

YOUTH INITIATIVE HIGH SCHOOL

HANDBOOK 2015-2016

500 E. Jefferson St. Box 302 Viroqua, WI 54665 608 637 6445

www.yihs.net



Jacob Hundt

Program Director, Faculty Chair
jacob@yihs.net

Matthew Voz

Administrator
matt@yihs.net

Shawn Lavoie

Development Director
shawn@yihs.net

Bean Voz

Boarding Coordinator, Office Manager
bean@yihs.net

Lamar Janes

Bookkeeper
lamar@yihs.net

Susan Nesbit

Staff Advisor
susan@yihs.net

Vicki Ramsay

STEM Coordinator
vicki@yihs.net

Dave Hibbard Rode

Expeditions & House Leader
dave@yihs.net

Bailey McGowan

Wikispaces Manager
languagebailey@gmail.com

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YIHS VISION AND PURPOSE STATEMENT

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

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

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

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

Vision of YIHS

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

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

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

Guiding Principles of the School

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

YIHS BY-LAWS

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

II. PURPOSE: see Purpose Statement attached

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

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

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

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

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

1) The Steering Committee will function as the Board until the first Semi-annual Meeting after their formal adoption of these By-laws.

2) Trustees of the Board will be elected at the May Semi-annual Meeting. Vacancies created between Semi-annual Meetings will be replaced by the remaining Trustees, except any Student Board Member who will be replaced by the Student Committee. Similarly, the Faculty Board Members will only be replaced by the Faculty Committee and the Parent Board Members by the Parent Committee.

3) The Board will consist of eleven (11) Trustees. A minimum of two (2) and not more than four (4) Trustees will be currently enrolled Youth Initiative students. The Student Committee will announce their two (2) new Trustees at each Spring Semi-annual Meeting, who will have been elected for a one year term by the Student Committee in a fair manner with their governance procedures. The Faculty Committee will also announce their two (2) official Trustees, appointed for a two year term, at the May Semi-annual Meeting. The Parent Committee will announce its two (2) official Trustees at this time as well, selected for a two year term in a fair manner seen fit by the Parent Committee.

4) Of the remaining five (5) Trustees, four (4) will be elected by all members of the corporation and serve a two year term, and one (1) will be appointed annually in July by the Board as a member from the wider community.

5) A minimum of six (6) Trustees must also be members of the corporation.

6) The Board shall elect or designate the Officers of this corporation, including at least a President, Secretary, and Treasurer; it may elect, in addition to these three Officers, a separate Vice-President. Either the office of Secretary or

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

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

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

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

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

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

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

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

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

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

2) Secretary (may also be Vice-President Secretary to serve in absence of President) will be responsible for accurate recording of minutes of all Board meetings and the Semi-annual Meetings.

3) Treasurer (or Vice-President Treasurer) will be a signatory on all school accounts and a member of the Finance Committee.

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

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

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

in coordination with the Development Committee and the administration.

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

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

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

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

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

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

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

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

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

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

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

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

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

DECISION MAKING PROCESS FOR POLICIES, PROCEDURES, GUIDELINES AND STANDARDS

The following groups will be the Policy Making Bodies:

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

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

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

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

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

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

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

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

DIVISION OF RESPONSIBILITIES

YIHS Community Responsibilities as represented in the Board:

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

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

Board Responsibilities

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

Faculty Responsibilities

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

The following groups report to the Faculty:

- Curriculum Committee
- House Leaders

Personnel Responsibilities

- Hiring, Firing and Evaluation of Faculty and Staff

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

Administrative Group Responsibilities

- | | |
|--|--|
| —Admissions | —Severe Weather Policy |
| —Attendance | —Service Hours |
| —Building Safety (including Fire Drills) | —Service Week |
| —Camping Trip | —Special Events |
| —Cleaning | —Theme Week |
| —Classroom standards | —Transcripts/portfolios/student files |
| —College Counseling/College Tours | —Visitors |
| —Computer Use and Electronic Devices | <u>The following groups/people report to the AG:</u> |
| —Conflict Resolution | —Boarding Committee |
| —Enforcement of disciplinary decisions | —Admissions Committee |
| —Field Trips | —Webmaster/computer technology team |
| —Facilities and supplies | —College counselor/Program Director |
| —Foreign Exchange/Travel Programs | —Service Hours Commissioners |
| —General Building Behavior | —Wikispaces Manager |
| —Library | |

YIHS COMMITTEES DECISION MAKING

Policy-Making Groups

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

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

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

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

Committees

Boarding Committee develops, promotes, and manages the boarding program including recruitment and support of host families. It reports to the Administrative Group and the Development Committee.

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

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

awareness of the general image of the school and its members in the community. Reports to the Board.

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

Finance Committee

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

Independent Study Committee oversees student independent studies, including maintenance of records, proposal guidance, and final evaluation of student independent studies.

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

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

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

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

YIHS COMMITTEE DESCRIPTIONS

Administrative Group

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

The Administrative Group consists of:

- The Administrator
The Program Director
The Office Manager
- Two (2) elected representatives of the Student Body
- Two (2) elected representative of the Parent Body

Decision-making process:

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

Orientation:

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

Attendance & Participation

Regular attendance of meetings is essential to the proper functioning of the Administrative Group. Members who are not meeting the attendance expectations of the group will be removed at the liberty of the Administrative Group. If a member is removed or steps down the Administrative Group will call for an immediate election by the represented constituency.

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

Approved by the Board in July 2007

Revised April, 2012

Revised July, 2015

Curriculum Committee

Composition:

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

II. Mandate and Responsibilities:

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

B. As a subcommittee of the Faculty, the Curriculum Committee will be responsible for the following areas:
Setting the schedule of classes and subjects for each school year, including main lessons, path classes, and elective

classes of all kinds.
Reviewing credit requirements for graduation.
Coordinating the selection of Theme Week themes.
Reviewing YIHS policies on grading and student evaluation
Coordinating planning for the Camping Trip and Orientation Week

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

III. Meetings and Minutes

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

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

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

Approved, Winter 2011

YIHS Faculty

Description of the YIHS Faculty

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

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

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

YIHS Faculty Decision Making Process

Rules of Order:

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

Quorum and Voting:

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

Amendments

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

YIHS Personnel Committee

I. Composition:

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

II. Responsibilities, Meetings, and Minutes:

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

III. Voting and Appeals:

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

IV. Standards for Committee Members:

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

Confidentiality must be maintained in all matters.

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

Attendance at 80% of committee meetings.

Work in a positive spirit of cooperation.

Approved by Personnel Committee, Fall 2008

YIHS BOARD AND COMMITTEE MEMBERS

YIHS Board of Trustees, 2015-2016

Terrell Beck
Lars Bergan*
Arlo Townsley^S
Jaia Wilbour^S
Paul Grenier
Bill Townsley

Jim Pattison
Brian Woody
Christine Larson
Bailey McGowan
Guthrie Knapp

Committee Members

Administrative Group

Matthew Voz*
Bean Voz
Jacob Hundt
Daniel Kouba^S
Will Sherwin^S
Susan Townsley
Susan Nesbit

Boarding Committee

Bean Voz*
Bailey McGowan
Susan Townsley
Valorie Schaefer
Kaya Cameron^S

Curriculum Committee

Eva Rising
Jacob Hundt*
Charlie & Arlo Townsley
Vicki Ramsay
Dean Staffanson

Development Committee

Shawn Lavoie*
Susan Nesbit
Dan Burke
Jim Pattison
Brian Woody
Isis Anacker^S

Finance Committee

Jan Rasikas
Matthew Voz*
Annajo Doerr
Lars Bergan
Dawn Hundt
Mari McPheron^S
Chris Larson

Long Range Planning Committee

Adrian Ugo
Julia Hundt
Matthew Voz
Jacob Hundt
Shawn Lavoie*
Jaia Wilbour^S
Lauren Woody^S
Karen Pothen

Personnel

Matthew Voz*
Shawn Lavoie
Terry Beck
Mari McPheron^S
Isis Anacker^S
Sheila Sherwin
Richard Bock
David Walker

Sports Committee

Lars Bergan*
Paul Grenier
Tom Vanderhyden
Ted Parrish

Parent Fundraising

Susan Nesbit*
Valorie Schaefer
Sheila Sherwin

** Denotes Chair*

^S Denotes Student Member

ADMINISTRATIVE POLICIES

Admissions

“YIHS admits students of any **race, color, religion (creed), gender, gender expression, national origin (ancestry), sexual orientation, or parental status** to all the rights, privileges, programs and activities generally accorded or made available to students at the school. It does not discriminate on the basis of any **race, color, religion (creed), gender, gender expression, national origin (ancestry), sexual orientation, or parental status** in administration of its educational policies, admissions policies, scholarship and loan programs, athletic or other school-administered programs.” ~ from the YIHS Vision and Purpose Statement

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

Steps to Admission

1. Full day school visit and initial meeting during regular school year, ideally a student will visit for 2 days to experience the full curriculum.
This is a very important step in the process and should not be omitted if at all possible.
At the end of the day, or very soon thereafter, the student and his/her family meet with available members of the Administrative Committee for mutual feedback, reflection and questions/answers.
2. Student and parent/guardian complete & submit enrollment forms with application fee.
3. The Administrative Committee reviews the application forms, exclusive of financial information.
4. The Administrative Committee schedules an in-person interview with the student. Telephone/electronic interviews may be substituted if distance is a prohibiting factor.
5. The Administrative Committee recommends one of the following actions:
 - Admission (probationary status).
 - Admission with specified conditions for probationary period because of potential challenges or past behaviors. These conditions will be discussed with student and parents beforehand.
 - Deny admission as a result of one of the factors stated below (See Section VII) or any other determining factor deemed appropriate by YIHS staff.
6. If admission is recommended, a pledge meeting is scheduled with school finance representatives. If an acceptable pledge agreement is reached, the family pays registration & supplies fees (at the minimum). The School Administrator sends a letter notifying family of status.
7. The student is admitted on a probationary basis. The student is assigned to a House and a peer is chosen by the student's House Leader (unless the student feels able to choose his/her own).

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

Composition of School Reps at family pledge meeting

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

Probationary period

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

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

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

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

Composition and Responsibilities of the Administrative Committee

The Administrative Committee shall consist of at least seven people and shall include the School Administrator and at least two representatives from the Student, Faculty and Parent groups. This group is necessarily large to facilitate multiple meetings during the Spring and early Summer.

The Administrative Committee is responsible for the following:

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

Expectations/Standards for the Administrative Committee

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

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

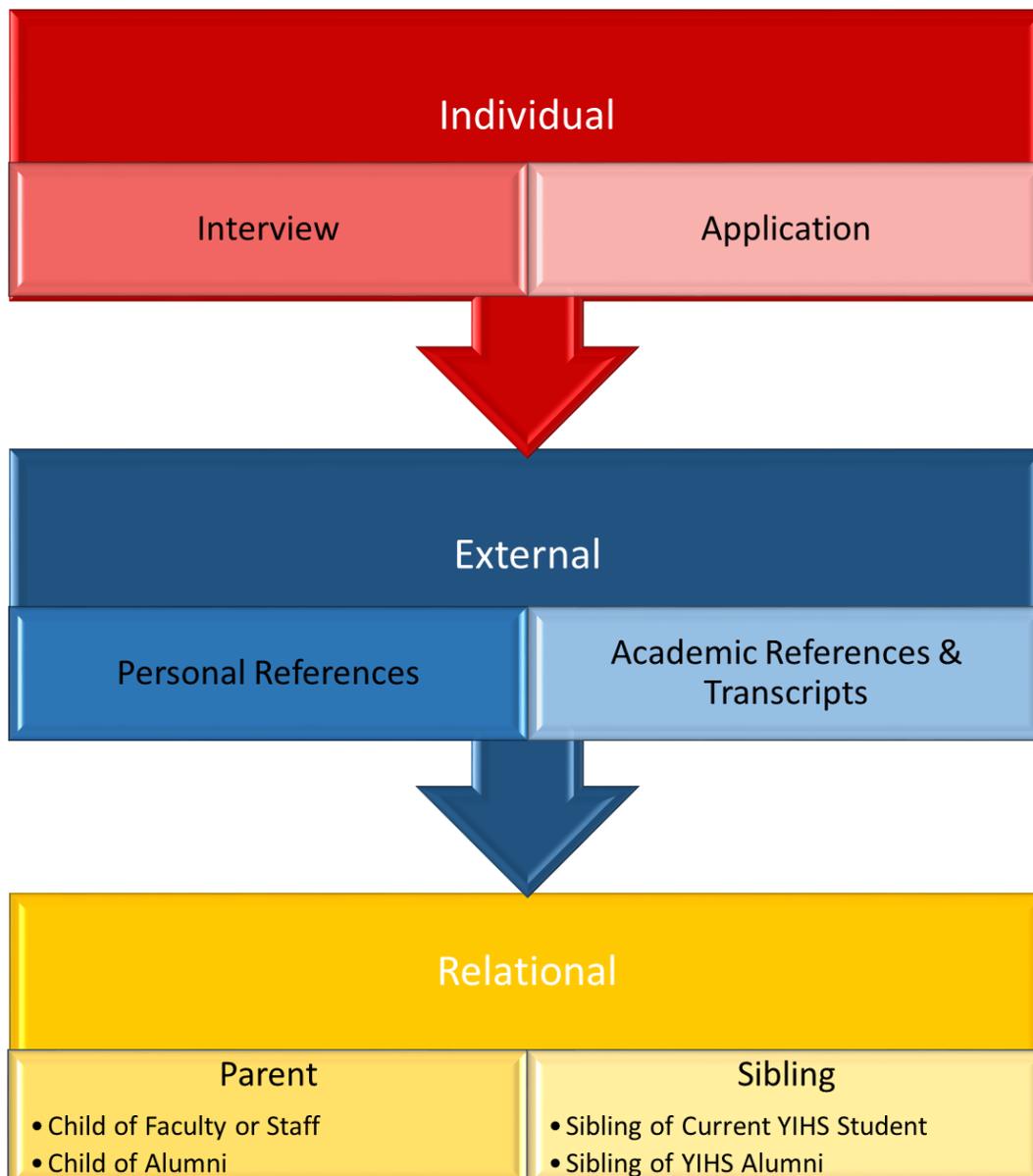
Review of application forms will take place in a timely fashion.

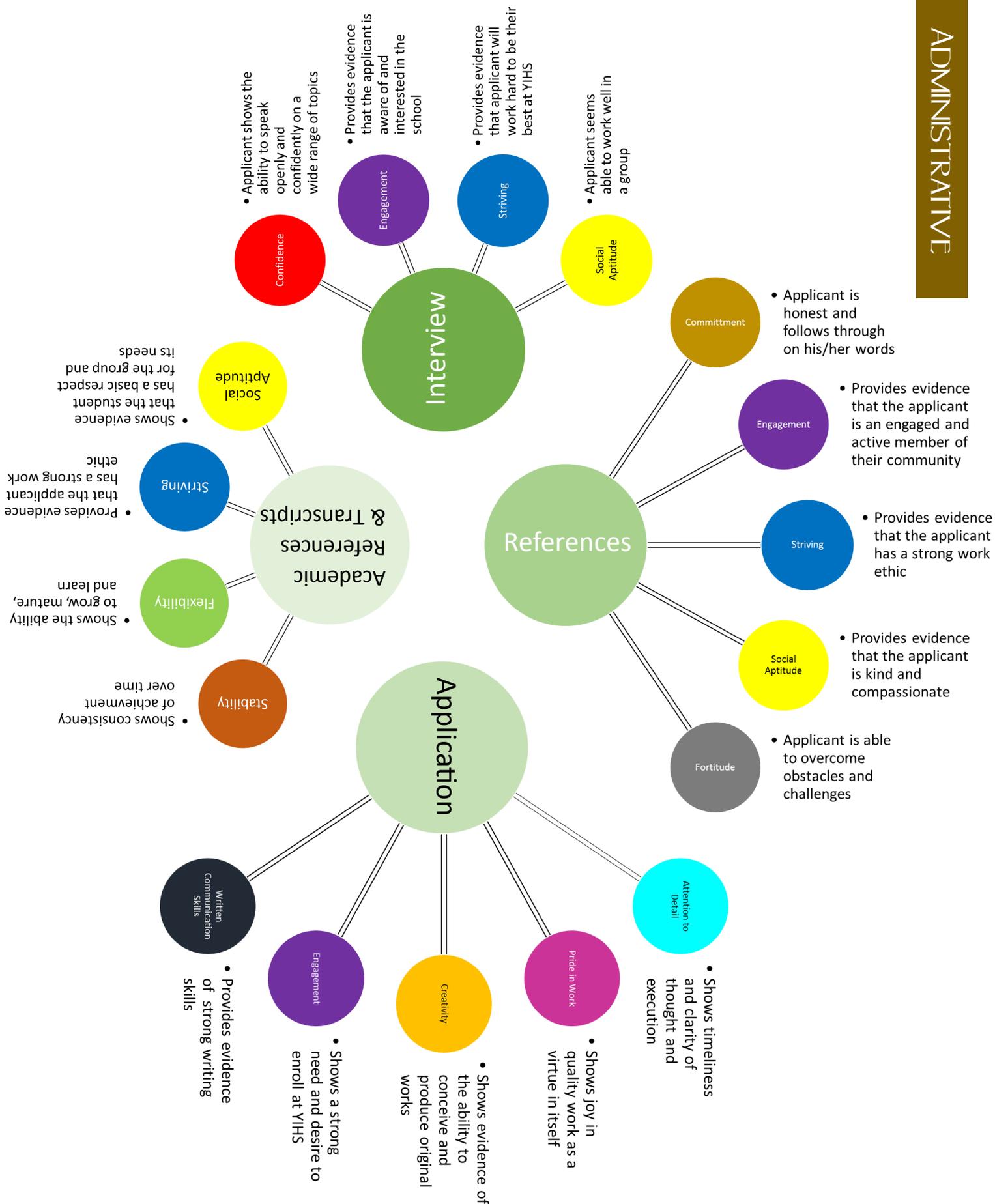
The School Administrator will notify family of the Administrative Committee decision within one week. Pledge meetings will take place as soon as possible after admittance.

Admissions Criteria

When considering applicants for admission the Youth Initiative High School Administrative Group will:

- Not consider applications accepted after February 15th until after the May 1st announcement date.
- Prioritize those students whose parent(s) is a YIHS faculty or staff member
- Give preference to applicants with siblings who are currently enrolled at or have graduated from YIHS
- Consider the applicant's standing in their community
- Expect applicants to speak clearly and confidently about themselves and their lives
- Investigate a student's academic and behavioral history
- Ensure that an applicant's need and desire to attend YIHS is a positive consideration in its decision process
- Review applications with an eye toward thoughtfulness and pride in work
- Have the authority to make admissions decisions based on criteria not listed above
- Not and shall not discriminate on the basis of race, color, religion (creed), gender, gender expression, national origin (ancestry), sexual orientation, or parental status in any of its application procedures.





Admissions Procedures

Scope of Policy

All persons having applied before July 1, 2014 are not subject to these procedures.

All persons having applied after July 1, 2014 are subject to these procedures.

Enrollment Caps

Each grade level shall have no more than 18 enrolled students.

The school as a whole shall have no more than 72 enrolled students.

Part-time students and students on exchange shall not count toward enrollment totals for the purposes of this policy.

Boarding Students

The application deadline for boarding students shall be February 15th of the entry year.

2 places in each class shall be held in reserve for boarding students, one each of whom shall be an international student, until April 15th of the entry year.

Schedules

The deadline for re-enrollment shall be February 14th of the entry year.

Re-enrolled students shall have priority over all other applicants in regard to admission.

After March 15th of the entry year, this priority shall expire and currently enrolled students who have not re-enrolled shall be placed in the general applicant pool subject to the same rules regarding new applicants.

The application deadline for newly applying day students shall be February 15th.

Applicants applying after February 15th and currently enrolled students who have not re-enrolled will be placed on a waiting list.

The first round of admissions decisions will be announced on May 1st of the entry year.

After May 1st places will be filled from the waiting list on a first-come, first-serve basis provided the applicant meets the admissions criteria.

Administrative requirements of application and re-enrollment

Currently enrolled students shall be considered re-enrolled when they fully complete the re-enrollment application **and** either pay or make arrangements to pay, the re-enrollment fee.

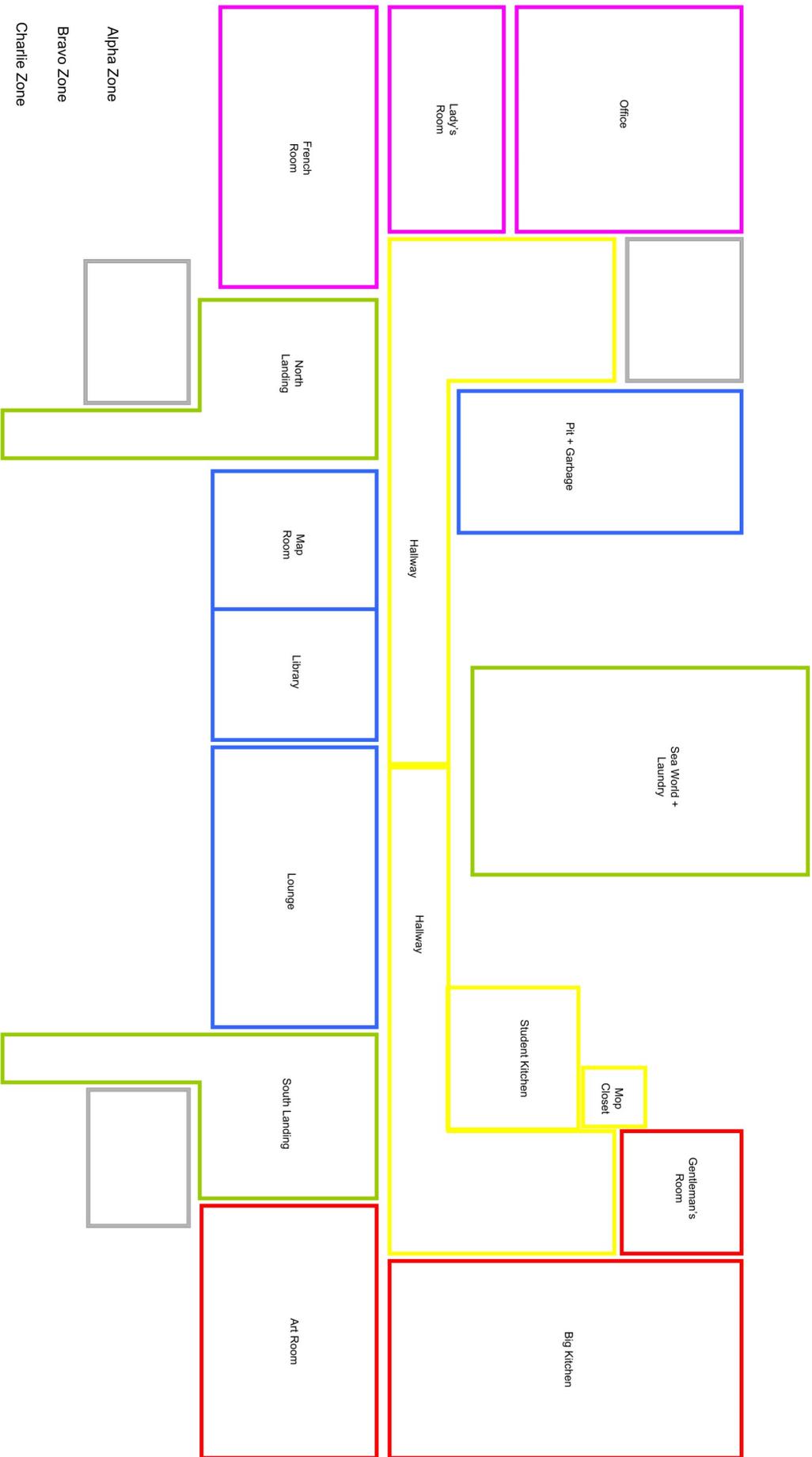
New applicants shall be considered to have applied when they submit a fully complete application **and** pay the application fee in full.

Cleaning

- Cleaning jobs will be assigned by House.
- Jobs will rotate through 5 zones (see map to the right) approximately every 2 main lesson blocks. (see map for zones).
- Each House Leader will be present and available to assist from 2:45pm to 3pm each day.
- Each student will receive a grade of "Pass" or "Fail" after each zone transition. Students will be evaluated on their work ethic, their communication/cooperation, and their attention to detail.
- Each zone transition will be worth 1/5 credit. Students will need 3 Cleaning credits in order to graduate.
- All individual cleaning jobs and rules will be decided cooperatively by each house under the guidance and authority of the House Leader.

ADMINISTRATIVE

- Alpha Zone
- Bravo Zone
- Charlie Zone
- Delta Zone
- Echo Zone



Collections

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

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

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

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

If a debt is 6th months past due a late fee will be added. The late fee will be 5% of total due including late fees. A final warning is given that it will go to collections at the end of the month. In order to avoid collections at this point, the payee must pay in full or set up an electronic funds transfer.

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

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

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

d. 1, Jan. 15, 2012

d. 2, Feb.14, 2012

final, approved, March 23, 2012

Conflict Resolution Process

Draft Proposed Amendments – Jacob Hundt 2-4-2014

Revised with AG input and submitted for consultation – 2-4-2014

I. Introduction and Goals

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

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

II. Procedures for Initiating the Conflict Resolution Process

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

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

c. **Request Formal Mediation:** If any of the parties in the conflict do not feel that the problem has been resolved by the above two steps, or if the conflict involves the School Administrator or Faculty Chair, a written request should be submitted to the **School Administrator or the President of the YIHS Board of Trustees. The School Administrator or Board President will then contact one of the Designated YIHS Mediators, who will contact the party submitting the request for conflict resolution and begin the process of resolving the conflict within one week of receiving a written request.**

Guidelines for writing a letter seeking formal conflict resolution:

- Briefly state the problem or conflict clearly. Provide specific examples that illustrate the situation, including dates and names of those involved, if applicable.
- Describe previous attempts to resolve the problem.
- What suggestions can you offer for resolving the problem?
- Keep the tone of your letter respectful of all parties involved.
- The letter should be no longer than two pages.
- We ask that anyone who seeks to use the conflict resolution procedure would agree to enter into the process in good faith. Resolving conflicts is built on trust. The YIHS process is not a legal proceeding. In the rare event of a very serious conflict, participants in the process would agree to suspend any threatened or actual legal proceedings for the duration of the conflict resolution process.

III. Designation of YIHS Mediators:

Each year, the YIHS Administrative Group will designate a group of at least 2 neutral mediators from the local community with formal training in mediation and conflict resolution. At least one of the designated YIHS mediators should have no other official connection with YIHS – i.e., they should not be a current parent, teacher, student, or committee member. The list of designated mediators should be published in the YIHS main office no later than September 15 of each academic year. Mediators will be paid for their work by YIHS at an appropriate rate determined by the Administrative Group.

IV. Duties of Designated YIHS Mediators

Designated mediators are expected to work with energy, creativity, and integrity with the conflicting parties to seek a fair and conclusive resolution within the spirit and letter of the YIHS Vision and Purpose statements and Guiding Principles. Designated mediators should, in a clear and timely manner, convey any agreed upon requests for action to appropriate YIHS staff or committees in writing and will be responsible for communicating any responses or actions taken to the conflicting parties. Once the conflict resolution process has been concluded, the designated mediator is expected to submit a complete written report to the YIHS Administrator and to any conflicting parties for inclusion in a school conflict resolution file. If the agreements reached through mediation process are not followed within the stated time period, if the conflict resolution steps outlined above are deliberately not followed, if school policies, values, or group agreements are not honored, if there is persistent gossip or divisive and destructive behavior, or if there is unwillingness of a party or parties to

arrive at a resolution, the designated mediator may recommend that the YIHS Administrator, Board of Trustees, or Personnel Committee ask the uncooperative parties to step down from their involvement with the school.

V. **Confidentiality**. Issues discussed in the conflict resolution process and mediation meetings are confidential. All participants will avoid unnecessary communication with non-participants about the content of these sessions.

b. To safeguard confidentiality, it is requested that complaints and conflicts be always directed through proper channels---the School Administrator, the Faculty Chair, or the designated mediator. Faculty, Board, and YIHS community members should encourage this procedure.

c. In all situations, issues will be resolved with care for confidentiality, impartiality, and in harmony with the mediation model.

Foreign Exchange Program

Purpose of Exchange Program

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

To promote peaceful cultural understanding and a global perspective among YIHS students and students at our partner schools.

To support and stimulate the study of foreign languages among YIHS students and of English among students our partner schools.

To encourage the development of students' social maturity, self-reliance, and communication skills by placing them in challenging foreign contexts for extended time periods.

To foster stronger ties between YIHS and other high school communities within the global Waldorf movement.

Program Organization and Oversight

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

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

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

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

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

Requirements for Becoming a YIHS Exchange Student

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

Be responsible, respectful, hardworking, and able to respond well in challenging situations. YIHS exchange students going to study abroad are expected to be good ambassadors of YIHS and of the United States in the schools and countries they visit.

Be reasonably familiar with the language of the country they will be studying in, as determined by foreign language teacher and Care Group.

Be in good standing at YIHS with regards to academics and behavior. Students should have no "Fails" or major behavioral problems during the semester prior to their exchange.

Successfully complete at least 1 year at YIHS and be in at least the second semester of their 10th grade year.

Have the financial means to cover airfare, medical insurance with coverage in a foreign country, and any other incidental expenses associated with the exchange.

Secure the approval of their Care Group and the appropriate foreign language teacher.

Process for Becoming a YIHS Exchange Student

The process for participating in an exchange is as follows.

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

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

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

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

Expectations of YIHS Host Family

Host families are responsible for the following:

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

Host families are *not* responsible for the following:

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

Oversight

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

Process for Enrollment of Exchange Students at YIHS

International students wishing to attend YIHS as exchange students should contact the Exchange Coordinator, who will provide the interested student with an exchange application form. The student should complete the exchange application form and received approval to participate in an exchange. The student should be familiar with the expectations for an exchange student at YIHS and his/her family and school should be prepared to host a YIHS student on similar terms to the expectations laid out in this policy.

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

Mandated Reporting

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

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

- from the YIHS Vision statement

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

Mandated reporting

The State of Wisconsin requires that Faculty/Staff of registered schools report suspected abuse or neglect of a child

under 18 to our County Human Services Department. Teachers who become aware of or suspect child abuse or neglect must report directly to Vernon County Human Services and inform the school Administrator.

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

Sexual Abuse and Molestation

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

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

Harassment

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

Corporal Punishment

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

Approved by Administrative Group, 10/9/08

Record Retention

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

Approved by the Board, May 2013

Severe Weather

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

To find out what is happening in case of severe weather listen to the local radio stations, check websites for WKBT or WXOW, or call the VAS bus garage at 608-637-1342.

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

10:10AM	Morning Circle
10:35AM – 12:15PM	Main Lesson
12:15 – 1:00PM	Lunch
1:00 – 3:00PM	Regularly scheduled afternoon classes and cleaning

Student Discretionary Fund (SDF) By-Laws

Treasurer

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

Student Checking account

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

Budget Committee

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

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

Elections

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

can remove the Treasurer or Budget Committee members from office by a 2/3 vote.

Approval Process of Funds

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

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

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

Amending the Bylaws

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

Tuition Adjustment for Faculty

With the desire that all YIHS faculty should be given every opportunity for their own children to take part in this wonderful education and with reverence to all that they do in service to this school be it resolved:

1. Children of faculty having taught at least 60 class hours during the academic year immediately previous to, and being under contract for the same for the year in which their child is enrolled shall be eligible for tuition adjustment.
2. All faculty accounts eligible for tuition adjustment must pay all non-negotiable application, registration, and supplies fees, and shall be subject to the same penalties for late payment of these fees.
3. Faculty families eligible for tuition adjustment will be notified of the unpublished minimum tuition pledge and will be expected to keep this figure strictly confidential. Tuition pledges from eligible faculty may then exceed this minimum if the faculty member's family is able to extend this generosity.

Tuition Adjustment for Unforeseen Circumstances

It is the stated goal of the Youth Initiative High School to strive for financial accessibility, transparency, and fairness in all of its activities.

The goal of all pledge meetings is to come to a tuition pledge that is realistic for the family and the school. However, pledges may need to be adjusted for some of the following reasons

- Withdrawal or expulsion of a student
- Unforeseen financial hardship within a student's family
- Unforeseen increase in income for the student's family

Withdrawal or expulsion of a student

Application fees are not refundable.

Registration fees are non-refundable after August 1st of the entry year.

Supplies fees are fully refundable up to the Monday before Labor Day of the entry year. After the aforementioned date 50% of the supplies fee is refundable until December 31st. After this date the supplies fee is not refundable.

At any time during the student's initial 60-day probationary period families may withdraw a student and receive a full refund of their *tuition pledge*.

If a student is not asked to return to school at the end of the 60-day probationary period families are entitled to a full refund of their *tuition pledge*.

If a student withdraws or is expelled within the first trimester of the academic year the student's family is entitled to a refund of 66% of the *tuition pledged* for that year.

If a student withdraws or is expelled in the second trimester of the year the student's family is entitled to a refund of 33% of the *tuition pledged* for that year. After the last day of the 2nd trimester tuition pledges are not refundable and must be paid in full.

Unforeseen financial hardship within a student's family

Fees are not adjustable due to financial hardship

Tuition pledge adjustment appeals should be made to the administrator in writing.

When an appeal for a pledge adjustment is received by the administrator the family requesting the adjustment will be invited to the next meeting of the Finance Committee. Families appealing for a readjustment should be prepared to give a specific reason for this request.

Pledges cannot be adjusted under the minimum pledge for the given year.

Unforeseen increase in income for the student's family

If a family that has pledged less than the maximum tuition sees a significant increase in income during the pledge term it is expected that the generosity shown by the school community in offering a pledge system will be returned by the family through a reasonable increase in the family's financial contribution during the pledge term.

This increased contribution does not require a pledge meeting but is not a tax-deductible donation except that part which exceeds the full cost per student for the given year.

Field Trip & Transportation Policy

Field Trips

Field trips can be a valuable educational tool but require much planning and foresight. Therefore prompt and thorough communication between faculty, administration, students, and parents is a necessity.

Students, and the parents of those students, should be notified in writing of any field trip outside the Viroqua city limits 2 weeks prior to departure.

For reasons of financial prudence and community-building, transportation to and from field trips should be carried out by faculty and parents in their own personal vehicles whenever possible. Only when all other options have been exhausted should vehicles or drivers be hired out.

Field trips should never have a ratio of more than 8 students per non-student adult on day trips or 6 students per non-student adult on overnight trips.

Drivers, Passengers, and Vehicles for Field Trips and other Program Activities

All drivers must have a current, valid driver's license, and current insurance.

All vehicles must have current license plates and registration.

For all trips made outside the Viroqua city limits vehicles must have a non-student, adult driver except:

Within the following geographical area a student may drive other students under the following conditions:

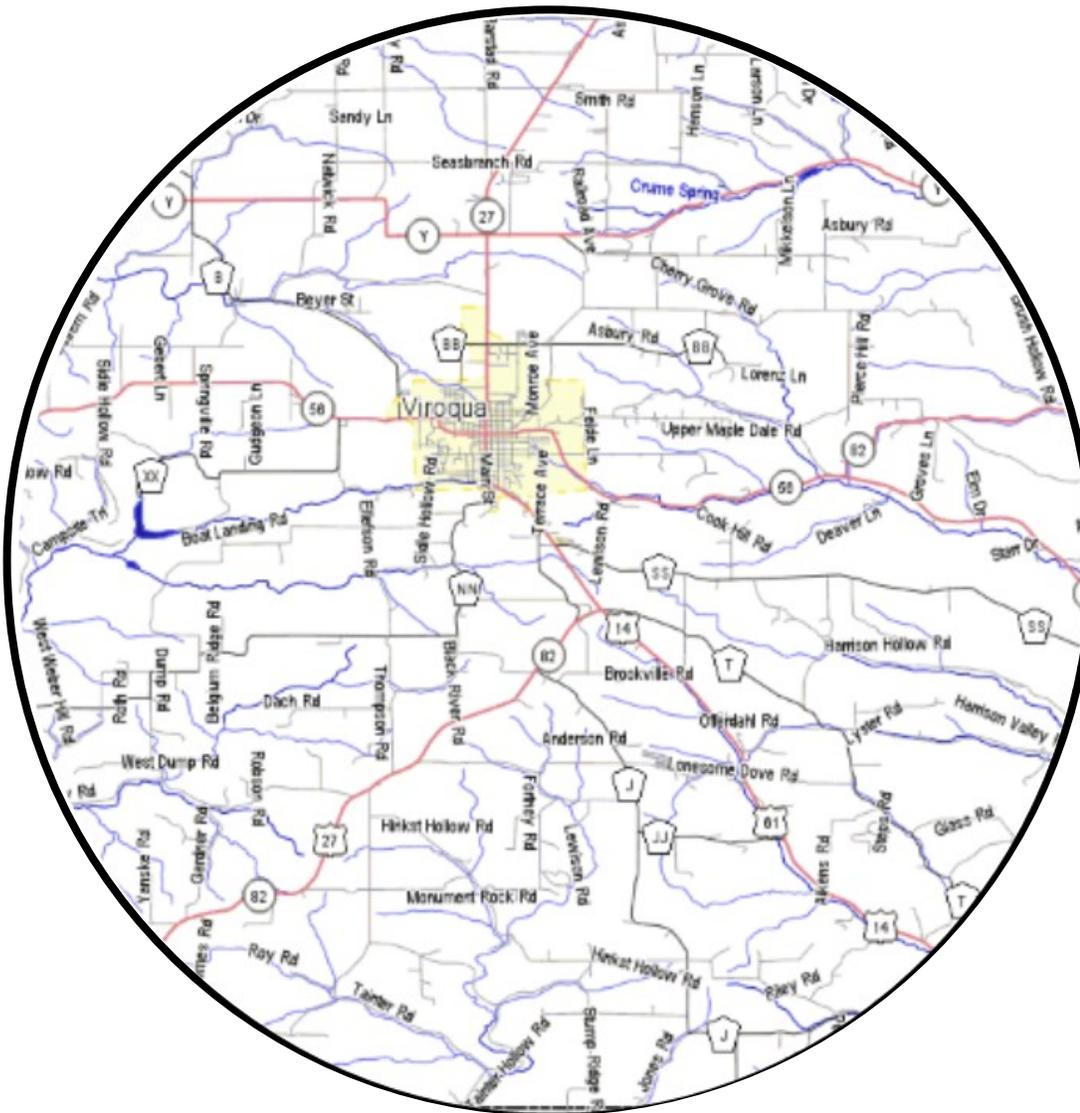
The student has a clean license (i.e., can carry passengers under state law, does not have any moving violations or accidents, etc.)

Signed parent permission to drive other students is on file

The student does not have a history of reckless or irresponsible behavior at school

Less than three students disapprove of a student being a certified driver through a process that polls all current students and maintains their anonymity

Vehicles carrying student passengers and driven by students meeting the criteria in items 2.3.1.1-2.3.1.4 must



caravan with driver described in item 2.3

A list of certified student drivers shall be kept and posted

Within the city limits students may drive themselves and carry passengers within the limits of Wisconsin law and their own licensure.

All students must be wearing a seat belt at all times that the vehicle is in motion.

All drivers must strictly observe the speed limit and all other applicable traffic laws.

Drivers of vehicles shall not, at any time while the vehicle is in motion, speak on a phone, text on a phone, or in any other way manipulate a phone or other mobile device.

Violations of This Policy

Violations of any part of this policy should be reported to the YIHS admin-

istrator.

Reports of violations shall be documented.

Reports of violations by faculty or staff will be held in the employee's personnel file. Two or more reports of separate incidents involving a single driver by at least three different sources will result in that driver being barred from driving on YIHS trips.

Students who violate this policy will not be allowed on the next field trip (regardless of the class in which the field trip occurs) and will be marked absent for that class period. Repeated violations of this policy will be dealt with by a student's Care Group.

COMPORTMENT POLICIES

Youth Initiative Behavior Agreement

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

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

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

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

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

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

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

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

Approved, 4/25/13

Athletic Eligibility

Youth Initiative High School has a unique internal structure and a diverse group of athletic relationships with many different institutions. These guidelines are meant to be followed as closely as those relationships will permit for all YIHS students participating in athletics under whatever program. The school administrator will be responsible for communicating with coaches and athletic directors of other teams and schools

Attendance

A student cannot participate in practice or a contest/performance if absent from school in the morning or afternoon (or both) unless there has been prior approval by the school administrator. Acceptable excuses include medical appointments and family emergencies. The administration may request confirmation about appointments from a health care provider. If a participant is absent or tardy the day following a contest, he/she may not participate in the next contest unless excused by the school administrator.

Substance Use and Criminal Conduct

The participant must not violate any of the Wisconsin Criminal Statutes, including but not limited to, the following chapters:

- * Alcohol, Tobacco, Controlled Substances
- * General Crime
- * Crimes against Life and Body/Hazing
- * Gambling
- * Crimes Against Government
- * Disorderly Conduct/Hazing
- * Crimes Against Animals
- * Traffic Statutes (Operating under influence – Open intoxicants, Minor transport)

Presence in bars or attendance at parties where these prohibited substances are available is prohibited. This rule is not meant to include presence in an establishment that is primarily an eating place, or to prevent being employed at such places. It also is not meant to include presence in places like a golf course club house where alcoholic beverages are served when a participant would have a legitimate reason to be there. Attendance at family gatherings sponsored by parents/guardian where use of alcohol is occurring will not be considered a violation. (This does not allow the holding of or use of these products.) These exceptions would include such logical events as family weddings, graduation parties, and other similar occasions. It is the responsibility of each participant to avoid attending or participating in any gathering that includes these activities. Failure to leave will be viewed as “Guilt by Association” and will result in the suspension of one contest. Guilt by association will not be considered a first violation.

Activity Season/Suspensions

A sport season is defined by the WIAA. In all sports, the season will end with the state tournament for that sport. In the case of cheerleading, the season will be the same as the sport for which the squad cheers. For example, the basketball cheerleader’s season will begin on the first day of girl’s basketball practice and end with the boy’s state tournament.

In determining violation consequences, a season is the number of contests scheduled, not including the WIAA Tournament or state competitions, unless a carryover is in effect. Then the number of contests played by the team will be used to determine the length of the penalty. A contest is competition in which an official score is recorded, and the end result is a win, loss, tie, or rating.

The student under suspension must practice and complete the season in good standing if he/she chooses to participate in that activity after his/her suspension is fulfilled. Once a season has started, a participant cannot join a team in order to fulfill a suspension.

School Suspension

School Suspension will result in no practice or participation in contests for the duration of the suspension. At a minimum, athletes will miss the next scheduled event of the activity in which he/she is currently participating.

Enforcement of Activity Rules

1. Enforcement of the Activity Code will be based on the following:
 - a. All violations must be reported to an administrator/athletic director/coach/advisor. The source of the report must be verifiable.
 - b. Violations must be reported by teachers, coaches/advisors, parents/guardian, students, law enforcement officials, or members of the community.
 - c. Students may self admit to a violation.
2. Upon receiving a report of the violation:
 - a. An administrator will facilitate/oversee the designee of the interview process of the accused participant. If the participant admits the allegations, a suspension will be rendered. Personal contact and a letter will inform the parents/guardian of the violation and subsequent consequence.
 - b. If the participant denies the allegations, the administrator or designee shall conduct an investigation within five (5) school days. The allegations may be dismissed or a suspension may be rendered. The administrator or designee will be responsible for notifying parents/guardian by letter and personal contact.
3. The suspension shall begin the day the decision is rendered and parents/guardians are notified. If the student is not actively involved in any sport or activity at the time of violation, the penalty will take effect beginning with the next sport or activity in which the student participates. Any student serving a penalty during a sport or activity season must remain active in the sport or activity in order for the penalty to be valid. The violator must attend practice during the suspension period.
4. All coaches/advisors will be notified of violations by the school administrator
5. Disciplinary measures which may involve suspensions for a violation unbecoming of a participant and not specifically covered by the Viroqua Area Schools Student Activity Code, Student Handbook, WIAA policy, WSMA policy, or other activity governing body will be determined a Care Group
6. It shall be the coach/advisor's prerogative to suspend/discipline any student from a squad whom they consider to be a demoralizing influence or a detriment to the objective of that activity.

A. First Violation

- Suspension for 25% of the regular season
- Student must practice
- Carry over to the next season if the suspension is not fulfilled
- School counseling referral
- Loss of letter

B. Second Violation

- Suspension for one (1) full sports season
- Can be reduced to (.5) full sports season with counseling
- Student must practice
- Carry over to the next sports season in which the athlete participates if the penalty is not fulfilled.
- School counseling referral
- Loss of letter

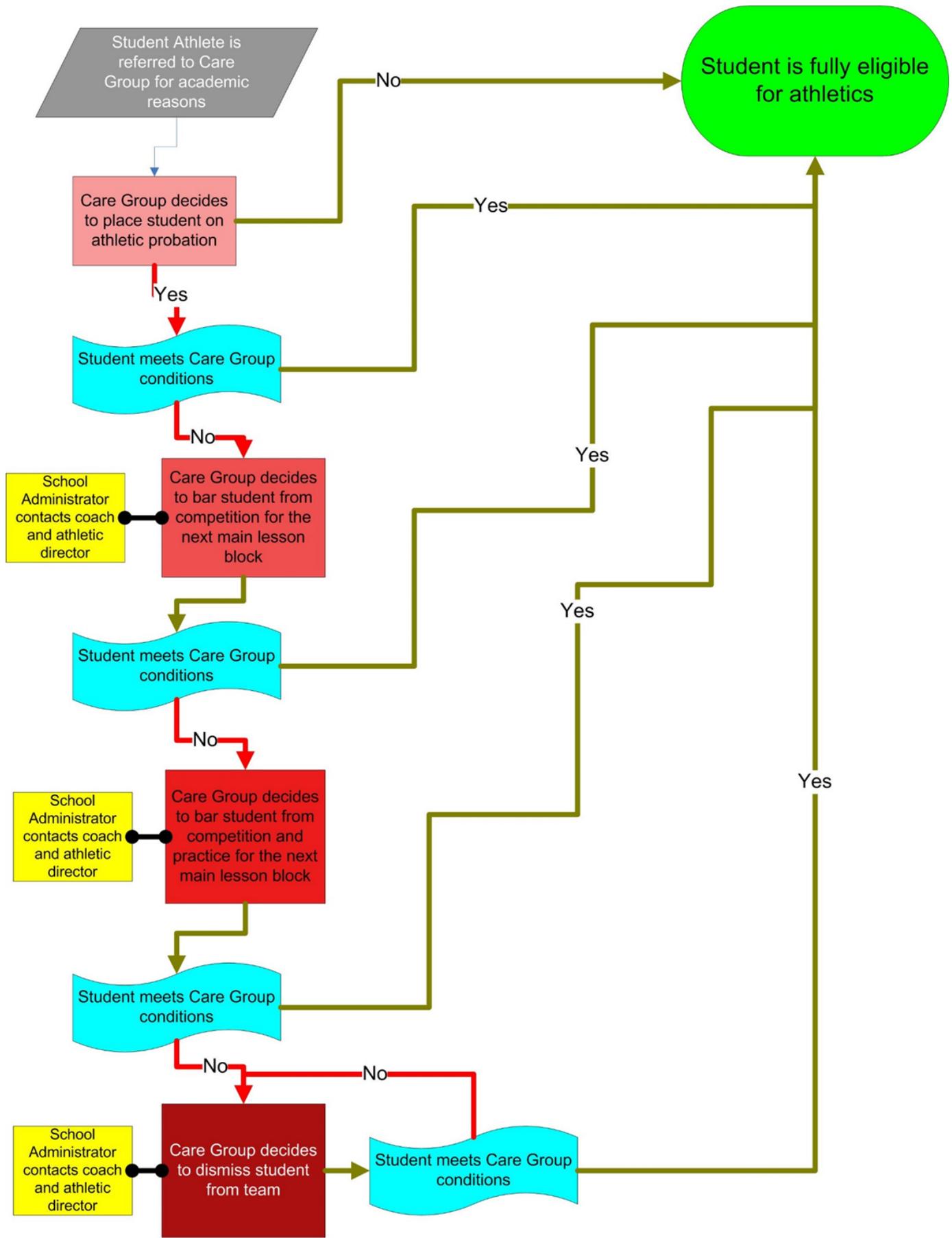
C. Third Violation and Subsequent Violations

- Suspension for one (1) calendar year from the date of violation.
- School counseling referral
- Loss of letter

Academic Eligibility

The student's Care Group will have sole jurisdiction over the student's athletic eligibility in regard to academic performance. Care Groups could should refer to the following sequence when considering a student's athletic eligibility:

COMPORTMENT



Chaperones

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

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

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

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

Couches

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

Couch care and behavior:

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

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

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

Expulsion Guidelines

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

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

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

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

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

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

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

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

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

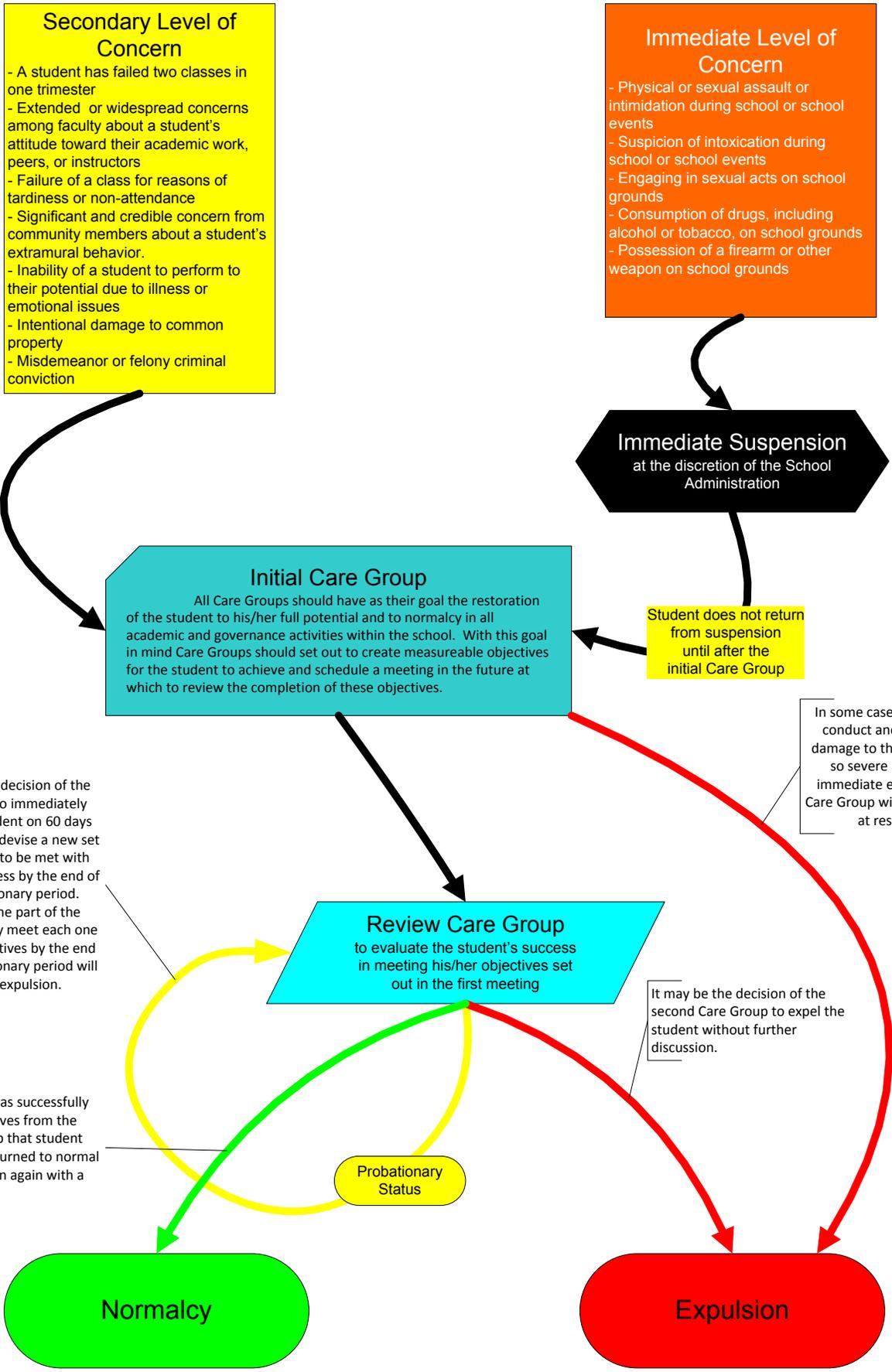
3) If the student has successfully met the objectives from the first Care Group that student can then be returned to normal status and begin again with a clean slate.

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

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

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

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



Secondary Level of Concern

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

Immediate Level of Concern

- Physical or sexual assault or intimidation during school or school events
- Suspicion of intoxication during school or school events
- Engaging in sexual acts on school grounds
- Consumption of drugs, including alcohol or tobacco, on school grounds
- Possession of a firearm or other weapon on school grounds

Immediate Suspension
at the discretion of the School Administration

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

Student does not return from suspension until after the initial Care Group

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

It can be the decision of the Care Group to immediately place the student on 60 days probation and devise a new set of objectives to be met with complete success by the end of the probationary period. Failure on the part of the student to fully meet each one of these objectives by the end of the probationary period will result in expulsion.

Review Care Group
to evaluate the student's success in meeting his/her objectives set out in the first meeting

It may be the decision of the second Care Group to expel the student without further discussion.

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

Probationary Status

Normalcy

Expulsion

Faculty Conduct Guidelines

I. Teacher/Student Relationships

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

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

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

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

c. Teaching and mentoring is a team sport. Although we encourage teachers to forge individual relationships with students, situations will arise that cannot and should not be handled alone. By law, known incidences or even suspicion of physical or sexual abuse or neglect must be reported by the individual faculty member to the Vernon County Human Services Department, and should also be immediately reported to school administration. In addition suicidal tendencies or self-destructive behavior should be shared with the school administration as soon as possible. The sharing of other concerns about particular students is facilitated monthly at a faculty meeting. Ours is truly a community of teachers and the knowledge we share about the needs of students allows us all to meet those needs with greater humanity and efficiency.

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

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

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

II. Teachers in the Community

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

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

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

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

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

Fundraising Guidelines

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

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

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

Technology in the School

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

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

Computers are provided by the school for academic purposes only. Social networking sites such as Facebook should not be visited during school hours on school computers. Illegal downloading of media material is strictly prohibited as is the viewing of obscene or inappropriate digital content. Computers in the library should be entirely muted when classes are

being held in the adjacent room and should use moderate volume at all other times.

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

-- *Draft 1, 3 November 2011*

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

-- *Draft 3, 19 December 2011*

-- *Draft 4, 16 January 2012*

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

ACADEMIC POLICIES

Academic Honesty

“Our school is founded on the assumption that each being has the right and responsibility to strive for freedom, full self-awareness, and self-actualization. We encourage each person to come forth in a full expression of their authenticity...” – YIHS Vision & Purpose Statement

Youth Initiative High School is built on a foundation of student creativity, mutual trust between students and teachers, and the work ethic of all those who participate in our unique endeavor; plagiarism is corrosive to all of these. Plagiarism is here defined as the **willful** and **knowing** submission of another person’s work as your own. Plagiarism connotes **intention** and **dishonesty**.

Instances of Plagiarism

- Research Papers
 - It is the responsibility of every instructor who assigns a research paper to clearly outline *in writing*, when the assignment is given, the method by which students must cite sources.
 - Deliberate failure on the part of the student to cite sources in the manner prescribed by the instructor may lead to an offense of plagiarism.
- Original Fiction and Non-Fiction
 - The uncited use of another author’s work in a work of creative fiction (e.g., short stories, poems, journal entries, etc.) or non-fiction (literary analysis essays, expository essays, speeches, etc.) without directly acknowledging that person’s contribution is a form of plagiarism.
- Tests
 - Deliberate observation or use of another student’s answers on any individualized test, whether open- or closed-book, is an instance of plagiarism.
 - Conversation, whether written or oral, during tests leads to suspicion of plagiarism and should therefore be avoided.
 - Rules of examination should be clarified with the instructor before the beginning of any exam and all questions during the exam should be directed to the instructor.

Acceptable Practices

- Student Cooperation
 - Students may cooperate on homework assignments by reviewing their own original work against that of their peers unless explicitly forbidden by the instructor. Use of a peer’s main lesson book to collect information missed in class is acceptable unless explicitly forbidden by the instructor.
 - Students should not begin work on homework assignments using the completed work of their peers as a foundation.
- Art Incorporating the Work of Others
 - Art such as collage, cut-up poetry, music sampling, and other “found” or “appropriated” forms do not need to acknowledge the source material as long as the work reaches the level of an original creation and the student has the explicit permission of the instructor.

Accountability

It is the instructor's responsibility to identify and report suspected plagiarism to the student first. If, after a discussion with the student, the instructor believes that an instance of plagiarism did indeed take place they must then report this to the student, the student's parents, and to the student's House Leader. The student's Care Group and House Leader will be responsible for administering these steps once the first instance of plagiarism (as defined by the instructor) has occurred.

1st Instance

If a student is suspected of an act of plagiarism a Care Group will be convened to discuss the matter. If the offense of plagiarism is confirmed by the Care Group in reference to the above definition a grade of "fail" will be assigned to that student for the class in which it occurred. The Care Group will have the power to decide what other steps it should take to ensure that the student does not make such a mistake in the future. The failing grade, however, is permanent and assigned automatically once the Care Group has concluded plagiarism did occur.

2nd Instance

If a student commits a second offense of confirmed plagiarism that student will be placed on academic probation for one full academic year and failure of any kind, including Morning Circle, Service Hours, or any and all classes, will result in expulsion.

3rd Instance

If a student were to commit a third act of confirmed plagiarism, regardless of their probationary status, they will be automatically and immediately expelled from the school.

Attendance and Punctuality

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

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

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

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

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

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

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

Revisions Approved by Faculty – April 19, 2012

YIHS Care Group Policy

Approved: January, 2008

Revisions Approved, December 2012

Purpose

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

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

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

Scheduling and Communication:

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

III. Composition:

Care Groups shall consist of the following individuals:

- The student

- The student's parents

- A Faculty House Leader, chosen by the Faculty

- A Student Peer—a current YIHS student chosen by the student

- A Mentor—an adult chosen by the student

- Any other person connected with the issue/question necessitating the Care Group meeting. Usually a Faculty member whose class the student is having trouble in or has failed.

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

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

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

- The student

- One of the student's parents

- The Faculty House Leader, or a designated Faculty proxy

- Either the student's Peer or the student's Mentor

V. Guidelines and Objectives:

Meeting Guidelines:

In order to keep the best interest of the student at the center of the Care Group process, the following guidelines will

be observed during the meeting:

Each participant will be respectful, objective, and caring.

Emphasis will be placed on hearing the perspectives of all members.

Each voice will be equally valued.

Meetings will be kept on task, focusing on the issues at hand in a concise fashion.

The Care Group will work to ensure that all members are in consensus about decisions.

Care Group Objectives:

The Care Group has the following objectives:

To meet with each student regularly at key points during high school as a supportive/mentoring/counseling group. These points include the end of a new student's probationary period and before the start of their senior year.

To help students evaluate, understand, and overcome underlying problems interfering with their social, emotional, or academic development.

To develop a plan of action agreed upon by all parties and to help the student develop skills and strategies for success at YIHS.

To recognize when a student has challenges beyond the scope of the YIHS faculty and to make referrals to outside professionals and institutions.

To coordinate in-school special/extra services for individual students, i.e. tutoring, study halls, extra help.

To facilitate outside intervention, assessment, academic evaluation, support when needed.

To assist with conflict resolution/disputes between students or between a student and a teacher or teachers.

To assist students in setting personal goals and making plans for the future.

To ensure that therapeutic/academic plans are monitored and completed.

To offer teachers insight into the needs of individual students.

To develop alternative plans for special circumstances, such as student exchanges, illness, or independent studies.

VI. Decision Making Process:

Decision Making Process:

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

Care Group Notes:

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

Implementation of Decisions:

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

VII. Confidentiality

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

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

Use of email: Emails should only be used to communicate information about times and locations of Care Group meetings. The issues to be discussed during the Care Group, details about compliance with Care Group

agreements, and disagreements between Care Group members should not be discussed via email. If it is necessary to schedule a new meeting because of a failure to comply with an agreement, a House Leader may send out a simple email stating something like: "X has not fulfilled our agreements. Can we meet on...?"

VIII. Conflicts and Appropriate Behavior

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

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

IX. Transparency:

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

Academic Credit System

Revised – Spring 2015

YIHS Academic Credit System Policy

- I. A student is required to successfully complete at least **47 total credits** over 4 years in order to graduate from the Youth Initiative High School.
- II. It is expected that students will be enrolled in classes during all class periods, unless they have the approval of their Care Group.
- III. Any student who fails a class will automatically have a Care Group meeting. Repeated failing grades will result in the student being asked to leave the school.
- IV. Care Groups will have the authority to develop and implement individual educational plans for meeting credit requirements for students who transfer into YIHS after their freshman year, students who participate in student exchange programs, and students facing special personal situations that may interfere with their academic work, such as extended illnesses, learning disabilities, or extended family or personal crises.
- V. In addition to the overall number of credits, there are minimum credit and other requirements in each department which need to be met:
 1. Social Studies/History: **3 credits**
 2. English/Literature: **3 credits**
 3. Science: **5 credits**
 - a. Students must pass Agriculture at least once.
 4. Math: **3 credits**
 - a. Geometry and Algebra 2 (or its equivalent) must be passed before a student is allowed to opt out of mathematics path classes.

5. Foreign Language: **2 credits**
 - a. At least 6 consecutive trimesters in one language
 - b. Students must pass at least Level 2 of a language before they can opt out of foreign language entirely.
 - c. Exceptions may be made if a student can demonstrate mastery
6. Art: **5 credits**
 - a. Each student is required to perform in a directed or mentored rehearsed performance at least once during high school including, but not limited to, theater, circus, or music.
7. Service Hours and School Governance: **4 credits**
8. Personal Development: **2/3 credit**
 - a. 1/3 credit from Senior Workshop block
 - b. Minimum of 1/3 credit from college tours
9. Movement: **3 credits**
10. Music: **2 credits**
11. Manual Skills: **2 credits**
12. Orientation Weeks: **1 credit**
13. Senior Project: **1 credit**

A. Minimum for Graduation: 47 credits

--From subject requirements: 34 2/3 credits

--From general/non-specified 12 1/3 credits

Subject Area	Total: Minimum	Maximum Possible
1. Social Studies/History	3 credits	4 1/3 credits
2. English	3 credits	4 1/3 credits
3. Science	5 credits	6 2/3 credits
4. Mathematics	3 credits	5 1/3 credits
5. Foreign Language	2 credits	4 credits
6. Art	5 credits	6 2/3 credits
7. Service and School Gov.	4 credits	5 1/3 credits
8. Personal Development	2/3 credit	1 1/3 credits
9. Movement	3 credits	4 credits
10. Music	2 credits	4 credits
11. Manual Skills	2 credits	2 2/3 credits
12. Orientation Week	1 credit	1 1/3 credit
13. Senior Project	1 credit	1 credit
	+ 12 1/3 "other"	+ 2 1/3 other credits
	47 credits	53 2/3 credits

Appendix A. Credit Valuation System:

- Senior Project = 1 credit
- One Trimester-long Path Class = 1/3 credit
- One Intensive Class (~50 hrs) = 1/3 credit
- One 3-4 week block class (30-40 hrs) = 1/3 credit
- College Tour = 1/3 credit
- Service Week = 1/3 credit
- 1 Trimester of Service Hours (18 hrs. per trimester) = 1/3 credit
- Orientation Week (Camping Trip) = 1/3 credit
- Senior Apprenticeship = 1/3 credit

Grading and Evaluations

I. Final Reports

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

II. Grades

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

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

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

Only the grades of **Pass** and **Fail** will be recorded on students' transcript summaries and teachers should *not* award grades of "Pass with Honors" or any equivalent intensifier of the grade of "Pass" in their Final Reports.

III. Not Attended

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

IV. Incomplete Work

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

V. GPA and Class Rank:

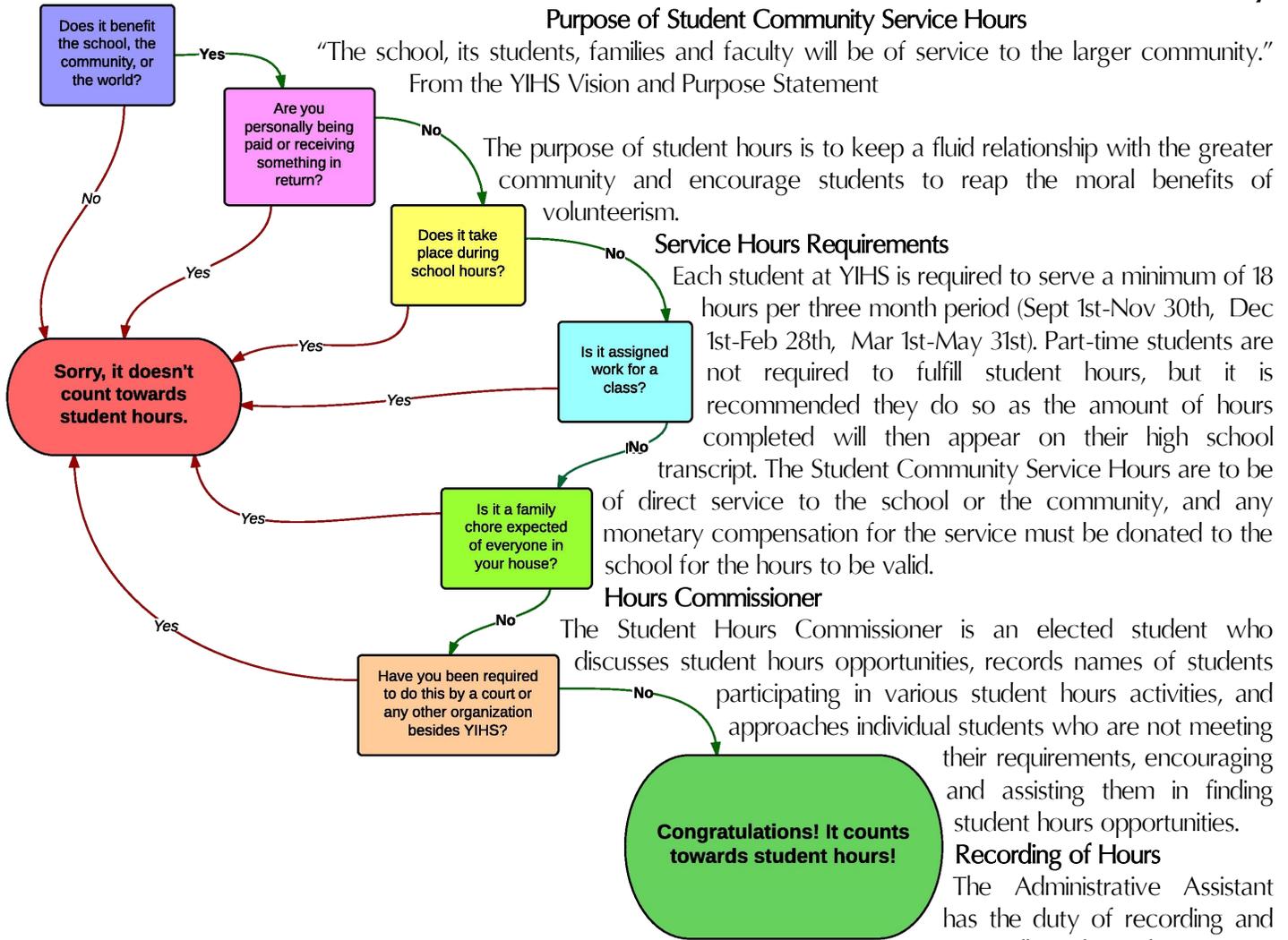
The Youth Initiative High School does not rank students in any way or calculate a Grade Point Average.

Independent Study

- All independent studies shall be managed through the Care Group system.
- Qualified independent studies shall have a full, completed proposal submitted to the student's house leader two full calendar weeks before the first day of the class that is to be replaced by the study.
- Proposal forms, developed by the Faculty must be used to submit a proposal and all required signatures must be present in order for a proposal to be considered complete.
- The Care Group shall review the proposal and accept or deny the proposal. Consensus of the Care Group must be reached in order for a proposal to be accepted. Unless there is a concern about the suitability of a student for independent study, the Care Group can give its consent remotely.
- Accepted proposals will be submitted by the House Leader to the Office Manager immediately upon acceptance.
- Upon completion of the study the student must submit a digital final report to the Office Manager and to the House Leader within 10 calendar days of the last day of the study. Studies without a filed report after 10 days will receive an automatic fail.
- Within 10 days after submission of the final report the student will meet with the House Leader to discuss the independent study. At this time the House Leader will submit a grade of pass or fail to the committee. The committee may give its consent to this grade or one of its members may ask to convene a Care Group meeting for further discussion and a final decision by consensus of the Care Group.
- All other aspects of the Independent Study process are to be defined by the Care Group.

Student Service Hours Policy

Does it count towards YIHS student hours?



Purpose of Student Community Service Hours

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

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

Service Hours Requirements

Each student at YIHS is required to serve a minimum of 18 hours per three month period (Sept 1st-Nov 30th, Dec 1st-Feb 28th, Mar 1st-May 31st). Part-time students are not required to fulfill student hours, but it is recommended they do so as the amount of hours completed will then appear on their high school transcript. The Student Community Service Hours are to be of direct service to the school or the community, and any monetary compensation for the service must be donated to the school for the hours to be valid.

Hours Commissioner

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

Recording of Hours

The Administrative Assistant has the duty of recording and posting all students' hours on a

weekly basis. A handwritten copy of submitted student hours will be kept on file for reference.

The Hours Commissioner will have available in the school office a student hours request form; this form is to be filled out when calls come in from the community requesting student service. This info will then be given to the Student Hours Commissioner to present at student meeting.

Hours may not be forwarded ahead into the next three month period, and each student will receive a Pass/Fail depending on if they have completed their student hours requirement for that three month period. Hours are to be recorded by students and given to the Administrative Assistant via handwritten slip or the YIHS website.

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

Approved by Administrative Group, 11/6/08

Teacher Final and Weekly Report Policy

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

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

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

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

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

 - The name of the school

 - The name of the student

 - The name of the instructor

 - The name of the class

 - The date of the final report

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

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

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

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

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

 - The name of the school

 - The name of the student

 - The name of the instructor

 - The name of the class

 - The date of the week(s) for which the report is given

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

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

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

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

Transcripts

Description

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

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

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

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

A final grade for each class taken.

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

Foreign exchanges, academic travel, and international language study.

Senior projects and apprenticeships.

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

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

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

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

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

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

Distribution of Transcripts

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

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

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

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

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



12th GRADE
 TRADITIONAL RUSSIAN, RUSSIAN LITERATURE
 MEDICINE - PSYCHOLOGY + ENVIRONMENTAL
 CHEMISTRY + BIOCHEMISTRY + ANATOMY -
 ORTHODOX + GENETICS - BIOTECHNOLOGY +
 TRIANGOMETRY + PRE-CALCULUS + COLLEGE PREP.
 COLLEGE TOUR + SEMIOL PROJECT +
 BASKET + CAMPING EXPEDITION

ART + FOUNDATIONAL CLASSES (ART HISTORY, 2D, 3D DESIGN)

HANDWORK - TEXTILES
 FINE ARTS (DRAWING, SCULPTURE, PAINTING, PHOTOGRAPHY)

10th GRADE
 POETRY + ANCIENT HISTORY + ZOOLOGY +
 AUTO-BASIS (CHEMISTRY) + PHYSICS + MECHANICS
 WATER CYCLES + GEOMETRY + STATISTICS +
 PROBABILITY + HISTORY OF TECHNOLOGY +
 CANOEING EXPEDITION

FINE CRAFTS (STAINED GLASS, POTTERY, BASKETRY)

11th GRADE
 GEOMETRY + TRIGONOMETRY + HISTORY OF REVOLUTIONS + HISTORY THROUGH ART
 HUMAN ANATOMY + GEOLOGY + GEOBOTANY + CARBON CYCLE (CHEMISTRY)
 ALGEBRA + TRIGONOMETRY + PHYSICS + BASKETBALL + SOCCER + TENNIS
 HIKING + CAMPING EXPEDITION

14th GRADE
 PERCIVAL + WORLD HISTORY +
 TRANSITIONS TO MODERNITY +
 HISTORY OF AMERICAS + BOTANY +
 METEOROLOGY + CHEMISTRY
 (PERIODIC TABLE) + PHYSICS
 (ELECTRONICS) + ROBOTICS +
 SEMIOL PROJECT + COLLEGE TOUR +
 WINTER CAMPING EXPEDITION

FOOD + NUTRITION + AGRICULTURE & ANIMAL SCIENCES + PHYSICAL EDUCATION & MOVEMENT + COMMUNITY SERVICE + SCHOOL GOVERNANCE + FUNDRAISING + CLEANING + MUSIC + DANCES + GYMNASIUM + CIRCUS ARTS - EURYTHM

← HIGH SCHOOL

GETTING DOWN RIVER

A Curricular Illustration

By Susan Nesbit, Bailey McGowan, Frida Dell'Olliver, & Jacob Hundt

This curriculum map (see left) is a representation of the developmental path that students take on their journey through the Youth Initiative High School. This path is based on the pedagogical principles of Rudolf Steiner, who observed that adolescence is a time of profound and dynamic developmental evolution. The period between 14 and 21, Steiner wrote, "is a transitory state of being, paradise having been lost and not yet regained. It is a river flowing between the banks of childhood and adulthood." YIHS seeks to craft a curriculum that is aware of and responsive to these unfolding developmental stages in a young person's life.

Just as a river is alive with rapids and currents, pools and bends, adolescence is a continuous adventure. Adult guides are needed to successfully and creatively navigate these ever-changing waters. Once students cross the bridge into 9th grade, they observe the expanse that is the wider world into which they are stepping. In the ninth grade, students are asked to exercise powers of exact observation and reflective thought that help to counterbalance the stormy subjective polarities of sympathy and antipathy that they are experiencing inwardly. Students are encouraged to look more deeply at the nature of their personal experiences with the goal of describing these experiences in a clear and objective way.

Tenth grade is a year of analysis and systematic reasoning. The goal of the sophomore year is not a comprehensive understanding of the whole, but rather the beginning of a worldview that is grounded in logic. This includes a focus on systems of all kinds and on breaking things down into their basic components to understand how each part interacts with the others.

In the eleventh grade, students are lead towards introspection. There is a focus on the inner reasons for events and an exploration of the true origin of meaning. For some students, this time can be overwhelming, but through their work with the curriculum many find that their being and sense of self are not fixed, but still have order and coherence within the context of a web of relationships.

In the twelfth grade, students are increasingly called upon to synthesize different worldviews as they prepare to chart their own course into adulthood. Students are asked to consider different perspectives, see the truth in each one, and then synthesize their experiences and studies in order to reach their own conclusions.

"You can never step in the same river twice," wrote the philosopher Heraclitus, and the same is true of the YIHS curriculum, which is itself continually evolving. This, too, is supported by the ideas of Rudolf Steiner, who wrote "Teaching must not remain rigid or static...[it] must change as they are changing. Teachers must make every effort at understanding the human being in his/her totality- as a being consisting of body, soul, and spirit. Such understanding will allow us to comprehend the inner processes in the children when we teach them various subjects, and, as a result, we shall learn to adjust our work to these processes."

WALDORF HIGH SCHOOL

An essay by Betty Staley

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

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

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

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

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

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

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

Ninth Grade. Ninth graders have left the second seven-year phase behind, and as happens in most life phases, the first year of a new phase carries with it something of the old. Eighth graders have arrived in modern times; they have become contemporaries with others of their age. As they come into the ninth grade there is a strong feeling of the present. They want to be citizens of the modern world, but as of yet they do not have much understanding of it. They are fascinated with power and strength. The curriculum is woven around these themes. For example, both in physics and in history power and energy are addressed - in physics through mechanics and in history through the study of modern times following the American and French Revolutions. At the same time ninth graders are focused on the physical body and physical world around them. They are trying to understand what things are all about. In the course History through Art the student learns the way art was expressed visually from the Ancient world through the seventeenth century. (Art, science and religion were united in the ancient world and this was reflected in the art of most ancient cultures, including Egypt. Most Egyptian art was created from the gods and was not seen by the ordinary person. In Greek art we see the perfect balance of heaven and earth. The gods were portrayed as ideal men, their bodies based on the golden section, viewed as the temple of the gods. Gracefulness, movement, balance, harmony lived in Greek art.' Art of the Roman, Early Christian periods, and the Middle Ages, and the Renaissance are studied. The students draw and paint, using the great masters as their teachers. Seeing and discussing the different standards of beauty over the ages helps ninth graders see that the present standard is not the only one. They learn that they are capable of producing beauty and they gain confidence in their drawing ability. Rudolf Steiner felt very strongly that ninth graders should study history through art as a way of refining the crude emotions and distorted inner imagery they carry around with them. He said that such a study would go right down into their physical body and have a harmonizing effect. In biology the ninth graders study the structure of the physical body, while in geography they study the physical body of the earth - the continents, the mountains, volcanoes, earthquakes and so on. They also study chemistry and foreign languages. It is wonderful to see ninth graders working with wood, clay, drawing and calligraphy. Some ninth graders are trying to make an impact on everything around them. They have trouble being quiet and concentrating, and for them the arts provide a challenge. They have to learn to respect the medium and to work with it, to give themselves up to the process. Other ninth graders are still very hesitant, afraid to step out and make a mistake. For them the arts provide an opportunity to connect with the material. Instead of exposing themselves by talking, they can talk with their hands.

Tenth Grade. Tenth graders have come to the next step in maturity. Feeling fairly comfortable in themselves they become interested in process, in development, in metamorphosis. How do things happen, how do governments form, how did the Word come into being? Whereas the ninth grader needed stability, the tenth grader responds to that which is in motion. In geography they study the fluids, water currents and waterpower. In biology they study the fluids of the body, circulation, the endocrine system and reproduction. In chemistry they study organic processes of fermentation and distillation and so on. In physics the world of mechanics is studied. The idea of finding out how things work is very important in the tenth-grade year, and Rudolf Steiner was especially keen that the teachers develop what he called the practical lessons which would include surveying, first aid, typing or shorthand, technical crafts such as weaving and drawing. In history the tenth graders now go back to the ancient world and see how rivers and climate affected ancient settlements; they trace the evolution of societies from ancient India to the Hellenistic period in Greece. The study of Greece is of particular importance. It was during the time of ancient Greece that philosophers became conscious of the act of thinking. When the myths of the gods and goddesses, heroes and heroines no longer satisfied the early philosophers' questions, they turned to the world of phenomena and questioned what was the primal "stuff" from which the universe was made. This formed the basis of modern science. Socrates was put on trial for corrupting the youth of Athens because he questioned traditions and sought to find the meaning of the true, the good and the beautiful. His student Plato introduced the analogy of the cave - the imagination of spiritual

reality and earthly illusion. Finally, it was Plato's student, Aristotle, who opened the gates of modern thinking with his emphasis on categorizing knowledge and seeking the laws of nature, drama, politics and of thinking itself. The tenth grader is experiencing many of the same changes. Out of the previous image-like thinking, pure concepts begin to be formed and grasped. Working with Greek ideas helps youngsters to bring form and order into their thinking as well as balance, movement and grace, that so imbued Greek sculpture and architecture. In literature they study the Word - in the epic, lyric and dramatic poetry of the Iliad or Odyssey, of Greek drama and of the Old Testament. Many other subjects are included in the tenth-grade year, and of course each school has its own special courses. For example, many schools in the United States include American literature that is appropriate to each grade. For example, in my classes I introduced 19th century American authors such as Hawthorne, Emerson, Alcott, Thoreau, Fuller and Whitman, and English writers such as Blake, Wordsworth, Coleridge, Byron, Keats and Shelley. In the tenth grade we enjoyed their language, their imagery and their exciting lives. Two years later we looked at Emerson and Thoreau again, but in an analytical way as we traced the clarity and meaning of their thoughts.

Eleventh Grade. Most eleventh-graders have gone through or are going through a very important change - the sixteen/seventeen year change. The mysterious inward journey of the soul is mirrored in the curriculum through the question "Why?" In the eleventh grade religious questions are addressed in the study of the Roman Empire, the birth of Christianity, the development of Judaism and Islam, the development of the Roman Catholic Church and the Reformation. Just as the Renaissance personalities questioned traditional authority and asked "Why?" so do the eleventh grade adolescents. It gives them satisfaction and insight to see that the questions they ask are the questions of their age. It is exciting to know that to challenge the accepted customs is valuable and necessary for the development of civilization. Seventh graders respond strongly to the Renaissance because they are experiencing rebellion towards the physical authorities in their lives, but sixteen/seventeen-year-olds experience rebellion in their souls. For example, the doubt mirrored in the reformation is not doubt of whether the authorities have vested power - more a seventh grade concern - but existential doubts such as whether there exists the soul, the spirit, God and eternity. The emotional or soul life of the adolescent is going through a profound development during this time, and one of the courses taught is History through Music. One major aspect of music through the ages has been an expression of the meeting between the soul and the divine. Listening to music of the different historical periods and coming to appreciate and understand it helps the youngster develop an inner listening. Just as history through art in the ninth grade fed their craving for imaginative visual images, and history through poetry helped the tenth grader relate to language, history through music in the eleventh grade feeds their craving for tone. In literature the study of Parzival on its most apparent level mirrors the inner journey from foolish young knight to the Grail knight, from naiveté to mature wisdom. There is great wisdom embedded in this story. The study of Shakespeare reveals to the eleventh grader the insight into the modern condition in characters such as Hamlet. Shakespeare's genius opens doors to many soul questions. The world of the heavens is studied in astronomy, and the sub-earthly power of electricity and magnetism is studied in physics. The eleventh grade is a turning point in the adolescent's Waldorf experience. Out of the richness of the courses teenagers are placed in touch with their inner resources and higher selves.

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

Frequently Asked Questions:

⇒ I really love dolphin unicorns but I see YIHS doesn't offer a class on narwhals. Can I do an independent study, and if so, how do I get started.

Yes, you can (though things like past academic failures, etc. can effect your eligibility). Just schedule a time to talk with your House Leader who will guide you through the process. (see page 45)

⇒ My child likes to sleep in late in the morning, being on time to Morning Circle isn't really that big of a deal, right?

Wrong. Morning Circle is a vital conduit of important information and an important moment of togetherness for the whole school every day. It is also a class, and failure to show up on time consistently results in a failing grade which is recorded for all colleges to see. (see page 40)

⇒ My child was considering coming back to school after lunch under the influence of drugs or alcohol, is that a problem?

Absolutely and categorically a problem. YIHS does not tolerate use of drugs or alcohol anywhere or at any time during school activities. Any student *suspected* of possessing or being under the influence of drugs or alcohol will be immediately suspended until the Care Group process runs its course. (see page 34 & 35)

⇒ I don't like this elective class that I freely chose based on the best possible information. Can I switch?

No. Not only does switching electives cause teachers and staff to undo and redo much of the work they have already accomplished but it also flies in the face of some basic YIHS virtues like commitment, accountability, and the enthusiastic acceptance of challenge.

⇒ I failed a class because I was sick for 4 days during a 15-day class. Will I still be able to get into college?

Fear not, you have options. Parents can appeal to have failing grades that are due to absence wiped from a student's transcript. In rare instances you can work with your teacher and your Care Group to make up for these absences and still receive a grade for the class. Preparation for pre-planned absences can also avoid this situation (see page 40)

⇒ I missed a couple of classes and I'm behind on my main lesson block, can I just copy from my friend's main lesson book?

You might be able to, but first you must get explicit permission from your instructor and check the academic honesty policy for best practices. (see page 39)

⇒ My friend went on a foreign exchange to Paris and got a really great pair of shoes. I'd like to go to Berlin. How do I make it happen.

First, you should know that only students in good academic standing who can represent the YIHS and this great nation with maturity and good stature are eligible for foreign exchange. If that's you then contact your House Leader and they can help you get started. Oh, and you should probably work on your German. (see page 22)

⇒ I am experiencing doubt. What should I do?

If a parent or teacher is ever in doubt about anything, they should talk to their House Leader. They will be able to get you on the path toward truth. (see page 41)