

THREE CEDARS WALDORF SCHOOL

Faculty-Staff Orientation Handbook

OCTOBER 2012



The following are Three Cedars Waldorf School Faculty-Staff policies and procedures, each as ratified on the date specified.

These policies are either determined via discussion and consultation in faculty self-administrative bodies such as the Pedagogical Carrying Group, or Department Meetings, and ratified by the Executive Director. All policies and procedures must comply with, and are superseded by, federal, state and local law; Three Cedars Articles and Bylaws, and Three Cedars Board of Trustees Policies. All Three Cedars faculty and staff employees (both paid and volunteer) must read and abide by the policies and procedures outlined in this Handbook.

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1 • Admissions & Registration Process

Parent-Tot Registration Process

- 1 Admissions Director answers prospective Parent-Tot registrants' questions about the program, referring to the registration orientation letter.
 - Admissions Director may consult with Parent-Tot or Early Childhood Faculty if necessary.
- 2 Registration is accepted automatically, first-come first-served, when registration form and fees are received by the office.
 - There is no family interview for registration in the Parent-Tot program.
 - Parent-tot orientation letter states that the parent is solely responsible for his/her child during the class.
- 3 Within three days of receiving the form and a minimum of 4 days before the family attends their first class
 - Admissions Director provide Parent-Tot teachers with copies of the registration form
 - Admissions Director sends out a registration confirmation letter to the family
- 4 Two weeks before the beginning of the class, the Admissions Director sends the Orientation Letter
 - There are no drop-ins, but parents can register mid-session if space is available.

1 • Admissions & Registration Process

Early Childhood Admissions Process

- 1 Admissions Director receives inquiries and answers questions of prospective parents
- 2 One or both parents attend a School Tour
- 3 Application form and fee submitted by parents/guardians
- 4 Parent Questionnaire form submitted by parents
(one form if single household, two forms if separate households)
- 5 Teacher Questionnaire form submitted by current or former teacher if applicable
- 6 Admissions Director schedules a Family Interview
 - Family Interview welcomes the prospective student, parents, any other adults living in the home, and siblings
 - Two Three Cedars Early Childhood Teachers co-lead the Family Interview, preferably one from each class
- 7 Within three days of Early Childhood Department Meeting discussion, the interviewing teachers turn in their Family Interview notes to the Admissions Director indicating:
 - acceptance, number of days in schedule, earliest start date, and class placement
(if mid-year or summer enrollment);
 - If mid-year enrollment, decision is needed within two days of interview whenever possible
 - waitlist and specified future date of entrance; or
 - non-acceptance
- 8 Admissions Director communicates the decision to parents (financial needs blind)
 - For students offered placement, parents are asked whether they will pay full rate of tuition or apply for sliding scale financial assessment
 - Following indication of full rate tuition or financial aid, the family will be enrolled once the tuition contract, tuition deposit, emergency/consent and student file forms are received by the school office
- 9 For students newly enrolling to the school for the coming autumn:
 - The school follows PNAIS enrollment deadlines – applications due mid-January, offers mailed mid-March
 - Early Childhood Dept will decide class placements in early June
 - School office will communicate class placements to parents in mid-June

1 • Admissions & Registration Process

Elementary Grades Admissions Process

- 1 Admissions Director receives inquiries and answers questions of prospective parents
- 2 One or both parents attend a School Tour
- 3 Application form and fee submitted by parents/guardians
- 4 Parent Questionnaire form submitted by parents (one form if single household, two forms if separate households)
- 5 Teacher Questionnaire form submitted by current or former teacher.
- 6 Student records for past two years sent from previous school to Admissions Office
- 7 When all paperwork has been received, the Admissions Director schedules a Family Interview
 - Each Family Interview welcomes the prospective student, parents, and any other adults living in the home, but not siblings unless they are also applying
 - The Class Teacher and Lead Intake Faculty co-lead the Family Interview, along with the Admissions Director, using the Family Interview Form
- 8 Within 24 hours of the Family Interview, the teachers submit form to the Admissions Director with instructions for informing the parents that:
 - the student will not be accepted to Three Cedars, with a general indication of the reasons (learning issues that cannot be accommodated, behavior issues that would be too disruptive, recommendation for smaller class size, etc.)
 - the student is invited for a three-day visit (in some cases this will be extended, or split between two grades if the student is cuspy for class placement)
 - Class visits may be waived during summer enrollments
- 9 Within two days of the three-day visit
 - Subject teachers will submit feedback forms to the Admissions Director
 - The Admissions Director makes copies for the Class Teacher
 - The Class Teacher and Lead Intake Faculty will communicate with the Admissions Director:
 - that the student will not be accepted to Three Cedars, with a general indication of the reasons (learning issues that cannot be accommodated, behavior issues that would be too disruptive, recommendation for smaller class size, etc.)
 - that the student is to be offered enrollment and the proposed start date
 - that the student is offered a space on the class waitlist and date for follow-up; or
 - sometimes openness to re-interview may be made for a later date.A typical instance is a suggested period of academic catch-up before admission
- 10 The Admissions Director communicates the admissions decision to parents (financial needs blind)
 - For students offered placement, parents are asked whether they will pay full rate of tuition or apply for financial aid
 - Following indication of full rate tuition or financial aid, the family will be enrolled once the tuition contract, tuition deposit, emergency/consent and student file forms are received by the school office

Questions About Elementary Student Class Placement

- 1 Class Teacher alerts ED and prospective Class Teacher (to whose grade the student might be reassigned) of a class placement concern.
- 2 Both Class Teachers and ED look at original entry paperwork, previous reports, parent conference notes, and other documentation (such as test/assessment results, IEPs, etc.).
- 3 Class Teacher alerts Full Faculty of the concern and solicits input from:
 - Subject Teachers
 - Other Faculty
 - Administrative and After Care Staff
- 4 The Class Teacher or the ED alerts parents regarding question of placement and process of inquiry being undertaken. The need for confidentiality is stressed.
- 5 Teachers, ED, and other designated individuals evaluate all information and formulate recommendation. Additional information may be required. The student may or may not need to visit the prospective class;
- 6 Recommendation is brought to the Elementary Department Faculty for consideration and support/suggestions/decision.
- 7 Class Teacher or ED informs parents and office staff of outcome of the process.

Kindergarten Increasing/Decreasing Number of Days Mid-year

- 1 Parents and teachers agree to a change in schedule mid-year:
 - Increase *from* 2-day to 3-day or 4-day *to* 4-day or 5-day
 - Decrease *from* 3-day or 4-day or 5-day *to* 2-day or 3-day or 4-day
- 2 Teachers* notify the Admissions Director by email, specifying:
 - Change in schedule
 - Effective date of change
- 3 Admissions Director notifies Bookkeeper, who works out prorated change in tuition (increase or decrease)

**If parents notify the school office of a change, the Admissions Director confirms that the Teachers have approved the change before ratifying.*

Minor (Under 18 Years Old) Alumni Volunteer Work at Three Cedars

Policy Statement

Three Cedars actively encourages the participation of former students (who left Three Cedars at any grade level) to complete community service work at our school, with appropriate supervision and waiver of liability. This policy relates to volunteer work by alumni who are on campus without their parents' direct supervision.

Students may be invited to the school to do volunteer work such as:

- Gardening
- Painting
- Staffing faires and festivals (e.g., craft booth, musical performance)
- Assisting in the classroom or for outdoor activities with current students
- Participating in panel discussions at outreach events

if the following guidelines are met:

- Clear indication of dates and timing of volunteer work
- Clear indication of nature and scope of work
- Assignment of a direct "supervisor" for the minor volunteer, who will supervise him/her for the full term of the volunteer assignment (a bonded member of the Three Cedars faculty or staff)
- Parent and student sign-off of Release of Liability form (provided by Executive Director)
- Volunteer "employee file" maintained by Administrative Assistant

Alumni volunteers must be scheduled via the Administrative Assistant, with the above information requested and approved before the volunteer work commences.

Educational Support Protocol

Three Cedars Waldorf School provides educational support sessions for students in need of tutoring or remedial work, as articulated in the TCWS Educational Support section of the Community Handbook. The program is held by an Educational Support Teacher (EST), ensuring that the students in need of additional services are promptly identified, and that a program of educational support is defined for their individual needs. Our Educational Support teacher has access to a team of specialists including a doctor and a curative Eurythmist help to inspire the development of individually tailored programs aligned with Waldorf educational principles.

Referral Process

- 1 Class Teacher sends a Request for Educational Support form via email to the Educational Support Teacher, with a copy to Director of Administration for the purpose of student records/tracking.
- 2 Class Teacher informs parents that the student has been referred for Educational Support (by phone or email) within 48 hours of receiving confirmation from the EST that sessions are available.

Timeframe

The EST works with students for up to 8 sessions at a time. Each student referred to the Educational Support team by his or her Class Teacher receives a grade-level appropriate assessment specific to the child's developmental needs followed by either eight sessions of Educational Support, eight sessions of tutoring, or eight sessions of combined Educational Support and tutoring. These sessions are offered at no additional cost to the family. The EST sends a written report to the family following these eight sessions, accompanied by a request for a meeting if needed. If additional sessions of either Educational Support or tutoring are needed beyond this point, an educational plan is proposed to the families and the financial responsibility is that of the family.

Reporting

- 1 Reports are NOT published in ORCAS, and will NOT be part of the student's transcripts.
- 2 Copies of reports are kept in the 'confidential student file' for internal purposes only.
- 3 EST sends a brief initial email to parents at the beginning of the sessions to introduce him/herself and let the parents know what he/she will be working on with the students.
- 4 EST sends a brief 'progress report' type email around the 4th or 5th session to let parents know how student is doing.
- 5 EST sends a 'final report' email at the end of their session, with additional details and suggestions, with copy to the Class Teacher and Director of Administration.
- 6 EST follows up with the Class Teacher regarding suggestions for classroom support, as needed.

Care Groups

A Care Group is a group of teachers and therapists selected for a specific period of time to assist teachers in deepening their understanding of a child's particular challenges. A Care Group may be convened for any student who encounters difficulties in the classroom, whether academic, behavioral or social. A serious physical illness may also warrant the convening of a Care Group. Parents are asked for their permission for a Care Group to be formed around their child, and may be invited to share their insights, concerns, observations, and progress of their child. The work of a Care Group generally gives rise to a Plan of Educational Support, held within our educational support program in close collaboration with parents. Plans of Educational Support are held by the Executive Director or Dean of Education. Their outcome may include Educational Support sessions.

Student Allergy Policy

See Community Handbook for licensing/legal requirements and instructions to parents.

Considering that: Under TITLE III of the Americans with Disabilities Act of 1990 (ADA) 42 USC 1218, SEC. 301.7.J.), (Public Accommodations and Services Operated by Private Entities), private schools are required "To make available to all eligible children with disabilities a free appropriate public education in the least restrictive environment appropriate to their individual needs."; Considering that: According to the Washington Federation of Independent Schools, private schools are required by law to follow state and federal regulations as they apply to medical conditions, Considering that: The Three Cedars Waldorf School is part of the Bellevue School District, and therefore must follow regulations as adopted and interpreted by the Bellevue School District as they pertain to medical conditions, Considering that: The Bellevue School District currently does not provide students suffering from food allergies with spaces and conditions completely deprived of allergens, and does not guarantee the safety of spaces, Three Cedars Waldorf School adopts as its Food Allergy Policy the following:

- TCWS acknowledges the presence of life-threatening allergies among its students
- TCWS provides, as required by law, a written medical plan and provision of care
- TCWS provides training to teachers, staff, and volunteers on Anaphylactic condition and treatment
- TCWS provides a mitigation plan within its Crisis Management Plan
- TCWS provides, as required by law, a reasonable accommodation to medical conditions. Three Cedars Waldorf School considers the following as reasonable accommodation, as indicated by the Bellevue School District:
 - TCWS provides nut free table for snack and lunch
 - TCWS ensures that all students in the class where a food allergy is present will wash their hands with soap and water at least before and after snack and lunch
 - TCWS ensures that the level of education in the school community about the seriousness of the life-threatening condition of certain food allergies, is sufficient to maintain reasonably safe conditions for the students affected by such condition
 - TCWS ensures that the participation of parents, faculty, and staff, in any and all programs, education sessions, or implementation of such programs is voluntary and not coerced
 - TCWS is committed to not make promises of safety that it cannot guarantee.

Additionally:

- The office provides teachers with a list of students who have life-threatening allergies.
- The teacher in charge of the students is responsible to ensure that the above practices are adhered to.
- The Class Teacher is responsible to inquire with the parents and the office staff to obtain details regarding a student's life-threatening allergies.
- Should a reaction occur, the student is to be brought immediately to the office.
- Epi-pen and/or inhaler must accompany the student on any field trip or class off-campus.
- Class parents are informed of the above policy via email at beginning of the year.
- Teachers generally discuss the topic of allergies at class parent evenings.

Accident/Injury and Illness Practices

Please refer to the Health Care Plan Manual, located on the website, for details regarding the school's procedures for administering first aid procedures and medications. When any minor accident or injury occurs (e.g. small cuts, bruises, sprains or bumps) we proceed as follows:

- The teacher in charge sends or brings the student to the office.
- Staff trained in First Aid follow the actions for the particular injury or illness as specified in the recommendations from the King County Health Department.
- The receptionist or office staff in attendance (or if on field trips, the teacher) records the incident and treatment on a Student Accident/Injury Form, or the Student Health Log.
- Each accident, however minor, is reported to the parent by telephone and/or via a copy of the report.
- Note that head injuries **MUST** result in a student reporting to the office.

Please refer to the Community Handbook for details regarding the school's student health policy, and procedures for handling student illness. In general, students who are feeling unwell may be sent to the office where they may rest for 10 minutes or be sent home for the day.

Behavior Expectations Practices

Please refer to the Community Handbook for the school's Behavior Policy.

As a Waldorf school, we are committed to helping children build a healthy habit life, and to guiding them as they grow and develop toward a gradually expanding consciousness of the moral and social implications of their choices and actions. By deliberately framing our behavior expectations in terms of shared moral principles, we encourage adults and students to engage in thoughtful discussion, reflection, and positive action when transgressions occur. Waldorf teachers are trained in managing students' behavior through pedagogical means. A wide range of pedagogical tools are available to teachers, who use them as they deem necessary in each particular situation. In some cases, a teacher will determine that a student's behavior is best addressed through means other than those available in the context of the classroom. In such instance, a teacher may request the Dean of Education or the Executive Director to step in for support. This may result in a student being sent home, either in the context of a Plan of Intervention or as a stand-alone measure.

- A teacher sending the student to the office indicates to the office staff that the teacher is out of 'tools' and is ready for the student to be sent home for the day.
- It is the teacher's responsibility to inform the office (and the Class Teacher if specialty teacher sent student) of any behavior incidents, whether the student is sent to the office/home or not.
- A behavior report will be completed by the office staff. A copy will be sent home with the student, and a copy will be kept on file.
- It is the teacher's responsibility to call the parents of all students involved – that evening – to inform them of the situation.
 - This conversation must be documented in the teacher's records, and
 - The teacher must inform the Director of Administration of this follow up.
- Students who threaten or physically harm another student, teacher, or themselves will be sent home.

Ecological Values

Three Cedars has a reputation and commitment for high standards regarding “green” practices. This includes careful selection of materials and supplies that are ideally:

- Recycled
- Recyclable
- Non-toxic
- Non-allergenic
- Alternatives to plastics
- Fairly manufactured and traded

Office supplies, janitorial supplies, student supplies, even the paints that we purchase are selected with these guidelines.

Please contact the Director of Administration for assistance when you have a question regarding the selection of materials that will be used in the classroom or with students.

Fire Hazards

Extension Cords

12 gauge (or less) extension cords may be used occasionally ONLY IF they are used with a surge protector/power strip. Surge/spike protector strips are acceptable if only one is used per outlet. Because this is a fire hazard that inspectors frequently check, long-term extension cord placement must be cleared through the Facilities Manager.

Stoves – Leaving Stove Burners Unattended

Burners may not be left unattended for any reason.

Candles

Three Cedars Waldorf School personnel use candles on certain specific occasions so as to create and foster a celebratory mood. The policy outlined below articulates the conditions under which the use of candles is permitted on school premises and in premises rented for the purpose of school events that include students. The available options and their intrinsic limitations have been selected in the context of our school's utmost care in ensuring the safety of students, facilities, and personnel, and according to the rules and regulations the school is obligated to follow.

Permitted Use

- Candles must be used in contained vessels such as an enclosed lantern.
- Lit candles in lanterns must never be left unattended
- Lit candles in lanterns must never be placed near combustible materials.
- Lanterns should be cleaned after each use to eliminate the build-up of creosote/soot, which is combustible.
- Under no circumstances may open flames/candles be used while in motion.
- For events requiring multiple lanterns, a fire-extinguisher must be kept ready to use in close proximity to the location of the candles, under the supervision of a school employee or volunteer whose sole task is to monitor the lanterns. Note: Spray bottles and buckets of water are not acceptable methods of putting out a fire.

Exceptions

- Lantern walk – students may use hand-made lanterns which include tea-lights.
- Winter Garden of Light – tapers inserted in apples.

Note – in both instances, it is essential to implement point six above, regarding proximity of fire-extinguisher.

Continued next page

Curtains

Do NOT hang curtains (e.g., for class plays) in Trillium Hall from any hardware other than the existing curtain line (no nails, no staples, etc. that damage the wood casement).

When Purchasing New Curtains, Teachers Must Either:

- Purchase fire-retardant fabric or ready-made curtains, or
- Treat non-fire retardant materials with a fire retarding substance before hanging new curtains.

Fire retardant must also be reapplied after curtains are washed and/or before school begins each year. Please check in with the Practical Needs Group coordinator for non-toxic fire-retardant spray.

Unified Look from Exterior:

For the purpose of maintaining a clean and unified look from the exterior of the school, all classrooms in

- Bldg A and Bldg B are to have matching white curtain sheers underneath the colored curtains and
- Bldg C are to have matching ivory curtain sheers underneath the colored curtains,

Baseboard Heater Safety

- Make sure that the heaters are clear of all items (flammable and not).
- Boxes, paper, painting racks, class supplies, power cords, baskets, and fabrics must be at least 9 inches from heaters.
- Do not use baseboard heaters to “warm up,” soften, or dry out any items, for any reason.
- Be alert to smells and sights of burning, as it is important to prevent fires and smoke alarms.

Trillium Hall / Foyer

In order to ensure that rooms do not overheat during the course of an event and to avoid energy waste if doors and windows are propped:

Electric Heater In Foyer

Turn off the inset wall heater in the Trillium Hall stair landing. Use a flat head screwdriver to twist the on/off switch (bottom) counterclockwise. Otherwise the heater will run incessantly.

Forced Air Heating System In Trillium

Turn off the forced air heating at the electronic thermostat (stage left). Push the “system” button to off. There will be a delay until the system stops running.

Events In Trillium or Foyer

When you anticipate that a large number of people will overheat a room:

- Prepare ahead of time by turning off heater, opening more windows and doors to pre-cool the room.
- Have a fan running or on the ready, if needed to help circulation.

Parking Lot

Staff Parking – Where To Park During The School Day

All Faculty and Staff are asked to park in the north end of the topmost level of the parking lot and the north side spaces during school hours, so that:

- Parents have the convenience of using the other open spaces for drop-off, pick-up, volunteer staffing, etc.
- Elementary recess may use the middle and bottom tiers of the black top.

Staff Parking – Where To Park During All-School Events

On the days that the campus will be open to the full community for all school events such as the First Day of School, Michaelmas, Winter Crafts Bazaar, May Faire, Last Day of School, faculty and staff park offsite along 124th Avenue NE or at Wilburton Park.

- The school parking lot is left open for parents, friends, and relatives on these days
- We may not park along side streets, e.g., NE 6th Street, NE 4th Street, etc.

Staff Parking – Loading And Unloading

- Handicapped parking is reserved for drivers with handicap permits only. Faculty and Staff may not use these spaces under any circumstance, unless they possess a permit.
- The area in front of the garbage enclosure may not be used under any circumstance.
- Loading and unloading may be done curbside, with key left in ignition, engine off, hazard lights on, and car unlocked. Please park immediately after unloading contents to the closest covered area. Park the car, then bring items all the way into the classroom.

Landscaping

Please keep students out of the landscaped parking lot 'island,' in order to protect the plants and irrigation.

- Stray balls and Frisbees may be carefully retrieved by students
- Class teachers are to inform students of the importance of respecting school property
- Recess teachers are responsible to keep students out of these areas

Classrooms

Baseboard Heaters – Thermostat Settings

Please note that classrooms naturally warm up with body heat once occupied by students and as the day goes on. Please anticipate this in the early morning and turn down thermostat settings before opening windows/doors.

Do not let heaters run at the same time that windows and doors are open, including exterior building doors.

Cleaning

Teachers are responsible for keeping classrooms clean and in good repair, including sinks, floors, desks and chairs, windows, counters, garbage, compost, and recycling. Our janitors clean the restrooms, kitchens, and common areas Monday – Friday, and deep clean the classrooms over school breaks. Carpets and hardwood floors will be professionally cleaned during the winter and summer breaks. Teachers may not hire cleaners or ask for parent volunteers to clean their classrooms.

Teachers are responsible to ensure that students taking out the garbage/compost/recycling do so properly, in the designated bins, and that the area inside the garbage enclosure is kept neat and free of debris.

Classroom Inspections

Classrooms, washrooms, and common areas should always be kept clean, well-organized, and safe by the teacher. Each classroom is inspected monthly by the Director of Administration, ED, and/or the Facilities Manager. Walk-throughs help mitigate end-of-year cleaning stress by addressing issues throughout the school year. Problems with unsafe, untidy, or unclean classrooms will be referred to the Executive Director.

Furniture

Fitting Elementary Grades Students to Chairs then Desks

At the beginning of each school year and at any time that a student outgrows his/her desk and chair, you may make a request to the Facilities Manager using a Buildings & Grounds form:

- for new chair size
- for assistance for adjustment to desk height, if needed

Be sure to specify the classroom (grade), student name, and exact need.

The order for fitting students to chairs and desks is as follows:

- 1 Fit student in correct chair first: feet on floor, lap parallel to floor so that knees and hips are parallel.
- 2 Adjust desk to the lowest height that the student can still be seated and fit under desk, while shoulders are the least “hunched up” due to elbows being pushed above the height of the desk top.

Occasionally, an increase in chair size will necessitate moving to the next larger height desk legs (when the adjustments have been set to the highest setting on the shorter desks). Request that the school office swap in the taller leg size at this point.

Use and Purchase of Furniture

- Furniture that belongs to the school is to stay in classrooms where it is currently located.
- Teachers may negotiate with each other to trade furniture other than student desks and chairs.
- Student desks and chairs are to remain in their current classroom with adjustments made, through the Practical Needs Group, to account for class size differences.
- “Excess” furniture must stay where currently located, unless another teacher can use it in another classroom.
- No new furniture is to be purchased or built without prior approval by Executive Director.

Protection of Walls, Surfaces, and Floors

Thumb Tacks, Staples, Nails

Do NOT put thumb tacks, staples, or nails into any surface other than bulletin boards. This includes:

- walls
- Furniture
- Molding
- Doors
- Window frames

Any requests outside of these parameters need to be approved by the Facilities Manager.

Tapes, Glues, And Temporary Fixatives

Please use the least damaging and least toxic adhesives that will still hold the weight of signage or temporary postings for the surfaces described above. In particular, please have care to avoid tapes that will damage surfaces. Most residue removers are highly toxic, so prevention is the key. Recommended alternatives may be requested from the school office and include:

- reusable adhesive putty
- Painters tape (for temporary postings – if left in place it will eventually adhere)

Adhesives to avoid (that leave residues, stains or otherwise mar surfaces) include:

- packing tape
- Regular masking tape
- Regular cellophane tape
- Duct tape
- Superglue

Additionally, tape – either painter's, scotch, or masking, may NOT be used on hardwood floors or carpets.

Wood Floors

It is critically important that all furniture, including desks and chairs, that sit atop hardwood floors have felt feet or other floor protectors. Please check all furnishings regularly and replace missing floor protectors. Floor protection may be requested on a Buildings & Grounds form to the Facilities Manager.

Light Bulbs

Three Cedars uses only full spectrum, compact fluorescent, LED, or energy efficient incandescent bulbs.

Teachers are asked to submit a Buildings & Grounds request form to the Facilities Manager, should you need bulbs replaced. Please note the following:

- The Facilities Manager is the only person authorized to change ceiling bulbs
 - Teachers may change incandescent bulbs in candelabra bases or table lamps
- No quartz/halogen lamps may be used under any circumstances (they are extremely hot and dangerous)
- Portable spotlights (on tri-pods or other stands) may not be used under any circumstances
- Silks or other fabrics may not be draped over any lighting under any circumstances
- No mechanical dimmer switches are to be used under any circumstances

Trillium Hall Lighting

In addition to the above guidelines:

- Any requests for alternate colored bulbs in the overhead lighting in Trillium Hall must be made to the Facilities Manager
- Turn bank of lights completely off (using switch) and do not turn off lighting by sliding dimmer switches down
- Light box (for plays) is safe to use only if plugged directly into the outlets at the front of the stage
- All used bulbs must be returned to the front office for recycling as they contain mercury and are toxic if broken.
- DO NOT THROW IN TRASH OR REGULAR RECYCLING!
- The front office will coordinate recycling of bulbs.

Buildings and Grounds

Repair, Maintenance, and Improvement Requests

The Facilities Manager reviews and prioritizes all requests for facilities repairs, maintenance, and improvements, taking into consideration the needs of the whole school, the budget available, and impacts such as safety, aesthetics, convenience, and preferences:

- Teachers are asked to fill out a request form, located in the faculty room, for work that they desire to be completed (one request per form).
- Faculty are discouraged from discussing facilities requests with parents or volunteers, especially comments upon their work.
- Faculty are equally discouraged from discussing facilities work with paid staff or contracted professionals, especially comments upon their work.
- All complaints regarding facilities should be directed to the Director of Administration, copied to the Executive Director, only.

Volunteers & Donors

All parents volunteering for work related to facilities (buildings, grounds, landscaping, gardens, improvements, maintenance, etc...) are organized by and report directly to the Director of Administration. The Director of Administration may assign volunteers to the Facilities Manager.

Three Cedars is careful not to “over-ask” parents with too frequent or conflicting facilities requests. Likewise, volunteers and donors should not go down a path with a project only to learn from administration later that the project wasn’t approved. Teachers are reminded to check with the Director of Administration to plan for any requests from class parents to donate time, money, or skills for a facilities project. Assigning the Director of Administration as the single supervisor for facilities work ensures that volunteers and donors are protected from “too many bosses.”

Contracted Work

Contracted employees, such as the school’s janitors, construction workers, and painters, etc., report to the Facilities Manager or the Director of Administration only. Faculty and Staff who have requests or comments which relate to the work of these individuals may direct their attention to the Facilities Manager or the Director of Administration. Faculty and Staff are asked to refrain from making requests, inquiries, complaints, or comments to the contracted employees.

Continued next page

Gardens

The garden areas are assigned to classes by grade during the preview meetings in August before the beginning of school. Each area is to be maintained by the teacher, students, and class parent volunteers throughout the year. This includes weeding, thinning, trimming back, watering, mulching, harvesting, and cleaning up of tools. Any questions related to the gardening program or practices may be directed to the Director of Administration. Please heed the following guidelines:

- All requests for plants, seeds, tools, supplies, etc. must be made to the Director of Administration. Purchases made without prior approval will not be reimbursed.
- Absolutely, under NO circumstances may the perennials be pulled out.
- Vegetables and herbs are the only annuals to be planted, with the exception of the breezeway planter boxes.
- In general, hay may not be purchased, either for decoration or ground cover. Special exceptions may be granted by the Director of Administration.
- Take special caution not to step on or break the sprinklers.
- Hoses must be rolled up and put neatly away when done.
- Be sure to put tools away – in the shed – every time they are used. Under no circumstances may tools be left outside. If you notice that tools need repair, please put a request in the Facilities Manager's box.
- Dispose of weeds and plant material properly, in the yard waste bin in the garbage enclosure
- For safety reasons, the bee enclosure is off limits to everyone except the school's beekeepers. The school's beekeepers are happy to show the bees to interested teachers, with advanced scheduling and proper protective gear.

Lawn

The lawns and grassy areas are maintained by the Facilities Manager, contracted workers, or on some occasions, parent volunteers. Throughout the year there may be occasions where it is necessary to close off sections of the grass for aeration, overseeding, or fertilizing. The faculty will be given sufficient notice in the event of a closure.

Woods

The woods are maintained at the discretion of the Facilities Manager. Faculty and Staff may submit a Buildings & Grounds request form to the Facilities Manager, but may not – under any circumstances – organize work parties, parent volunteers, or make changes to the woods without prior approval of the Facilities Manager. Power tools may not be used in the woods by employees other than the Facilities Manager.

Continued next page

Waste

Three Cedars employees make every attempt to minimize waste by composting and recycling, and purchasing compostable/biodegradable materials whenever possible. The school provides biodegradable tableware for large events, but asks that whenever possible, faculty and staff consider using non-disposable tableware for class events, such as parent evenings. Please inquire with the office staff for use of either biodegradable or china tableware and settings.

Compost

The following items (only) may be placed in our brown compost bin, which is located inside the garbage enclosure:

- Food Scraps and leftovers
- Paper Cups, Paper Bowls, Paper Plates, Paper Napkins/Towels, so long as there is no plastic lining or coating
- Bio-bags, Biodegradable Utensils
- Greasy pizza boxes
- Coffee grounds and filters

Recycling

The following items may be placed in our blue recycling bin, located inside the garbage enclosure to the left:

- Clean, un-waxed paper
- Paper bags
- Cardboard
- Plastic bottles/containers
- Aluminum cans
- Glass
- Plastic coated milk and juice cartons

Note: napkins and paper towels are NOT recyclable (they may be composted)

Yard Waste

The following items may be placed in our green yard waste bin, which is located inside the garbage enclosure:

- Yard debris, leaves, grass, trimmings, weeds
- House plants (discard plastic container)
- Flower bouquets
- Branches (less than 4" in diameter, 4' in length, 55 lb. limit)

Emergency Preparedness

Faculty and Staff are required to familiarize themselves with the Crisis Management Handbook. Step-by-step instruction for Fire drills is listed below.

Fire Drills

Office staff will set the alarm. Drills are not announced and are 'live.'

- 1 Call Ace Fire and Security at 1.800.238.9126; account # is 63-3036.
- 2 Have them put the alarm in test mode for the fire drill for approximately 45 min.
- 3 To set the alarm, press 20 ACK/ENTER, then 1111. The alarm will begin immediately.
- 4 Allow the alarm to run for 2 min, or until you are certain all students are out.
- 5 To reset the alarm, preset RESET 1111.
- 6 The staff member who set the alarm should note the time and keep a phone with them.

Real Fires (Not a Drill)

- 1 Call 911 and stay on the phone with them.
- 2 The fire panel will indicate the location of the fire.
- 3 Take your keys and the phone with you to the location of the fire.
- 4 Put the fire out if possible.
- 5 Do NOT silence or reset the alarm; the fire fighters will reset the alarm when they arrive.
- 6 Meet the fire fighters when they arrive and do as instructed.
- 7 The fire fighters will have keys to reset the fire pulls, if one was pulled.
- 8 They may need to access the sprinkler riser room – keys are in the key box in the front office. The key to the lock on the key box is located on the inside door of the cabinet behind the front desk.

For Drills and Real Fires, Remaining Office Staff Will:

- 1 Take keys and emergency book, note the time of the alarm
- 2 Check all buildings and restrooms to make sure they are clear, closing all doors and windows
- 3 Meet with students and faculty at assembly area in parking lot
- 4 Take attendance (youngest to oldest); we need a total number and a record of who is present/absent.
- 5 Dismiss students (youngest to oldest) ONLY after the fire fighters have given instruction to do so.

Continued next page

Teachers, When You Hear the Alarm Sound:

- 1 Check evacuation routes for damage
- 2 Evacuate children, closing doors and windows behind you. Take the following items with you:
 - Attendance records
(the front office has the daily attendance sheets, but please bring your own records out as well)
 - Children's emergency/consent forms, small first aid kit, and cell phone, if available
- 3 Children are to walk silently and are to remain silent until safely returned to their classroom
- 4 Assemble your class in the north area of the parking lot.
Line up by grade, youngest grade (KG) near the bottom, to oldest
- 5 Office staff will take attendance and will dismiss students by grade, youngest to oldest.
We are required to stay out of all buildings until the Fire Dept. declares them safe
- 6 If there is a fire that necessitates the closing of school, students will stay with their teachers, as a class, unless otherwise instructed. Students may only be released to their parents by **office staff** and must be signed out by their **parent/guardian**. Teachers and staff may be required to stay onsite until all students have been released.

4 • Organizational Structure

The Board of Trustees

The Board of Trustees (Board) is accountable to the Three Cedars Waldorf School Society for the well-being of the institution. The Board is composed of past and current parents and members of the community-at-large, with the Executive Director serving in ex-officio role. The Board of Trustees meets monthly to monitor the performance of the Executive Director, and concerns itself primarily with the long-term direction of the organization. The Board is legally and ethically responsible for the fulfillment of the school's mission and purpose. The Board charges the Executive Director with the task of implementing the Board's vision for the school as articulated by the Board in the Strategic Plan.

The Executive Director

The following reflects TCWS organizational structure as currently defined by the Executive Director (ED). The ED is the Board of Trustees's only link to operational achievement and conduct, so that all authority and accountability of staff, as far as the Board of Trustees is concerned, is considered the authority and accountability of the ED. The organization is designed in such a way as to ensure the integration of fundamental elements of school life (economic, legal, and pedagogical), leading to balanced, fair, and sustainable decisions and practices. The Executive Director is accountable for all school operations and ensures interconnectedness between the school's working groups, effective communication, and proper channeling of day-to-day schools affairs. The Executive Director respects and furthers the integrity of three autonomous and interrelated working bodies responsible for specific areas of activities:

Activity	Constituency	System	Gesture	Principle	Staff
Development	Parents & Donors	Metabolic	Expansion/receiving	Brotherhood	Development Coordinator Admissions Office Class Parent volunteers Parent Association volunteers
Associative	Public through Associative Society	Circulatory	Integration/Balance	Equality	Director of Administration Office Manager Administrative Assistants Site Manager Business Manager Bookkeeper Volunteers
Pedagogy	Faculty/Students	Nerve–Sense	Contraction/giving	Freedom	Teaching Faculty Members Dean of Education Receptionists Classroom Volunteers

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4 • Organizational Structure

Development

“Development” comprises all activities pertaining to the institution’s interface with the public, including families of students currently enrolled in the institution, enrollment and admissions, marketing, promotion, alumni relations, fundraising, public relations, image, and positioning. The Development Group carries out the development management of the school, as delegated by the ED. Members are selected by the ED on the basis of skills and knowledge.

Development activities are carried out by the following workgroups:

- Development Workgroup, including fundraising, enrollment, publications, and marketing volunteer teams.
- Parent Association, including Class Coordinators team.

Associative

“Associative” comprises all activities pertaining to the institution’s legal compliance and contractual rights and responsibilities, including such matters as financial strategy and planning, land use, capital strategy and planning, and real estate acquisition, except where those responsibilities rest with the Board of Trustees by legal requirement or policy statement. The Associative group carries out the associative management of the school, as delegated by the ED. Members are selected by the ED on the basis of skills and knowledge.

Associative activities are carried out by the following workgroups:

- Finance workgroup, composed of parent volunteers, ED, and staff as appropriate
- Site Planning workgroup, composed of parent volunteers, ED, and staff as appropriate

Pedagogy

“Pedagogy” comprises all activities pertaining to the institution’s program and the interaction with students, including classroom teaching, curricular and extracurricular activities, student social events, and class trips. Pedagogical activities are carried out by the Pedagogical Carrying Group.

The Pedagogical Carrying Group (PCG) carries out the pedagogical management of the school, as delegated by the ED. Members are selected by faculty annually according to the TCWS PCG Membership Protocol. PCG manages the pedagogical affairs of the school through three pedagogical Workgroups:

- Care of Personnel
- Practical Needs
- Program and Curriculum

Workgroups are composed of faculty members who volunteer to take up this work out of their free initiative.

Composition of Workgroups is modified each year in May to ensure a smooth summer transition. Each Workgroup is facilitated by a Convener who is mandated by workgroup members through a process of approval voting to take up this work. Workgroups report to and are accountable to the PCG.

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4 • Organizational Structure

PCG Responsibilities & Tasks

- Steers and coordinate all pedagogical matters of the Three Cedars Waldorf School.
- Mandates work through the three pedagogical Workgroups as deemed necessary to perform functions for the healthy and sustainable pedagogical life of the school.
- Defines and monitors the scope and timelines of the Workgroups' tasks.
- Oversees all pedagogical matters through:
 - Requesting recommendations from pedagogical Workgroups.
 - Proposing final recommendations of pedagogical policies and procedures to the ED for ratification and implementation.
- Consults and solicits input from the Faculty through Workgroups.

Accountability & Reporting

- The PCG is accountable to and reports to the ED.
- Workgroup conveners are accountable to and report to the PCG Chair.

Communication

- PCG minutes are distributed weekly to the whole faculty via email by PCG chair.
- PCG Workgroup conveners bring items to and from their Workgroups as requested by PCG or the director, or at their own initiative.
- PCG submits monthly summaries of activities to the director for publication in the school's newsletter and Incidental Reports to the Board.
- The PCG meets with the Board as a full group at least once annually, at the initiative of the PCG Chair.

PCG Meetings

The PCG meets weekly for 90 minutes, unless stated otherwise on the general calendar. A complete calendar of PCG meetings is designed by PCG Chair and available by September 15 of each school year.

Documentation

PCG meeting minutes outline the items discussed, decision, and actions.

Minutes are kept electronically. Meeting minutes and agendas as well as other material necessary for the conduct of effective and timely meetings, are sent electronically to PCG members at least 48 hours in advance of each meeting. PCG Chair schedules distribution of minutes accordingly. PCG minutes are posted in the faculty room once adopted by PCG members.

PCG Membership

PCG membership is inherent in the faculty divisions chairs and PCG Workgroup Conveners scope of responsibility. Therefore the PCG is composed of the following members: Full Faculty Chair, Faculty Department Chairs, Workgroup Conveners, Dean of Education, Director of Administration, and Executive Director. The ED may assign PCG membership to other faculty members in leadership positions, as needed.

Faculty members who hold PCG membership must be teaching employees in good standing.

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4 • Organizational Structure

PCG Membership Terms

PCG membership is for one school year, from May of the current year through May of the subsequent school year to ensure effectiveness through the summer months.

PCG Membership Criteria

Faculty who hold PCG membership by virtue of their leadership positions as Faculty Chairs and Workgroup Conveners are invited to consider the following before accepting responsibility:

Skills

- Experience with Waldorf pedagogy
- Interpersonal skills, cooperative working, directness
- Clear thinking
- Ability to be forthright in relation to the functioning of the group

Knowledge

- Of Waldorf pedagogy, Waldorf curriculum, Anthroposophy
- Of existing TCWS pedagogical policies and protocols

Attitudes

- Willingness to:
 - Serve on this group
 - Learn about and understand existing TCWS pedagogical policies and protocols
 - Understand and work with the current governance of the Three Cedars Waldorf School
 - Grant wisdom to points of view different from one's own
 - Question established points of view
- Commitment to Three Cedars Waldorf School
- Commitment to self-development
- Recognition and acknowledgement of Anthroposophy as the spiritual foundation of Three Cedars Waldorf School and willingness to work with these principles.

PCG Chair

The position of PCG chair is filled by the Dean of Education or, if this position is not staffed, by the Executive Director.

Tasks:

- Holds and monitors the flow of PCG Workgroup tasks through his or her work with conveners.
- Drafts PCG agenda from work in PCG meetings
- Drafts and distributes PCG meetings minutes

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4 • Organizational Structure

PCG Relations with the Full Faculty

All permanent teachers of the Three Cedars Waldorf School comprise the Full Faculty. The Full Faculty is responsible for the spiritual work of the school through the practice of study, artistic activity, work with the insights of Rudolf Steiner and other prominent pedagogues, and pedagogical observations. Permanent teachers are required to attend all Full Faculty meetings. The Full Faculty is led by TCWS Full Faculty Chair, elected by faculty through a yearly process of approval voting. PCG makes regular and systematic reports to all faculty members in the context of Full Faculty meetings, where a short report time is allocated for this purpose. Schedule of reports is agreed upon by the Full Faculty Chair and the PCG Chair and published in the Full Faculty meeting calendar for the upcoming year.

Review and Preview Days

Review and preview days are considered an integral part of PCG and faculty work schedules. Attendance is mandatory for all TCWS exempt classroom staff. Non-exempt staff attend or not, as per individual arrangement with their supervisors. PCG and Full Faculty Chair determine the content, sequence, and schedule of Review and Preview Days through the engagement of one or several Workgroups, at its discretion.

4 • Organizational Structure

Faculty and Departments

Full Faculty

All permanent teachers employed by Three Cedars Waldorf School comprise the Full Faculty. The Full Faculty is responsible for the spiritual work of the school through the practice of study, artistic activity, work with the insights of Rudolf Steiner and other prominent pedagogues, and pedagogical observations. Teachers are required to attend all Full Faculty weekly meetings. The Full Faculty is led by TCWS Full Faculty Chair, elected by faculty through a yearly process of approval voting.

Departments

Faculty members meet in groupings related to pedagogical purpose: Early Childhood Department, Elementary School Department, and Subject Teachers (collectively “Faculty Department”). The purpose of these meetings is to:

- Further develop programs and curriculum as they pertain to the design, content, sequence of lessons, or pedagogical orientations of their department, to propose to the Program and Curriculum Pedagogical Work Group. Manage the daily affairs of each department as they pertain to students’ activities such as assemblies, festivals and calendar of students’ events.
- Departments are led by faculty department chairs, elected through a yearly process of approval voting.

Full Faculty Meeting Guidelines

Attendance

All faculty members are required to attend Full Faculty Meetings. Please notify the Faculty Chair and Executive Director in advance if you are going to be absent, tardy or are leaving a meeting early. All questions teachers may have about which meetings they are expected to attend need to go directly to the Executive Director, outside of meeting time and on an individual basis.

Time

- Please be prepared. All faculty members should come to the meeting up-to date, having read the agenda and any accompanying documents –study material or information, in advance.
- Meetings start on time. The Faculty Chair takes responsibility for beginning meetings on time regardless of who is absent or late with the intention to be respectful of everyone’s time and to keep our spiritual appointment for opening verses.
- Meetings end on time. The Faculty Chair will make every effort to adhere to the meeting end-time unless agreed upon by the group in response to an urgent or emergent need.

Process

- The Faculty Chair may adjust the agenda in service of the immediate needs of the group.
- The quality of our group process is everyone’s responsibility. We agree to be accountable to our highest working and in doing so we commit to actively observing and checking the process. We agree to be accountable to each other and to give one another permission to remind and be reminded of our commitment to the group and the process.
- We agree to maintain focus in the meeting. Issues related to the topic discussed may arise during a given meeting. The Faculty Chair will take note of those that may need future discussion.
- We agree to be brief in our comments and contributions to give others a chance to speak. This commitment is based on our wish for equity of participation. The Faculty Chair will strive to ensure that every member is given an opportunity to speak and be included in the meeting.
- The virtue of each... Out of a wish to hear from each person, brief full faculty check-ins will be scheduled a few times each year, time permitting. These check-ins will be a time to briefly share highlights, observations, experiences and inspirations related to our work.

4 • Organizational Structure

Teaching Faculty Workloads

A definition of full-time loads permits the school to achieve an approximately equitable distribution of teaching duties among teachers, both within and between sections (Early Childhood, Grade school) and within the Grades (Class Teachers and Subject Teachers), and for part-time teachers to determine salary and benefits in terms of the percentage of a full-time assignment.

TCWS teaching loads are determined by quantifying scheduled class time with students. Other duties, including but not limited to recess supervision, parent work, preparation time, correcting time, meeting time, cleaning, assigned duties, administrative work, mentoring, writing reports, leadership roles within the school, after-school study hall, sports, clubs, substituting for colleagues, field trips, supervising students during transition times, are not translated into lesson-equivalents and are not added to the workload figure.

Because of the many variables involved in determining the load which a teacher carries, TCWS does not consider it possible or desirable to achieve a precise formula for equitable distribution of teaching assignments. Therefore the definitions below are articulated in broad terms. It will continue to be imperative that those charged with applying the definition use their good judgment, considering both individual circumstances, as well as the needs of the school, in order to arrive at approximately equitable final outcomes.

Definitions

TCWS full-time teaching assignment (in terms of scheduled class time and time on campus) is defined as follows:

Early Childhood

- Programs run 4 hours/day (30 lessons/contact time per week, based on a 40-minute lesson)
- All EC teachers supervise and support extended care teachers, including substituting as needed
- Experienced EC teachers are expected to engage in additional school-wide support work beyond regular work group membership. (Examples: Leadership roles such as PCG member or Workgroup chair, admissions outreach, teaching a specialty lesson in Grade School).
- Teachers are in attendance from approximately 7:30 am to 1:15 pm
- Teachers may leave campus after students are dismissed and extended care is underway, unless needed for other tasks.

Class Teachers

Twelve to fifteen lessons per week (*) in addition to Morning Lesson depending on grade and topic of lesson. Morning lesson is considered the equivalent of two lessons.

- Teachers attend new special subject teachers' classes as needed
- Grade 1 – May have two afternoons off.
- Grade 2 through 8 – may have one afternoon off.
- Teachers are in attendance all day (approximately 7:30 – 3:45) – with breaks for errands as needed.

Subject Teachers

- Range of 18 to 22 lessons per week(*)
- For PE, strings, gardening: full-time is 24 lessons per week benchmark
- Eurythmy full-time is 18 lessons per week benchmark
- Full-time teachers are in attendance all day (approximately 7:30 – 3:45) – with breaks for errands as needed.

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4 • Organizational Structure

Assistants and Block Teachers

Full-time benchmark is 1,920 hours per year. Compensations may be calculated on a per lesson basis.

(*) Based on five lessons per day. TCWS considers a school year to comprise an average of 34 weeks due to holidays and extended week-ends.

Faculty and Staff Attendance at School Events

- Full-time employees – attendance required when indicated as such.
- Part-time employees – please check with your supervisor for specific events when marked required.

Event	Held By	Faculty & Staff Attendance
B & G Work Parties	Admin – Office Manager, Facilities Manager	Once per Year as per ED Request
School Tours	Admin – Director of Admissions, ED	
Class Parent Nights	Respective Teachers Leaving Must Lock Up/Check Windows	At Class Teachers' Invitation
Rose Ceremony	Faculty	Required: Faculty Requested: Admin
Back to School Night	Faculty	Required: Faculty
Michaelmas	Faculty – Pageant and Activities	Required: Faculty
Class Plays	Class Teacher	At Class Teachers' Invitation
Portrait Days	Admin	
Benefit Evening	Admin and Parent Volunteers	Requested: Faculty & Staff
Día de los Muertos	Faculty – Spanish Teacher	
Lantern Walk	Festivals Team, Faculty	Required: KG,1,2 Teachers Faculty Invited
Winter Garden of Light	Faculty	Required: Class Teachers
Adult Education Events	Admin	All: Strongly Encouraged
Mochi Pounding	Japanese Teacher/s	At Teacher's Invitation
MLK Assembly	Elementary Faculty	Required: Elementary Faculty when Regularly Scheduled
KG Potluck and Games Night	KG Faculty	Required: KG Faculty
Sharing Assembly	Assemblies Coordinator with Elementary Faculty, Admin Creates and Prints Programs	Required: Elementary Faculty
Valentine's Day Luncheon	KG Faculty	Required: KG Faculty
KG Experiential Morning	KG Faculty, Admin Support	Required: KG Faculty
KG and Grade 1 Spring Parade	KG Faculty	Required: KG Faculty, Gr 1 Teacher
Friends & Relatives Day	Admin and Faculty	All Required when Regularly Scheduled
Mother's Day Luncheon	KG	Required: KG Faculty
Thank You Event	Admin, Parent Volunteers	All Requested
May Faire	Admin, P.A., Parent Volunteers, Faculty	Required: All Faculty for May Pole Requested: All Faculty for Rest of May Faire
Sharing Assembly	Faculty, Admin Support (venue rental, programs)	Required: Elementary Faculty
Last Day of School KG	KG Faculty	Required: KG Faculty
Last Day of School Elem	Faculty, Admin Support (ice cream, volunteers)	Required: Elementary Faculty
Graduation Ceremony	Grade 8 Teacher: Ceremony Administration: Planning	All Required

4 • Organizational Structure

Substitution – Elementary

Each faculty member is assigned a number of substitution duties (First-call, Second-call, Recess, Dismissal, Lunch substitutions) proportional to his/her full time status, at a level which takes into consideration teaching load and volunteer roles.

Designated Substitutes – First and Second Call

- **First-Call Sub** must remain on campus during assigned sub time slot
- **First-Call Main Lesson Sub** must be on campus as scheduled for Main Lesson (to be available for any unanticipated Main Lesson need).
- **Second-Call Sub** must alert the **Substitute Coordinator** if leaving campus during assigned sub time
- Substitute receives substitution assignments (which class at what time) and lesson plan from the **Substitute Coordinator**:
 - In mailbox in the morning, or
 - In person from the Substitute Coordinator

Emergency Absences

A teacher in need of substitution for his/her class is requested to:

- 1 Call the **Substitute Coordinator** on the evening before, or by 6:15 am at the latest
- 2 Email a lesson plan to subbing@threecedars.org by 7:00 am

The Substitute Coordinator responds in the following way:

- 1 By 6.30 am – Call the assigned Main Lesson sub to come in for Main Lesson
- 2 By 7:30 am – Place sub assignment form and lesson plans in the assigned substitute's box. Place a copy of the above in the box of each teacher impacted by the substitution (Class teacher or Main Lesson sub).
- 3 At morning verse – Announce absences

Important note – If the class teacher wishes to keep his/her class during the substitution period, they must:

- Alert the Substitute Coordinator
- Alert the assigned substitute

Midday Emergency Absences

- 1 A teacher in need of a midday substitution reports their need to the front office.
- 2 Front Office alerts the Dean and/or the Substitution Coordinator or, in their absence, the Office Manager.

The Substitution Coordinator contacts, in the following sequence:

- 1 The designated **First-Call Sub** for the needed period(s), or:
- 2 The designated **Second-Call Sub** for the needed period(s), or:
- 3 Any teacher who is on a free period.

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4 • Organizational Structure

Planned Absences

- 1 Teacher requests a leave of absence from the **Executive Director**.
- 2 Approved leave of absence is forwarded to the **Dean of Education** and the **Substitute Coordinator**.
- 3 The **Substitute Coordinator** makes appropriate substitute arrangements as per protocol.
- 4 The teacher on a leave must submit a lesson plan to the Substitute Coordinator 3 business days prior to the planned absence, at the latest.

Substitution – Early Childhood

- 1 A teacher in need of substitution for his/her class is requested to **call the Substitute Coordinator** on the evening before or by 6:15 am at the latest.
- 2 The **Substitute Coordinator** arranges for a hired substitute.

Substitution – After Care

- 1 A teacher in need of substitution for his/her class is requested to **call the Substitute Coordinator** on the evening before or by 6:15 am at the latest.
- 2 The **Substitute Coordinator** responds in the following way:
 - **By 7:30 am on Monday, Tuesday, Wednesday and Friday** – Place sub assignment form in the Early Childhood substitute teacher's box. Place a copy of the above in each Early Childhood teacher's box. **On Thursdays** arranges for a hired substitute.
 - **At morning verse** – Announce absences.

5 • Internal Practices

Calendar Guidelines

Purpose

The guiding principles are articulated to facilitate the creation of the school's yearly calendar. They are intended to:

- Ensure a healthy school rhythm for the students and the teaching faculty
- Significantly reduce the time needed to draft the yearly calendar
- Enable a multi-year planning of the school's activities

Breaks

- **Fall** – Include a three-day weekend approximately mid-way between Labor Day and Thanksgiving break (around Columbus Day) to provide a small pause in the long beginning-of-year period.
This is for the purpose of rest only and should not be used for a faculty workday or other purpose.
- **Fall Parent-Teacher Conferences** – 2 days preceding or following a weekend on or after Halloween.
- **Thanksgiving Break** – Three-day week (Monday through Wednesday). Only take Thursday (Thanksgiving day) and Friday off. Regular Afterschool Care dismissal time on Wednesday.
- **Holiday Break** – School always will end between December 17th and 21st, thus the Holiday break always begins between the 18th and the 22nd.
 - When the above creates shorter school weeks, these shorter weeks will be no shorter than 3 school days.
 - This break is two weeks (10-11 school days) in length.
 - Note – Considerations for the Holy Nights are of a personal nature rather than a school principle. Therefore, although the Holy Nights when included in the Holiday break will be much appreciated, they are not considered as a guiding principle for the purpose of the calendar.
- **Mid-Winter Break**
 - Falls during the week of Presidents Day.
 - Is 1 week (5 days) in length.
 - 2 days of Parent-Teacher conferences precede the break.
 - Break is used for Professional Development work.
 - Is scheduled 6 to 8 weeks after the Holiday break.
- **Spring Break**
 - Is 2 weeks (10 days) in length.
 - Is scheduled 6 to 8 weeks after the Mid-Winter break, so that it falls evenly between Mid-Winter break and the end of the school year in June.
 - Scheduling is not dependent on Easter or other Holy Days.

Overnight Field Trips

There are no days off following overnight field trips. PCG concluded that there is more pedagogical value in students returning to school following a field trip, to process, digest, and reminisce.

- The class has the opportunity to “harvest the fruit” of the field trip experience, by conversing and putting into creative expression what was learned on the field trip.

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- Many students would spend the day off in non-school related activities such as video games, necessitating a transition back to the school rhythm.
- The High School and other schools do not provide a day off; these students maintain their routine well.
- Families do not have to search for day care or make plans for the one child affected by the field trip.

Parent Nights, Lectures, etc

- Parent Evenings – Schedule on Tuesdays from 6:30 - 8:00pm (5 for KGs and 4 for Elem including B.T.S.N.)
- Space class parent nights equally throughout the school year
- Parent Association meetings – try for 3rd Thursday of each month
- School tours – try for 2nd Wednesday of each month
- APT – 1st Wednesday of the month
- Board meetings?

Class Plays

- Student performance – Thursday morning at 9:30, unless alternate time cleared with Director of Administration
- Community performance – Friday evening at 6:20, unless alternate time cleared with Director of Administration

Other Important Considerations

- Back-to-School Night – Tuesday following the first week of school.
- Michaelmas Festival (Elementary students only) – Friday closest to September 29
- Michaelmas Festival (KG students and families) – Friday preceding Michaelmas
- Michaelmas Family Celebration – (parents and children) – Saturday following Michaelmas Festival.
- Lantern Walk – closest Saturday to St. Martin's Day in November
- Winter Faire – Sunday closest to December 1st.
- Winter Garden of Light – Thursday during 1st week of Advent
- St. Nicholas Day – December 6th or following Monday if on a weekend
- Santa Lucia Procession – December 13th or following Monday if on a weekend
- Salad Day – Thursday before Spring Break
- KG Spring Parade – Friday before Spring Break
- May Faire – 1st Saturday in May
- Memorial Day – Day off
- Appreciation Assembly – Friday preceding grade 8 class trip
- Grade 8 Commencement – Sunday preceding the last week of school
- Grade 8 graduation trip – week before the last week of school ; students do not return to school
- Last Day of KG – Thursday before Elem last day
- Last Day Elem – Friday at the end of two full weeks in June
- Classroom Moves – Last week of school (begin Monday or Tuesday?)
- End of Year Review Week Two business days are scheduled between last day of school and first day of Review Days for the purpose of End-of-Year report writing, 1 day for classroom cleaning, 2 days for meetings.
- Preview Days – Begins on the Monday two weeks before Labor Day, unless special exception is made
- Retreat – date will be proposed to the Director of Administration by the organizers

AWSNA Delegates

Placeholder page. Policy is currently in the process of being articulated.

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Communication With Parents

Protocol

Waldorf education is rooted in a deep understanding of child development and highly values community-building. Sharing our understanding of each student's development is instrumental to a healthy and open relationship with that child's family and to the continued building of our school community, both of which are central to our mission.

Parents entrust us with one of the most fundamental aspects of their children's lives, and through their trust enable us to fulfill our mission as a Waldorf School. We are committed to nurturing a culture of open, authentic, and regular communication with our students and their parents, designed to deepen mutual understanding and trust in our partnership.

General Communication

Information relative to all students, general school matters, and events is the responsibility of the school administration, which produces the bi-weekly newsletter, the yearly calendar and bi-weekly calendar reminders, the website, and all other publications. In addition, the administration works with the faculty on class-centered communication, which primarily takes place via email.

Class and Student Communication

Parents are kept informed of their child(ren)'s development and progress in class through the following:

Written Correspondence

Beginning of Year Letter: Around the third Tuesday of August the office sends an annual Beginning of Year Letter to the parents, welcoming them to the new school year and including:

- General information for the upcoming school year
- Introduction of new staff and faculty members
- Reminders of important upcoming events
- A class-specific (Parent-tot, preschool/kindergarten, class teachers) personalized welcome letter to their class.
- Block rotation and weekly schedule for grades 1-8
- Weekly schedule for Preschool/kindergarten

Individual Conversations

In-person communication is by far the most effective way to convey appreciation and concerns to parents. For example, a brief conversation at pick-up time is often all that is needed to address small concerns, or to keep parents current on their child's progress. A phone conversation as an initial contact prior to bringing concerns to families is also an effective way to engage parents in such a way that they will be comfortable with more challenging conversations. The sharing of appreciation for the student and his or her family is highly valued by all, and greatly contributes to the nurturing of our school community through personal interactions. For this reason we ask that teachers connect in person or by phone with each of their students' families within three weeks of the beginning of school.

When a faculty member is concerned by a student's behavior or performance, parents should be called immediately and kept thoroughly informed of the teacher(s)'s observations and the student's progress.

In the grade school, when a student is sent to the office by a faculty member for disciplinary reasons – See TCWS Approach to Discipline Protocol - the office staff will contact the parent(s) immediately and inform them that the

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5 • Internal Practices

faculty member who sent the student to the office will contact them on the same evening. Teachers will find a reminder to do so in their mail box. Our office keeps a record of all students sent to the office, for this purpose.

Regular in-person and phone conversations form the foundation of our school's relationship with families.

Grade School specialty teachers are responsible for communicating directly with parents when students present challenges in their classes, while at the same time informing the class teacher and the Dean of all such communications, for the purpose of cohesion.

Parent Evenings

Parents' participation in school life is a cornerstone of Waldorf education. The purpose of TCWS parent evenings is to foster a sense of community for and with parents, and to provide them with a context within which they can deepen their understanding of the children's experience in the class. Parent evenings take place at regular intervals, 3 to 4 times per year depending on the grades.

Suggested Format

The following outline is a suggestion of how a parent evening can be effectively run. Teachers may change this suggested format at their discretion. Welcoming parents to a comfortable, beautiful, and inspiring environment where socializing can happen is very important to the successful unfolding of parent evenings. Class coordinators can provide great support to teachers in organizing these events, for example, setting up a refreshment table, reminding parents of the event, and welcoming parents to the Parent Evening.

In addition, preparing the classroom so that parents are able to view the students' work greatly contributes to a welcoming atmosphere. We recommend that you create a circle of chairs in the center of your classroom by lining up the students' desks at the periphery of the room. You might want to place a beautiful object such as a candle or seasonal flowers at the center of your circle, and display your students' work either on the desks or around your class, depending on the grade.

- Begin with 15 minutes of socializing. (Although on occasions teachers may need to start with an agenda item right away, socializing is a very important component of building a well connected group of parents.)
- Begin your meeting time with the morning verse or some other piece to gather the group.
- Engage the group in singing, movement, or other short activity that relates to the block being studied, for 5 to 10 minutes. Bring something that brings laughter!
- Speak about the class, its social and emotional mood, and the relationship of the students with their work. This time length varies with the class and the agenda of the meeting.
- Remind parents of the necessity to arrive to school on time, at every parent evening.
- Create a picture of the students in relation to Child Development in the light of Waldorf education, using the curriculum, why and how it meets the students at this stage, and why and how you present it to the students.
- Please invite guest speakers to support you in creating this picture for the parents when you feel the need.
- Please invite Subject Teachers to join your Parent Evenings at least twice a year.
- Speak about child development a year in advance. It is often too late to speak about it if a certain behavior has already started. Child development needs to be discussed repeatedly while the students are exhibiting certain behaviors. Draw the "bathtub" of development on the board once a year. Show the parents where their children are right now and where they are headed. This gives a very clear picture to the parents. Make a list of resources, and resource material available to parents, or direct them to Waldorf resources online.
- Give the parents an opportunity to discuss their children with one another.

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5 • Internal Practices

- **Break:** A short time for tea, stretching, etc., if needed.
- The next half hour could be spent discussing class business. Include your Class Coordinator in this section of your meeting.
- End on time. Ending on time is an expression of respect. Parents are tired too!

Scheduling Parent Evenings

Three Parent Evenings (in addition to Back-to-School Night) are scheduled per year through the process of calendar setting. However, you may choose to schedule an additional meeting if the need arise, in which case you will need to obtain approval from the Dean of Education and confirm the availability of your chosen date with the office.

- Include the dates of your Parent Evenings in your first letter of the year
- Send a reminder via email one week to 10 days prior to each Parent Evening

Topics to Discuss in Parent Evenings

Early childhood – Child development, Parenting, festivals, media, discipline, rhythm, sleep, nutrition, warmth and clothing, grade 1 readiness.

Grade One – Media, reading and math, rhythm, sleep, nutrition, warmth and clothing

Grade Two – Second Grade Assessment, 9 Year Change (toward the end of Grade Two), math, language arts

Grade Three – 9 Year Change (again and again and again...), math, language arts

Grade Four – Fractions, Norse Myths (why we teach these now), end of 9 Year Change.

Grade Five – 12 Year Change, middle of childhood, internet use, media, math, language arts

Grade Six – 12 Year Change continued (again and again), social grouping, parties, gender, media, math, language arts

Grade Seven and Eight – How we work with adolescents, parental guidance, parties, media, math, language arts

Present these topics in the context of the curriculum. Explain why we are teaching what we are teaching in each specific grade.

Parent-Teacher Conferences

Parent-teacher conferences are scheduled twice during the school year, in the fall and late winter, for the grade school students. For early childhood students, conferences take place once in person, and once by phone. Days are set aside in the school calendar for that purpose and all effort will be made to complete the conferences on the designated conference days. However, classes may become too large for all conferences to take place during these days only. In this case conferences may be scheduled at times other than those on the school calendar, at the discretion of each teacher and with prior authorization by the Dean.

Parent-teacher conferences are reciprocally valuable to both parents and the teacher. They provide opportunities to share the student's work, social connections, academic progress, and successes, as well as concerns.

Parents have very few opportunities to get to know their child in the context of the classroom, and are looking forward to having a time dedicated to discovering their child in that unique light. In addition, teachers have the opportunity to gain a deeper understanding of and appreciation for each child as the parents offer stories and images from their non-school life.

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Conferences are a very special time for parents, and should be focused on the child, and on listening to the parent(s). Previous short in-person and phone conversations (see above) will be of much help here, in that parents are then already prepared to discuss some topics regarding their child you have brought to their awareness in this way.

Important note – For obvious reasons of privacy, discussing other students and/or their families in conferences is not appropriate. When parents bring concerns or observations about other students in the conversation, listen and take note of their concern, refrain to elaborate or further comment, and gently bring the conversation back to the student whose conference it is.

Parent-teacher conferences take time to prepare and conduct well. To support ease of coordination for parents with multiple children in the school, Three Cedars schedules Parent Teacher conferences:

- On the hour for all of the grade school students. We recommend that you take 30-45 minutes for conversation and 10 to 15 minutes of reflection and note taking to ensure good follow-up on the topics of concerns brought by the parents.
- Every 45 minutes for Early Childhood programs. We recommend that you take 30 minutes for conversation and 10 to 15 minutes of reflection and note taking.

Please note that, in lieu of mid-year reports for teachers, the Parent-Teacher conference forms should reflect the main points of the conversations, particularly the recommendations made by the teacher. The conference notes are submitted to the office and become part of the student's confidential file, and serve to support the teacher and the school should questions of communications and accountability be raised.

Conferences are NOT the time to bring concerns for the first time. Concerns should be brought to the parents' awareness as they arise (See A. Individual conversations) and a progress report brought in the context of the conference.

A word of caution: it is tempting to focus on a student's challenges during conferences. Although concerns and challenges should be discussed, it is crucial that parents be presented with a well-rounded picture of their child including successes and positive progress. Focusing on challenges and concerns is disheartening and uninspiring to parents, and may foster a sense of hopelessness that is in direct opposition with our mission.

Written Reports

The purpose of written reports is to give an accurate picture the students' progress to the parents. The frequency and depth of reports increases as students move through the grades. Reports include narratives and skills charts that are progressively more specific according to the grade level and subject. We allow a high level of diversity in reporting between the grades and the subjects. We aim at giving each teacher the latitude he or she needs to best assess the students' progress in the context of a particular subject.

Reports are only a summary of ongoing communication with parents. They do not replace in-person conversations or phone calls, and do not contain any information not previously known to the parents and the students.

Reports, particularly the grid section, only reflect a skill set articulated on the report by the teacher using a grid. It is important to emphasize that the student is measured in relation to his or her individual abilities, rather than a class average or a pre-assigned standard of performance.

Reports are prepared online using ORCAS online reporting. Reports are created by each teacher and reviewed by administrative staff before sending to parents. This reporting system allows for a timely delivery of reports and ready access to past and current reports by families, and eliminates the time- consuming, error prone 'cut-and-paste' approach, while saving resources.

5 • Internal Practices***Block Reports, Mid-Year and End-of-Year Reports***

Effective 2012-2013. First Term ends the day before Winter Break. Second Term ends the last day of school in June.

Block Reports (Class Teachers Grades 6 – 8)

- Written by middle school (G6-8) class teachers
- Teachers use standard Block Report form
- No later than 10 days following the completion of each Main Lesson block, students receive their corrected Main Lesson book accompanied by two copies of a written Block Report. These two copies are sent home:
 - a copy is for the parents to keep
 - a copy is for the parents to sign and return to the teacher
 - the teacher submits the signed copy to the office for the student file

Mid-Year Reports (Subject Classes for Grades 1 – 8)

- Written in ORCAS* by the last Friday of Winter Break in January
- Written by subject teachers** (no EC, no Class Teachers, except Grade 8 Evaluation)
- Reports will be edited by Admin or a contracted editor and released to parents within two weeks
- Teachers must be available to Admin for one week after reports are submitted

*ORCAS instructions will be sent to teachers by the office

**Subject Teachers who write mid-year reports:

- Japanese
- Spanish
- Handwork/Woodwork
- Games and Movement (G2 – 8)
- Renaissance Dance (G7)
- Science (if taught by teacher other than that grade's class teacher)
- Eurythmy (G1 – 8)
- Strings (G4 – 8)
- Ukulele (G6 – 8)

Mid-Year Reports (Grade 8 Class Teacher)

- Report due in ORCAS* by the last Friday of Winter Break in January
- Class Teacher completes the Grade 8 Evaluation form (in ORCAS) for each student.
 - There is no class description or individual student comment section for this report.
 - This report is submitted as part of student's high school application

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5 • Internal Practices

End of Year Reports (Early Childhood, Class Teachers 1 – 7, Subject Classes 1 – 8)

- Written in ORCAS* by the Friday following the last day of school in June
- Reports will be edited by Admin or a contracted editor and released to parents within two weeks
- Teachers must be available to Admin for two weeks after reports are submitted

*ORCAS instructions will be sent to teachers by the office

Report Subjects for Elementary Grades 1 – 7:

- Cover Letter
- Language Arts
- Math
- The Arts
- Science (Grade 4 – 7)
- Personal & Social Development

Report Format for Early Childhood:

- Cover Letter
- Reports A, B, C, and First Grade Ready (when applicable)
- the progress of our younger students is shared with parents throughout the school year. Notes about each child are taken throughout the early childhood years and are shared with grade school teachers when the students enter first grade, as a way to further present each child's uniqueness to the new group of teachers.

Grade 8 Reports (Class Teacher Grade 8)

- Report due in ORCAS* by the Friday following the last day of school in June
- Class Teacher completes the Grade 8 Evaluation form (in ORCAS) for each student.
- There is no class description or individual student comment section for this report.
- This report is submitted as part of student's high school application
- Class Teacher presents students with their 'image' during the Grade 8 Graduation Ceremony.

Transcripts – Grade 8

Transcripts for Grade 8 students' application for high school are sent by the office and include the following elements:

- Paper copy of Main Lesson block reports for the years indicated in the transcript request (typically the most recent two or three years). Block reports are not available electronically. Copies of block reports are kept in the office for the purpose of transcripts.
- End of Year Reports – for the years indicated on the transcript request, typically Grade 7 and/or Grade 6.
- Grade 8 Evaluations – Paper copies – (1 for student, 1 for office/student file)
- Subject Reports – Mid-Year Reports – Available electronically on ORCAS
- Attendance reports – Available electronically on ORCAS
- TCWS Grade School Profile – Paper copies

5 • Internal Practices

Grading

The nature and style of delivery of the Waldorf curriculum, combined with a high degree of individual attention, allow for a qualitative approach to assessment which is reported with increasing frequency as students move through the grades. Waldorf education is concerned with the whole, individual child as a developing human being and assesses students' developmental, social, artistic, and academic progress on a daily basis through a number of methods, including observation. Our school occasionally utilizes Waldorf specific assessment tools in the context of the 1st Grade Readiness Assessment, 2nd Grade Assessment, and 5th Grade Assessment.

Three Cedars Waldorf School does not rely on standardized testing as an evaluation tool, and does not assign letter grades.

In reporting to parents, we aim to give each teacher the latitude he or she needs to best report the students' progress in the context of their particular subject. Teachers utilize a grid, reflecting a particular skill set articulated on the report by that teacher for their particular discipline. It is important to emphasize that on such a grid, the student is measured in relation to his or her individual abilities, rather than against a class average or a pre-assigned standard of performance.

TCWS does not include letter grades in transcripts for students in grade 1 through 8. If a record of student grades is requested for any reason, an explanatory letter from the Executive Director accompanies the school records, articulating our approach to evaluating student work.

5 • Internal Practices

Attendance

As a school we greatly value rhythm and regularity. Both contribute to our students' individual and collective well-being in ways that are subtle and profound. In early childhood programs and early grades, lateness primarily impacts a student's social connection with the class. Regularly missing part of the early morning activities, even for a short period of time, increasingly places a student in the undesirable position of outsider and undermines his or her experience of and respect for the integrity of the morning lesson routine.

In the middle school the repercussions of lateness become more severe for students, both for the connection with their peers which take central stage for a few years, and in their academic performance. In addition, regular lateness creates an unnecessary burden for the teacher, for whom creating a daily rhythm and responsible habits for the class is paramount.

We trust that you will make every effort to completely eliminate the experience of lateness for your children and their classes by ensuring their arrival on time every day. This will strengthen their social ties with classmates, create a sense of fully belonging in the class, and contribute to supporting their teachers' task, which we know you greatly value.

Time Off from School

Appointments

Three Cedars Waldorf School greatly values rhythm and regularity. Both contribute to our students' individual and collective well-being in ways that are both subtle and profound. In recognition of our school's emphasis on full attendance, we ask that all parents:

- Schedule all medical or other appointments outside of school hours.
- When not possible, inform the front office of a planned absence well in advance of its occurrence, and at least 48 hours prior to the scheduled date.
- Inform the child's teacher of the same.
- Parents sign students out from the front office. One of the staff members will retrieve student from his or her classroom.
- Early Childhood – parent must also sign their student out via the early childhood sign-in/sign-out book.

Vacation

We understand that it is at times tempting for parents to schedule a family vacation while school is in session. However, such plans significantly disrupt the students' rhythm and their social connection with their peers. We ask that parents:

- Schedule family vacation during school breaks only.
- When absolutely not possible, inform the front office of your planned absence well in advance of its occurrence, as soon as your plans are confirmed, and no less than 5 school days.
- Inform the child's teacher as above.

5 • Internal Practices

Early Childhood Attendance

Attendance Monitoring

Upon bringing their child to the classroom at 8:15, parents are responsible for signing the child in at the sign-in book and on the daily attendance form, noting the actual time of the drop off. This process keeps a diary of each child's attendance record. Early Childhood teachers pick up attendance related notes prior to the start of the school day. In addition, early childhood teachers keep a class-wide daily attendance, to be picked up by the front office staff no later than 8:30 a.m. so that the office staff may:

- Make necessary follow up phone calls to families to confirm reasons for absences.
- Track attendance throughout the school day to create an accurate daily dismissal list.
- Have an accurate in-time school-wide attendance record for safety, emergency, and legal purpose.

Early Childhood families are asked to recognize when a child is having a particularly difficult morning at home, and consider taking the day off rather than coming late to school. Parents are reminded that 8:30 a.m. is the latest drop off time for the Early Childhood programs. If you cannot get your child to school before this time, please keep him/her at home for the day.

Grade School

Attendance Monitoring

Attendance is delivered daily to the front office no later than 8:30 a.m. so that the office staff may:

- Make necessary follow up phone calls to families to confirm reasons for absences.
- Track attendance throughout the school day to create an accurate daily dismissal list.
- Have an accurate in-time school-wide attendance record for safety, emergency, and legal purposes.

The office staff hand attendance related notes to the student delivering the attendance form, for delivery to the Class Teacher. Additional notes will be delivered to the classroom by the office staff during snack break.

TCWS Attendance Policy Acknowledges Five Categories

First Bell rings at 8:10 a.m.; morning drop off time is between 8:00 a.m. and 8:10 a.m.

- 1 **On Time** – students are in their classrooms ready to learn by 8:15 a.m.
- 2 **Tardy** – in consideration of the occasional delay caused by traffic congestion, students who arrive to school between 8:15 a.m. and 8:20 a.m. are recorded as tardy. They are required to stop by the office to obtain a 'slip' which they bring to their teacher.
- 3 **Late** – Students who arrive to school after 8:20 a.m. are recorded as late. They are required to stop by the office to obtain a 'slip' which they bring to their teacher.
- 4 **Excused Absence** – absences are recorded as 'excused absences' when the school is notified by a parent of the upcoming absence in person, via email or a written note, or by phone call prior to 8:20 a.m. of the day of the absence.
- 5 **Unexcused Absence** – absences are recorded as 'unexcused absences' when the school has not received written or verbal notification of the absence by a parent, prior to 8:20 a.m. of the day of the absence.

There may be exceptional circumstances which prevent the timely notification of a student's absence by a parent to the office. On such exceptional occasions, our office staff members are authorized to make a determination as to whether to consider an absence as excused or unexcused.

5 • Internal Practices

Attendance Record

Attendance is recorded daily in the school's online ORCAS report system. Attendance records are considered an integral part of all students' school transcripts.

Mid-Year Attendance Monitoring

In mid-December and mid-May, the school Director requests attendance records for all KG and Grade School students who show more than 5 incidents of absence or lateness. At his/her discretion and in consultation with the class teacher of each student, the Director sends letters to the families of these students, as per Addendum A. below. When a family does not respond positively to the letter, as demonstrated by reoccurring lateness, the Director will schedule a conversation with the family to assess whether the family clearly understands the school policy and the repercussions of repeated lateness and/or absences for the student and the class.

Grade One Attendance

The transition from Kindergarten to Grade One is significant for six and seven year olds. Time in the Grade School is much more structured than in Kindergarten, and a lot more focused attention is asked from these young students.

It is typical for a Grade One student to be quite tired by 1:00 p.m., and to be ready to move into an unfocused and unstructured afternoon. As the students grow and gradually become accustomed to a different daily rhythm, they are generally increasingly ready to stay in school until 3:15 p.m., our usual grade school dismissal time.

We therefore recommend that parents of Grade One students consider picking up their children in the window of time between 1:00 p.m. to 1:10 p.m. so they may have a 'down-time' at home if possible, until they are ready to stay in school for a longer period of time. This readiness is determined both by the family and the Class Teacher as the weeks and months unfold.

We recognize that this early departure from school may not be possible for all families, and we therefore hold our program with the Class Teacher or his or her assistant for those students who stay for the whole day in ways that do not impact those students who leave after lunch.

5 • Internal Practices

Dismissal Protocol

Purpose

Ensure a safe, legal, and effective dismissal of Grade School students.

Consideration

TCWS dismissal protocol is designed to ensure the safety of students while in the care of the school, and the safe and efficient transfer of students to parents and carpools.

Early Childhood

Students in the early childhood program are dismissed to their parent/guardian or other person authorized by the parent/guardian to pick-up their child. Children are dismissed via the signing-out of each child daily, using the sign-in/sign-out book in each early childhood class. Children leaving early must be signed out from the office first.

Grade One

Students in Grade 1 are dismissed to their parent/guardian or other person authorized by the parent/guardian to pick-up their child. Grade 1 students are dismissed by the teacher who makes note on the attendance sheet. Grade 1 students may be dismissed either between 1:00 p.m. and 1:10 p.m., or at the regular grade school dismissal time, between 3:15 p.m. and 3:25 p.m. on Mondays, Tuesdays, Wednesdays, and Fridays, and between 1:45 p.m. and 1:55 p.m. on Thursdays. Children leaving early must be signed out from the office first.

Grades Two – Eight

Dismissal takes place between 3:15 p.m. and 3:25 p.m. on Mondays, Tuesdays, Wednesdays, and Fridays, and between 1:45 p.m. and 1:55 p.m. on Thursdays. The school is responsible for the well-being and safety of all students until they are handed over to their parents'/guardians' care. This transfer of responsibilities occurs at the time when students are signed-out by the teacher on dismissal duty. Children leaving early must be signed out from the office first.

Teachers dismissing students must sign each child out as they leave the school, so as to keep a clear and accurate record of all students on campus at all times.

- Dismissal is verified against updated class attendance sheets which are picked up by a student of each class at 3:10 pm as part of their daily chores.
- Verify that the child is dismissed to a person authorized by the parents on the child's Emergency & Consent form. All teachers have been provided with copies of each child's Emergency & Consent form.
- Teachers are notified – via the updated daily attendance form – of special authorizations given by parents.
- Using the daily attendance form to track dismissal, teachers must make note of who the student is released to and at what time.
- Students who remain on campus after the regular dismissal time – 3:25 p.m. every day except for Thursdays at 1:55 p.m., are systematically transferred to the After School Care Program.

Dismissal time is always busy and can be confusing for adults and children alike. We ask that parents take full responsibility for the safety of their child(ren) once signed-out from school so as to eliminate the 'who is in charge' confusion. Our students' safety is paramount. The close proximity of our parking lot and heavy traffic demands a high degree of focus and intentionality around our dismissal procedure.

5 • Internal Practices

Faculty Room Computer, Wi-Fi, and Email Accounts

Faculty Room Computer

The Faculty Room computer is a shared computer and we ask that you follow the guidelines below:

- Be considerate of others who may wish to use the computer and limit your time for those who are waiting.
- Do not add, remove, run, or alter any programs or software.
- Do not open links or suspicious emails, including 'e-vites,' as they are known sources of mal-ware and viruses.
- Do not save files to the desktop or the 'documents' folder of the computer. Because it is a shared computer, with a common password, files saved to the desktop or documents folders are not secure and will be lost in the event of a migration or upgrade.
- Save files to their proper folder on the server (ask the Director of Administration), or to a portable ('thumb') drive.

To Log In to the Faculty Room Computer:

User Name: TCWS_Login

Password: paSS001

To Access the School's Wi-Fi:

Password: thePlumber

School Employees Email Use

Email is a valid mechanism for official communication within Three Cedars Waldorf School. Official email communications are intended to meet the academic and administrative needs of the school community and may be used to communicate to employees regarding official business that is critical to the operation and function of the institution.

Group Mailings

The ED may utilize or authorize email to send mass mailings to employees, and to any groupings of parents, according to the protocol outlined below:

- All communications from teaching and administrative staff to groups of parents pertaining to school life are first sent for review to the Office Manager (OM) and ED via emailrequest@threecedarswaldorf.org at least 48 hours prior to the desired sending date.
- OM or ED reviews and may revise a communication if deemed necessary.
- Revisions may be made to a document if information is incomplete, inaccurate, or in need of explicit context, when the content characterizes a policy, protocol, or general direction of the school in an imprecise or inaccurate manner, or when basic writing mechanics (spelling, grammar, punctuation) are in need of correction.
- When revisions are necessary, the OM or ED will review the changes with the author of the text prior to sending, in all cases except for writing mechanics and those in point e) below.
- On the rare occasion of a communication needing to be sent in a timeframe shorter than 48 hours, the OM or ED will review and/or modify as promptly as possible. It may be the case that revisions made in a context qualified as urgent will not be returned for approval to the original author prior to sending.
- Mass mailings sent directly by teaching and administrative staff to parent groups without prior approval of the OM or ED are not acceptable, and are in breach of TCWS Employment Agreement.

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5 • Internal Practices

Official School Email Accounts

All school employees are given an official School email account. An official School email account is one in which the address ends with "threecedarswaldorf.org." The address of the official email account is included in a centrally maintained database accessible to employees so authorized. Requests regarding any aspects of email communication and technology must be addressed to rhartman@threecedarswaldorf.org. This allows for prompt and appropriate handling of requests.

Expectations About Employee Email Use

Employees are expected to check their official school email on a regular basis in order to stay current with School-related communications. Communications pertaining to school must be sent using school email addresses.

Redirecting of Email

If employees choose to redirect their email from their official School account to an off-campus email account, they do so at their own initiative and risk. Having email redirected does not absolve employees from the responsibilities associated with official communication sent to their school account. The School does not authorize employees to automatically forward emails from their school accounts to personal accounts.

School Property

Any e-mail address or account assigned by the school to individuals or functions of the School, is the property of the School. E-mail services are extended for the sole use of School's faculty, staff, and other appropriately authorized users to accomplish tasks related to and consistent with the School's mission.

Authorized Access and Disclosure

Users are required to comply with the School's requests for access to and copies of the School's e-mail records when access or disclosure is required or allowed by applicable law or policy, regardless of whether such records reside on a computer housed or owned by the School.

Misuse

- Using e-mail for illegal activities is strictly prohibited.
- Failure to follow state law with regard to the disposition of mail records can lead to criminal charges.
- School e-mail services may not be used for commercial activities.
- E-mail users shall not give the impression that they are representing, giving opinions, or otherwise making statements on behalf of the School or any part of the School unless expressly authorized to do so.

Personal Use

The School's e-mail services may be used for incidental personal purposes provided that such use does not:

- Interfere with the e-mail user's employment or other obligations to the School;
- Violate this Policy, or any other applicable policy or law, including but not limited to use for personal gain, conflict of interest or commitment, harassment, defamation, copyright violation or illegal activities.

Continued next page

5 • Internal Practices

Confidentiality

- The confidentiality of e-mail cannot be assured, and such confidentiality may be compromised by access consistent with applicable law or policy, including this Policy, by unintended redistribution, or due to current technologies inadequate to protect against unauthorized access. Users, therefore, should exercise extreme caution in using e-mail to communicate confidential or sensitive matters, and should not assume that their e-mail is private or confidential.
- Users may not access, use, or disclose personal or confidential information without appropriate authorization, and must take necessary precautions to protect confidentiality of personal or confidential information encountered in the performance of their duties or otherwise.

General Use Cautions

- The ability of a recipient to forward a message, or accidentally respond to a listserv rather than an individual, may broadcast an e-mail message widely.
- Remember that there is no way to guarantee that the purported sender of an e-mail message was in fact the real sender of the message. It is relatively easy to disguise an electronic identity.
- Do comply with all state and federal laws.
- Do follow the normal standards of professional courtesy and conduct.
- Do respect copyright, proprietary rights, privacy laws.

You May Not:

- Access, read, use, transfer or tamper with accounts or files that you are not authorized to use.
- Alter system software or hardware configurations without authorization.
- Libel or otherwise defame others via e-mail.
- Participate in illegal activities such as making threats, harassment, theft, breaching security measures, or violating other applicable law or policy.
- Engage in commercial activities.
- Engage in activities for personal financial gain.
- Violate school policies and guidelines.
- Send or forward chain letters or spam.
- Use a personal email to communicate about school business.

5 • Internal Practices

Field Trips

The following guidelines must be followed for scheduling field trips:

- Field trips and dates must be cleared through the Director of Administration prior to notifying parents or students, requesting funds, or giving confirmation.
- A Field Trip Form must be completed and received by the office staff TWO WEEKS prior to the trip date (for trips with drivers) and ONE WEEK prior to the trip date (for trips on foot, with the exception of neighborhood walks and trips to Wilburton Park).
- Teacher must read and agree to the Field Trip section in the Community Handbook.
- All field trips (walking, neighborhood, bus, car) require the presence of an additional adult.
- The teacher must bring a cell phone that is turned on.
- Teacher is accountable for the safety and success of the field trip.
- Teacher must inform students that they are to follow instructions from volunteers / chaperones as if those instructions were issued by the teacher.
- Teacher must inform volunteers / chaperones that they report to him/her.
- Teacher must inform volunteers / chaperones that alcoholic beverages, marijuana, or illegally obtained drugs, narcotics or other illegal substances are forbidden on school trips.
- Teacher must check with school administration to verify that each driver has a valid Washington state driver's license.
- Teacher must confirm that the school office has received proof that each driver has current liability insurance. Drivers must carry a minimum Bodily Injury Liability limit of \$100,000 for each person injured up to a total of \$300,000 or a combined single liability limit of at least \$300,000. The teacher must check with school administration to verify this.
- Teacher must confirm that each volunteer / chaperone on this trip has had his or her background checked and found satisfactory by the school. Volunteers / chaperones that will be alone with the students, other than in the car, must also complete the full fingerprint check. The teacher must check with school office to verify this.
*Note that fingerprint results can take up to 3 weeks – please plan ahead.
- If a trip involves subcontracted transportation, teacher must confirm that the school office has received the subcontractor's confirmation that they perform criminal background checks on their employees / drivers. The teacher must check with school office to verify this.
- If this trip involves subcontracted transportation, the teacher must confirm that the school office has received the subcontractor's written proof of insurance. The teacher must check with school office to verify this.
- Teacher must bring a first aid kit, checked out from the front office
- Teacher provides the following for each driver:
 - Copy of the field trip form, itinerary and map
 - Copy of each student's Emergency & Consent form
 - Copy of each student's signed Annual Field Trip Form
 - Note: Students must remain in the car to which they are assigned

5 • Internal Practices

Off Campus Policy

Teachers may on occasion be asked, or choose, to hold a class off-campus. They may do so provided that they strictly follow all elements of the following policy:

- All activities held off-campus during the school day must be supervised by a teacher currently employed by the school and at least one approved volunteer. Approved volunteers may be other teachers currently employed by the school, or a parent volunteer who has received clearance from the office following all relevant backgrounds checks as per our licensing and liability requirements.
- Teachers who bring a class off-campus during school hours are required to be accessible by phone. Phones must be turned on and ready to receive calls. For obvious reasons of safety, all calls from the school must be answered by the teacher while off-campus.
- Grades Six, Seven, and Eight receive regular instruction off-campus, in locations which necessitate taking public transportation. Students must be accompanied to the bus stop by their teacher and an approved volunteer or teacher currently employed by the school. When grades are combined, the class teacher(s) of said class will be asked to accompany their students to the bus stop, schedule permitting.
- Teachers who bring their classes off campus must let the office know prior to departure so as to ensure optimal safety of students and adults.

Important Note – The school does not allow, under any circumstances, parents and other volunteers, trained or untrained, to conduct classes in lieu of a teacher, on campus or off-campus. If you wish to ask a parent to teach a class, you may do so in the following two ways only:

- Engage them as parent volunteers, in which case you are expected to remain with your class and the volunteer at all times.
- Ask the ED/Dean to hire the person for the particular lesson or series of lessons. This may be approved or denied.

5 • Internal Practices

Background Checks and Motor Vehicle Records Screening for Employees and Volunteers

Various agencies and our school's insurance underwriter require the following practices:

Criminal Background Checks and FBI Fingerprint Checks

All Three Cedars parents are asked to complete a Volunteer Background Check at the beginning of each school year. Depending upon screening results, volunteer work may be limited as appropriate to any concerns flagged.

All Three Cedars faculty, staff, classroom volunteers, and visiting practicum students complete background checks via OSPI and/or DCCEL, including FBI fingerprint checks, regardless of how long they have resided in Washington State.

Drivers License, Insurance Certification, and Motor Vehicle Records Screening

All employees and volunteers, who drive private vehicles on school business (including field trip and YMCA drivers), work-related errands such as shopping for school or festival supplies (and not for driving to and from work) must provide the school with the following documentation:

- Current Washington state driver's license
- Current copy of driver's auto insurance certificate, specifying that the driver carries a minimum bodily injury liability limit of \$100,000 for each person injured, up to a total of \$300,000 per accident or a combined single liability limit of at least \$300,000.
- Background check (per above)
- Permission for the school to screen driving history via a motor vehicle records report check
- Completed transportation form (field trips only)
- Follow all Three Cedars safety procedures, including field trip safety procedures

Motor Vehicle Reports

- Our loss prevention consultant has instructed our school to obtain current declaration pages to confirm auto liability insurance coverage for any employee or volunteer who drives their own auto on school business or during fieldtrips.
- A copy of the declaration page should be obtained and reviewed to confirm that minimum liability insurance limits are maintained of \$100,000/\$300,000 or a combined single liability limit of \$300,000.
- MVR reports are also obtained on an annual basis for all employees who drive their personal vehicles for school business. This does not include driving to and from work, but it does include activities like driving for field trips, running errands to purchase food, school supplies, festivals and drama supplies, etc.
- Driving Record Request Forms are available with a sheet attached authorizing the driving record to be obtained for each employee.
- If an employee either lacks the minimum required insurance or their driving record identifies problematic driving history, they may be prohibited by the Executive Director from driving for school business.

Grade 8 Mentor Project

Project Guidelines

Over the course of the school year, Grade Eight students encounter a new level of work in the area of research, skills and knowledge. The Eighth Grade Mentor Project is designed to give students an opportunity to deepen their work in these areas, independently. To this end, the school expects each Eighth Grade student to engage in his or her Mentoring Project so as to generate a project out of their own work only, entirely conducted outside of school hours.

Each Class Teacher identifies the Mentoring Project timeline specific to their class, including the Project timeframe, sequence of meetings with mentors, and calendar of presentations.

- The chosen project should be one that presents new skills and knowledge to the student.
- Students work with a mentor who has the necessary expertise and knowledge required for a particular project. The purpose of the project is to expand the students' fields of interest and get acquainted with different learning methods and styles. In most cases, parents of grade 8 students are too close to offer the type of challenge we seek for the students.
- Students need to work on the project between mentor meetings.
- Students maintain a "Project Journal" recording detailed written and pictorial record of their process with the project. (Estimated time: 1 to 2 hours weekly)
- A short – 2- to 3-minute – oral progress reports is given by each student to the class throughout the duration of the project.
- During the final stages of the project, each student prepares a speech, which gives an overview of the process through which they went in order to bring their project to completion.
- The project needs to be such that it can be transported to school for a public presentation.
- It is essential that students work consistently with their mentors and projects over the entire project time-line.
- Parents are responsible for all costs associated with their child's project.

This project is intended as a one-on-one learning situation and differs from the experience of taking a class, either individually or in a group. To fully benefit from the mentoring aspect we ask that you refrain from signing up for classes. On rare occasions, taking a class may be recommended by the mentor to support the mentoring process. In such instance, the Class Teacher will need to approve of the class.

Parent participation should only consist of initial support in arranging meeting times with mentors, and the approval of the project and mentor by the class teacher. However, the need for students' independence with the project should not preclude parents from reminding their child to keep up to date with their project goals and timelines.

The project itself is the responsibility of the students and needs to be created entirely

by the student. While computers may be used for some research, projects are designed as an opportunity to further develop social interest and maturity through encounters with people. Projects focused on the use of video, and computerized or digital techniques are therefore generally not approved.

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5 • Internal Practices

Journal Guidelines for Students

- Keep your eighth grade project journal with you whenever you are working on your project.
- Introduction – Refer to your proposal to help you write your introduction, which should include:
 - What your project will be
 - Who your mentor is
 - The inspiration for your project
 - The goals you have for your work

Mentor Meetings

When you are with your mentor, you will need to take notes about what you are learning. Depending upon the nature of your work with your mentor, you may need to write about your experience after your meeting. Every mentor meeting must be documented with 1 to 2 pages of notes and illustrations.

Independent work

Whether you engage in research about your project or you work on the project itself, you need to work independently each week. This work must be included in your journal (at least one page a week).

Reflections

Once a week, you are asked to write your personal reflections on your project. This could include thoughts on what you have learned, successes and/or challenges you are facing, ideas for the next steps.

Goals

Following each week's reflections, you will write your goal(s) for the following week.

As you can see, you will be working in your journals quite a bit. Your journal is the written account of your project. The design of the pages is entirely up to you, although the highest standard is required. Always write the date on your journal entries!

5 • Internal Practices**Student Proposal**

Student's Name _____ Date _____

Mentor's Name _____ Phone No: _____

Mentor's Area of Expertise _____

What is the title of your project? _____

What new skills and knowledge do you hope to gain from this work? _____

What is your schedule of working with your mentor? _____

What materials (and their costs) do you think you will need? _____

What inspired you to choose this project and mentor? _____

Parent(s)/Guardian(s) Signature(s) _____

Teacher's Signature _____

5 • Internal Practices

Practicum Guidelines

Three Cedars Waldorf School wishes to support Waldorf teacher training institutions and Waldorf teachers in training by providing internships whenever possible. To the best of its ability, TCWS takes responsibility on behalf of its host teacher for meeting the Teacher Training Institution's requirements related to the Internship and Practicum. TCWS gratefully acknowledges teachers who, out of their commitment to furthering the Waldorf impulse, agree to take on the responsibility and added work related to hosting interns.

Request & Approval

- The Dean or Executive Director considers and approves when appropriate:
- Written requests from TCWS teachers willing to host an intern for specific dates.
- Written requests from Teacher Training Institutions to host an intern for specific dates.
- Written requests from interns to set-up an internship for specific dates.

Agreement

- The Dean or ED emails TCWS Practicum Guidelines to the host teacher, training institution, and intern upon approval of the request.
- Additionally, the Dean or ED requests that the intern obtains a copy of the Office of the Superintendent of Public Instruction Fingerprint Background Check (OSPI) for submission 2 weeks prior to the practicum.

Two Weeks Preceding the Practicum

- The Intern submits a copy of the Office of Superintendent of Public Instruction Fingerprint Background Check [OSPI] results to TCWS office.

One Week Preceding Practicum

- The host teacher submits a weekly schedule to the Dean or ED and the intern, including morning verse, faculty meetings, parent evenings, and any other event(s) included in the practicum.
- The host teacher and the Dean or ED meet to review the intern's schedule and all required paperwork.
- The host teacher confirms the possibility of the intern's participation in faculty meeting with the meeting Coordinator(s).
- The Dean or ED schedules a 30-minute meeting with the intern for the first day of Practicum.

First Day of Practicum

- The intern meets with the Dean or ED to discuss the parameters of Internship and TCWS policies, including confidentiality.
- The intern completes TCWS Emergency Contact Form.
- The intern receives a Visitor Badge, valid for the duration of his or her internship.
- The office provides the intern with a Visitor's Welcome Packet that includes a map of the school, Community Handbook, Who's Who list, Employee Handbook, Bellevue Visitor Information, and School Calendar.

Additional Notes

- The visitor's Pass from the school's office must be worn at all times while on campus.
- The intern is not permitted to observe, teach, or remain alone with students or to be in a supervisory role in a class or any other activity without a school faculty member present.
- The host teacher is required to report any concerns or problems to the Dean of Education as soon as they occur or as soon as reasonably possible.

5 • Internal Practices**Graduation Class Trip – Policy**

The Graduation Class Trip is a very special occasion in the life of a class, a celebration of their achievements as a class under the guidance of their Class teacher. The Graduation Class Trip is designed by the Class teacher and his or her students, and/or by the Class Coordinators.

The Graduation Class Trip takes place within a 500 miles radius from the school. A maximum of \$500 per student is allocated to the trip, derived from tuition only, to cover all costs associated with the trip including teacher(s)' and chaperone(s)' participation.

Under no circumstances may the trip be funded by class-based fundraising, donations from parents or friends, or contributions from students.

Musical Instruments

Recorders

Three Cedars Waldorf School uses recorders and flutes in Grades 1 through 8.

The purchase and use of these instruments is as follows:

- Pentatonic flutes get handed down from Grade 3 to Grade 1 mid-year year as per the class teachers' mutual agreement.
- New high-quality Yamaha soprano recorders are purchased every year for each of the third grade students. TCWS has carefully selected these particular instruments rather than significantly more expensive wooden recorders.
- Yamaha soprano recorders remain with the student until s/he leaves the school, at which time the instrument becomes his or her personal property.
- Alto, Tenor, and other specialized flutes are purchased by the school and remain the property of TCWS. They are used by successive classes.

Stringed Instruments

In Grades 4 – 5, participation in the Introductory Strings Program is a mandatory component of the TCWS curriculum.

- Parents are encouraged to enroll their child in weekly private lessons.
- Suggested practice time is 15 – 30 minutes daily. Students are required to keep a record of their practice time.
- Parents are solely responsible for the cost of instrument rental, lessons, and related expenses.

In Grade 6, students may be invited to participate in Strings Ensemble.

- Private lessons are required for Ensemble students.
- Suggested practice time is at least 30 minutes daily.
- Parents are solely responsible for the cost of instrument rental, lessons, and related expenses.
- Ensemble commitment is for 3 years; Grades 6-8.

Ukuleles

In Grades 6–8, students who are new to the school and do not have previous stringed instrument experience or those who choose not to join the Strings Ensemble, will join the Ukulele Ensemble.

- Suggested practice time is 30 minutes daily
- Students may rent a ukulele from the school or purchase their own.

5 • Internal Practices**Festivals and Assemblies**

Please refer to the Community Handbook for a detailed listing of TCWS's Festivals, Assemblies, and Celebrations.

Festivals

Faculty in charge of organizing festivals are asked to use the festivals planning template, created by the Festivals Team, in order to ensure that all persons (admin, parents, vendors) are provided with relevant information within a reasonable time frame. Additionally, a reference binder of all school festivals is located in the faculty room (as of 2012-13, the binder is in the process of being updated).

Assemblies

Assemblies are organized by the faculty, with support from the administration when needed (announcements, payment, etc.). The Assemblies and Ceremonies coordinator is the point person for all school assemblies and is responsible for the success of the event.

Grade 8 Graduation

The Graduation Ceremony is organized by the Grade 8 Class Teacher, with support from other faculty and the administration. The Grade 8 teacher is asked to use the planning template, available on the school's server or by request from the school office, which provides a basic guideline and timeline for this important ceremony.

5 • Internal Practices

Mentoring

The Three Cedars Waldorf School is committed to supporting its teachers in the development of their art and profession. In addition to professional development opportunities, teachers are engaged in mentoring relationships throughout their careers at TCWS. TCWS Mentoring program is held within the Care of Personnel Work Group of the PCG (Pedagogical Carrying Group), within which a Mentoring Coordinator is selected to maintain the integrity of, and ensure the yearly implementation of the Mentoring Protocol outlined below.

Nature of the Mentoring Relationship

The relationship between the mentor and mentee is one of support, honesty, trust, openness, and care. In order to maintain truthful and candid conversation and observation, the mentor/mentee relationship must be treated as confidential. Written records presented by mentors to the Mentoring Coordinator outline topics covered in mentoring meetings only. Specific details about advice sought and given, as well as suggestions arising from observations are kept in confidence between mentor and mentee.

When the Mentoring Coordinator, the Care of Personnel Work Group, or the mentee's supervisor brings an issue of concern about the mentee to the mentor, the mentor acknowledges that a particular topic is being or will be addressed in the mentoring relationship, but details remain confidential. Similarly, the Dean of Education or the Executive Director may report to a concerned parent, after consultation with the Mentor, that a particular topic is being addressed in the mentoring relationship, but details of conversations, observations, and advice remain confidential. However, moral and legal issues pertaining to the care and safety of our students always take precedence over confidentiality of the mentoring relationship.

Mentoring Criteria

The mentoring observations and communications with the mentee follow the guidelines and suggestions found in the handbook "Working Together, An Introduction to Pedagogical Mentoring in Waldorf Schools," editor David Mitchell, AWSNA, 2006. Mentoring relationships are for professional support only, and are not used for the purpose of performance review. See point M. below for exceptions.

Assigning of Mentors

The assigning of mentors is the responsibility of the Care of Personnel Work Group, and is approved by the Dean of Education or Executive Director. When possible, a choice of mentors may be available to mentees, who participate through conversation with the Mentoring Coordinator and/or Dean of Education or Executive Director in determining the most suitable options.

Mentoring Requirements

Mentors are assigned to each teacher in each of their teaching years. Mentors may be selected among teachers of TCWS or if deemed desirable by the Mentoring Coordinator and the Dean of Education or Executive Director, by faculty members in schools other than TCWS. For teachers with 8 years of full-time experience or more, the sequence of mentoring sessions may be less than required by this protocol, as per the determination of the Dean of Education or the Director.

Mentor Qualifications

Class teachers' mentors are selected among TCWS experienced faculty members or among teachers of schools other than TCWS for teachers with 8 years of teaching experience or more.

Subject teachers' mentors are selected among teachers experienced in the subject they are teaching for the first year and the fifth years. During other years, the mentor of a subject teacher may be a class teacher or a subject teacher experienced in another subject.

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5 • Internal Practices

All mentors hold a meeting together at least once a year to discuss best practices and strategies for effective mentoring.

Review by the Dean of Education or the Executive Director

Assignments of mentors, frequency of meetings and visits, and mentor qualifications are subject to the review and approval of the Dean of Education or the Executive Director.

Mentor Visits and Meeting Sequence

Mentors are expected to visit the mentee's class to observe teaching at least four times a year.

- Class teachers: at least two of these visits will be in the main lesson. Visits may be made to only part of a lesson, but the sum total of visits should cover all aspects of the mentee's "threefold breathing" with the students.
- Subject teachers: twice in each grade level taught during the first and fifth years (mentor experienced in same subject). During other years, the mentor will visit at least once in each grade level taught.
- Teachers who are in a co-mentor relationship are responsible for arranging at least one set of mutual visit per year by a teacher teaching the same subject in another Waldorf school.
- Weekly meetings are scheduled by Mentor and mentee at their mutual convenience.
- Subject teachers schedule weekly phone conversations if their mentor is off campus.

Mentoring responsibilities are considered in the context of the workload of a teacher with mentoring responsibilities. The scheduled periods during which the mentor meets with the mentee are recorded in the weekly teachers' schedules submitted to the Dean of Education or the Executive Director for information and monitoring.

Meeting Content and Documentation

- Mentor and mentee each keep a written log of the times during which they meet and the topics they discuss (appendix A. below). Such topics include parent evenings, parent education, parent communication, child development and pedagogy in classroom teaching. It is essential that meditative work and Anthroposophy be considered as an integral and indispensable part of the mentoring relationship. Mentors also provide assistance with developing the yearly and weekly schedules, preparing the main lesson blocks, and shaping the breathing of the main lessons.
- Mentor and mentee document visits to the classroom and parent meetings by the mentor, using the Mentoring Log found below in appendix A. Documentation includes topics of discussion and dates of visits only.
- Records are given to the Dean of Education or the Executive Director at the end of each academic year for inclusion in the mentor and mentee's section of personnel file.

Substitution for Mentoring Purposes

Substitutes (1st call and 2nd call) may be asked by the Dean of Education or Executive Director to relieve the mentor of teaching duties for the purpose of mentoring visits. Internal shifting of lessons may also help (main lessons in 1st and 2nd period.)

Monitoring the Mentoring Process

Mentor and mentee submit their mentoring plan to the Mentoring Coordinator, as per Appendix B. below, no later than October 15th of each school year. Mentor and mentee report on the observation schedules and the progress of their work to the Mentoring Coordinator, who in turn informs the Care of Personnel workgroup and Dean of Education or Executive Director. (Monitoring of Appendix A., Mentoring Log)

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5 • Internal Practices

Changes in Mentoring Relationship

Either the mentor or the mentee may request from the Mentoring Coordinator and the Care of Personnel Workgroup a change in mentoring assignment if the relationship is not experienced by either or both parties as effective. The Coordinator, in consultation with the Care of Personnel Work Group, may choose to honor the request, or may ask that both parties strive to go forward. A written record of all changes or requests for change in mentors is kept by the Mentoring Coordinator.

Cause for Concern on the Part of the Mentor

If a mentor has an issue of concern over the proper carrying out of any responsibilities on the part of the mentee and feels unable to inspire or effect a change in the mentee in a reasonable amount of time, the mentor may request that the Dean of Education or Executive Director carry out a formal evaluation of the mentee, therefore respecting the confidentiality of the mentor-mentee relationship. The Dean of Education or Executive Director is morally obligated to proceed with a formal reporting of such request to the Personnel Advisory Group (PAG).

Mentoring and Personnel Advisory Group (PAG)

The Personnel Advisory Group may request a conversation with a mentor regarding a mentee when deemed necessary by PAG and the Executive Director and may request documentation or specific information from the mentor. In such instances, both mentor and mentee will be informed that the confidentiality of the mentoring relationship is lifted when required by law or board policy.

Professional Development

Professional development opportunities suggested by a mentor to a mentee are recorded in the mentoring log and brought to the attention of the Dean of Education or Executive Director and in turn to the Personnel Advisory Group.

Early Childhood Department

Three Cedars early childhood program teachers peer-mentor as part of their regular co-teaching responsibilities through informal peer-mentoring - daily or weekly check-ins and additional meetings as needed. Additionally, each kindergarten teacher:

- Is paired with a teacher – internal or external to TCWS -with whom s/he does not directly teach with, for a minimum of monthly meetings
- Makes at least one observational visit to one other Three Cedars early childhood program class (internal)
- Makes at least one observational visit to one early childhood program (external)
- Welcomes a visit from at least one early childhood teacher from another school

Recess Coordinator

Placeholder page. Policy is currently in the process of being articulated.

5 • Internal Practices**Elementary Morning Drop-Off Duty**

Elementary Morning Drop-Off Duty is assigned during the summer when the yearly 'master schedule' is created. This position is staffed by a faculty member from 8:00 – 8:20 a.m.

- 8:00 – 8:10 a.m: Located in front of the first cherry tree near the Elementary Play Yard. The person on duty rings the bell at 8:10 a.m. to dismiss students to their classes.
 - If raining, the person on duty stands at the bottom of the school parking lot (top of the Plaza stairs) beginning at 8:00 a.m. and indicates to students to go directly to their classes (until 8:15), then to the office for a tardy/late slip (after 8:15).
- 8:10 – 8:20 a.m: The supervisor moves location and stands at the bottom of the school parking lot (top of the Plaza stairs) and directs students to their classes (until 8:15), then to the office for a tardy/late slip (after 8:15).

5 • Internal Practices**Children of Faculty or Staff**

Children of faculty or staff must remain under the supervision of their parent at all times that school is not in session.

- Elementary students must stay with their parent until 8:00 a.m., unless alternate arrangements with another teacher or staff member have been made.
- Early Childhood students must stay with their parent until 8:00 a.m., at which time they may be brought to a pre-arranged space for before-school care. For the 2012-13 school year or until a before-school care teacher is hired, these students may be brought to the front office, where they will be supervised by the office staff, then checked into Kindergarten at 8:15 a.m.

Third Grade Building Project Protocol

Purpose

The purpose of third grade project is to provide the students with a practical arts experience related to the essence of the grade 3 curriculum.

Parameters

This project may either be a permanent or semi-permanent construction which will remain part of the school facilities and grounds, or a project designed to serve the needs of another organization. As such, each project is valued by the school community as a contribution from the students, therefore requiring a thorough degree of planning so as to ensure the project's quality and durability.

Selection Process

The third grade project is selected by each third grade class teacher as part of his or her block rotation for the third grade year. A list of site needs is available from the Practical Needs Group.

The project is submitted for approval to the Program & Curriculum (P&C) workgroup of the PCG on or before October 1st of the third grade year, for approval by PCG no later than November 1st of the same school year.

Depending on the scope of the proposed project, the P&C workgroup may have to request the permission of the Architectural Planning Team to proceed.

Execution

As per the purpose of this project, its execution should be of a nature and scope accessible to third grade students. The class teacher may on occasion request the support of third grade parents to execute the project. However it is important to remember the pedagogical value at the root of this project and design it in such a way as to offer students the opportunity for real work and the authentic satisfaction derived from this accomplishment.

Content of Proposal

The following page is to be used as template for the grade 3 project proposal.

Third Grade Project – Proposal Template

Proposed Project – briefly describe the project, its location, and the tools used.

Dates of Execution – From _____ to _____

How will this project serve the students' development?

Parent Volunteers – Please describe how you plan to involve parent volunteers, if at all (number of volunteers, number of sessions, tools used, etc...)

Approved by _____ on behalf of P&C

Date _____

Copy to Dean of Education/ED

Copy to Grade Three Class Teacher

Science Equipment Coordinator

Placeholder page. Policy is currently in the process of being articulated.

Faculty Room Coordinator

Placeholder page. Policy is currently in the process of being articulated.

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Hiring Protocol

TCWS strives to attract and retain the most qualified staff to achieve its stated mission. TCWS seeks well-rounded individuals who are passionate about their work as educators, embrace all the values of the school, and effectively collaborate with others to create an intentional culture of excellence and mutual support in service of current and prospective students.

Teaching Faculty

A hiring task-group selected by the Dean of Education (DE) and/or the Executive Director (ED) supports the hiring process in securing a timely, thorough, and legal hiring process as described below. The DE/ED is responsible for the proper unfolding of this process, either through a direct management and monitoring of the process, or by delegation to members of a selected hiring task-group and/or administrative staff. The Executive Director makes final hiring decisions upon recommendations by the Dean of Education.

1 Job Description

- DE/ED creates position description

2 Job Posting

- DE/ED posts the job in appropriate venues (for example: PNAIS, Waldorf Café, Waldorf World, and TCWS website)
- DE/ED may post some positions on Craigslist or other non-Waldorf networks when s/he deems appropriate.

3 Resumes

- The DE/ED may forward selected resumes to a Hiring Task group. All resumes must be held in confidentiality by all recipients. The Hiring Task Group is specific to each hire, created at the discretion of the ED as needed.

4 Candidate Search

- Hiring Task Group
- Be available to review resumes immediately upon receiving them.
- Provide written feedback to DE/ED within 48 hours of receiving resume for review (not qualified, or qualified for further consideration)
- Review task group selection and feedback.

5 Candidate Interview

- Dean of Education – The DE may delegate any of the following tasks to the administrative assistant(s).
- Be available to interview candidate(s) for initial phone screen (see addendum A on page 4) within 48 hours of resume selection.
- Provide a written summary of phone screen to ED within 24 hours of phone screen, and let ED know whether faculty wishes to bring candidate for an in-person interview, including an initial indication of TCWS preferred day(s) and time(s).
- Contact candidate to confirm that TCWS would like to invite them for an in-person interview. Indicate TCWS possible dates and times, ask for candidate possible dates and times. Aim for a match.
- Create an interview schedule appropriate for the position.
- Be available to greet and chaperone the candidate throughout the interview days.

Continued next page

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- Engage faculty in attending candidate lessons, meals, conversation, and provide a detailed schedule with confirmed attendees for all interview events to ED. (Which faculty members attend sample lessons, who is attending dinners, etc...)
- Engage faculty in interview conversation, coordinate interview with Full Faculty Chair, including post-interview conversation to gather faculty feedback
- On the day following the interview, connect with faculty members individually to gather additional and final feedback.
- Inform ED in writing of faculty recommendation within 24 hours of interview feedback conversation.
- Arrange travels, lodging, reimbursement of expenses as necessary
- Arrange, finalize, and publish interview day schedule with workgroup, to include:
 - Conversations with appropriate additional faculty members who participate in the hiring process.
 - Conversation with full faculty.
 - Interview with DE or assignee.
- Sample lessons for candidate with at least 2 current faculty members for each lesson as observers. (Sample lessons are selected by task-group. DE holds the schedule.)

6 Offers

- After receiving faculty feedback, DE informs ED that TCWS would like to extend an employment offer.
- The ED approves DE candidate's selection and confirms compensation
- Task-group obtains and calls at least three references, one of which should be a former manager

7 Extending an Offer

- ED prepares offer letter and informs Business Manager
- ED Informs DE of offer status
- DE Informs hiring task group of hiring decision prior to making the offer
- DE Reviews and approves offer information sheet
- DE verifies candidate acceptance/refusal of offer with ED

8 Communication

- DE announces hiring decision to faculty
- Task group proceeds with orientation of new teacher
- DE announces decision to school community either via newsletter or stand-alone email depending on the timing.

9 Legalities

- ED sends offer letter and receives candidate response
- Upon acceptance of offer, ED prepares employment agreement, compensation agreement, and status determination electronically
- Completes hiring paperwork and forwards completed file to Office Manager

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Administrative Personnel

The Director of Administration is responsible for the proper unfolding of this process, either through a direct management and monitoring of the process, or by delegation to members of a selected hiring task-group of administrative staff. The Executive Director makes final hiring decisions upon recommendations by the DA.

1 Job Description

- Director of Administration (DA) updates position description

2 Job Posting

- DA posts the opening in appropriate venues

3 Resumes

- As resumes come to DA, s/he forwards selected resumes to the ED for information.
All resumes must be held in confidentiality by all recipients.

4 Interview

- Director of Administration's responsibilities – DA may delegate any of the following tasks to the administrative assistant.
- Be available to interview candidate(s) for initial phone screen within 48 hours of receiving application.
- Provide a written summary of phone screen to ED within 24 hours of phone screen.
- Contact candidate to confirm that TCWS would like to invite them for an in-person interview.
Indicate TCWS possible dates and times, ask for candidate possible dates and times. Aim for a match.
- Create an adequate interview schedule.
- Informs ED of candidate selection.
- Arrange travels, lodging, reimbursement of expenses as necessary

5 Offers

- DA informs ED that TCWS would like to extend an employment offer.
- The ED approves DA's candidate's selection and compensation.
- DA obtains and calls at least three references, one of which should be a former manager

6 Extending an offer

- ED prepares offer letter and informs Business Manager.
- ED Informs OM of offer status
- DA Confirms compensation recommendation to ED
- DA Reviews and approves offer information sheet
- DA verifies candidate acceptance/refusal of offer with ED

7 Communication

- DA announces hiring decision to faculty.
- Task group proceeds with orientation of new staff member
- DA announces decision to school community via the newsletter or stand-alone email depending of timing.

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8 Legalities

- DA sends offer letter and receives candidate response
- Upon acceptance of offer, ED prepares employment agreement and status determination electronically
- Completes hiring paperwork and forwards completed file to Director of Administration

Hiring Protocol

When applicable and deemed necessary by the DE and/or the ED, a hiring task-group is asked to proceed with the hiring of teaching staff according to the procedure outlined in this document. In doing so, the task-group members are required to abide by all legal requirements as defined by Washington State and Federal Employment Laws, under the supervision and authority of the Executive Director. If deemed necessary or appropriate by the ED, members of the Hiring task-group will obtain HR training prior to engaging in any activity related to hiring. Members of the Hiring task-group must abide by rules of confidentiality as required by the Executive Director.

Note: Ultimately responsible for all hiring decisions, the ED reserves the right to overrule any and all hiring processes and recommendations at any time.

Internal Hiring

Teaching faculty employed by the Three Cedars Waldorf School may apply to a position through a process of Internal Hiring. The following criteria may be considered:

- Area of expertise
- Area of proven competence, strengths and weaknesses
- Effectiveness in working with students
- Effectiveness in working with parents
- Employment history record with TCWS. (Employee's file)
- Compatibility with existing TCWS employees

Internal Hiring Process

- 1 Internal applicant makes a request for consideration in writing to the ED.
- 2 DE and ED conduct initial interview with at least one member of Personnel Advisory Group.
- 3 If deemed desirable, internal candidate is interviewed by a hiring task-group.
- 4 Process unfolds as per point 7 of Teaching Faculty process above.
- 5 ED may alter the internal hiring process at any time for any reason. S/he will inform the Personnel Advisory Group of his or her decision to override the internal hiring process.

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Phone Screen Questions:

- 1 Why Waldorf education? What brought you to Waldorf education?
- 2 Which aspects of teaching attract you most?
- 3 Why do you enjoy teaching? What do you have most success with? Most challenges with?
- 4 What other contributions have you made to your school/s?
- 5 Why have you decided to apply to this position?
- 6 Tell me about a time when you have had to conduct or engage in a difficult communication to a parent.
- 7 How do you prepare blocks? How do you prepare and follow up on a daily basis?
- 8 How was the workload for you? Was there a particular aspect that was more challenging?
- 9 What's your style of classroom management?
- 10 Do you have any questions?

Professional Development Resources and Procedures

Placeholder page. Policy is currently in the process of being articulated.

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Performance Management

The Purpose of TCWS Performance Management is to support and further professional development in TCWS faculty and to effectively address concerns about performance. TCWS Performance Management is managed by the Executive Director (ED) and members of the Personnel Advisory Group (PAG) elected by faculty.

Support and Professional Development

Provide faculty members with an opportunity to share their experience with the Personnel Advisory Group (PAG) including elements that they have found supportive and helpful as well as elements they feel are in need of improvements in their professional life - such as mentoring, professional development, Educational support, or any other areas of school life that impact the working lives of faculty. The Personnel Advisory Group (PAG) is composed of faculty members elected by their peers through a process of approval voting for a three-year period.

Objective

The principal objective of the review process is to improve the quality of the faculty's work-life and relationships within the school by identifying the following:

- Individual faculty members and school professional goals
- Individual strengths of faculty
- Work-life improvements and needed training and support
- Faculty and staff relations
- Elements needed by faculty or the school for future planning

The above takes place in the context of TCWS Professional Conversation scheduled by the ED, with the ED and one or several members of the PAG, as follows:

- Faculty or staff member's perspective on current school year: participation, performance, and school direction
- PAG's perspective on current school year: as above
- Faculty or staff member's hopes and plans for the future, suggestions for change on school's direction
- PAG's commendations and recommendations.

TCWS strives to conduct a Professional Conversation with each employee on a yearly basis.

Documentation

Professional conversations are recorded in writing, highlighting the areas where a faculty member is seeking additional support from the school to ensure an effective implementation of a faculty member's request for support. Records are kept separately from employees' files.

Addressing Concerns

A faculty member may encounter challenges or difficulties, or act in ways such that a performance improvement plan is necessary. This process is entirely and solely the responsibility of the ED who are systematically assisted in this process by the PAG. In all performance improvement plans the ED is obligated to seek the perspective and advice of the PAG. The role of PAG is to provide the ED with honest and impartial advice pertaining to the performance improvement plan process and it's unfolding, and to bear witness to the whole faculty that the performance improvement plan is conducted with fairness. This team is in this process fully bound by strict confidentiality.

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Performance Improvement Plans

Information about individual faculty members' performance comes to the PAG's attention in a number of ways, solicited or unsolicited:

- Voluntary disclosure of a faculty member's challenges in the context of yearly PAG Professional Conversations.
- Direct observations from supervisor(s), conveyed either in writing or in in-person meetings with PAG
- Direct observations from the ED conveyed in in-person meetings
- Direct observations from PAG members in faculty meetings, faculty workgroups, or in classroom observations if deemed necessary by the PAG
- Indirect information from students, parents, or colleagues

Elements of a Performance Improvement Plan

A performance Improvement Plan includes the following:

- Specific areas in need of improvement
- PAG recommendations and strategies for improvement, such as additional mentoring, professional development, etc.
- A specific timeline within which the employee is expected to take up the above recommendations and show improvements
- A specific date for a future Improvement Assessment meeting with PAG.

Additionally the PAG may take the following step, which purpose is to clarify that public disclosure of concerns does not constitute a breach of confidentiality on the part of PAG members: Inform the faculty member that he or she may independently seek advice and guidance related to the difficulties encountered, with his or her colleagues. The precise content of such voluntary disclosure is agreed upon via a signed agreement with the PAG prior to the disclosure.

Documentation

A Performance Improvement Plan documentation includes the written documentation outlined below. All written documentation is submitted in draft form to each of the PAG members for their review and approval prior to ratification by the ED:

- Notes of initial concern
- Copy of communication with faculty member related to their Plan
- Notes of all meetings related to the Plan
- Plan progress chart (View on page 4)

Plan Progress Chart

For each Performance Improvement Plan, a Plan Progress Chart is established which recapitulates the information relative to the Plan. This chart is used to ensure clarity regarding the process, in terms of both timelines and content. The Plan Progress Chart is circulated in written form only, to PAG members and to the faculty member.

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Areas of Concern

A Performance improvement plan may lead to identifying particularly challenging difficulties, or Areas of Concern, addressed in the context of the performance plan and may lead to:

- Further improvement measures
- A modification of teaching responsibilities
- A possible dismissal

Note: Areas of Concern Triggers a 2.2 Monitoring Report to TCWS Board

With respect to the treatment of paid and volunteer staff, the CEO shall not cause or allow conditions that are unfair, undignified, disorganized, or unclear.

Further, without limiting the scope of the foregoing by this enumeration, the CEO shall not

- Operate without written personnel rules that (a) clarify rules for staff, (b) provide for effective handling of grievances, and (c) protect against wrongful conditions, such as nepotism and grossly preferential treatment for personal reasons
- Discriminate against any staff member for non-disruptive expression of dissent
- The CEO shall not retaliate against an employee for reporting to management or to the board of directors acts or omissions by company personnel, management or the board of directors that the employee believes, in good faith and based on credible information, constitutes a violation of state or federal law or a governing policy of the board.
- Allow staff to be unacquainted with the CEO's interpretation of their protections under this policy
- Allow staff to be unprepared to deal with emergency situations
- Cause or allow a family member or close associate of the CEO to obtain paid employment (including contracted employment) in the organization.
- Fail to delegate to a Waldorf-qualified Dean of Education (however titled) at the very least
 - 1) the (direct or indirect) supervision of the educational program staff, as well as 2) the day-to-day operation of the educational program.

A hard copy (no email) of the above report is sent to the board at this stage, detailing:

- Nature of Areas of Concern
- Process followed to this point
- Intended further PAG steps
- Copy of the Performance Plan Progress Chart

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Dismissal – Communication Protocol

The Executive Director may reach a decision to terminate a teaching employee. In this case, the PAG follows the communication protocol outlined below:

- 1 A hard copy (no email) of a termination report is sent to the Board outlining:
 - Compliance to the legal requirements of employee's process
 - Fair treatment of employees
 - Special considerations
- 2 Announcement is made in person to the employee in question by the ED and at least 2 PAG members.
- 3 A letter is sent to the employee in question articulating the decision
- 4 Announcement is made in person by the PAG to the faculty, either at a scheduled College meeting or a meeting of faculty scheduled for that purpose only, as required by the situation.
- 5 A follow-up phone call is made to all faculty members not present at the above meeting.
- 6 A letter is sent to the parent body as follows:
 - Class teachers, Kindergarten teachers – letter to the class with copy to the whole of TCWS parent body.
 - Subject teachers – letter to the entire parent body.

Administrative Staff Professional Evaluation

TCWS performance management of administrative staff takes place on an ongoing basis through regular conversations with the staff member's supervisor and the ED. Areas of concern follow the same protocol as above, handled by the ED.

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Preparing for a Professional Conversation with PAG

Purpose

Each year, the Personnel Advisory Group conducts professional conversations with each faculty member. Members of PAG kindly ask that you prepare for this conversation by pondering the questions below. The process of considering these questions is intended as support and preparation only. PAG will not request to see your answers.

Curriculum

- Do you feel you have a good grasp of the curriculum content for the grade level you teach? Do you regularly attend conferences, workshops, and training seminars to deepen your mastery of the curriculum?
- Do you feel you have sufficient professional training, resources, and material to effectively teach?
- Do you feel at ease exchanging ideas and materials with colleagues, both at TCWS and in other schools?
- Do you feel at ease with your skill level in the arts, music, and movement as needed in your classrooms?
- Do you feel you need support in any aspect of your work with students, and if so, what would be most helpful to you?

Classroom Management

In regard to classroom management please consider your discipline style:

- Atmosphere in the room when the students are doing work of primary importance (activities requiring focus such as math work, for example)
- Basic rhythm of lesson, timing of each element
- How you manage irritation – how you use your voice when upset. What consequences you employ when students are disruptive?
- Homework assignments – quizzes, processing and filing of corrections
- Which areas of classroom management do you feel great about, and which areas do you feel you could need tips and support.

Personal Style and Habit Life

- Consider your personal appearance (dress, voice) particularly as it relates to an inquiring parent who views you as a representative of the school and of Waldorf education
- Consider your attendance– do you attend all meetings and events you are committed to? If no, consider the reasons why and how often you skip these.
- Consider your time management and organizational skills – accessing and filing materials at school and at home, respecting your classroom budget.
- Consider duties other than teaching – meetings, workgroups, filling out and returning forms – do you feel at ease with the way you handle these obligations?
- Consider which support you need in the area of personal style and habit life.

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- Consider how you perceive yourself in relating to parents – are parents comfortable approaching you?
Do you consciously work on being approachable?
- Consider how you perceive yourself in relating to colleagues – do you feel you have good relationships with all colleagues? Are you aware of their needs, and do you step up in times of need?
- Consider how you contribute to school life in ways other than teaching. Do you serve on volunteer groups? Do you play a role in the school beyond your position?
- Do you feel a need for support in the area of relationship? What would be most helpful?

General

- What do you think are your strengths as relevant to your work?
- What do you think are main difficulties as relevant to your work?
- Which aspects of your work have given you the most satisfaction this past year?
- Which aspects of your work have given you the least satisfaction this past year?
- How can the school better support you?