develop skills and strategies for success at YIHS.
- To recognize when a student has challenges beyond the scope of the YIHS faculty and to make referrals to outside professionals and institutions.
- To coordinate in-school special/extra services for individual students, i.e. tutoring, study halls, extra help.
- To facilitate outside intervention, assessment, academic evaluation, support when needed.
- To assist with conflict resolution/disputes between students or between a student and a teacher or teachers.
- To assist students in setting personal goals and making plans for the future.
- To ensure that therapeutic/academic plans are monitored and completed.
- To offer teachers insight into the needs of individual students.
- To develop alternative plans for special circumstances, such as student exchanges, illness, or independent studies.



## **VI. Decision Making Process:**

### **Decision Making Process:**

The House Leader shall serve as Facilitator of Care Group Meetings. Decisions within the Care Group shall be made on a consensus basis.

### **Care Group Notes:**

Care Groups will make use of the "Care Group Meeting Notes" form, copies of which will be available in the YIHS Office. All Care Group participants should sign the completed form at the end of the meeting and copies should be provided by the House Leader to the student and his/her parents and to the School Coordinator, who will maintain a file of Care Group records.

### **Implementation of Decisions:**

Care Groups are strongly encouraged to formulate Plans of Action with as much specificity as possible. Expectations, deadlines, and consequences for non-compliance should be clearly spelled out in writing. Ultimately, failure to comply with Care Group agreements will lead to the student's expulsion from YIHS. The House Leader will be responsible for overseeing the student's compliance and for reporting new developments to the Care Group.

## **VII. Confidentiality**

Issues discussed in Care Groups are confidential. All members of Care Groups, including the student him/herself, are expected to avoid unnecessary communication with non-members about what happens in the Care Group.

The House Leaders will update YIHS Faculty individually and in closed session about ongoing Care Groups. Any other outside requests for information about the Care Group should be directed to the House Leader.

Use of email: Emails should only be used to communicate information about times and locations of Care Group meetings. The issues to be discussed during the Care Group, details about compliance with Care Group agreements, and disagreements between Care Group members should not be discussed via email. If it is necessary to schedule a new meeting because of a failure to comply with an agreement, a House Leader may send out a simple email stating something like: "X has not fulfilled our agreements. Can we meet on...?"

## **VIII. Conflicts and Appropriate Behavior**

When consensus among Care Group members cannot be reached after two meetings, a mediator selected by the Peace Committee shall be used. This person is not empowered to make a binding decision, but rather will help the Care Group come to a consensus decision. If mediation does not bring about consensus after one more meeting, the House Leader may refer the disagreements to the Faculty Body, which is empowered to make a binding decision in the issue under dispute after hearing from all parties.

All members of the Care Group are expected to work towards the best interests of the student and to maintain a civil and respectful tone towards all Care Group members. Personal attacks, insults, breaches of confidentiality, and other kinds of inappropriate behavior are unacceptable. Any Care Group member who feels that another member is behaving inappropriately may bring a written complaint to the Faculty Body, which is empowered to make a binding decision. Among possible courses of action, the Faculty has the authority to require mediation between the conflicting individuals or to remove an individual from the Care Group, if these steps are called for by the situation. The Faculty also has the authority to bar an individual from participation in future Care Groups as a Mentor or Student Peer.

## **IX. Transparency:**

These ground-rules and consensus-based decision making should be reviewed briefly at the beginning of each Care Group process. All Care Group members should have a copy of this policy. These will be available in the YIHS Main Office.

# Academic Credit System

Revised – Fall 2011

- I. A student is required to successfully complete at least **47 total credits** over 4 years in order to graduate from the Youth Initiative High School.
- II. It is expected that students will be enrolled in classes during all class periods, unless they have the approval of their Care Group.
- III. Any student who fails a class will automatically have a Care Group meeting. Repeated failing grades will result in the student being asked to leave the school.
- IV. Care Groups will have the authority to develop and implement individual educational plans for meeting credit requirements for students who transfer into YIHS after their freshman year, students who participate in student exchange programs, and students facing special personal situations that may interfere with their academic work, such as extended illnesses, learning disabilities, or extended family or personal crises.
- V. In addition to the overall number of credits, there are minimum credit and other requirements in each department which need to be met:
  1. Social Studies/History: **4 1/3 credits**
    - a. at least 2 credits in history main lessons
    - b. 1 US government/civics class
  2. English/Literature: **4 credits**
  3. Science: **5 1/3 credits**
    - a. Chemistry: 2/3 credit
    - b. Biology: 2/3 credit
    - c. Physics: 2/3 credit
    - d. Earth Science: 2/3 credit
    - e. Nutrition: 2/3 credit
    - f. Agriculture: 1/3 credit
  4. Math: **3 2/3 credits**
    - a. Geometry and Algebra 2 (or its equivalent) must be passed before a student is allowed to opt out of mathematics path classes.
  5. Foreign Language: **2 credits**
    - a. at least 6 consecutive trimesters in one language
    - b. Students must pass at least Level 2 of a language before they can opt out of foreign language entirely.
    - c. exceptions may be made if a student can demonstrate mastery
  6. Art: **3 1/3 credits**
    - a. Pass a basic drawing or visual arts fundamentals class.
    - b. Participation in at least one spring play
  7. Service Hours and School Governance: **4 credits**
    - a. Minimum of 3 credits from Service Hours and School Governance
    - b. Minimum of 1 credits from Service Weeks
  8. Personal Development: **1 credit**
    - a. 1/3 credit from Resume/College Prep block
    - b. Minimum of 1/3 credit from college tours
    - c. 1/3 credit from senior apprenticeship
  9. Movement: **3 credits**
  10. Music: **2 credits**
  11. Manual Skills: **2 credits**
  12. Orientation Weeks: **1 credit**



### 13. Senior Project:

1 credit

#### A. Minimum for Graduation:

47 credits

--From subject requirements:

36 2/3 credits

--From "Electives:"

10 1/3 credits

## Grading and Evaluations

### I. Final Reports

Students at the Youth Initiative High School are evaluated by teachers at the end of each block or path class trimester. Evaluations consist of a one-page narrative Final Report including a general description of the content and evaluation criteria for the class and an individual evaluation of each student's effort and achievement in the block or trimester. These reports constitute part of a student's school transcript, along with a summary listing all classes taken in each year.

### II. Grades

Each Final Report should include a grade of **Pass** or **Fail**:

**Pass** is given to a student who has fulfilled or exceeded all the requirements for the class.

**Fail** is given to a student who has not fulfilled the minimum requirements for the class or who was absent for more than 25% of class sessions or was absent or tardy for more than a combined 50% of class sessions.

Teachers may develop and use more detailed systems of grading such as letter grades, numerical grades, or honors designations within their classes and report these in their Final Reports. However, only grades of Pass and Fail will be reported on students' transcript summaries.

### III. Not Attended

The parents of students who receive a Fail for a class due to excused absences (but not tardies) may submit a request to the student's House Leader to have the grade changed to **Not Attended**. The class will then be removed from the student's transcript entirely.

### IV. Incomplete Work

Faculty are expected to submit Final Reports with final grades of Pass or Fail within 5 school days or 10 calendar days of the end of the block or trimester. Teachers who choose to accept late student work after the end of the block or trimester should post a notification of this in the student's Weekly Reports with a deadline that will allow the teacher to complete their Final Reports for the class in time.

### V. GPA and Class Rank:

The Youth Initiative High School does not rank students in any way or calculate a Grade Point Average

## Independent Study

### Purpose of Independent Studies

Independent studies at Youth Initiative High School are an opportunity for each student to take an active role in shaping their own high school education. Independent studies are envisioned as a way for students to pursue in-depth study on subjects they are passionate about or to which they would like to devote extra time and focus. They may take the place of regular classes or serve as a way for students to represent academic work completed outside of school time on their transcript. Independent studies are not intended as a way for students to avoid subjects that they find difficult or inter-personal conflicts. Students' time, initiative, and dedication is expected to be commensurate with the regularly scheduled class.

### Process for Approval of Independent Studies

Each student wishing to participate in an independent study must submit a separate independent study proposal, even if he/she is proposing to work in cooperation with other students. Groups of more than five students wishing to create an independent study should work through the curriculum committee to ensure proper staffing and

scheduling of other classes.

### Composition and Duties of the Independent Study Committee

The Independent Study Committee will consist of four members, two members of the faculty, one of whom will serve as the committee's chair and two students, designated initially by the YIHS faculty and thereafter perpetuated by the members of the Subcommittee. The committee will have final authority in accepting or rejecting Independent Study proposals and in assigning a grade of "pass" or "fail" to all completed studies through the guidelines set out in this document.

### Independent Studies may be approved in two different ways:

#### Independent Study Committee:

The preferred path for the approval of an independent study is for the student and mentor to submit a written proposal, including the criteria listed below and all required signatures, during a brief meeting with the student's House Leader at least three weeks before the proposed starting date of the class. The House Leader will then make recommendations to the proposal with an emphasis on timelines and measurable outcomes. Once a proposal has been submitted, the student and mentor will make revisions to the proposal based on the House Leader's recommendations and submit the proposal to the Independent Committee no less than two weeks before the proposed start date of the class. The Independent Committee shall maintain and display a list of approved independent studies and their completion status. Students wishing to propose an independent study starting at the beginning of the academic year should submit a completed proposal to the House Leader before the first day of classes for consideration at the first meeting of the Independent Study Committee.

#### Care Group Meeting:

An independent study may also be approved at a formal Care Group meeting, if the Care Group deems this to be a beneficial step for the well-being of the student. The House Leader will ensure that this decision is communicated to any teacher affected and to the Independent Study Committee, which will supervise the completion of the independent study. This option cannot be used simply because the student has missed a deadline in the Independent Study Committee approval process.

A complete independent study proposal must be typed, clearly organized, and free of significant spelling, grammatical, or logical errors. Proposals must include at least the following elements:

**Student's name.**

**Date** of proposal.

**Dates and times** of proposed independent studies.

**Room or other space** where the independent study will take place.

Name of **an adult advisor** for the independent study.

Description of the **goals** of the independent study.

Name of the class that the independent study will be replacing, if any.

*If a class is being replaced*—description of **how the student will make up for the content of the class being replaced**, either within the independent study itself or in some other way, including a previous class or extracurricular experience, or **a justification for why content is not being met**.

Description and explicit timeline of **the activities and projects** planned for the independent study and how these relate to the goals.

Description of **the resources required for the independent study**, such as specific books, supplies, money, tools, etc., and a plan for their acquisition. Students may be able to use school materials with the approval of the Administrative Group or money from the Student Discretionary Fund, if this is available and properly approved.

Description of **the qualifications of the adult advisor and the role that the advisor will play** in the independent study. At minimum, the adult advisor should be expected to meet with the student at regular intervals during the independent study and to write an evaluation for the final report.

Description of **what criteria will be used to evaluate the independent study**. These criteria should be objectively measurable. Students are strongly encouraged to make a public presentation, performance, visual display, paper, or test as a culminating final project for their independent study.



Proposals for independent studies extending over multiple trimesters must include an in-person review with the Independent Study Committee at least two weeks before the end of each trimester, as well as completing a final report and receiving a grade from the Independent Study Committee for each trimester of the class. Students wishing to continue an independent study that was not initially intended to extend over multiple trimesters need to submit a new proposal through the ordinary process.

## Criteria for Approval

### Student Prerequisites

In considering independent study proposals, the Independent Study Committee will consider the following items before granting approval:

- Completeness, timeliness, and presentation of the written proposal.
- The student should have had no serious academic or behavior problems during the previous trimester, including no Fails or suspensions, unless specifically recommended by a Care Group.
- The student should demonstrate initiative, self-motivation, and responsible behavior in all aspects of school life.
- Student should have successfully completed at least one trimester at YIHS.
- Approval of the proposal by the Student Meeting.
- Successful completion of any previous independent studies.

### Required Signatures

In order for an independent study proposal to be approved, it must gain the consent and signature of each of the following:

- The student.
- The adult advisor.
- One of the student's parents or guardians.
- The teacher whose class will be replaced, if any.
- A representative of the Student Body.
- A Representative of the Independent Study Committee.

## Final Report

In order to receive credit for a completed independent study, the student must submit a Narrative Independent Study Final Report to the Independent Study Committee within 10 calendar days of the end of the independent study. If a satisfactory Final Report is not submitted within ten days, a grade of "Fail" will be entered in the student's transcript. The Independent Study Committee may return Final Reports for revisions and corrections if necessary.

Upon receipt of the student's narrative evaluation the Independent Study Committee will consider the Independent Study at their next scheduled meeting. The student will be required to attend this meeting and provide any materials completed during the study, as well as their narrative final evaluation. After careful review of these materials the Committee will assign a grade of "Pass" or "Fail" based on a vote of its four members. In the case of a tie vote the Committee Chairperson's vote becomes the tiebreaker. The Committee can only evaluate the performance of the independent study against the measurable outcomes included in the original proposal. No other considerations can be made by this Committee, and the Committee's decisions are final. Extenuating circumstances resulting in abortion or major alteration of the Independent Study can be dealt with by the student's Care Group.

An Independent Study Final Report should be similar to a Final Report for any YIHS class and will be included as a part of the student's final transcript, along with the approved proposal. Final Reports should be typed and should fit onto one side of an 8.5 x 11 sheet of paper. They should be clearly organized and carefully proofread for spelling and grammar errors. Final Reports should contain at least the following:

- The heading: "Independent Study Final Report."
- The student's name.
- The name of the independent study.
- The dates and times of the independent study.

The name of the advisor.

A grade of "Pass" or "Fail" assigned by the Independent Study Committee, and a signature of a representative of the Committee

A complete description of the goals, content, and activities of the class, including the criteria for evaluation.

Written evaluations of the student's work in the independent study. These must include a self-evaluation and an advisor evaluation. It may also include a peer evaluation.

Signatures of the student and of the adult advisor

Approved by Faculty: 22 January 2009

Revisions approved by Faculty: 5 May 2011

Revisions approved by Faculty: 18 April 2012

## Student Service Hours Policy

### Purpose of Student Community Service Hours

"The school, its students, families and faculty will be of service to the larger community." From the YIHS Vision and Purpose Statement

The purpose of student hours is to keep a fluid relationship with the greater community and encourage students to reap the moral benefits of volunteerism.

### Service Hours Requirements

Each student at YIHS is required to serve a minimum of 18 hours per three month period (Sept 1st-Nov 30th, Dec 1st-Feb

28th, Mar 1st-May 31st). Part-time students are not required to fulfill student hours, but it is recommended they do so as the amount of hours completed will then appear on their high school transcript. The Student Community Service Hours are to be of direct service to the school or the community, and any monetary compensation for the service must be donated to the school for the hours to be valid.

### Hours Commissioner

The Student Hours Commissioner is an elected student who discusses student hours opportunities, records names of students participating in various student hours activities, and approaches individual students who are not meeting their requirements, encouraging and assisting them in finding student hours opportunities.

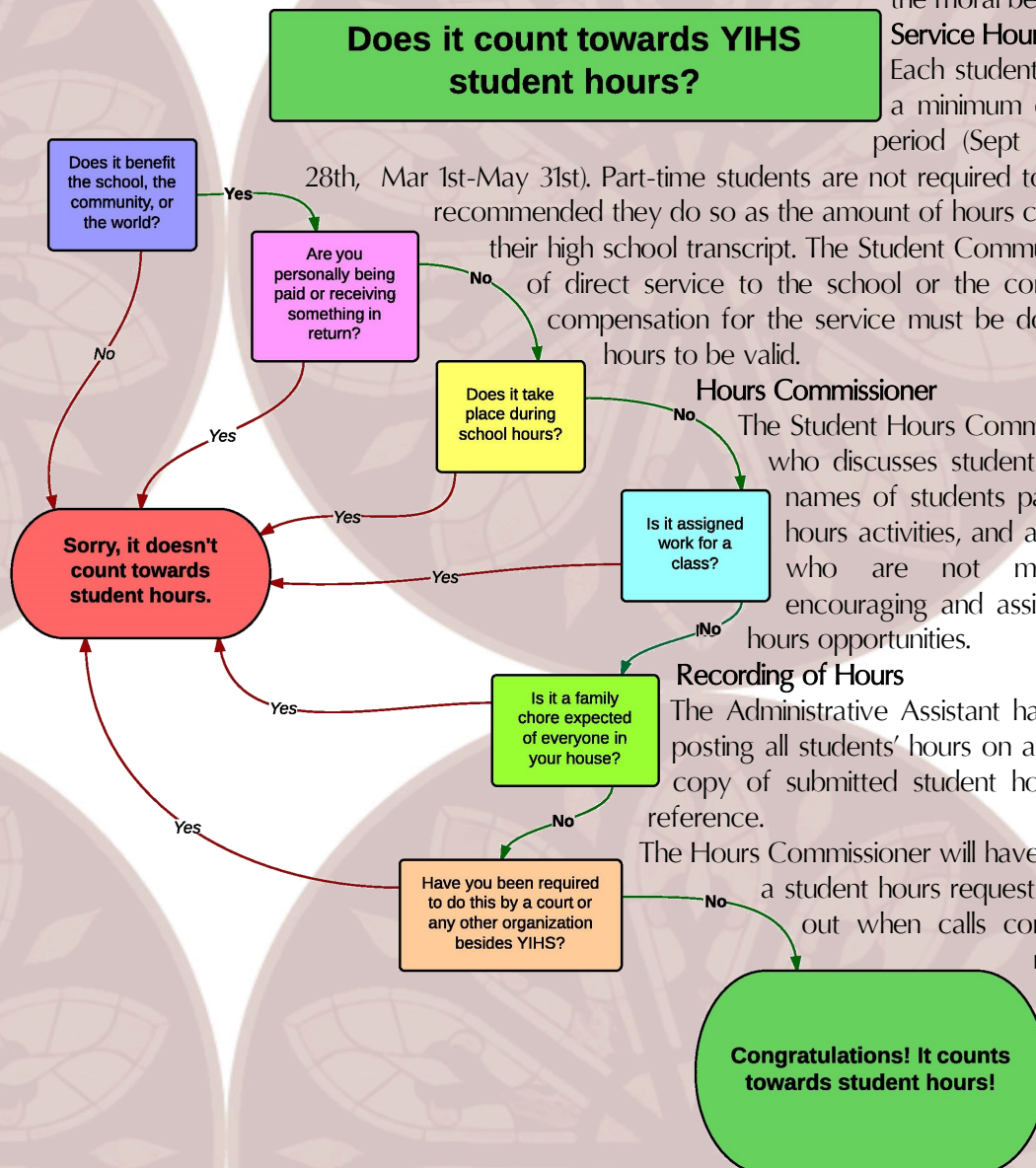
### Recording of Hours

The Administrative Assistant has the duty of recording and posting all students' hours on a weekly basis. A handwritten copy of submitted student hours will be kept on file for reference.

The Hours Commissioner will have available in the school office a student hours request form; this form is to be filled out when calls come in from the community requesting student service.

This info will then be given to the Student Hours Commissioner to present at student meeting.

Hours may not be





forwarded ahead into the next three month period, and each student will receive a Pass/Fail depending on if they have completed their student hours requirement for that three month period. Hours are to be recorded by students and given to the Administrative Assistant via handwritten slip or the YIHS website.

Student hours will be recorded on the student transcript. Students will receive an incomplete if they fail to complete the required hours for that three month period. If hours needed are not fulfilled within 2 weeks of the end of the trimester a Fail will be recorded on the transcript.

## Teacher Final and Weekly Report Policy

The faculty of the Youth Initiative High School expects that each and of all its members model punctuality and professionalism for the students they teach by filing their weekly and final reports for all classes consistently and with all deliberate speed.

Full final reports for all students having completed the required work and receiving either a pass or fail grade are due within five (5) school days or ten (10) calendar days (whichever is sooner) from the final day of class. Extensions up to 30 days beyond this deadline may be requested at any faculty meeting prior to the end of the class either in person or in writing. Exceptions will be granted by consensus of the faculty.

Students who have not completed the requisite work in order to pass the class but who do not immediately receive a failing grade are considered incomplete. Incompletes must be reported to the administration in writing not more than one (1) school or three (3) calendar days (whichever is sooner) after the final day of the class.

Final reports are to be written in a formal voice as they are intended for an audience that includes not only parents and students but also prospective institutions of higher learning to which the student may be applying for matriculation. Final reports are to include the following:

- A header at the top of the page including the following:

- The name of the school
- The name of the student
- The name of the instructor
- The name of the class
- The date of the final report

- A detailed description of the learning goals of the class and of what level of performance constitutes a passing grade

- A detailed explanation of the student's performance, strengths, weaknesses, etc.

- A final grade, clearly visible, of pass or fail

Weekly reports are a vital link between the community of parents and the community of faculty at YIHS. To help support greater communication the YIHS faculty encourages and expects all its members to compose consistent weekly or biweekly reports to be sent home in the Weekender. Weekly reports should include the following:

- A header at the top of the page including the following:

- The name of the school
- The name of the student
- The name of the instructor
- The name of the class
- The date of the week(s) for which the report is given

- A short description of the activity of the class during that time period

- Any pertinent information regarding the individual student within the context of the class.

Reports for Main Lesson Blocks **must** be submitted at the end of each week, for a total of two weekly and one final report. These reports are due on Fridays at noon.

Reports for path (English, Math, Social Studies, Language), movement, and art classes must be submitted **at least** every other week and are to include the same material as the MLB weekly reports. (see above list )

# Transcripts

## Description

An official Youth Initiative High School transcript includes two sets of documents:

**Transcript Summaries** are listings of all classes taken by a student during each year of attendance at YIHS. There is a one-page transcript summary for each academic year. Information listed on the transcript summary includes:

Student's name, birthdate, and year in school.

Titles, teachers, dates, and number of classroom hours/credits for all classes taken, including independent studies.

A final grade for each class taken.

Special weeks, such as Theme Week, Service Week, Orientation Week, College Tours.

Foreign exchanges, academic travel, and international language study.

Senior projects and apprenticeships.

Total numbers of student service hours completed during each three-month period and during each year as a whole, as well as a grade.

Student service on YIHS committees or in elective or appointed student positions.

Extracurricular activities, including athletics, drama, or non-YIHS community service.

Total numbers of excused and unexcused absences for each academic year.

**Narrative Evaluations** are the final reports for all classes listed on the transcript summaries, including Independent Study self-evaluations. An official YIHS transcript includes *all* narrative evaluations available for an individual student.

An official copy of a YIHS transcript is printed with colored lettering and YIHS logo and is signed by a YIHS staff member. Each transcript will be accompanied by a transcript explanation key and a YIHS school profile.

## Distribution of Transcripts

A complete YIHS transcript will be sent directly from YIHS to colleges, scholarship programs, transfer schools, or families upon request. Requests should be made at least two weeks in advance of any deadline.

Up to 5 transcripts will be sent for each current YIHS student free of charge. A \$15 transcript fee will be charged for each additional transcript and for all transcripts sent for former YIHS students.

A full copy of the transcript of each former YIHS student, including those who transfer or withdraw from school before graduating, will be kept on file at YIHS.

Each YIHS graduate will be provided with a complete unofficial copy of their transcript (without colored lettering or signature). This copy is not intended to be sent to colleges or other programs, for which an official copy should be requested from YIHS.

Final senior year transcript summaries, rather than the full transcript, will be sent as proof of graduation to colleges to which the student has already been accepted. Students or colleges may request that the full transcript be sent if they so desire.



# WALDORF HIGH SCHOOL

An essay by Betty Staley

(From *Between Form and Freedom: A practical guide to the teenage years*)

When the students finish the eighth grade they pass over the threshold into the high school. Here many of the same subjects are taught but in a completely different way. In the lower grades the teaching was through feelings, through dramatic stories, through imagery. Now, in the high school, the subjects are grasped through presentation, discussion, reflection and thinking, but the artistic is not forgotten. Teachers continue to deepen their artistic approach – to approach their lessons as an artist, to listen.

Rather than teachers relying on standard textbooks (although some may be used) they choose material that particularly relates to the students in the class. They describe biographies and events; create assignments that allow the student to explore the subjects in various mediums, and make evaluations based on the special nature of the ninth, tenth, eleventh, or twelfth graders. Instead of a class teacher to shepherd the class through the years, there is a communality of specialists who teach the students out of their expertise. One or two faculty members act as class advisors or sponsors over their four high school years.

**The high school curriculum.** The Waldorf high school curriculum is based on the understanding that each subject has a special place in the life of the student. For example, through science the adolescent learns to observe natural and mechanical processes. Through foreign languages the teenager learns to enter the thinking of another culture and to be able to communicate. In the study of mathematics the student experiences the wonder of form and pattern in number and nature. Through art the students develop inner sensitivity to living processes, through crafts they learn to bring an Aesthetic sense to the practical world. In music the students develop an individual sense of tone and have a social experience of sharing musical works.

The subjects become the stuff of the world through which is woven an integrated view of the universe. In Waldorf education each child is seen as gifted, worthy of the enrichment from all subjects in the curriculum. It is only in the last two years of high school where some subjects will be electives.

The concept of the main lesson continues from the lower school into the high school, but the content and the form are different. After the main lesson time is over, the rest of the day includes a wide range of subjects such as mathematics, foreign language, English skills, literature, choir, orchestra, art and craft, eurhythm and physical education. An attempt is made to work out the daily schedule so that the subjects that require the most alertness are placed in the morning.

**The special nature of each high school year.** ... The curriculum is related to each year of the high school and to the psychological development of the students. Just as children in the lower school experienced the recapitulation of cultures in their development, a similar parallel exists in the high school. There is a key experience related to each stage of adolescence.

**Ninth Grade.** Ninth graders have left the second seven-year phase behind, and as happens in most life phases, the first year of a new phase carries with it something of the old. Eighth graders have arrived in modern times; they have become contemporaries with others of their age. As they come into the ninth grade there is a strong feeling of the present. They want to be citizens of the modern world, but as of yet they do not have much understanding of it. They are fascinated with power and strength. The curriculum is woven around these themes. For example, both in physics and in history power and energy are addressed - in physics through mechanics and in history through the study of modern times following the American and French Revolutions. At the same time ninth graders are focused on the physical body and physical world around them. They are trying to understand what things are all about. In the course History through Art the student learns the way art was expressed visually from the Ancient world through the seventeenth century. (Art, science and religion were united in the ancient world and this was reflected in the art of most ancient cultures, including Egypt. Most Egyptian art was created from the gods and was not seen by the ordinary person. In Greek art we see the perfect balance of heaven and earth. The gods were portrayed as ideal men, their bodies based on the golden section, viewed as the temple of the gods. Gracefulness, movement, balance, harmony lived in Greek art.' Art of the Roman, Early Christian



periods, and the Middle Ages, and the Renaissance are studied. The students draw and paint, using the great masters as their teachers. Seeing and discussing the different standards of beauty over the ages helps ninth graders see that the present standard is not the only one. They learn that they are capable of producing beauty and they gain confidence in their drawing ability. Rudolf Steiner felt very strongly that ninth graders should study history through art as a way of refining the crude emotions and distorted inner imagery they carry around with them. He said that such a study would go right down into their physical body and have a harmonizing effect. In biology the ninth graders study the structure of the physical body, while in geography they study the physical body of the earth - the continents, the mountains, volcanoes, earthquakes and so on. They also study chemistry and foreign languages. It is wonderful to see ninth graders working with wood, clay, drawing and calligraphy. Some nine graders are trying to make an impact on everything around them. They have trouble being quiet and concentrating, and for them the arts provide a challenge. They have to learn to respect the medium and to work with it, to give themselves up to the process. Other nine graders are still very hesitant, afraid to step out and make a mistake. For them the arts provide an opportunity to connect with the material. Instead of exposing themselves by talking, they can talk with their hands.

**Tenth Grade.** Tenth graders have come to the next step in maturity. Feeling fairly comfortable in themselves they become interested in process, in development, in metamorphosis. How do things happen, how do governments form, how did the Word come into being? Whereas the ninth grader needed stability, the tenth grader responds to that which is in motion. In geography they study the fluids, water currents and waterpower. In biology they study the fluids of the body, circulation, the endocrine system and reproduction. In chemistry they study organic processes of fermentation and distillation and so on. In physics the world of mechanics is studied. The idea of finding out how things work is very important in the tenth-grade year, and Rudolf Steiner was especially keen that the teachers develop what he called the practical lessons which would include surveying, first aid, typing or shorthand, technical crafts such as weaving and drawing. In history the tenth graders now go back to the ancient world and see how rivers and climate affected ancient settlements; they trace the evolution of societies from ancient India to the Hellenistic period in Greece. The study of Greece is of particular importance. It was during the time of ancient Greece that philosophers became conscious of the act of thinking. When the myths of the gods and goddesses, heroes and heroines no longer satisfied the early philosophers' questions, they turned to the world of phenomena and questioned what was the primal "stuff" from which the universe was made. This formed the basis of modern science. Socrates was put on trial for corrupting the youth of Athens because he questioned traditions and sought to find the meaning of the true, the good and the beautiful. His student Plato introduced the analogy of the cave - the imagination of spiritual reality and earthly illusion. Finally, it was Plato's student, Aristotle, who opened the gates of modern thinking with his emphasis on categorizing knowledge and seeking the laws of nature, drama, politics and of thinking itself. The tenth grader is experiencing many of the same changes. Out of the previous image-like thinking, pure concepts begin to be formed and grasped. Working with Greek ideas helps youngsters to bring form and order into their thinking as well as balance, movement and grace, that so imbued Greek sculpture and architecture. In literature they study the Word - in the epic, lyric and dramatic poetry of the Iliad or Odyssey, of Greek drama and of the Old Testament. Many other subjects are included in the tenth-grade year, and of course each school has its own special courses. For example, many schools in the United States include American literature that is appropriate to each grade. For example, in my classes I introduced 19th century American authors such as Hawthorne, Emerson, Alcott, Thoreau, Fuller and Whitman, and English writers such as Blake, Wordsworth, Coleridge, Byron, Keats and Shelley. In the tenth grade we enjoyed their language, their imagery and their exciting lives. Two years later we looked at Emerson and Thoreau again, but in an analytical way as we traced the clarity and meaning of their thoughts.

**Eleventh Grade.** Most eleventh-graders have gone through or are going through a very important change - the sixteen/seventeen year change. The mysterious inward journey of the soul is mirrored in the curriculum through the question "Why?" In the eleventh grade religious questions are addressed in the study of the Roman Empire, the birth of Christianity, the development of Judaism and Islam, the development of the Roman Catholic Church and the Reformation. Just as the Renaissance personalities questioned traditional authority and asked "Why?" so do the eleventh grade adolescents. It gives them satisfaction and insight to see that the questions they ask are the questions of their age. It is exciting to know that to challenge the accepted customs is valuable and necessary for the development of civilization. Seventh graders respond strongly to the Renaissance because they are experiencing rebellion towards the physical authorities in their lives, but sixteen/seventeen-year-olds experience rebellion in their souls. For example, the doubt mirrored in the reformation is not doubt of whether the authorities have vested power - more a seventh grade concern - but existential doubts such as



whether there exists the soul, the spirit, God and eternity. The emotional or soul life of the adolescent is going through a profound development during this time, and one of the courses taught is History through Music. One major aspect of music through the ages has been an expression of the meeting between the soul and the divine. Listening to music of the different historical periods and coming to appreciate and understand it helps the youngster develop an inner listening. Just as history through art in the ninth grade fed their craving for imaginative visual images, and history through poetry helped the tenth grader relate to language, history through music in the eleventh grade feeds their craving for tone. In literature the study of Parzival on its most apparent level mirrors the inner journey from foolish young knight to the Grail knight, from naiveté to mature wisdom. There is great wisdom embedded in this story. The study of Shakespeare reveals to the eleventh grader the insight into the modern condition in characters such as Hamlet. Shakespeare's genius opens doors to many soul questions. The world of the heavens is studied in astronomy, and the sub-earthly power of electricity and magnetism is studied in physics. The eleventh grade is a turning point in the adolescent's Waldorf experience. Out of the richness of the courses teenagers are placed in touch with their inner resources and higher selves.

**Twelfth Grade.** The theme of the twelfth grade is freedom. The main question asked is "Who?" "Who is behind this doctrine?" "Who is working through that personality?" "Who is really speaking?" Through these questions young people confront questions of destiny, of good and evil, of meaning. Twelfth graders analyze and synthesize thoughts. They can look at an issue from many points of view, finding the common elements and the central issues. The Waldorf teachers bring example after example for the students to examine and think about. Some examples from the literature studies are the great works of the nineteenth century Russians, Germans, and Americans. By reading Dostoyevsky's *The Brothers Karamazov* the student comes to understand how a Russian deals with the deep questions of life. In Melville's *Moby Dick* there is the struggle of the American soul with evil and in Goethe's *Faust* the German approach. In each of these studies an understanding of the particular culture is aroused, but more than that is the realization that the issues addressed are universal. The greatness of these writers is that they have soared beyond their nationality and have given to humanity an artistic expression of questions facing human beings everywhere. Twelfth graders grapple with the issues of their times. Before they leave school they step into the present. Their teachers examine with them the issues of the day, problems of economics, politics, social issues, nuclear chemistry, modern art, debates over evolution and so on. The History through Art course of the twelfth grade is the study of architecture in which the students examine the expression of thought in physical form. What is the gesture of an Egyptian pyramid, a Gothic temple, an Art Deco bank, or of a high-tech office building? Everything twelfth graders study is done by the young Ego penetrating the world - reflecting, shaping thoughts, discussing, sharing. In mathematics the young adults have passed into the abstract world of trigonometry and calculus, in English classes they work with précis and research, synthesizing viewpoints, and analyzing a theme. In their foreign language study they delve into literature, exploring singular themes to their English literature studies - the battle between good and evil and the nature of freedom. The twelfth graders can reach way back in their education into the imaginative first-grade world of the fairy tale and bring the powerful shaping forces into creative writing. They experience the sweep of history through thousands of years and see patterns and threads working in human life from the kindergarten children they pass every day to their teachers who are quickly becoming contemporaries. They are able to understand the paradoxes of life without losing sight of the ideals. Their eyes are on a distant shore while they prepare to leave their school-home and bid their schoolmates and teachers good bye.

