



Highland Hall Waldorf School

17100 Superior Street, Northridge CA 91325 818-349-1394 www.highlandhall.org



*Highland Hall's
Hallapalooza
April 3, 2011*

Parent Handbook 2011-2012

Nursery through High School

*This Parent Handbook is intended for the sole purpose and use of the Highland Hall community.
It is not to be used or copied for commercial, political, or any other purpose.*

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

Highland Hall's

Vision

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

Mission

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

Values

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

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

Brief History of Highland Hall Waldorf School

The Waldorf educational movement is part of an emerging category of developmental or holistic education that is rapidly growing in popularity and influence worldwide. There are more than 900 Waldorf schools in over 40 countries. In North America there are over 244 schools affiliated with the Association of Waldorf Schools of North America, and a number of public schools using Waldorf methods to enrich their teaching. There are also over 50 full-time Waldorf teacher-training institutes around the world; of these 17 are in the United States and 2 in Canada, and one in Mexico. No two schools are identical; each is administratively independent. Nevertheless, a visitor would recognize many characteristics common to them all.

Highland Hall Waldorf School was founded in 1955 when there were only five such schools in North America. It is still a pioneer among Waldorf schools, integrating a comprehensive early childhood-to-12th grade program.

Highland Hall is fortunate to host a sister organization, the Waldorf Institute of Southern California (WISC), which offers a Waldorf teacher education program to the local community. There are still relatively few Waldorf schools outside Europe having a full program with grades K-12 with a separate adult training program on campus.

As a Waldorf school, offering a curriculum which arises from the principles of anthroposophy, Highland Hall sees each child as a unique individual who brings creative potential that manifests gradually during the stages of childhood and adolescence.



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



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THE BASICS:

School Calendar

Please see our calendar at www.highlandhall.org for updates & changes.

School Hours

High School	Grades 9-12	8:00am-3:30pm
Lower School	Grades 1-2	8:00am – 2:30pm
	Grades 3-8	8:00am – 3:30pm
Lunch	High School	12:15pm – 1:00pm
	Grades 1-5 & 8	12:15pm – 1:00pm
	Grades 6-7	1:00pm – 1:45pm
Nursery/Kindergarten	<i>ECC Students should arrive no later than 8:15am.</i>	8:00am – 3:00pm
After School Care	Until 6:00pm 5:00pm on <i>Early Dismissal Days</i> (see school calendar)	

Office Hours

During School Sessions7:45am - 4:00pm
 Wednesdays only.....7:45am - 3:30pm (*faculty meetings in session after 3:30pm*)
 During Vacation Breaks10:00am - 2:00pm (M –TH)

Quick Reference Contact Information

Main School tel. # is 818-349-1394, press “0” for receptionist. Otherwise, please use this directory for the extensions or voice mailbox desired.

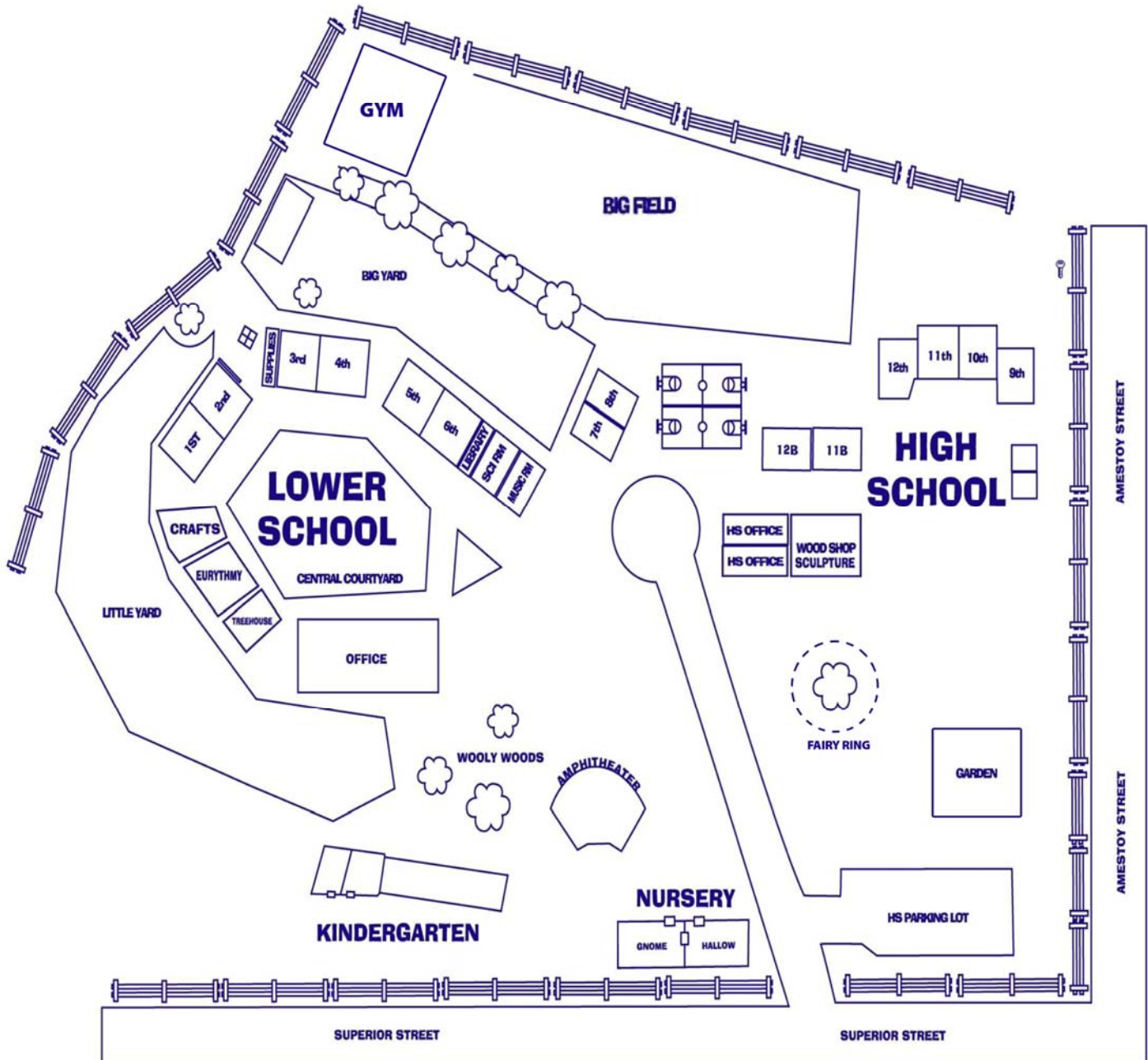
		Extension
General/Receptionist	818-349-1394, press "0"	
Fax	818-349-2390	
Administrative Director	818-349-1394	X208
High School Office	818-349-1394	X201
Athletic Office	818-349-1394	X212
Sports Line/Recorded information	818-349-1394	X390
After School Care-after 3:15pm		
<i>Early Childhood Center</i>	818-349-1394	X229
<i>First grade-12th grade</i>		X224
Emergency & After Hours Contact	818-472-5829	

Quick Reference Contact Information continued on next page

Quick Reference Contact Information continued

ABSENCES	ECC – CALL SPECIFIC NURSERY/KINDY TEACHER	
	Lower School – Absence Line	X202
	High School – High School Office	X201
Administrative Questions	Administrative Director-Jim Pedroja jpedroja@highlandhall.org	X208
Billing	Finance Manager, Lisa Alberts laberts@highlandhall.org	X209
Buildings & Grounds	Facilities Manager- RJ Bonds rjbonds@highlandhall.org	
Carpooling	Enrollment Director, Lynn van Schilfgaarde lvs@highlandhall.org	X211
College Counseling	College Counselor, Annie Pinckney apinckney@highlandhall.org	X219
Communications	Communications & Alumni, Jacqui Dres jdres@highlandhall.org	X223
Enrollment	Enrollment Director, Lynn van Schilfgaarde lvs@highlandhall.org	X211
High School Information/Records	High School Administrator, Cindi Halverson chalverson@highlandhall.org	X201
Human Resources	Human Resources Director	X210
Lower School Records	Registrar, Kerry Myers kmyers@highlandhall.org	X202
Parent Association (ECC & LS)	pa@highlandhall.org	
PATHS (High School)	paths@highlandhall.org	
Parent & Child Program	Program Director, Elizabeth Shahbazi	X230
School Counselor	Mimi Devens mdevens@highlandhall.org	X341
Treehouse Boutique	Bonnie Smith and Jennifer Waldorf Hetland	X218
Volunteering	Parents Association (<i>see PA website</i>) Your Class Teacher (<i>See Faculty & Staff Directory</i>) Your Room Rep (<i>See Faculty & Staff Directory</i>)	

MAP OF HIGHLAND HALL



ABOUT THE SCHOOL DAY:

Early Childhood Center Attendance

The **ECC** opens at 8:00am. Teachers request that you have your children in school by 8:15am. It is difficult for the children to enter group play harmoniously when they arrive later than the other children. If your child must stay home for the day please report the absence to the class teacher.

Lower School Attendance

Consistent attendance and timely arrival at school are of utmost importance for students to receive all of the benefits of a Waldorf education. Both in main lesson and specialty classes, our students work with subject material that is presented by their teachers in a living way, as opposed to simply following a textbook. For this reason, it is not possible for a student to make up everything that is missed due to tardiness or absence.

Lower School Tardy Policy

Tardiness to any class is disruptive to the lesson and to other students. As there are nearly 170 students in the lower school, we expect parents and students do what is necessary to arrive at school on time daily in respect of everyone's experience. If there is a long-term medical issue, please see the Registrar.

Students are allotted 10 tardies for the year (doctor's appointments, lost keys, not feeling well, flat tires, difficult mornings, etc.).

- **7:50 am – Arrive (time for traffic circle/parking)**
- **7:55 am – Line-up at door**
- **8:00 am – Grades 1-8 begin**

Excessive Tardiness

- **For 10, 15 and 20 tardies, depending on circumstances, the Registrar will notify parents what will be implemented. Possible actions for parents/students are:**
 - Required volunteer hours in the classroom or elsewhere
 - Meeting with School Counselor
 - Writing out morning late slips
 - Reading and/or Writing Assignments
 - Suspensions

Lower School Absence Policy

1. Calling in an Absence: If your child must stay home for the day, please report the absence by 8:00am to the Registrar at **818-349-1394 x202**.

2. Excessive Absences: More than five absences in a semester can put a student in a disadvantaged position in relation to the rest of the class.

- **5 – 9 (per semester):** Possible required private tutoring in subjects the student has fallen behind in.

- **10 – 14 = ATTENDANCE REVIEW.** Depending on the circumstances behind the student's absences the parent and/or the student **may be subject to consequent actions**, which may include parent conferences, student "study hall" time, tutoring or make-up work. You will be notified in writing of any requirements. Parents need to send a **note of explanation to the Registrar** along with the student when he/she returns from an absence; the reason may be taken into consideration.
- **15+ = ATTENDANCE REVIEW.** Depending on the circumstances behind their absences the parent and/or the student **may be subject to consequent actions**, which may include parent conferences, student "study hall" time, tutoring or make-up work. You will be notified in writing of any requirements. Parents need to send a **note of explanation to the Registrar** along with the student when he/she returns from an absence; the reason may be taken into consideration.
- **Student is significantly behind in any subject:** Possible required academic probationary period in which specific progress must be made by the student. Probation terms will be determined by the class teacher. If the student does not complete the terms within the specified time, the teacher may recommend the student not return the following year.

3. Reasons for Absence

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

4. Readmission—Communicable Diseases

Please inform the Registrar if your child has a communicable disease.

For safety reasons, you may need to provide a doctor's note when your child returns after a contagious illness.

5. Making up Work

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

6. Prolonged Absence Due to Illness

If a student must miss school for a prolonged period due to a serious illness or injury, the parent should promptly contact the Registrar to notify the school of the reason and the class teacher to discuss what work can be done at home to keep up with academic work.

High School Attendance

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

If your child must stay home for the day please report the absence to the High School Coordinator at **(818) 349-1394 (x201)**.

Drop off/Pick up

Early Childhood Center (ECC)

In the morning, parents must accompany their children to the classroom to sign them into their Nursery or Kindergarten Class.

Parents or authorized adults must come to the classroom and sign their children out every day. It is important that you and your child say good-bye to a teacher in charge.

Please make your stay a short one. In the morning, the children only settle in when the parents have gone. In the afternoon, visiting parents hinder the work of the After School Care teachers. We are **not** licensed to care for any children who are not enrolled in our Early Childhood programs, so please do not bring older siblings, friends or car-poolers onto the Early Childhood campus unless you have discussed the arrangement with your child's teacher and you keep the non-enrolled child with you at all times.

Lower School & High School

In the morning, have your children ready to get out of the car by having belongings gathered, their hair arranged and conflicts resolved. Drop your children close to the curb and remind them to walk around, not across the traffic circle. **Please have children exit on the right side of the car.**

In the afternoon at 2:30pm, **Grades 1 & 2** are excused from class and remain on the "Little Yard." Children may be picked up by a parent at this time from the "Little Yard".

At 3:30pm, **Grades 1 & 2** are shepherded to the "Big Yard." As parents arrive in the Traffic Circle, the Traffic Director begins to call for those children. ASC personnel will escort the children to the traffic circle. **Grades 3 & 4** gather in the "Big Yard" after they are released from their classrooms, if they are not being picked up immediately.

Grades 5 through 12 - Please remind your child(ren) that they must go to the circle upon the ringing of the 3:30pm bell. Instruct them to stay by the traffic circle and look for your vehicle.

Children in all grades may be picked up by your parking in approved spaces and walking up the hill to meet them at the Traffic Circle. Note: The **Traffic Circle is a No-Parking Zone**. Do not leave your vehicle unattended in the traffic circle. **DO NOT LEAVE VALUABLES IN YOUR CAR.**

No Pick Up at The Bottom of Hill



Procedures for Traffic Circle

At the end of the school day, supervision of both lower school and high school students is only provided in the designated ASC locations and near the traffic circle. Therefore, for the students' safety, we must ask that all students wait at the top of the hill in the designated areas to be picked up, either by a vehicle in the traffic circle or by a parent/guardian on foot. **Students are not allowed to meet their rides along Superior Street as the school does not provide supervision in that location. Parents are strongly urged to cooperate with the school's efforts to keep students at the top of the hill until they are picked up.**

Because congestion and delays are not uncommon during the drop-off period (7:30am to 8:00am) and the pick-up period (2:45pm to 3:45pm), we request that you take a few minutes to review the procedures for the Traffic Circle.

- 1) ***Please follow the Traffic Director's instructions very closely. The director is there to ensure the safety of your children among moving cars.***
- 2) Only one lane for cars going up and only one lane for cars going down.
- 3) Speed limit on all campus roads is 10 MPH.

- 4) **Excessive speeds, unapproved u-turns, cutting in line, or other dangerous driving maneuvers are not permitted.**
- 5) To leave the line, wave down or call for the Traffic Director to hold traffic. Attempting to maneuver on your own may create an unnecessary hazard for you and others and is highly discouraged.
- 6) If the traffic is not flowing smoothly, the first cars in line will be asked to move forward. At that point, if vehicles do not want to wait in line, they may park down the hill and walk. Again, please respect the Traffic director's instructions.
- 7) Unsafe driving could result in suspension of driving privileges on campus.



Parking

The Traffic Circle is our official emergency vehicle turn-around lane as required by law. Please do **NOT** leave your car unattended in the traffic circle **at any time**. If you must leave your car for any reason, please park in a designated parking spot.

Picking Your Child Up During the School Day

Currently, our insurance requires that **all** children must remain on campus until they are picked up.

ECC: Please discuss with your Nursery or Kindergarten Teacher.

Lower School:

- 1) Parents must sign out students at the front office prior to picking them up.
- 2) Parents must sign students back in at the front office and receive an admission slip to give to the teacher of the class the student will be joining.

High School: Please see the High School Handbook.

After School Care (“ASC”)

Early Childhood Center - After School Care (“ASC”) is held on the Nursery/Kindergarten campus and is attended by the afternoon teachers. Snack is provided. One kindergarten classroom is designated the ASC room. ASC officially begins at 3:00pm when the children remaining are gathered for a short story/ring time. We ask that you not disturb this “quiet” time. The door/curtains will be opened when it is over.

Although supervision is provided until 6:00pm, parents are urged to pick up their young children earlier if possible. After School Care for children who are not regularly attending ASC in the ECC should be arranged in advance.

Lower School & High School - After School Care begins at 4:00pm, at which time any students remaining on campus are promptly signed into the After School Care program. After 4:00 pm, a parent or guardian must sign students out before taking them off campus.

Students in Grades 1 through 5 are supervised behind the 3-6th grade classrooms and must be signed out at that location. Students in Grades 6 through 12 are supervised in room 12B (in the High School Practical Arts building closest to the basketball court) and must be signed out at that location. After 5:00pm, pick-up and sign out is in the high school for all students.

Students must be signed out of After School Care. We are regulated by California Code of Regulations, Secs. 1011326.1 and 1011329.1 which allow for "efficient and safe transfer of responsibility for the children."

We require a full, legible adult signature. If you are not picking up your child, the person signing out children must be 17 years or older and be on your child's emergency list. If they are not on the list, the school will need either a) written message from you giving consent to release your child or b) to directly obtain permission verbally by calling you. Children should not be released until one of the two is completed.

PARENTS, please explain these After School Care policies to your children.

ASC HOURS: 4:00pm - 6:00pm
On Early Dismissal Days, 1:00pm - 5:00pm

ASC COSTS: The After School Care Fee Schedule is available from the Business Office.
AFTER SCHOOL CARE IS IN ADDITION TO YOUR TUITION.

ASC BILLING: ASC bills are sent monthly. Payment terms are net 30 days. (Non-payment may result in loss of service privileges.)

NOTE: If you are volunteering your time on a committee that meets between 3:30pm - 6:00pm, your fees will be waived if you indicate the name of the committee meeting on the back of the sign out sheet.

Lunch & Snack

Highland Hall does not supply snack or lunches for students in grades 1-12 or lunches for ECC students. Therefore, **lunch and snack**, including drinks, must be brought from home

Additional information about high school lunch choices can be found in the **High School Student/Parent Handbook**.

In Grades 1 – 8, snack is generally eaten at the end of Main Lesson, at approximately 10:15am. The high school provides a recess from 9:40am - 9:55am, at which time snacks brought from home may be eaten. Lunch time is from 12:15pm -12:55pm for Grades 1-5 & 8-12, and from 1:00pm -1:40pm for Grades 6 – 7. Please be sure to provide your child both snack and lunch each day.

Everyone is asked to take uneaten items back home, rather than leave them for future snacks/ lunches. Please pack lunches in a plain container. Many of the younger children use covered baskets. We strongly advise against glass containers, and encourage the use of permanent containers out of respect for the earth's resources.

Lower School Class Trips

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

The Class Teacher selects chaperones. They are parents/staff whom the Class Teacher believes can be very aware, trusted, hardworking, and capable of being both leader and follower. The responsibility is very

significant and taken extremely seriously. There may be a varying degree of experience in a group of chaperones; Class Teachers consider this, as well as many other factors, when selecting chaperones.

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

Many opportunities arise to serve the school and the children. If you are not selected to chaperone, other opportunities will certainly arise.

Lost & Found

Most found items are placed in the "Lost & Found" bin outside the music room. Small items of relatively high value (jewelry, glasses, etc.) are held at the front office. When the lost & found bin gets full, the items are donated to charity. Please check the lost & found bin frequently as large numbers of jackets, sweaters, sweatshirts, and lunch boxes accumulate there and must be given away!

MAJOR SCHOOL STANDARDS:

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

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

Exceptions: Cell phone use will be permitted to arrange for parents to pick up students 1) after off-campus sports events or 2) in the event of an unexpected early dismissal (high school only). Cell phones are permitted on the twelfth grade class trip.
 - b. Students' personal electronic devices such as headsets, CD/tape players, MP3s, iPods, DVDs, and electronic games are not allowed during the school day, including before or after school care and may be confiscated at the teacher's discretion.

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

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

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

Students **SHOULD** wear the following:

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

Students **SHOULD NOT** wear the following:

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

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

STANDARDS OF BEHAVIOR:

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

Basic Guidelines for Conduct:

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

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

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

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

Student Dismissal

It is always difficult when Highland Hall must ask a student/family to leave the school. A child may be dismissed for various reasons, including poor academic progress, antisocial behavior or failure to observe discipline policies, excessive tardiness or absences, or if the school cannot serve the special needs of a child.

Dismissal may also result from a parent's failure to meet the contractual obligation to the school or if their own conduct is detrimental to the school. It is preferable for dismissal to occur at the end of a term or school year: however, the school retains the exclusive right to determine the timing of any dismissal, as well as the procedures to follow and the reasons that justify dismissal.

Parents may appeal a dismissal decision to the Interim School Council.

Student Goals:

Expected School Wide Learning Results

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

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

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

- A. The ability to assimilate, analyze, and organize information for themselves and others to use
- B. The ability to resolve problems and situations involving multiple ideas or aspects
- C. The ability to look beyond the immediate and see the 'big' picture
- D. The ability to form new questions through active imagination

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

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

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

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

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

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

EXPECTATIONS OF YOU AS PARENT:

Tuition & Fees

When your child is accepted by the faculty into a class at Highland Hall Waldorf School, we will give you enrollment materials. These materials should be completed and returned to the school office as soon as possible. An 'Enrollment Agreement' is included in these materials. That agreement is the financial contract between you and the school. Please read this document carefully as it is a legally binding contract. If you have questions regarding your Enrollment Agreement, please contact the Business Manager.

In addition to the tuition & fees described in your enrollment agreement, other expenses associated with supporting your child's enrollment include class trips and field trip fees, musical instrument rental, After School Care charges, sports fees, and fees associated with your child's specific classroom or extra-curricular activities. Estimates of these fees and charges are generally described in the Tuition & Fee Schedule published each year as part of the Enrollment/Re-enrollment materials. Copies of the current Tuition & Fee Schedule are available in the school office and can be found on our website.

The Tuition Assistance Program

Choosing to send your child(ren) to an independent school comes at a cost. Independent schools do not receive public funding and must rely on tuition payments and fundraising. Many families make serious sacrifices to support their children attending Highland Hall. For other families the cost can be prohibitive. Highland Hall does make financial aid available in the form of Tuition Assistance Grants which reduce the regular tuition levels by as much as 50%. The *Tuition Assistance Committee*, comprising of faculty and parents, reviews all grant applications and awards grants based on each family's demonstrated need.

The application period for Tuition Assistance generally begins in February for the following school year, and ends on the last day of March. This allows sufficient time for processing the applications and notifying families of the outcome well in advance of the next school year. If you have any questions regarding Tuition Assistance, please contact the Business Manager.

Information can also be found on our website www.highlandhall.org/admissions/financial_aid

Help your child arrive school-ready

One of the most important things you can do to ensure your child has the best possible experience at school is to help him or her arrive truly ready for school. A child who is well-rested, relaxed, fed, dressed appropriately, and in possession of any required items (such as snack, lunch, homework and specially requested items) is most ready to benefit from what the school is offering. We encourage you to check in with your child's teacher periodically to get their insight on your child's readiness when he or she arrives at school each day.

Sharifa Oppenheimer's article "Home Life" in *Waldorf Education, A Family Guide*, edited by Pamela Johnson Fenner and Karen L. Rivers, has some excellent suggestions on this topic, particularly in regards to younger children.

Media Exposure

Exposure to media in the form of television, radio, CD's, videos, DVDs, computers, "Gameboys," and other electronic media is strongly discouraged for young children. Waldorf teachers perceive significant detrimental effects of such exposure on children's behavior and capacities, especially in the formative years before adolescence. These effects include interference with imaginative and social development, as well as physical health.

Please discuss this important issue with your nursery, kindergarten or class teacher. They will be glad to help you understand the reasons behind our request, as well as give you creative ideas for alternatives. You may also find helpful Christopher Belski-Sblendorio's article "Push-button Entertainment and the Health of the Soul" in *Waldorf Education, A Family Guide*.

Help your child get the most out of what Highland Hall offers:

Support the Work of the Teachers and School

By enrolling your child(ren) at Highland Hall, you join one of the most exciting and important educational movements in the world. You are also your child's most important teacher. As a Waldorf parent, you are providing your child(ren) with an education that will help them learn with their "head, heart and hands" to become thinking, ethical, free human beings. The more you know about Waldorf education, about child development and about what you can do at home to maximize the value of what the teachers can bring your children during the school day, the more your children will benefit from their Waldorf education at Highland Hall.

Please read the books we provide to each family applying to Highland Hall (*Waldorf Education, A Family Guide* for nursery – 8th grade families, *Between Form and Freedom* for high school families). In addition, the Treehouse Boutique sells many excellent titles.

The Parent-Teacher Partnership

You and your child's teacher(s) want the same thing – to serve the children in the best possible way. Each adult brings unique perspectives, talents, and understanding of the children. Consciously thinking of the teacher(s) as your partner(s) and keeping them informed of important developments in your child's life (the death of a grandparent, a difficult relationship between the child and a friend from school, changes in eating habits, etc.) will significantly enhance the teacher(s)' ability to address your child where they are at that moment in his or her life. Similarly, by bringing to their teacher(s) issues you may be having with what you are perceiving in your child's experience at school as soon as they arise can be invaluable in making necessary adjustments. **(See the Communications overview.)**

Waldorf teachers are typically devoted to their work as far more than just their profession. This means that they are dedicating huge amounts of their personal reserves of energy, time and love. Keep this in mind when calling them in the evening or before approaching them with parental concerns while they are attending school events with their class or with their own children. Ask them when the best time to reach them would be – and do your best to contact them during that time.

Stay Informed and Involved

Another key thing you can do as a parent is to know what is happening in your child's life, particularly as they get older, when their activities are more complex and you are less involved in them. Make a point of reading the weekly Lunchbox Express, class newsletters, articles, and other information your class teacher or sponsor may send home. Come to a **PERC** (Parent Educational Resource Committee) sponsored event. All information is on the website too! (www.highlandhall.org)

Talk to your child about what plays, sporting events, musical performances and projects he or she is doing. Attend your child's performances/sporting events! Come to the class meetings, Parent Association and other school gatherings. By staying informed, you will have the dates on your calendar and can work in advance to avoid scheduling conflicts. By staying informed, you can become more involved in the life of the school, which for the years that your child is enrolled, means the life of your child. You will never regret it!

Communications Overview/Grievance Process:

Highland Hall Waldorf School strives to foster healthy human relationships between all members of the community. An important aspect of this is direct, open, two-way communication. The school welcomes parental feedback and understands that parents play an important role as advocates for their children and can partner with the school by enriching the community with their ideas, suggestions, talents, resources, and concerns.

Differences of opinion or perception do arise and need to be resolved. We ask that all community members bring any concern first to the teacher, staff member, or parent most directly involved. It may be helpful to ask another person to join the conversation.

However, concerns about potential child abuse or endangerment should be taken to the Interim School Council or Administrative Director **immediately**.

In some cases, discussing concerns may not be a comfortable process for any of the parties involved, and a direct conversation may not resolve the issue. The Interim School Council and Administrative Director are dedicated to assisting community members in resolving any difficulties that may arise. For pedagogical issues, such as with a teacher or a classroom situation, please contact the Interim School Council. For administrative issues, please speak with the Administrative Director.

After an initial conversation with you, the Interim School Council or Administrative Director will discuss the matter with the teacher, staff member, or parent involved. After those initial conversations, a number of avenues are available to bring the issue to resolution. This may involve an external facilitator and/or the Board of Trustees.

We hope that good will, compassion, and respect guide all communications in our community.

Treatment of Parents

The Board of Trustees determined certain conditions that the school must avoid as regards parents. These are stated in the school's Policy Governance document (a method of governance created by John Carver). Using that method means stating policies in a series of prohibitions. As applied to parents the policy states:

*With respect to interactions with parents, the Administrative Director or the Interim School Council shall not cause or allow conditions, procedures, or decisions which are **unsafe, undignified, or unnecessarily intrusive**.*

Further, without limiting the scope of the foregoing by this enumeration, he or she shall not:

- 1. Fail to establish with parents a means for understanding what may be expected and what may not be expected from the school.*
- 2. Fail to inform parents of this policy, or to provide a way to be heard for persons who believe they have not been accorded a reasonable interpretation of their protections under this policy.*
- 3. Fail to provide a Process for Grievances.*

Parents are encouraged to speak with the Administrative Director or the Interim School Council if they have questions about this policy.

Use of Email

Email is a useful tool for communicating matters pertinent to the class such as meeting times, filed trip information, or schedule changes. It requires a high level of prudence in how things are stated and exactly what is shared. Please consider all communications to school email lists just as you would a personal letter to each individual on the list, but with the knowledge that everyone on the list is interpreting the communication from their own experience and perspective. Please also remember that email messages can be widely distributed very quickly through forwarding, often without the knowledge of the original author.

Finally, it is important to note that some people choose not to use email on a regular basis or at all and may therefore miss important or time-sensitive information if no other communication tool is used.

Class parents using school email lists are asked to use blind copies (bcc), managed groups or other means to keep addresses hidden unless all individuals involved have “opted in” or otherwise agreed to an open list. School emails are not to be used for outside or personal solicitation.

Providing Financial Support

The goal of fundraising is to manage and grow a sustainable, diversified portfolio of charitable resources to advance the mission of Highland Hall.

Community values, expressed as gifts of financial support, allow us to create a culture of generosity and to continually improve the programs we offer our students.

Fundraising activities at Highland Hall help build community, support educational programs, create financial stability, build and maintain the educational facilities for our teachers and students, and advance the school's mission.

Annual Giving Campaign

Each fall, the entire community participates in annual giving. All parents, including those on tuition assistance, are asked to honestly evaluate their own resources and give to the very best of their ability. We are blessed to have grandparents and other extended family members who give as well. Participation in Annual Giving is the barometer family foundations and corporate organizations use to determine how much support an organization enjoys.

Many parents ask “How much should I give?” Clearly that depends on the income and obligations of each individual family. Like the orchestras, museums, or hospitals, Highland Hall is a cultural institution that serves children and their families as well as the larger community; the school depends on the community it serves for support. We ask every parent to include their annual gift to the school in their family budget. 100% parent participation helps the school win foundation grants, and generous contributions keep the school vibrant and healthy.

Soirée

Our annual gala/auction event, called the Soirée, is normally held each spring and helps raise money for Highland Hall student programs including Tuition Assistance.

Parent Association Fundraisers

Through some of its festivals, PATHS magazine drive, and the SCRIP program, the PA raises money to support parent activities and make gifts to the school.

Parent Association Scrip Program

The Parent Association SCRIP program is a vitally important part of our fundraising activities. Scrip is available as an electronic program tied to your ATM card, your credit card (Escrip) or as an on-line portal where a percentage of your purchases benefit the school. It is also available as gift cards which are purchased at face value - you use it just like cash (paper scrip), We urge everyone to support our scrip program, which has the potential to make an enormous amount of "free" money for the school at **NO COST TO YOU!** Donations actually come from the vendors participating in scrip programs – all you have to do is participate. Look for updates in Lunchbox Express E-News.

PATHS High School Magazine Drive

Highland Hall receives 50% of the sale of magazine subscriptions, books, and tapes during its annual magazine drive. The drive is sponsored by the Parent Association of The High School ("PATHS") to fund the 12th grade graduation reception. Look for information in Lunchbox Express.

“Celebration of Service” – A Parents Association Program

50 Volunteer Hours Per Year

Highland Hall Waldorf School is structured so that parents have an opportunity to meet one another and participate in the cultural and social life of this wonderful institution. At Highland Hall parents are encouraged to become involved in creating a loving, nurturing, and supportive environment for our children by volunteering. Your presence and involvement will enrich the life of the school and give you an opportunity to become more closely involved in your child’s education and social life experience.

To find out about opportunities to volunteer, contact your Room Rep or the Parent Association President

Highland Hall Volunteer Information

(This notice is provided to all volunteers)

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

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

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

Student Tutoring

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

Class Trips and Sports Activities

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

Waivers - Sample Waiver Follows

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

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

These measures are in place for the safety and well-being of our volunteers, students, faculty, and other employees. If you have any questions regarding your volunteer experience at the school, please contact the Administrative Director

ORGANIZATION OF THE SCHOOL:

Highland Hall is a self-governed, independent school seeking to fulfill its mission through the collective efforts of a number of formal groups and individuals associated with the school.

Highland Hall, Inc. is a California nonprofit corporation known as Highland Hall Waldorf School. As such it is a tax-exempt organization under IRS code 501-c(3). Highland Hall has Bylaws and Articles of Incorporation that establish the legal authority and define the operations of the corporation. The Bylaws are available for review in the school office.

Board of Trustees

The board is the governing body of the school and, on behalf of the community, sees to it that Highland Hall achieves appropriate results for appropriate persons at an appropriate cost, and avoids unacceptable actions and situations. The board is composed of parents, teachers, alumni and other friends of the school. The board has adopted a governance process known as Policy Governance created by the John and Miriam Carver Model for Nonprofit Governance. In general, policy governance requires that the board approach their decisions from the perspective of the "moral owners" of the school and that they develop policies that define how the board operates and how the school operates as well. These policies link to the Interim School Council for the pedagogical side and the Administrative Director for the administrative side of Highland Hall. These two bodies are ultimately responsible for the operation of the school. The policies established are purposefully broad and generally identify what cannot be done so that there is freedom to make decisions within the defined boundaries. The Policy Governance document is available for review in the school office.

A non-profit organization exists legally and morally to bring about a change in the world desired by some group of people. The values and perspectives of this group should permeate the organization. Ownership is the basis upon which the board determines its accountability. The board is responsible to educate itself regarding the values held by the persons it represents and shall act always under the influence of those values. Defining the ownership assures that the board reflects neither its own personal views nor the views of those who may benefit from the organization, but rather those of its owners.

The moral owners of Highland Hall are those who demonstrate an active, determined commitment to the education of children in accordance with the highest intentions of Waldorf Education and who fully support the health and success of Highland Hall Waldorf School.

Administrative Director

The Administrative Director (AD) is the Board's official link to operational achievement and conduct of the school. The administration is responsible for the day-to-day operations in support of the school pedagogical programs. It establishes policies in the administrative areas and ensures that personnel matters, financial activities, student records and the physical plant are effectively managed.

To start the 2011-2012 school year, the AD is responsible for working with all parents who have any problems or concerns with the school. This represents a change from previous years when the AD only dealt with administrative matters. The school anticipates forming a senior faculty/pedagogical group during the year as part of its school wide action plans. When that group is formed, the responsibility for working with parents on pedagogical problems and concerns will shift to that group from the AD.

The Interim School Council

The Interim School Council is the Board's official link to pedagogical achievement and conduct of the school. It is the group within the school that is vested with the authority to make decisions and direct activities on behalf of Highland Hall. This Team is responsible for effective communication with the faculty, staff, parent body and the Board of Trustees. They are charged with responsibilities affecting all areas of the school: support and coordination of committee work, establishment and implementation of assessment programs, and delegation of issues requiring consideration and/or action to appropriate bodies within the school, to name a few. The Interim

School Council, in conjunction with other mandated committees, and policies currently in place, creates a governance structure that honors the mission of Waldorf Education, and enables Highland Hall to strive for excellence.

During the 2011-2012 school year, the school anticipates forming a senior faculty/pedagogical group as part of its school wide action plans. The Interim School Council will complete its role and be dissolved upon formation of this new faculty group.

The Faculty

The faculty as a whole is responsible for supporting the overall life of the school, both in and outside the classrooms. Faculty meetings are usually held weekly and are devoted to issues that affect the whole community as well as to training, study, speakers, relationship building, and artistic nourishment.

Committees

The work of much of the school is conducted and supported by a number of committees. Committee members are normally drawn from the school's faculty and staff.

Professional Development

Primary purpose is to help teachers and staff develop through professional guidance and training.

Professional Oversight

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

Safety/Earthquake Committee

Responsible for the safety and supervision of students in school and in the After School Care program. Responsible for the school's disaster preparedness, including stocking supplies, organizing First Aid/CPR training, and running fire & earthquake drills.

Buildings & Grounds

Responsible for maintenance and improvement of school's physical plant, as well as oversight for the usage of our facilities.

Care

Resource committee for bringing extra services to our students in need of additional support.

Parent Educational Resource Committee (PERC)

Resource committee for community members' furthering education about Waldorf education, child development and ways that family life can support a child's Waldorf education.

Tuition Assistance

Responsible for awarding Tuition Assistance grants.

FREQUENTLY ASKED QUESTIONS

Q: Since we have no headmaster or principal—who's in charge of the school?

A: Highland Hall Waldorf School is a non-profit organization incorporated in the state of California. The school's bylaws designate the Board of Trustees as the body that is "in charge" in the sense that the Board has responsibility for the school's programs, students, faculty and its overall well being. Of course, the Board cannot possibly attend to even a fraction of the day-to-day operations of a school, so it delegates authority to the administration and the faculty of the school. The Board gives administrative authority to the Administrative Director (AD), who is hired by the Board of Trustees. The Board gives the Interim School Council (ISC) the authority to act on behalf of the faculty and the pedagogical program of the school. The faculty and staff choose the members of the Interim School Council.

Q: What does the Board of Trustees do?

A: The Board of Trustees establishes policies and provides oversight to the Administrative Director (AD) and Interim School Council (ISC), to whom it has delegated the actual day-to-day running of the school. The Board governs through policies which set limits in various areas, such as school finances, contracting of services, hiring/employment policies, conduct, programs, etc., within which the AD and ISC have flexibility in how they manage every area of the school and its programs. In its oversight role, the Board monitors overall performance, refining or creating policies as necessary, and intervening directly only when circumstances require immediate action to safeguard the school legally, financially, and with regard to its overall mission. Other responsibilities of the Board include the Ends or "mission" of the school, strategic planning, and long-term initiatives such as the building projects.

Q: How does the Board tell if their policies are being followed?

A: The governance structure the Board has adopted is based on the Carver Policy Governance Model, and adapted for Highland Hall's needs. Policy Governance includes a requirement for scheduled reporting by the Administrative Director (AD) and Interim School Council (ISC). The AD and ISC use these monthly monitoring and key indicator reports to inform the Board whether the activities of the school are in compliance with the established policies. If activities are not in compliance, the AD and/or ISC also provide plans for corrective measures.

Q: How often does the Board meet?

A: Scheduled Board meetings are held monthly, year-round. Additional meetings are common, and held as necessary, either by the whole Board or smaller work groups tasked with specific projects.

Q: That sounds like it could be a lot of work. How much are Board members paid?

A: Board members are volunteers and are not paid for their service. The school operating budget does provide for a take-out dinner for each meeting as a convenience to Board members.

Q: How do people get on to the Board?

A: The Board elects its members according to the corporate bylaws. Board members may be current or alumni parents, members of the faculty, or individuals outside the school community. A majority of members must not be employed by the school. Prospective members are vetted after being brought to the attention of the Board in a number of ways:

- By their service to the school community through their participation as an officer on the Parent Association or other working groups, such as Annual Giving or the Development Committee, among others.
- Recommendations by teachers, the Interim School Council, or parents.

Having professional expertise or other experience that aligns with the school's needs.

Q: How do I recommend someone to be considered as a Board member?

A: You may send your recommendation via email to boardoftrustees@highlandhall.org and include the following information:

- The name of the person
- Brief statement explaining why you are recommending them
- Your own name and contact information

The Board will contact you to discuss your recommendation.

Q: How are Board members vetted?

A: The Board strives to elect members who are committed to Waldorf education, the success of Highland Hall in educating its students, and the building of a healthy school community. The Board is also mindful to insure that prospective (and current) members have the capacity to take on the demands of board work in addition to their careers and family life. Some of the areas considered include:

- Standing in the community as regards to relations with parents and teachers and/or colleagues
- Standing in regard to business dealings with the school
- Participation in the school community, including leadership bodies (P.A.), committees, events
- Willingness to serve in accordance with Board Code of Conduct
- Willingness to put the school's interests before one's own
- Overall balance of the Board membership

It sometimes happens that not all the stars align, and perfectly wonderful, capable individuals are not invited to the Board. It also happens occasionally that a prospective board member declines an invitation to join.

Q: Why are elections for board members not based on a community vote?

A: Highland Hall's founders incorporated the school with a "board-only" structure, which mandates, through the bylaws, that the Board appoint its own members/successors and officers.

Q: Are the bylaws and other governance documents available to parents?

A: Yes, the Bylaws and Policy Governance Manual are available for review in the school office.

Q: Can I communicate directly with the Board if I have a problem at the school?

A: Yes, you can write to the Board via email to boardoftrustees@highlandhall.org or send mail to the school to the attention of the Board of Trustees. However, the Board recommends that you contact the Administrative Director (AD) first. The AD will work with you to resolve any problems you might have. When problems involve pedagogical programs or classroom issues, the AD will refer these to the appropriate individuals or groups for consideration, but will continue to communicate with you and monitor progress towards resolution.

The Parent Association

All parents at Highland Hall are automatically members of the Parent Association. Active involvement is welcomed and urged. The Parent Association strives to:

- Support Highland Hall as needed, with specific priorities determined on a yearly basis by the parents or at the request of the Board, Interim School Council and Faculty.
- Provide ongoing education for parents on the unique qualities of Waldorf education.
- Foster community spirit and enhance communication.

The Parent Association traditionally sponsors the Welcome Teas for new parents, New Parent Orientation, A Hallowed Eve, Winter Festival and May Faire. The PA also organizes a Hot Lunch Program, Parent Association meetings and adult education programs. It is also responsible for the network of Room Reps and, as described below, PATHS.

PATHS

Parent Association, The High School (PATHS) is a group formed within the PA to address the special needs and requirements of the high school. **PATHS** has formed its own work groups and is sponsoring a special Activities Fund to enhance the high school curriculum. To make a tax-deductible contribution to this fund, or for more information regarding this group, please contact the PATHS Coordinator.

Room Representatives

The Room Representatives or Room Reps are the class representatives to the Parent Association meetings, bring ideas and concerns from the class to the meetings and bring information back to their class from the meetings. Some of the other responsibilities are:

- Coordinating the communications with class parents
- Welcoming new parents to the class
- Organizing class get-togethers
- Coordinating volunteers for school activities (e.g. Faires, "A Hallowed Eve")
- Facilitating class trips, class meeting refreshments, and more.

Several people can share this position each year and divide the responsibilities to serve the needs of the class.

Working on behalf of the Parent Association, the Room Rep needs to be someone who has a dedication to the class and school, and someone with whom the teacher feels comfortable working.

The Tree House Boutique

This unique store, nestled among the trees, provides the community with art supplies and healthy toys that support the Waldorf curriculum. In addition, the Treehouse carries candles, stationary, a complete line of aromatherapy products and various gift items that promote a sense of well-being.

The Treehouse is open Tuesday-Friday 8:00am-10:30am and 2:30pm-4:30pm, weather permitting. We accept all major credit cards. The profits are dedicated to serving school programs including Annual Giving and the Capital Campaign.

WHAT HAPPENS IN THE CLASSROOM:

Introduction to Waldorf Education

The Waldorf educational movement is part of an emerging category of developmental or holistic education that is rapidly growing in popularity and influence worldwide. There are more than 900 Waldorf schools in over 40 countries. In North America there are over 244 schools affiliated with the Association of Waldorf Schools of North America, and a number of public schools using Waldorf methods to enrich their teaching. There are also over 50 full-time Waldorf teacher-training institutes around the world; of these 17 are in the United States and 2 in Canada. No two schools are identical; each is administratively independent. Nevertheless, a visitor would recognize many characteristics common to them all.

The Waldorf educational approach is based on a spiritual-scientific world conception called "anthroposophy" developed by its founder, Rudolf Steiner, an Austrian scientist/philosopher. The first Waldorf school was founded in 1919 in Stuttgart, Germany, as a counter force to the destruction of World War I and the social-cultural chaos of Germany at that time.

Waldorf education arises from Steiner's concept of man as a spiritual being in a physical body. It focuses, not on the animal nature of the human body, but on the transcendent nature of the spirit, which can attain to such heights as the imagination conceives and courage allows.

The human being is equipped with the powers of thinking, feeling and willing, which unfold and become active in freedom through a true education. Each child is seen as a unique individual with creative potential that manifests gradually from childhood through adolescence. Steiner created Waldorf education as a developmentally appropriate education so that the capacities of free thinking, feeling, and willing will be awakened in future generations.

Waldorf School Methods

The Class Teacher - The class teacher ideally stays with the same class for eight years from first to eighth grade, teaching all the main subjects and coordinating the work of the special teachers with the curriculum. This means that the teacher has time to really know the children and help them unfold their gifts. The children and parents can find stability and continuing guidance in this arrangement.

Block Teaching in the Lower School - Subjects are taught in two-to four-week "blocks" for two consecutive hours every morning. These periods are called "main lessons." A subject will be worked on intensively, then released. Later, the thread is picked up again. Each subject/main lesson will usually incorporate movement, music, and artistic work, as well as the usual academic skills.

Track Classes - These classes are taught in the high school for a period from nine weeks to a full year. Academic subjects are taught four to five days per week. Elective subjects are taught one to four days per week.

Main Lesson Books - Instead of reading out of textbooks, Waldorf elementary students hear oral presentations, join in practical activities, or conduct guided scientific experiments. What they have heard and seen is then written up and illustrated in individual blank journals. The activity of organizing what is learned and writing it down longhand helps the children penetrate what they have experienced actively and artistically.

What happens in the classroom continued next page

What happens in the classroom continued...

Student Evaluation - Letter grades are not used in a Waldorf elementary school, but are introduced in high school. In grades 1 – 8, the class and special teachers write a specific evaluation of each child's progress at the end of the year. The progress report contains a description of the year's curriculum in all main lesson and special subjects as well as the teacher's overall evaluation of how the child is doing in his or her cognitive, relational and motivational development. Class teachers schedule conferences with parents on a regular basis. Parents are expected to be involved in their child's education and to pursue effective working communications with the class teacher.

Class Meetings - Class meetings are called by the class teachers at intervals amenable to all parties. They provide opportunities for socializing and practical planning, but the main objective is for the class teacher to educate the parents about the developmental stage of the children and to give a picture or hands-on experience from the curriculum. Teachers also describe the class as a whole, point out overall strengths and imbalances. This can help everyone by putting individual behavior in context and lending perspective to parenting decisions at home.

Class Funds

Class funds allow parents to combine resources to support various class activities and projects outside the school's own programs. Parents normally contribute a set amount for the year as directed by the teacher and room representative. Sometimes class funds are supplemented with small fundraising events. Class funds are common in the grades through High School.

These funds do NOT belong to the school, are NOT under school control and are NOT subject to the school's budgeting and financial disciplines. All aspects of class funds are determined by and between parents and the class teacher or sponsor.

Many classes find banks that will hold these funds in a joint account in the name of the teacher and one or two parents. Classes should avoid putting funds in an account under the control of a single parent or comingling class funds with any individual's personal accounts.

Grades 1 through 8

Throughout the grades, two languages/games/physical education/Eurythmy/choral singing & music are taught.

1st Grade	Writing Nature Studies Numerical Patterns	Reading 4 Arithmetic Functions Modeling	Phonics Knitting	Fairy Tales Recorder
2nd Grade	Writing Numerical Patterns Knitting	Reading Stories of the Saints Crocheting	Grammar Fables Recorder	Arithmetic Composition
3rd Grade	Composition Punctuation Old Testament	Reading Framing Stringed Instruments	Arithmetic Shelter Crocheting, Spinning, Dyeing Strings	Parts of Speech Weights & Measures Recorder
4th Grade	Composition Local Geography Stringed Instruments	Letter Writing Grammar Norse Mythology	Man & Animal Cross-stitch & Embroidery Common Fractions Strings	Local History Wood Working Recorder

5th Grade	Asian Mythology Greek Mythology Decimal Fractions Ancient Cultural Geography	Grammar Ancient History Wind Instruments	Botany U.S. Geography Orchestra Knitting in the Round Winds	Egyptian Mythology Geometry Wood Working Recorder
6th Grade	Astronomy World Geography Wind Instruments Pre-Algebra	Physics Hand Sewing Geometric Drawing	Medieval European History Orchestra Geometry Winds	Roman Civilization Geology/Mineralogy Business Math
7th Grade	Renaissance Age of Exploration Orchestra Inorganic Chemistry	Creative Writing World Geography Physiology Hand Sewing	Physics Nutrition Pre-Algebra Quilting Orchestra	Descriptive Composition Perspective Drawing Euclidean Geometry
8th Grade	World Geography Pre-Algebra Weather & Climate	American History Organic Chemistry Solid Geometry	Revolutions Physics Orchestra	Modern World History Anatomy/Skeletal Systems Machine Sewing

Curriculum for High School

See the “High School Student/Parent Handbook” for more detail on the high school class schedule.

FRESHMAN

English I track/blocks:

A variety of literary forms including novels, autobiographies, short stories, research paper and drama. Reading comprehension and clear writing are emphasized with short compositions, descriptive and dramatic writing, and summaries. Study skills include grammar, punctuation, spelling, vocabulary, note-taking, comprehensive reading, testing and time management.

Mathematics track:

Algebra I

Mathematics blocks:

Combinations/Permutations/Probability, Descriptive Geometry

Foreign Language track:

German I / Spanish I

Science blocks:

Physics I (heat and cold), Biology I (Anatomy), Geology, Chemistry I (organic)

U.S. History blocks:

Early American History

World History blocks:

Modern World History, History Through Art.

Arts/Crafts track:

Tailoring, Drama, Black and White Drawing, Clay Sculpting

SOPHOMORE

English II track:

Mythology, Frankenstein; compositions, term papers, oral presentations; study skills including reading fluency, vocabulary, note-taking, comprehensive reading.

English blocks:

History Through Poetry

Mathematics track:

Geometry, Algebra II

Mathematics block:

Surveying with Trigonometry

Foreign Language track:

German II, Spanish II

Science blocks:

Physics II (mechanics), Physiology, Chemistry II (acids, bases and salts)

U.S. History blocks:

Native American History, Early U.S. History

World History blocks:

Ancient History

Arts/Crafts track:

Clay Sculpting, Watercolor Painting, Drama

Health and First-Aid track:

Nutrition, exercise and fitness, first-aid, effects of drugs and alcohol, human development (conception through birth), AIDS

JUNIOR

English III track:

Dante, Dramatic Literature, Romantic Poetry; writing mechanics review; vocabulary development, reading comprehension, and test-taking skills

English blocks:

Shakespeare and Parzival

Mathematics track:

Algebra II or Pre Calculus

Mathematics block:

Projective Geometry

Foreign Language track:

German III, Spanish III

Science blocks:

Physics III (electricity and magnetism), Chemistry III (Atomic Theory), Botany, Cell Biology

U.S. History block:

Ante-bellum United States to 1900

World History blocks:

The Middle Ages, History Through Music

Arts/Crafts track:

Bookbinding, Life Drawing, Painting, Sculpting

SENIOR

English IV track:

Readings in modern world literature, American Literature; critical reading of novels, oral reports, and research, college application essays

English blocks:

Faust, Transcendentalism, play production

Mathematics track:

Pre-calculus, Calculus

Foreign Language track:

German IV, Spanish IV

Science blocks:

Physics IVa (optics), Zoology/Marine Biology/Evolution, Chemistry

U.S. History block: Twentieth Century Problems and Developments

World History blocks:

History Through Modern Views of the Human Being and Society, History Through Architecture

U.S. Government track:

Economics track:

Theory and practice

Arts/Crafts track:

Watercolor Painting, Stone Carving, 12th grade play

ALL HIGH SCHOOL STUDENTS

Music elective track:

Chamber Singers, Orchestra, Handbell Choir, Recorders

Eurythmy track:

A form of artistic movement to music and verse

Arts/Crafts elective track:

Woods, Coppersmithing, Blacksmithing, Watercolor Painting, Stained Glass, Theater - Musical, Creative Writing, Creative Writing

P.E. elective track:

Field Games, Variety of Team Sports

Community Service

Forty-five community service hours required for graduation. Sponsors may require more hours. Hours vary from college to college but some colleges may require up to 300 hours.

COMMUNITY LIFE:

Community Events

Class Socials - A class social usually takes place in late summer before school begins. This is arranged between the class teacher or sponsor, room rep, and the parents. The social reintroduces everyone and provides an informal way for new parents and children to meet the rest of the class.

Concerts, Plays & Musicals – Throughout the year, middle and high school students offer musical concerts and recitals, class plays, and other performances for the community. In addition, the high school performs a musical or a play each year.

The Rose Ceremony - The children of the first grade begin their journey through the grades with this traditional ceremony in which the twelfth grade class members present each first grader with a rose which carries with it a promise to provide guidance and friendship in this new world. During the year the first graders and their special twelfth grade friends share many festivals and field trips as their relationships grow. At year's end, during the final school assembly, the ceremony comes full circle as the first graders present special gifts to the outgoing twelfth graders.

A Hallowed Eve - Festivities for Nursery through Fifth grade are celebrated up the hill. The children are led by a guardian angel on a magical journey through the world of gnomes, magicians and fairies. These activities are created by the students, faculty and parents. Generally held from 5:00 p.m. to 9:30 p.m., it's a wonderful alternative to Halloween over-stimulation.

The Winter Festival - The Parent Association sponsors this December fund-raising event featuring holiday crafts, entertainment, and excellent food. All parents are asked to contribute their energies to make it a success.

Oberufer Plays - The presentation of the Oberufer Plays has been a tradition at Highland Hall for over 40 years. Oberufer is a small island in the Danube River near the Austrian and Hungarian borders. For centuries, this isolated community of German people preserved "The Oberufer Plays," a medieval cycle of so-called mystery plays. The Shepherd's Play is presented by the faculty and parents to the children as a gift of remembrance. All ages may see this play.

The May Faire - Usually held on the first Saturday in May, the Parent Association sponsors this fund-raising event featuring a May Pole, crafts, musical entertainment, excellent food and fun for the entire family. The May Faire is an opportunity to reach out and let the larger community know about Waldorf education and Highland Hall. Once again, we call on all parents to contribute their time and talents.

All-School Assemblies - On the last day of school before Winter Break and the end of the school year, the entire student body is assembled and parents are invited to see performances by each grade honoring the occasion.

Senior Class Play - On the night before graduation, the Senior class presents a play as a gift to the community. The content usually is suitable for **older** children. **(Based on content, specific recommendations for appropriate grade levels are provided each year)** The play is open to the community.

Twelfth Grade Graduation - Open to the entire community, held in the outer courtyard, this evening is an opportunity for the sponsor and graduates to share their memories of their years at Highland Hall, as they step into the future.

Responsibility for Children at Community Events

Children should be supervised at community events and not left to roam freely. This is especially important at all times for their safety and out of respect at plays and graduation.

COMMUNICATION:



Lunchbox Express E-News

The Lunchbox Express E-News is sent each Monday (Tuesday if school is out Monday) and contains important news and timely reminders of events taking place at Highland Hall. In an attempt to conserve valuable paper resources, we have moved to email only for all parents.

Website

Our website, www.highlandhall.org contains useful links to information such as our school calendar, parent resources, upcoming events, online giving, college counseling and much more.

Parents Association Website

The Parents Association website, www.highlandhallpa.org contains information about PA meetings, volunteering opportunities, PA events, Scrip and other important items relating to the Parents Association.

Community Bulletin Board

Notices from community members regarding rooms/homes for rent, services offered, items for sale and events of interest are posted on the Community Bulletin Board outside the office. Items for posting should be brought to the school office; we will use our best efforts to keep postings timely and to include items as space permits. These items are posted as a community service; no endorsement by Highland Hall of items or services offered is expressed or implied.

Yearbook

The school's annual yearbook includes photos of all children enrolled in our Nursery – 12th grade classes, pictures, senior pages and images from events throughout the year from all areas of the school and more.

Messages

There is no public address system forwarding messages to the classes. In an emergency someone from the office will go directly to the classroom to summon your child. Please keep calls to a minimum by planning ahead.

ALLELUIA TO ALL THINGS

ALLELUIA FOR ALL THINGS

Of all cre - a ted things of earth and sky

Of God and man things low - ly and things high

We sing this day with thank - ful hearts and

say Al - le - lu - ia Al - - le - lu - ia

Of light and darkness and the colors seven,
Stretching their rainbow bridge from earth to heaven,
We sing this day with thankful hearts and say
Alleluia, Alleluia.

Of sun and moon, the lamps of night and day,
Stars and the planets sounding on their way,
We sing this day with thankful hearts and say
Alleluia, Alleluia.

Of Man with hand outstretched for service high,
Courage at heart, truth in his steadfast eye,
We sing this day with thankful hearts and say
Alleluia, Alleluia.

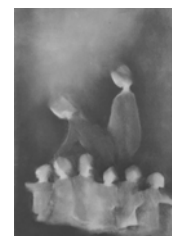
Waldorf-Related Organizations & Information

Association of Waldorf Schools of North America (“AWSNA”)

2344 Nicollet Ave. South, Minneapolis, MN 55404
(612) 870-8310

www.whywaldorfworks.org

Why Waldorf Works, published by AWSNA, is your definitive source of news and information about Waldorf Education. The website contains useful articles and resources about Waldorf Education.



Waldorf Institute of Southern California

Waldorf teachers training located at Highland Hall
877-394-1444

www.waldorfteaching.org



W I S C

Waldorf Early Childhood Association of North America (“WECAN”)

www.waldorfearlychildhood.org

Southern California Waldorf Schools:

Pasadena Waldorf School (in Altadena)
(626) 794-9564

www.pasadenawaldorf.org

Waldorf School of San Diego
(619) 280-8016

www.waldorfschoolofsandiego.org

Waldorf School of Santa Barbara
(805) 967-6656

www.waldorfsantabarbara.org

Waldorf School of Orange County
(949) 574-7775

www.waldorfschool.com

Westside Waldorf School (in Pacific Palisades)
(310) 454-7064

www.wswaldorf.org

Do you want to learn more about Waldorf education? Excellent opportunities exist throughout the year, right here at Highland Hall.

We invite you to get acquainted with the **Waldorf Institute of Southern California (“WISC”)** at www.waldorfteaching.org, on Highland Hall’s campus. Founded in 1972, WISC is one of fourteen American teacher education programs recognized by the Association of Waldorf Schools of North America (AWSNA). WISC has a three-year, part time teacher training program. Classes take place on Saturdays during the school year and intensive one-week sessions during the summer.

Many seminars and art classes may be taken individually as separate courses. If you are interested in gaining more insight into Waldorf education and anthroposophy or simply would enjoy taking an artistic class like painting or clay modeling, please contact WISC at 818-349-6272.

The **Anthroposophical Society**, founded by Rudolf Steiner, is a world-wide association of people who support the work being done in, and in connection with, the School for Spiritual Science at the Goetheanum (the Society’s center) in Dornach, Switzerland. The Los Angeles Branch of the Anthroposophical Society in America hosts conferences, weekend workshops, lectures, study groups, and artistic performances and classes. For programs and information, call (818) 578-7513.

The **Rudolf Steiner Library and Bookshop** features books on spiritual science by Rudolf Steiner and other authors, children’s books and toys, and Weleda & Hauschka toiletries. It is located in the Anthroposophical Society building at 110 Martin Alley, Old Town, Pasadena. Call (818) 578-7513 for hours and phone orders.

HEALTH/SAFETY/EMERGENCY:

Health Care Considerations

The State of California requires all children to have current emergency medical forms on file and an up to date medical examination form completed and signed by their doctor prior to admission. If you change doctors, please notify the office.

There are first aid boxes in all the classrooms. Children who need more care will be sent to the office temporarily and you may be called depending upon the situation. When a kindergarten or nursery child is ill or injured, parents are called directly by the teachers.

Please make sure you have an emergency contact on file with the Registrar for when you are not reachable (it is requested on the Enrollment and Re-Enrollment forms) - and make sure your emergency contact information is up-to-date and accurate at all times!

If immediate medical attention is required, you or your specified emergency contact are notified and your child is taken to a nearby emergency facility. If you or your contact cannot be reached, we will utilize your parent permission slip that allows a physician to begin treatment.

Highland Hall carries student insurance for students who have accidents on campus. If you need more detailed information, please contact the Registrar. Please report communicable diseases to the teacher or registrar.



Administering Medication to Students

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

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

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

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

Sexual Harassment Policy

It is the policy for Highland Hall to provide a school environment free from all forms of harassment, including sexual harassment, and to maintain an environment in which all student and adults are treated with dignity and respect.

Compliance with State Laws concerning Child Abuse – Mandated Reporting

Like doctors, therapists, and other professional care givers, teachers and other school employees are legally responsible for the well being of the children in our school and are mandated by California law to report any signs of abuse of a child in our care to the child protective services. This law requires that we immediately report behavior, comments or physical markings to the proper legal bodies. Furthermore, we are legally bound to cooperate with the authorities regardless of who initiates a report. In addition, under California law, parental permission is not required, to authorize the interview of one of our students on school premises by a law enforcement representative.

We ask parents for their support with this critical subject which demands a raising of awareness and consciousness from adults who are entrusted with the care of children. Of course we want what is best for the individual child and ask that the community support the school in this endeavor. Whenever such a situation might arise, we ask that you protect the child by respecting confidentiality and by holding him or her in a compassionate and soul supporting spirit, which does not ostracize or further victimize an innocent child.

Lice Policy

Head lice are a nuisance, but are not usually a health issue. Parents who find their children have head lice, either live lice or nits, should do two things:

- 1) Inform the school office promptly

The school will notify all families in the class that a student in the class has head lice and will provide material on the appropriate steps to take. The notification and materials will be supplied via email.

- 2) Treat your children using one of the recommended treatments to kill and remove lice prior to bringing students to school. There are many treatments available that parents can do themselves. There are also private firms who can provide this service.

The school will not inspect any students for head lice. The school considers inspection and treatment to be each parent's responsibility. The school's participation will be limited to informing parents when head lice are discovered in their class, and providing information about treatment.

Responsibility for Children at Community Events

Every school day the children pass from the hands of their parents to those of the teacher, and back again. This is how it should be, with the children constantly under the loving eyes of those who have responsibility for them.

Generally speaking, **PARENTS** are responsible for all of our children all of the time – except when the faculty are with the children as a class or the children are specifically enrolled in our After School Care or other organized childcare arrangements. Children should be supervised at community events and not left to roam freely. This is especially important at all times for their safety and out of respect at plays and graduation.



FIRE, EARTHQUAKE & OTHER EMERGENCIES

Emergency Drills

Highland Hall performs regular fire, earthquake and other emergency drills. The primary purpose of these drills is to eliminate confusion during an emergency and to insure effective performance of personnel in their assigned duties.

Fire Drill/Emergency Map

In case of the fire alarm sounding, students and others on campus should evacuate the buildings and assemble as indicated on the map. (next page)

Earthquake

In the event of an earthquake, after the initial shock and as soon as it is safe to do so, children will follow the fire drill procedure for evacuation and assemble on the big field on the south side of campus on the top of the hill, away from buildings and overhead wires.

Trained teams of faculty will form and follow their procedures. Some of these teams are: First Aid, Search & Rescue & Security. Phones may be inoperative after a major quake. We will use cell phones to provide status reports regarding Highland Hall to our out of state contacts. You will be receiving an emergency card early in the school year with phone numbers which you or your relatives can contact to get information about the situation at Highland Hall.

We naturally expect that those parents who can, will attempt to pick up their children. There will be a guard posted at the front gate monitoring everyone coming onto the campus and checking the rosters for children who are being picked up. No child will be allowed to leave with an unauthorized person.

We are prepared for 72 hours of emergency care including water, food and blankets. If your child has special medical needs, please talk to your class teacher and arrange for medicines, including usage directions. Medicines will be stored in your class' emergency backpacks when provided by the parent and accompanied by a written release/authorization from the parent and the child's doctor.



In Case of Inoperative Phones

**PLEASE CALL OUR PRIMARY CONTACT: (734) 995- 4141
RUDOLF STEINER SCHOOL OF ANN ARBOR**

**BACKUP CONTACT: (651) 487- 6700
MINNESOTA WALDORF SCHOOL**

School Lockdown

The Administrative Director has implemented a lockdown procedure to ensure students are secured in their classrooms and the campus is closed if a situation warrants such action.

Emergency Closure

Please listen to the Emergency Broadcast station KFWB 980 AM to find out if Highland Hall has closed due to heavy rains, earthquakes, etc. If questionable circumstances develop during the day, please call the office.

Emergency and After Hours School Contact: 818-472-5829

School Evacuation Map

School Evacuation Map

